

**RANI CHANNAMMA**



**UNIVERSITY, BELAGAVI**

***SCHOOL OF EDUCATION***

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

**REGULATIONS FOR COURSE OF STUDY AND SCHEME OF EXAMINATION FOR TWO YEARS**

**MASTER OF EDUCATION (M.Ed.) PROGRAMME**

**PROGRAMME OF RANI CHANNAMMA UNIVERSITY BELAGAVI  
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**Rectified Syllabus Effect from 2015-16 Onwards**



**REGULATIONS FOR TWO YEAR MASTER OF EDUCATION  
(M.Ed.) PROGRAMME AS PER NCTE REGULATIONS, 2014  
UNDER CHOICE BASED CREDIT SYSTEM (CBCS)**

**REGULATIONS  
(I TO IV SEMESTERS)**

**Part – A**

**1. 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 education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in Secondary education (classes VI-XII). Two year M.Ed. programme aims to provide opportunities for students to extend as well as deepen their knowledge and understanding of education, specialize in selected areas and also develop research capacities, leading to specialization in either elementary education or secondary and higher secondary education.

To develop in prospective teacher educators skills related to independent study of literature, research, academic writing, professional communication and team work. It should also endeavor to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

Based on the Regulations of National Council for Teacher Education (NCTE) 2014 which is the apex body of recognizing M.Ed. programme, it necessitated to frame the following additional regulations for the course of study and scheme of examination of Master of Education (M.Ed.) programme.

**2. Title**

These Regulations shall be called "Regulations Governing the Post-Graduate Programme in Education under the Choice Based Credit System" in Rani Channamma University, Belagavi.

**3. Commencement**

These Regulations shall come into force with effect from the academic year 2015- 16.

#### 4. Definitions of Key Words:

- ☞ In these regulations unless otherwise provided;
- ☞ "**Academic Council**" means Academic Council of the University constituted according to the Karnataka State Universities Act, 2000.
- ☞ "**Board of Studies**" means P.G. Board of Studies in Education, Rani Channamma University, Belagavi
- ☞ **Course:** Usually referred to as 'papers' is a component of a programme. All courses need not carry the same weight. The courses should define learning objectives and learning outcomes. A course may be designed to comprise of lectures / discussions / tutorials / laboratory work/field work / outreach activities / project work / vocational training / viva / seminars / term papers / assignments / presentations / self-study, etc., or a combination of some of these.
- ☞ "**Compulsory Course**" means fundamental paper, which the student admitted to a particular Post-Graduate Programme, should successfully complete to receive the Post Graduate Degree in the concerned subject.
- ☞ **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).
- ☞ **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.
- ☞ "**Course Weightage**" means number of credits assigned to a particular course.
- ☞ "**Credit**" means the unit by which the course work is measured. One Credit means one hour of teaching work or two hours of practical work per week. As regards the marks for the courses, 1 Credit is equal to 25 marks, 2 credits are equal to 50 marks, 3 credits are equal to 75 marks and 4 credits are equal to 100 marks.
- ☞ "**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.
- ☞ "**Degree**" means Post-Graduate Degree.
- ☞ "**Grade**" is an index to indicate the performance of a student in the selected course. These Grades are arrived at by converting marks scored in each course by the candidate in both Internal Assessment and Semester-end Examinations.

- ☞ **Grade Point Average (GPA)** refers to an indication of the performance of the student in a given semester. GPA is the weighted average of all Grades a student gets in a given semester.
- ☞ **"Open Elective Course"** means a paper offered by a Department to the students of other Departments
- ☞ **"Post Graduate Programme"** means semesterised Master's Degree Programme in Education.
- ☞ **"Specialization Course"** means advanced paper offered by a Department of Education that a student can opt as a special course.
- ☞ **"Student"** means the student admitted to programme.
- ☞ **"University"** means Rani Channamma University, Belagavi.
- ☞ **Credit Point:** It is the product of grade point and number of credits for a course.
- ☞ **Credit:** A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of teaching (lecture or tutorial) or two hours of practical work/field work per week.
- ☞ **Cumulative Grade Point Average (CGPA):** It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal points.
- ☞ **Grade Point:** It is a numerical weight allotted to each letter grade on a 10-point scale.
- ☞ **Letter Grade:** It is an index of the performance of students in a said course. Grades are denoted by letters A, B, C, D and F.
- ☞ **Programme:** An educational programme leading to an award of a Degree, diploma or certificate.
- ☞ **Semester Grade Point Average (SGPA):** It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It will be expressed up to two decimal places.
- ☞ **Semester:** Each semester will consist of 15-18 weeks of academic work equivalent to 90 actual teaching days. The odd semester may be scheduled from July to December and even semester from January to June.

## **5. Aims of the Programme**

The main thrust of M.Ed. Programme is visualized as a professional programme to prepare teacher educators; however in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and text book development, research, policy analysis and educational administration. An effective teacher education curriculum calls for systematic task analysis of teachers at various levels and inclusion of relevant contents, which alone can infuse confidence among the prospective teachers to negotiate the school curriculum in classroom.

The present teacher education programme is inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005. The pedagogic reform from this perspective need to invest on building on teachers capacity to act as autonomous reflective groups of professionals who are sensitive to their social mandate and to the professional ethics and to the needs of heterogeneous groups of learners.

## **6. Eligibility to Apply for Admission**

- a) Candidates seeking admission to the M.Ed. Programme should have obtained at least 50% marks or an equivalent grade in the following programmes:
  - 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)
- b) Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government/Rani Channamma University, whichever is applicable.

## **7. Admission Procedure**

Admission shall be made on merit on the basis of marks obtained in the qualifying examination or any other selection process as per the policies and regulations of the State Government/University/NCTE norms.

## **8. 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.

## 9. 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.

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

## 10. 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.

## Programme Structure

- ☞ 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 from time to time subject to minimum and maximum credits as outlined in these regulations.
- ☞ There shall be three categories of courses namely, Compulsory Courses, Specialization Courses and Open Elective Courses.
- ☞ 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.
- ☞ In those programmes that offer specialization courses, the students shall choose the prescribed number of Specialization Courses offered within the Department.
- ☞ The Department of Education offers Open Elective courses for Students of other Departments. The Students of the Department of Education shall choose Open Electives courses prescribed by the University.

## 11. Programme Structure

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

<b>Major Components</b>	<b>Areas Covered</b>	<b>Description</b>
<b>Common Core</b> (Theory and Practicum included)	Perspective Courses, Tool Courses, and Teacher Education Courses  Courses in <b>any</b>	<ol style="list-style-type: none"> <li><b>Perspective Courses</b> in the areas of Philosophy of Education, Sociology History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies.</li> <li><b>Tool Courses</b> 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)</li> <li><b>Teacher Education Courses</b> (which are also linked with the field internship/ immersion/attachment in a teacher education institution) will also be included in the core.</li> </ol>
<b>Specialization Branches</b> (Theory and Practicum included)	<b>one</b> of the school levels/areas (such as Elementary, or Secondary and Senior Secondary) and further thematic specializations.	<p>The Specialization branches in one of the school stages: <b>Elementary Level</b> (up to VIII), or, <b>Secondary and Senior Secondary Level</b> (VI to XII), each with:</p> <ol style="list-style-type: none"> <li>Core courses, within Elementary/Secondary specialization, focusing on mapping the area</li> <li>Specialization/elective clusters in thematic areas pertinent to that stage, such as: <ul style="list-style-type: none"> <li>- Curriculum ;</li> <li>- Pedagogy and Assessment;</li> <li>- Policy, Economics and Planning;</li> <li>- Educational Management and Administration; Education for Differently Abled;</li> <li>- Education Technology, etc.</li> </ul> </li> </ol>
<b>Field Attachments</b>	Teacher Education Institution	<p>Field Attachments/ Internship/Immersions in:</p> <ol style="list-style-type: none"> <li>A Teacher Education Institution (TEI), and</li> </ol>

<b>/Internships /Immersion</b>	(TEI)	2. The Area of Specialization (Elementary Level or Secondary /Senior Secondary Level)
	Related to specialization (Elementary or Secondary/ Senior Secondary)	
<b>Research leading to Dissertation</b>	Related to specialization/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.

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:

**Structure for Two-Year M.Ed. Programme**  
**Semester-wise Distribution of the Courses**  
**Semester – I**

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course – 1	Philosophy of Education	Theory	75	25	100	4
Course – 2	Psychology of Learning and Development	Theory	75	25	100	4
Course – 3	Educational Technology	Theory	75	25	100	4
Course – 4	Introduction to Educational Research And Statistics	Theory	75	25	100	4
<b>ISB</b>						
Activity–I (a)	Communication Skills & Expository Writing	Practical		50	50	2
Activity–I (b)	Self Development-Yoga Education	Practical		50	50	2
<b>Total</b>			<b>300</b>	<b>200</b>	<b>500</b>	<b>20</b>

## Semester – II

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course – 5	Sociology of Education	Theory	75	25	100	4
Course – 6	Historical, Political and Economic Foundations of Education	Theory	75	25	100	4
Course – 7	Educational Studies	Theory	75	25	100	4
Course – 8	Advanced Educational Research and Statistics	Theory	75	25	100	4
Course (OEC)	Strategies of Teaching	Theory	80	20	100	4
<b>ISB</b>						
Activity – II (a)	Dissertation	Practical		50	50	2
Activity – II (b)	Internship in a Teacher Education Institutions	Practical		100	100	4
<b>Total</b>			<b>380</b>	<b>270</b>	<b>650</b>	<b>26</b>

**Semester-III**  
**Specialization in any ONE level: Elementary/Secondary and Senior Secondary**

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course-9 (d):	Guidance and Counselling * Guidance and Counselling at Elementary Level * Guidance and Counselling at Secondary Level	Theory	75	25	100	4
Course- 10 (d):	* Administration, Management and Leadership of Elementary Education * Administration, Management and Leadership of Secondary/Senior Secondary Level	Theory	75	25	100	4
Course- 11 (a):	* Professional Ethics and Human Values of Teacher Educators	Theory	75	25	100	4
Course- 12 (c):	* Perspectives of Teacher Education	Theory	75	25	100	4
Course- 11 :	* Internship in Specialization (Elementary or Secondary/Senior Secondary)	Practical		100	100	4
Course (OEC):	* Personality Development and Communication Skills	Theory	80	20	100	4
<b>ISB</b>						
Activity III (a)	Dissertation	Practical		50	50	2
Activity III (b)	Academic Writing	Practical		50	50	2
<b>Total</b>			<b>380</b>	<b>320</b>	<b>700</b>	<b>28</b>

**Semester-IV**  
**Specialization in any ONE level: Elementary/Secondary and Senior Secondary**

Course	Subject Name	Theory/ Practical	External Marks	Internal Marks	Total Marks	Total Credits
Course-12 (d):	* Educational Technology at Elementary Level	Theory	75	25	100	4
	* Educational Technology at Secondary/Senior Secondary Level					
Course-13 (d) :	* Inclusive Education at Elementary Level	Theory	75	25	100	4
	* Inclusive Education at Secondary/Senior Secondary Level					
Course-15 :	* Curriculum Studies at Elementary Level	Theory	75	25	100	4
	* Curriculum Studies at Secondary Level					
Course-16 :	Dissertation	Practical		100	100	4
<b>Total</b>			<b>225</b>	<b>175</b>	<b>400</b>	<b>16</b>
<b>GRAND TOTAL</b>			<b>1285</b>	<b>965</b>	<b>2250</b>	<b>90</b>

**List of Open Elective Courses offered by the Department**

1. Strategies of Teaching (Second Semester)
2. Personality Development and Communication Skills (Third Semester)

**Scheme of Examination**

(Semester end Theory Examination Question Paper Pattern) Hard core, Soft core (Specialization) papers for M.Ed Students and Open Elective Papers for Students from other departments  
**Duration: 03 Hours**

Section	Type of Questions	Marks	Total
A	Four essay type questions in Section A with internal choice out of 5	3 X 15	45
B	There will be short answer questions in Section B with internal choice out of 8	5 X 6	30
<b>Total</b>			<b>75</b>

**Scheme of Evaluation (Internal Assessment)**

<b>Sl. No.</b>	<b>Continuous Assessment Programme</b>	<b>Maximum Marks</b>
1	Two Session tests in each course (5 marks first test and 10 marks second test)	15
2	Seminar/Group Discussion/Assignment (to be assessed on the basis of writing, comprehension, communication, articulation and presentation skills)	07
4	Regularity and Attendance	03
<b>Total</b>		<b>25</b>

Three marks in each course are marked for regularity in attending the classes shall be awarded as follows:

<b>Percentage of Class Attended</b>	<b>Marks to be awarded</b>
	<b>Hard core, Soft core and Open Elective Courses</b>
< 75	00
75 < 80	01
80 < 90	02
90	03

## **12. Examination**

**12.1** There shall be an examination at the end of each semester.

**12.2** There shall be semester-end examination of 3 hours duration for 75 marks for compulsory and specialization courses. For open elective, there will be 80 marks and examination duration of 3 hours.

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

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

**12.5** 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).

**12.6** Candidates who have failed, remained absent or opted for improvement in any course/ courses shall appear for such course/ courses in the two immediate successive examinations that are conducted. 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.

**12.7** Candidates who desire to challenge the marks awarded to them, in the 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.

## **13 Evaluation**

**13.1** M.Ed. programme shall have two evaluation components - Internal Assessment (IA) and the Semester End Exams.

**13.2** The IA component in a course shall carry 25 marks (including 03 marks for attendance) and the Semester End Examination shall carry 75 marks. However, dissertation will carry 200 marks, in which 50 marks is allotted to the presentation of the research proposal and 50 marks for research progress.

**13.3** The IA marks list shall be notified on the Department Notice Board as Marks 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.

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

**13.5** The IA records of each semester end examination should be submitted to the department of education in duplicate, at least 8 days prior to the commencement each semester end examination and the dissertation thesis should also be submitted to the department of education in duplicate before the end of IV semester end examination.

### **13.6 Maximum duration for completion of the Programme**

**13.7** A candidate admitted to a post graduate programme shall complete it within a period, which is double the duration of the programme from the date of admission.

**13.8** Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the new syllabus.

### **14.0 Declaration of Results:**

**14.1** Minimum for a pass in each paper shall be 40% of the total marks including the IA / viva and the semester end examinations marks. However, candidate shall obtain at least 40% of the marks in the Semester End Examination (ex. 30/75). There is no minimum in the IA / viva marks.

**14.2** Candidates shall secure a minimum of 50% in aggregate in all semesters to complete the programme successfully. A candidate who passes individually with 40% score but fails to secure 50% in aggregate shall be declared to have failed. Such candidate shall at his option appear for any one or all papers for improvement.

**14.3** Candidates shall earn the prescribed number of credits for the programme to qualify for the PG Degree in Education.

**14.4** 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.

**14.5** The candidates, seeking improvement of their results shall submit an application along with a prescribed fee to the Registrar (evaluation) and surrender the degree certificate / provisional pass certificate/original marks cards of that semester before 15 days from the date of exam application submission as per the prevailing rules of University from time to time.

First class with Distinction	70% and above	(A)
First Class	60% and above but less than 70%	(B)
Second Class	50% and above but less than 60%	(C)
Fail	Less than 50%	(F)

### 15.0 Marks, Credit Points, Grade Points, Grade and Grade Point Average:

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

Percentage of marks	Grade Points	Grade Letter
75 and above, up to 100.00%	7.50 to 10.00	A
60 and above but less than 75%	6.00 and above but less than 07.5	B
50 and above but less than 60%	5.00 and above but less than 6.0	C
40 and above but less than 50%	4.00 and above but less than 05.00	D
Less than 40.00%	Less than 4.00	F

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

15.3 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.

15.4 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 semester. The CGPA to date shall be calculated by dividing the total number of credit points in all the semesters to date by the total number of credits in all the semesters to date.

$$\text{CGPA for the I semester} = \frac{\text{Sum of the CP of the I semester}}{\text{Sum of the credits of the I semester}}$$

$$\text{CGPA for the II semester} = \frac{\text{Sum of the CP of the I sem} + \text{Sum of the CP of the I sem}}{\text{Sum of the credits of I sem} + \text{Sum of the credits of II sem}}$$

CGPA for the III and IV Semester shall be computed accordingly.

15.5 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 grade 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.

15.6 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
7.5 to 10.0	First class with Distinction
6.0 and above but below 7.5	First Class
5.0 and above but below 6.0	Second Class

### Evaluation Rules & Regulations

- ☞ The Degree will be awarded to a student who completes a total of 90 Credits in a minimum of two years taking four courses per Semester.
- ☞ Each paper (except ECP) will be of 4 credits, the evaluation of which will be decided by the teacher educator. Each 4 credit course will have 100 marks.
- ☞ Credit: 6 means {Lecturer per week: 3 (one hour each) = 3 credits
- ☞ Tutorial per week: 2 (one hour each) = 1 credit
- ☞ Field work/practicum per week: 4 (one hour each) = 2 credits
- ☞ While marks will be awarded for all examinations, they will be converted into grades. The semester end grade sheets will have only grades and final grade sheets and transcripts will have grade points average and total percentage of marks (up to two decimal points).
- ☞ A student obtaining Grade F will be considered as failed and is required to reappear in the examination.
- ☞ The formula for conversion of Grade Point Average (GPA) into the Final Grade:
- ☞ Following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA).
- ☞ The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student in all the courses taken by a student and the sum of the number of credits of all the courses undergone by a student, i.e.,  $SGPA (S_i) = \frac{\sum(C_i \times G_i)}{\sum C_i}$

$\frac{\sum C_i G_i}{\sum C_i}$  Where  $C_i$  is the number of credits of the  $i$ th course and  $G_i$  is the grade point scored by the student in the  $i$ th course.

- ☞ The CGPA is also calculated in the same manner taking into account all the courses undergone by a student over all the semesters of a programme, i.e.,  $SGPA (S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$
- ☞ The formula for GPA will be based on Weighted Average. The final GPA will not be printed unless a student passes courses equivalent to minimum 50 % of the total credits.
- ☞ There will be only final compilation and moderation at GPA (Final) level done at the Department, while declaring the result the existing relevant ordinances are applicable. There is also a provision for verification and revaluation in case of verification. The existing rules will be applicable. The revaluation result will be adopted if there is a change of at least 10 % marks and in the grade of the course.
- ☞ For grade improvement a student must reappear for semester-end examination for a minimum 50% of the total credits. These courses will be from the parent department. Grade Improvement Programme will be implemented at the end of the academic year. A student can opt for the grade improvement programme only after the declaration of final semester examination.

### **Special Instructions**

- ☞ There will be a university examination at the end of each semester as per details of the scheme of examination.'
- ☞ Candidates, who represent their institute/university/state/nation in recognized sports/games/cultural/literary activities, will get credit of attendance for that period; this will be allowed on production of a certificate from the concerned organizing authority and on the basis of the recommendations of the head of the institute.
- ☞ The minimum pass marks in each year or semester examination will be 40% for each theory paper and practicum and 50% for internship in teaching separately. The candidate will have to pass each theory paper and practicum separately.
- ☞ A candidate who fails only in one subject in first year or semester of the course will be eligible to take the examination in that part of the subject (theory paper/practicum) as the case may be, in which they fail along with the next semester.
- ☞ A candidate who fails only in one subject in second year of the course will be allowed to appear as an ex-student in that part of the subject in which he/she fails at the subsequent examination.

- ☞ In case a candidate fails in pre-internship/internship in teaching, he/she will have to undergo the full year of the course of study as a regular student in the subsequent year.
- ☞ A candidate will be given a maximum of two chances to pass the examination in any year/semester of the course. If he/she does not pass the examination even after two chances he/she will not be eligible for M.Ed. degree.
- ☞ Candidates can apply for re-evaluation in any of the theory papers as per rules stipulated by the University for M.Ed. degree.
- ☞ Changes in statutes/ordinances/rules/regulations/syllabi and books may from time to time be made by amendment or remaking and a candidate will, except in so far as the university determines otherwise, comply with any change that applies to years he/she has not completed at the time of change.
- ☞ In matter governing the above programme, the decision of the honourable Vice Chancellor is final.

**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**

- 1.1 Concept and Functions of Philosophy
- 1.2 Need and Importance of Philosophical Framework
- 1.3 Inter-relationship between Philosophy and Education
- 1.4 Nature and Scope of Educational Philosophy.
- 1.5 Philosophical Analysis of Educational Aspects.
  - 1.5.1 Aims and Objectives
  - 1.5.2 Methods of Teaching
  - 1.5.3 Curriculum
  - 1.5.4 Text Book
  - 1.5.5 Teacher and- Pupil Relationship
  - 1.5.6 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

2.3 Axiology – Origin and Meaning & Theories.

2.4 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

3.1.1 Sad Darsanas (Six Systems of Thought)-

3.1.2 Sankhya-Yoga,

3.1.3 Nyaya-Vaisesika,

3.1.4 Mimasa-Vedanta.

3.1.5 Charvaka Darsana

3.1.6 Buddhism and Jainism

3.1.7 Dwaita, Adwaita and Shaktivishistadwaita

3.2 Indian Thinkers

3.2.1 Sri Aurobindo Ghosh

3.2.2 Mahatma Gandhiji

3.2.3 Rabindranath Tagore.

3.2.4 Swami Vivekananda

3.2.5 J. Krishnamurthy

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

4.1 Western Schools of Philosophy

4.1.1 Idealism

4.1.2 Naturalism

4.1.3 Pragmatism

4.1.4 Realism

4.2 Western Thinkers

4.2.1 John Dewey

4.2.2 Maria Montessori

4.2.3 Aristotle

4.2.4 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.

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**SEMESTER – I**

**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: Behaviourist (Pavlov and Skinner), Humanist (Rogers), Cognitivist (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, McClelland 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 Guilford, 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, sociometric

technique, its interpretation and report writing.

3. 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 :**

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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
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**SEMESTER I**

**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**

- 1.1 Educational technology-concept, product Vs process;
- 1.2 Forms of educational technology: teaching technology, instructional technology and behaviour technology;
- 1.3 Approaches of educational technology: Hardware and Software;
- 1.4 Transactional usage of educational technology: integrated, complementary, supplementary standalone (independent);
- 1.5 Historical development – programmed learning stage; media application stage and computer application stage;
- 1.6 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**

- 2.1 Systems Approach to Education and its Components: Goal Setting, Task Analysis, Content Analysis, Context Analysis and Evaluation Strategies;
- 2.2 Instructional Strategies and Media for Instruction.
- 2.3 Effectiveness of Communication in instructional system; Communication- Modes, Barriers and Process of Communication.
- 2.4 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.
- 3.2 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.
- 3.3 Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.
- 3.4 Teleconferencing, Video Conferencing, SITE experiment, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes.
- 3.5 Use of animation films for the development of children's imagination.
- 3.6 Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions.

### **Unit 4- New Horizons of Educational Technology**

- 4.1 Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, etc.
- 4.2 Procedure and organization of Teleconferencing/ Interactive video-experiences of institutions, open schools and open universities.
- 4.3 Recent experiments in the third world countries and pointers for India with reference to education.
- 4.4 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. Analysing 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.

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**SEMESTER - I**

**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**

- 1.1 Different Source of Generating Knowledge. Concept of Scientific Inquiry and Theory development, Scientific method –Concept, Definition Assumption and Steps.
- 1.2 Research in Education – Meaning, Purpose, Characteristics and Scope of Educational Research. areas of Educational Research
- 1.3 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**

- 2.1 Purpose of Review at Different Stages of Research
- 2.2 Identifying the Related Literature - Sources & Types, Online & Off line References. Organizing the related literature – recording of various references, notes taking.
- 2.3 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**

- 3.1 Steps of Educational research, Research Blueprint – Concept and Component.
- 3.2 Variables – Meaning and Characteristics, Types and Interrelationship among different Types of Variables.
- 3.3 Hypotheses – Meaning and Importance, Characteristics, Types and forms of hypothesis.
- 3.4 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).
- 3.5 Format of a research proposal

## **Unit 4 - Educational Statistics and Computer Applications**

- 4.1 Nature of Data
- 4.2 Meaning and Nature, Measurement Scales, Classification and tabulation of data, Graphical representation of data.
- 4.3 Descriptive Statistics
- 4.4 Measures of Central Tendency and Variability
- 4.5 Relative position- quartiles, deciles, percentiles and percentile ranks
- 4.6 Normal probability curve –Its properties and applications, skewness and kurtosis- their computation and uses.
- 4.7 Standard scores, T scores and Stanine- computation and uses.
- 4.8 Criteria for selecting statistical softwares- in research.
- 4.9 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.

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**SEMESTER - I**  
**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.

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-  [www.education.nic.in](http://www.education.nic.in)
-  [www.scribid.com](http://www.scribid.com)
-  HNGU Handbook-I & II

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**SEMESTER – I**  
**(INTER SEMESTER BREAK – ISB)**

**Activity 1 (b) Self Development -Yoga Education**

**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**

- 1.1. Introduction
- 1.2. Yogic Concepts of Personality
- 1.3. Dimensions of Integrated Personality Development

**Unit 2: Yoga and Stress Management**

- 2.1. Introduction
- 2.2. Concept of Stress
- 2.3. Stress-a yogic Perspective
- 2.4. Yoga as a way of Life to cope with stress
- 2.5. Yogic Practices for stress management.
- 2.6. Cyclic Meditation for stress management.

**Unit 3: Yoga and Self Development**

- 3.1. Introduction
- 3.2. Concept and Nature of Self Development
- 3.3. The concept of value and value education.
- 3.4. Spirituality and its role in human self-development-Yamas and Niyamas.
- 3.5. Helping children develop values
- 3.6. Yoga and Human Excellence

**Unit 4: Guidelines for Practicum**

- 4.1. Introduction
- 4.2. Asanas
- 4.3. Bandhas and Mudras
- 4.4. Pranayama

#### 4.5. Meditation.

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**SEMESTER – II**

**COURSE – 5: SOCIOLOGY OF EDUCATION**

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

-  Enable the student to explain and reflect on Gender ideology.
-  Relationship between education and social change with special reference to modernization and globalization.
-  Relationship between concepts and processes of sociology and education.
-  Theories and characteristics of sociological analysis and its relation to education.
-  Understand and explore the meaning, aims, and purposes of education.
-  Develop understanding of sociological dimension of education.
-  Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more information, meaningful understanding of them.
-  Expose students to divergent educational thoughts, perspectives and practices, which will help them in creating secure, egalitarian and pedagogically sound learning situations.

**Unit 1- Meaning and Scope of Sociological Foundations of Education**

1.1 Development of the Science of Sociology.

1.2 Interrelationship between of Sociology and Education.

1.3 Nature and Importance Sociology and Education.

1.4 Society –The Origin of Sociology- Functions of Society, Types Society, Education and Society.

1.5 Social Institutions.

1.5.1 The Family –The Changing Functions of the family. The continuing functions of family – variations in family. Impact of family on the Development of Personality of the Child.

1.5.2 Functions of Religion; Education and Religion.

## **Unit 2- Social Change and Education**

### 2.1 Social Stratification

2.1.1 Nature, importance and concept of Social Stratification

2.1.2 Types of Stratification- Class and Caste.

2.1.3 Factors in Social Stratification.

### 2.2 Social Mobility.

2.2.1 Factors in Social Mobility- Types of Social Mobility.

2.2.2 Sanskritisation

2.2.3 Role of Education in Social Mobility.

### 2.3 Cultural Lag.

2.3.1 Factors in Cultural Lag –Reasons for Cultural Lag.

2.3.2 Vested Interests and Cultural Lag.

### 2.4 Social Change.

2.4.1 Nature of Social Change –Theories of Social Change.

2.4.2 Factors of Social Change –Social Evolution and Progress.

## **Unit 3- Process of Socialization of the Child-A Cultural Analysis**

### 3.1 Socialization

3.1.1 Importance of Socialization –Role and Status.

3.1.2 Theories of the Development of Self and Personality.

3.1.3 Agencies of Socialization.

### 3.2 Culture

3.2.1 Society and Culture, Characteristics of Culture

3.2.2 Functions of Culture-Cultural Variation

3.2.3 Culture and Personality

### 3.3 Enculturation

3.3.1 Its significance in understanding the child

3.3.2 Process of Enculturation

3.3.3 Enculturation and Education

### 3.4 Acculturation

3.4.1 Process of Acculturation

3.4.2 Variables of Acculturation-Bases of Acculturation

3.4.3 Impact of Acculturation on the Personality Development of the Child.

### 3.5 Traditionalisation

3.5.1 Concept of Traditionalisation

- 3.5.2 Social and Cultural Traditions
- 3.5.3 Our Traditions and Modern India
- 3.6 Modernization
  - 3.6.1 Features of Modernization
  - 3.6.2 Attributes of Modernization
  - 3.6.3 Modernization and Education

#### **Unit 4- Human Rights and Co-existence**

- 4.1 Constitutional Provisions for Education
- 4.2 Fundamental Rights
- 4.3 Directives Principles of State Policy
- 4.4 Concept of Human Rights
- 4.5 Universal Declaration of the Human Rights
- 4.6 Amnesty International
- 4.7 United Nations High Commission for Human Rights
- 4.8 National Human Rights Commission
- 4.9 State Human Rights Commission/Cell
- 4.10 Rights of Children

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

#### **1. Practicum:-**

 Make a questionnaire on different aspects of socialization and administration on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity. Organize a debate on Education & Socialization.

#### **2. Practicum:-**

Select a psychological tool of socialization and apply on at least 10 orphans and 10 students with parents to find out the result

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**SEMESTER – II**

**COURSE – 6 (a): HISTORICAL, POLITICAL AND ECONOMIC  
FOUNDATIONS OF EDUCATION**

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

-  To acquaint the students with the political economy of education.
-  To develop among the students an understanding of the financial aspects of education.
-  To understand the Pre-independence and post-independence development of education in India.
-  To understand the factors from historical perspective that contributed to present education system.
-  To explain the important features of various reports, commissions and policies of education during pre and post independence development of Education - in India.

**Unit – 1: Foundation of Education**

- 1.1 Foundation of education: Meaning, need, nature, concept, type and role in shaping education
- 1.2 Historical Perspective of Education
- 1.3 Political Perspective of Education
- 1.4 Economical Perspective of Education

**Unit – 2: Historical Foundation of Education**

- 2.1 Origin and development of modern education in India.
- 2.2 Education in India during – Vedic, Buddhist and medieval, Islamic Periods, Colonial Period.
- 2.3 Education in Vedic Period, Education in Buddhist Period, Education in the Medieval Period, Education in Islamic Period, Education in British Period : Concept, Ideas, Agencies of Education, Organization of Education, Teacher-Pupil relationship and their duties, curriculum, methods of Teaching, Women Education, relevance to the present day education.

### **Unit – 3: Political Foundation of Education**

- 3.1 Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context
- 3.2 Multiple School Contexts- rural/urban; minority/denominational/ government
- 3.3 Educations and Democracy, Constitutional Provisions for Education, Nationalism and Education.
- 3.4 Study and Review the impact on Indian Education of the following Pre independent policies: Macaulay's minutes ; Wood's dispatch ; Hunter's Commission ; Sargent's Report ; Sadler Commission 1917-19.
- 3.5 Study and Review the impact on Indian Education of the following post-independent policies : University Education Commission ; Constitutional Provision of Education ; National Policy on Education, (1986) ; Programme of Action (1992) ; NCF (2005) ; NCFTE (2009)
- 3.6 RTE Act 2009
- 3.7 Secondary Education Commission
- 3.8 Kothari Commission (1964-66)

### **Unit – 4: Economic Foundation of Education**

- 4.1 Formation of Human Capitals
- 4.2 Knowledge Industries and knowledge occupations
- 4.3 Contribution of education to development
- 4.4 Education and labour market: Investment in education, skill based education
- 4.5 Youth unemployment and education
- 4.6 Economics of brain drain
- 4.7 Educational Financing: Elementary, Secondary and senior Secondary school level

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

### **Practicum**

-  Seminar on Perspective of education
-  Review of related literature to justify the role of Political/Economic/Historical foundation of education in shaping of education.

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**SEMESTER - II**  
**COURSE – 7 (a) : EDUCATIONAL STUDIES**

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

-  Introduce the nature of education studies and map the fields.
-  Introduce certain selected seminal educational texts representing the foundational perspectives.
-  Introduce Education studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
-  To develop their critical capabilities through the selection, analysis and synthesis of relevant perspectives, and to be able to justify different positions on educational matters.
-  Introduce, understand and to enable critical analysis to form current and future professionals.

**Unit: 1 Foundations of Education**

- 1.1 Concept of Education as a discipline
- 1.2 Semantics of Education : Including Broad and Narrow meaning of Education
- 1.3 Interdisciplinary nature of Education w.r.t Philosophical principles, political psychological evidences, sociological foundations, Management Science, political sciences and Economics.
- 1.4 Conceptual analysis : Equality of Educational opportunity, Open learning (distance, online) learning society and Secularism

**Unit: 2 Perspectives of Education system in India**

- 2.1 Educational and sociological Perspectives of Indian social reformers on the national system of Education
- 2.2 Swami Vivekananda, Mahatma Gandhi, Rabindranath Tagore, Aurbindo, Radhakrishnan, Dr. B.R Ambedkar, Zakir Hussain, Durgbhai Deshmuk, Dayanand Saraswathi, Tilak karve, Shri Mali, Lakshmana Swami Mudaliar.

### **Unit: 3 Educational Systems and Structure**

- 3.1 Historical perspective on the educational system in India and its development a. Education in pre-independence India b. Evolution of Indian system of Education in post-independence.
- 3.2 Conceptual frame work on the Structure, Aims and Functions
  - Elementary School system
  - Secondary School system
  - Higher Education system
- 3.3 Alternative (Educational) System of Education
  - Non Formal System of Education
  - Open Learning
  - Distance Education
  - Adult and Continuing Education
  - Vocational Education
  - Inclusive Education

### **Unit: 4 Contemporary Concerns of Policies and Practices**

- 4.1 Nature and Focus of Education after Independence
- 4.2 Different commissions – NPE (1986), POA (1992)
- 4.3 Report of the committee of review of NPE (Ram Murthy)
- 4.4 SSA, RMSA, RUSA
- 4.5 Constitutional provisions and directive principles related to Education and their Implementation
- 4.6 Right to Education – Right to information act
- 4.7 Delors commission, National Knowledge commission, NCF for school and Teacher Education
- 4.8 Issues and Challenges in Indian 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

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**SEMESTER - II**

**COURSE – 8 (b): ADVANCED EDUCATIONAL RESEARCH AND  
STATISTICS**

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

-  Explain the different tools and Techniques of Research.
-  Examine the suitability of Tools Techniques of Research in different content.
-  Elucidates the procedure of construction and validation of Tools /Techniques of Research.
-  Enumerates the uses and limitations of different Tools & Techniques of Research.
-  Explains the components of Research Report.
-  Elucidates the difference between parameter & non parametric tests.
-  Tests the significance different between two means.
-  Computes chi square and interpret the results.
-  Gives the meaning of ANOVA
-  Elucidates the meaning of Regression Analysis.

**Unit – 1: Quantitative and Qualitative Methods of Research**

- 1.1 Experimental – Need and significance, Nature, Validity – Internal and external, controlling variables, Designs – single group, parallel groups and rotation groups. Quasi – Experimental Designs: Non-equivalent Comparison Group Design, and Time –Series Design, Ex Post Facto Research.
- 1.2 Phenomenological, Ethnography, Case Study, Grounded theory, Historical – Need and significance of Historical Research, primary data and secondary data, Sources and collection of data – Internal Criticism and External criticism and Interpretation of data.

**Unit – 2: Tools and Techniques of Data Collection**

- 2.1 Characteristics of a good tool – Concept and Types of Validity and reliability, Usability, Methods of establishing and Validity and Reliability of a tool.
- 2.2 Test – Concept and Uses of Norm-Reference Test and Criterion Reference Test, Construction and Validation of achievement test.

- 2.3 Tools – Rating scale. Attitude scale, Opinionnaire, Questionnaire, Aptitude test, checklist, inventory – meaning, characteristics, construction, validity and reliability.

### **Unit – 3: Parametric and Non Parametric Testing**

- 3.1 Measures of Relationship – Rank Difference. Product Moment (Direct and Scatter Diagram Methods) Biserial, Point Biserial, Tetrachoric and Phi – Computation and uses in measurement and research, concepts of Partial and Multiple Correlations and their uses in education research.
- 3.2 Concept of Parametric Test & Non Parametric test, Concept of Parameter and Statistic, Sampling distribution, Sampling Error And Standard Error of Mean (large and small sample), Levels of significance, Confidence limits and Intervals, Degrees of Freedom,
- 3.3 Parametric Tests: Testing of Hypothesis – Null hypothesis, Alternative Hypothesis, one tailed test and two tailed test, Type I & Type II Errors, Steps in Testing the Hypothesis, Testing significance of Means: ANOVA – Concept and uses; Regression Analysis: concept and uses.
- 3.4 Non parametric tests – Chi square test: Concept, Computation and uses of chi square as a test of Independence and Contingency co-efficient.

### **Unit-4: Report Writing and Presentation of Results**

- 4.1 Need for Effective Documentation: Importance of Report Writing Characteristics of good Report Writing, Types of Research Reports: Brief reports, detailed reports, Technical reports.
- 4.2 Report Writing
- 4.3 Report Format: Preliminary section, Main report, Interpretations of results and suggested recommendations, Limitations of the study, References (APA Style)
- 4.4 Reporting of Research findings and implications

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

#### **Practicum**

-  Critically analyze X standard question paper in terms of norm referenced and criterion referenced test, weight age given to objectives and content.
-  Preparation/ construction and validation of any one of the tools/ techniques.
-  Collect two studies for each method of research and comment on the method followed.

-  Critically examine the given research report with respect to structure, components, style of writing and bibliography.
-  Collect 2 cases each for different types of measures of relationship and comment on its suitability.
-  Collect any 10 examples, 5 from parametric studies and 5 from non-parametric studies from offline sources.
-  Collect from offline resources any 10 studies in which 't' test for independent sample.(for small and large samples)
-  Collect from offline resources any 10 studies in which 't' test for correlated samples. (for small and large samples)
-  Preparation, administration and interpretation of any one tool i.e. observation, interview, questionnaire etc.
-  Identify five quantitative research problems and prepare at least five research questions for each with clear research title.
-  Conduct a training program on the use of digital library especially for Secondary sources and reference material, such as dictionaries and encyclopedias.
-  A critical analysis of the scope, merits and limitations of various approaches of Quantitative research.
-  Identify an experimental educational research problem and prepare their research designing with justification.

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**SEMESTER - II**  
**OPEN ELECTIVE COURSE**  
**STRATEGIES OF TEACHING**

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

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

**Unit 1: Micro-teaching**

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

**Unit 2 Methods of Teaching**

- 2.1 Teacher Centered Approaches
  - 2.1.1 Lecture method
  - 2.1.2 Demonstration Method
  - 2.1.3 Exposition Method
- 2.2 Learner Centered Approaches.

- 2.2.1 Discussion Method
- 2.2.2 Heuristic method
- 2.2.3 Problem solving method
- 2.3 Individualized Instruction – Meaning, Characteristics, Types and Importance
- 2.3.1 Programmed Learning - Meaning, Definitions, Characteristics and Importance
  - Basic Principles of Programme Learning Styles of Programmed Text Designing
- 2.4 Evaluation of a Programme
- 2.5 Mastery learning
- 2.5.1 Origin and Growth
- 2.5.2 Basic Principles of Mastery Learning
- 2.5.3 Importance of Mastery Learning in Education
- 2.6. Group Instruction
- 2.6.1 Debate, Dialogues and Team Learning
- 2.6.2 Team teaching, Brain Storming, Case Study and Synetics

### **Unit 3: Understanding Teacher Effectiveness**

- 3.1 Meaning and Concept of Teacher Effectiveness
- 3.2 Role consensus and Teacher Effectiveness
- 3.3 Characteristics of Effective Teacher
- 3.4 Role of Teacher in Student Learning
- 3.5 Recommendations for Teacher Effectiveness
- 3.6 Assessment of Teacher Effectiveness

### **Unit 4: Communication and Teaching**

- 4.1 Meaning and definition of communication
- 4.2 Components of Communication
- 4.3 Types of Communication
- 4.4 Communication Models
- 4.5 barriers of Communication
- 4.6 Strategies for Effective Communication

### **Transaction mode**

The course material will be transacted utilizing the different modes like group discussion, seminar, PowerPoint presentation, project work, activities and paper presentations.

## Practicum

1. Construct a few test items based on Bloom's taxonomy on a selected topic of your own choice.
2. Prepare a lesson plan on any one style of programmed learning.
3. Identify and list out the barriers of communication.

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**DISSERTATION**

**SEMESTER – II**

**INTER-SEMESTER BREAK (ISB) – II (d)**

**Activity – 1: Dissertation**

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

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**INTERNSHIP IN TEACHER EDUCATION INSTITUTION (TEI)**

**SEMESTER – II**

**INTER-SEMESTER BREAK (ISB) – II (c)**

**INTERNSHIP IN TEACHER EDUCATION INSTITUTION**

**Objectives:** After completion of the course, the students 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.

<b>Assessment is based on the following activities –</b>
Critical analysis of curriculum of B.Ed./M.Ed. from various aspects like pedagogy, specialization offered etc in the light of NCFTE 2009
Mode of transaction and gives suggestive plan for improvement
Observation of day-to-day school activities and report of an in-depth study of two activities.
Participation and organization of co-curricular activities <ul style="list-style-type: none"> <li>▪ Cultural</li> <li>▪ Literacy</li> <li>▪ Games &amp; sports</li> <li>▪ <i>Shramadhan</i></li> </ul>
Teaching work (Five periods 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><b>Organization and participation in community work</b></p> <ul style="list-style-type: none"> <li>• Organization of community work in educational and social awareness camp by B.Ed. students.</li> <li>• Participation in national program - Pulse Polio, Literacy campaign, Assistance Medical Camps and Yoga camp.</li> </ul>
<p><b>Training in management of different sections of the school</b></p> <ul style="list-style-type: none"> <li>▪ Library management</li> <li>▪ Administration and scoring of any five psychological tests.</li> <li>▪ Science club.</li> <li>▪ Office Records and maintenance of attendance register, teacher’s diary &amp; stock Register.</li> <li>▪ Maintenance of technology department.</li> </ul>
<p><b>Training for evaluation process</b> –Construction of question paper ; Pre-Preparation for Examination ; Evaluation of answer books and preparation of result</p>

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**SEMESTER - III**

**SPECIALIZATION IN ANY ONE LEVEL: ELEMENTARY/SECONDARY AND  
SENIOR SECONDARY**  
**SPECIALIZATION PAPER- GUIDANCE AND COUNSELING**  
**COURSE 9 (d) : GUIDANCE AND COUNSELING AT ELEMENTARY LEVEL**

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

-  Understand the meaning, nature and scope of guidance,
-  Understand the meaning of and the need for group guidance ,
-  Recognize the role of guidance in attaining the goals of education,
-  Appreciate the need for guidance,
-  Develop acquaintance with various techniques of group guidance ,
-  Understand the meaning, nature and scope of counseling,
-  Appreciate the need for and goals of counseling,
-  Analyze the relationship between guidance and counseling,
-  Understand the concept and process of counseling in group situation,
-  Recognize the different areas of counseling,
-  Understand the various stages involved in the process of counseling,
-  Appreciate the importance of counseling relationship,
-  Become acquainted with the skills and qualities of an effective counselor.

**Unit -1: Understanding Guidance**

- 1.1. Meaning and Definitions
- 1.2. Misconceptions about guidance
- 1.3. Need for guidance
- 1.4. Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- 1.5. Scope of guidance programme

**Unit -2: Types of Guidance and Group Guidance**

- 2.1 Types of Guidance: Educational, Vocational/Career and Personal
- 2.2 Individual guidance and group guidance; advantages of group guidance
- 2.3 Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.

### **Unit -3: Understanding Counseling**

- 3.1 Meaning and nature of counseling
- 3.2 Misconceptions about counseling
- 3.3 Scope of counseling
- 3.4 Goals of counseling: resolution of problems, modification of behavior, promotion of mental health
- 3.5 Relationship between guidance and counseling: place of counseling in the total guidance programme

### **Unit -4: Counseling Process & Counseling Relationship, Types & Areas of Counseling**

- 4.1 Stages of the counseling process
- 4.2 Counseling Techniques-person centered and group centered, cognitive interventions, behavioral interventions, and systematic interventions strategies.
- 4.3 Skills and qualities of an effective counselor
- 4.4 Professional ethics
- 4.5 Uses of group process in counseling
- 4.6 Process of group counseling
- 4.7 Areas of counseling: family counseling, parental counseling, adolescent counseling, counseling of girls, counseling of children belonging to special groups
- 4.8 Peer counseling: Its concept and the relevance to the Indian situation.
- 4.9 Steps and skills in group counseling process.

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

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

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

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**SEMESTER- III**

**SPECIALIZATION IN ANY ONE LEVEL: ELEMENTARY/SECONDARY & SENIOR  
SECONDARY**

**SPECIALIZATION PAPER- GUIDANCE AND COUNSELING**

**COURSE 9 (d): GUIDANCE AND COUNSELING AT SECONDARY LEVEL**

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

-  Understand the essential services involved in the guidance programme,
-  Understand the resources required and their optimum use in managing a school guidance programme,
-  Aware of the constitution, role and function of the school guidance committee,
-  Gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration and record preparation, counseling and career guidance.

**Unit -1: Guidance and Education**

- 1.1 Relation of Guidance with Education
- 1.2 Needs for Guidance at various levels of education/schooling
- 1.3 School Guidance: a collaborative effort of school and community
- 1.4 Organization of Guidance programmes in schools, planning of Guidance programme.

**Unit -2: Essential Services in Guidance Programme**

- 2.1 Types of guidance services: Orientation, Information, Individual Inventory, Counseling, Placement, Follow-up, and Research & Evaluation
- 2.2 Resources required for organizing guidance services
- 2.3 School guidance committee: constitution, roles and functions
- 2.4 Placement services
- 2.5 Research and evaluation services

**Unit -3: Guidance and Curriculum, Guidance of Students with Special Problems**

- 3.1 Integration of guidance and curriculum-need and importance
- 3.2 Guidance based curriculum.
- 3.3 Role of teachers and other personnel's in the construction of guidance based curriculum.

- 3.4 Role of principal and teachers in guidance programmes.
- 3.5 Nature and causes of behavioral problems
- 3.6 Underachievement
- 3.7 School discipline-problems of violence, bullying, drug abuse, truancy, and dropout etc.
- 3.8 Guidance of students with behavioral problems
- 3.9 Developing coping skills-nature of stress and its causes, consequences of stress, and types of coping skills,
- 3.10 Promoting psychological well-being and peace through school based programmes.

#### **Unit -4: Guidance of students with special abilities and Needs**

- 4.1 Students with special abilities and needs-concept and identification process.
- 4.2 Guidance for gifted and creative students.
- 4.3 Guidance for socially and economically disadvantaged students.
- 4.4 Guidance for physically and intellectually challenged students.
- 4.5 Delinquency among students-causes, identification, and guidance for Delinquent students.
- 4.6 Follow-up guidance.

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

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

-  Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
-  Prepare a detailed outline of a class talk on 'Need for guidance services in schools'.
-  Prepare a Cumulative RECORD Card plan and enlist the important areas on which the information may be recorded and why?
-  Prepare a list of resources required for setting up a guidance-oriented curriculum.
-  Administer and score a 'Students Problem Checklist' and prepare a report.

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**SEMESTER – III**

**SPECIALIZATION IN ANY ONE LEVEL: ELEMENTARY/SECONDARY AND SENIOR  
SECONDARY**

**COURSE – 10 (d) : ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF  
ELEMENTARY EDUCATION**

**Objectives:** After completion of the course, the students will be able:

-  To equip with essential skills of successful administrators.
-  To understand structure and system of administration at national state and local level.
-  Understand various policies, planning and initiation taken by Govt. at Elementary level.
-  Reflect on planning, management, policies and operational strategies at Elementary level.
-  To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
-  To sensitize the students about new changes and challenges in leadership of institutions.

**Unit – 1: Educational Administration at National Level**

- 1.1 Meaning concept, nature and types of structure of educational administration at national level.
- 1.2 Role and responsibilities: Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- 1.3 National grants, to state Govt.
- 1.4 Bureaus/ divisions of the ministry of HRD, Department of Education.
- 1.5 Major activities and organization of Department of Education of MHRD.
- 1.6 NCERT - organization, structure objectives Role and function.
- 1.7 NUEPA – NCTE, *Kendriya Vidyalaya Sangathan*,

## **Unit – 2: Educational Administration at State Level**

- 2.1 State level administration: - Need importance and limitations
- 2.2 Recommendations of committees on role of state and local bodies.
- 2.3 Local bodies:- District boards and Municipalities. Present position of local administration in Elementary education.
- 2.4 Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

## **Unit – 3 : Management of Elementary Education**

- 3.1 Meaning, concept, need and nature of management & management of education.
- 3.2 Present policies and operational strategies of central & state Govt. for Elementary Education.
- 3.3 Introduction- policies for strategy- Priority areas and Implementation machinery- training, Research and orientation.
- 3.4 District-Planning and management of Education.
- 3.5 Machinery of Local management DISE (District Information system for Education)

## **Unit – 4: School Leadership**

- 4.1 Curriculum framework, outline key areas for leadership development in Elementary schools:- (capacity building to transform function at managers to school leaders)
- 4.2 Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- 4.3 School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- 4.4 School & Community: - Inter-linkage, Role and responsibilities.
- 4.5 School as a learning organization
- 4.6 Developing a vision for school: - vision for school transformation, assessing context and constraints.

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

## Practicum

-  Prepare a report on the existing structure and function of educational administration at national level.
-  Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Government school.
-  Interview some school administrative staff and local authorities to find out the status of local administration in Elementary school.
-  What special obstacles did they encounter, and how were they overcome?
-  Write a report on the best theory of leadership in the light of RTE act 2009,

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**COURSE–10 (d) : ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF  
SECONDARY /SENIOR SECONDARY LEVEL**

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

-  To handle or solve problems and issues related to educational administration at Elementary level.
-  Understand types of educational administration.
-  Select/practice/and suggest appropriate types of educational administration according to situations.
-  To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
-  To help them determine and implement objectives of planning on the basis of individual needs of the students.
-  To critically examine the core and contemporary leadership theories relevant to educational practice and settings.
-  To sensitize the students about new changes and challenges in leadership of institutions.

**Unit – 1: Educational Administration at National Level–Secondary/ Senior Secondary  
Level**

- 1.1 Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes
- 1.2 National grants to state Govt.
- 1.3 Bureaus/ divisions of the ministry of HRD, department of education.
- 1.4 Major activities and organization of department of education of MHRD.
- 1.5 NCERT - organization, structure objectives Role and function.
- 1.6 NUEPA – NCTE, Kendriya Vidyalaya Sangathan,
- 1.7 Suggestions regarding administrative reforms at the central level.

## **Unit–2: Role of State Governments in Secondary/Senior Secondary Level**

- 2.1 State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.
- 2.2 Local bodies:- District boards and municipalities. Present position of local administration in Elementary education.
- 2.3 Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies.

## **Unit–3: Performance and Resource Management in Educational Institutions**

- 3.1 Monitoring of school performance.
- 3.2 Performance appraisal of the teachers.
- 3.3 Scientific principles of management-PERT, CPM, PPBS system approach.
- 3.4 Financial and administrative management of educational institutions.
- 3.5 Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization
- 3.6 Quality assurance in material and human resources.

## **Unit – 4: School Leadership at Secondary/Senior Secondary Level**

- 4.1 Curriculum framework outline key areas for leadership development in Elementary schools:- (capacity building to transform function at managerial level to school leaders)
- 4.2 Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.
- 4.3 School leadership:- Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.
- 4.4 School & Community: - Inter linkage, Role and responsibilities.
- 4.5 School as a learning organization
- 4.6 Developing a vision for school: - vision for school transformation, assessing context and constraints.

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

## Practicum

-  Prepare a report on the existing structure and function of educational administration at national level.
-  Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Govt school.
-  Interview some school administrative, staff and local authorities to find out the status of local administration in Elementary school.
-  What special obstacles did they encounter, and how were they overcome?
-  Examine the effectiveness of any one programme run by central Govt. for senior Secondary students. Present the report in classroom seminar.
-  Analyse the quality of financial and administrative management in any rural and urban school.

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**SEMESTER - III**  
**COURSE 11 (a) : PROFESSIONAL ETHICS AND HUMAN VALUES OF TEACHER**  
**EDUCATORS**

**OBJECTIVES:** After completion of the course the students will be able to:

-  To create an awareness on Engineering Ethics and Human Values.
-  To understand social responsibility of an engineer.
-  To appreciate ethical dilemma while discharging duties in professional life.
-  To lay a strong foundation in value based living
-  To create awareness in students towards realizing self and the effect of right understanding
-  To inculcate in students, a sense of respect towards harnessing values of life and spirit of fulfilling social responsibilities.
-  To enable students to lead a practical life adding value to human relations.

**Unit 1- Professional Ethics**

- 1.1 Concept, Need and Importance. The Ethics of teaching, Moral teachers.
- 1.2 Teaching as a profession: Principles of Professional Ethics.
- 1.3 Recommendations of NCF-2009, UGC, CBSE about teachers code of conduct.
- 1.4 Role of teachers, organizations in promoting professional ethics among teachers.
- 1.5 Professional ethics of teachers- International perspectives.

**Unit 2- UNDERSTANDING THE HARMONY AT VARIOUS LEVELS**

- 2.1 Understanding the Human Being as co-existence of self and body
- 2.2 Harmony in Self
- 2.3 Harmony with the body
- 2.4 Harmony in the Family

**Unit 3- INTRODUCTION TO VALUE EDUCATION**

- 3.1 Understanding Value Education
- 3.2 Self Exploration as the Process for Value Education
- 3.3 The Basic Human Aspirations-Continuous Happiness and prosperity
- 3.4 The program to Fulfill Basic Human Aspirations

## **Unit 4- Implications of the Holistic Understanding of Harmony on Professional Ethics**

4.1 Natural acceptance of human values

4.2 Definitiveness of Ethical Human Conduct

4.3 Basis for Humanistic Education, Humanistic Constitution and Humanistic Universal Order

4.4 Competence in professional ethics:

- a. Ability to utilize the professional competence for augmenting universal human order,
- b. Ability to identify the scope and characteristics of people-friendly and eco- friendly production systems,
- c. Ability to identify and develop appropriate technologies and management patterns for above production systems.

### **Practicum:**

-  Case studies on violation of professional ethics among teacher educators.
-  Institutional studies about creating a conducive environment in teacher education instructions/schools/colleges.
-  Conducting interviews of award winning teachers about inculcation of values systems in educational institutions.
-  Identifying and reporting national values prevailing in the primary/secondary text books.
-  Any other activities relevant to the subject.

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**SEMESTER - III**

**COURSE 12 (C) : PERSPECTIVES OF TEACHER EDUCATION**

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

-  To understand the perspectives and policies on teacher education
-  To appreciate the researches on various practices in teacher education
-  To understand the recent trends in teacher education
-  To acquaint with various issues and innovations in teacher education
-  To understand the management of teacher education

**Unit – 1 : Perspective and Policies of Teacher Education**

- Concept of Teacher Development
- Factors Influencing Teacher Development
- Teacher Education in Various Policies and Documents (NPE 1986, POA 1992, NCFTE 2009, NCTE - 2014)

**Unit – 2 : Management of Teacher Education**

- Administrative Structure in Teacher Education at State and National Level  
Structure
- Management Issues in Teacher Education
  - Planning and Designing
  - Executing the Instruction
  - Multi-organizational Influences (University, State Government, UGC, NCERT and NCTE)
  - Monitoring the Programme
  - Management of Demand and Supply of Teacher

**Unit – 3: Research in Teacher Education**

- Reviews of Studies in Teacher Education
- Research Trends in Teacher Education
- Innovations in Teacher Education
- Researches in Teacher Education- Methodological Issues and Challenges

#### **Unit – 4: Problems and Issues in Teacher Education**

- Admission Criteria
- Assessment of Teacher Effectiveness
- Competencies of Teacher
- Curriculum Concerns in Teacher Education
- Establishing Theory Practice Nexus

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

#### **Practicum**

-  To study various annual reports of SCERT/RIE/NCERT/NUEPA to identify different programmes for professional development.
-  Case study on innovative Institutions in teacher education
-  Review of research studies/literature in the area of teacher education
-  Development of tools for evaluation of practice teaching programme
-  Visit to different teacher education institution with a view to review institutional research studies.
-  Studying the opinions of the in-service teachers for strengthening teacher education
-  Development and implementation programme for community awareness on certain cultural, social, environment and academic issues.
-  To study the challenges faced by administrators at various levels.

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### SEMESTER – III

#### COURSE – 11 : INTERNSHIP IN SPECIALIZATION

(Elementary or Secondary / Senior Secondary Level)

Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or co-curricular activities/material or any innovation.
A journal should be maintained by the student in which he/she records one's experiences, observations, and reflections during internship.
Working with community based on any project of social welfare. (submission of activity report)
Preparing a suggested comprehensive plan of action for some aspects of school improvement
The student-teacher will also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ cooperating teachers and supervisors)
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment
Analysis of text book from peace perspective
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching.
Make lesson plans at least 10- different methods in which 5 must involve students. Student could develop their own method (fusion based) with the help on teacher educator and deliver in school
Delivery of Four lessons in a school teaching subject (After each lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices. It must be seconded by the subject teacher.)
Learning achievement surveys (baseline, midterm and end term) would be made to track children's performance over the period.
Collect information about the background of children, their learning difficulties, challenges related to their performance along with the total number of children to be covered.
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process
Monitoring learner achievement vis-à-vis diagnostic test and action for improving attainment levels in any school subject.
Analyze any one course curriculum /text book to find out whether the values enshrined in the

Constitution of India and the National Policy on Education have been incorporated or not.
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children's everyday experiences.
Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation.
Conduct a programme in school with/in association of local artisans/workmen in school activities.
On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion.
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ Universities and resourceful individuals form Resource Groups in different subject areas of school.
Regular school visits at least 5 weeks for addressing emerging pedagogic issues and issues related to school development.
On the basis of recommendations of Research Advisory Committee (RAC) at national level to discuss research issues and to suggest new studies to be undertaken in education and allied areas.

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**SEMESTER -III**  
**OPEN ELECTIVE COURSE: PERSONALITY DEVELOPMENT AND COMMUNICATION**  
**SKILLS**

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

-  develop an awareness of the concept and dimensions of personality.
-  understand the relationship between education and personality development.
-  understand the factors of mental health and the role of education in its development.
-  analyze the components of effective classroom communication.
-  develop insight into the skills of effective classroom communication.

**Unit 1: Personality Development and Education**

- 1.1 Education: Analysis of the concept of Education, Process and Product, Aims of Education
- 1.2 Role of different agencies in Personality Development: Home, School, Society and Media.
- 1.3 Personality: Concept, Nature, Dimensions – Physical, Intellectual, emotional, linguistic, moral and spiritual; Meaning and Development of Self Concept, Self Confidence, Self Esteem, Self Actualization and Leadership.

**Unit 2: Mental Health and Adjustment**

- 2.1 Adjustment: Concept; Mechanisms of Adjustment: Direct, Indirect: Defense Mechanisms – Rationalization, Displacement, Reaction formation, Projection, Sublimation.
- 2.2 Mental Health: Concept, importance, Factors affecting Mental Health: Anxiety, Frustration and Conflict: Role of education in promoting mental health.
- 2.3 An analysis of the characteristics of Mentally Healthy Person

**Unit 3: Communication and Education**

- 3.1 Communication: Concept, Nature and significance
- 3.2 Types of Communication: Inter and Intra Personal Communication; Small group, Large group and Mass Communication; Modes of Communication: Verbal and Non Verbal Communication.
- 3.3 Concept of Effective Communication; Barriers of Communication – Physical, Social, Semantic, Psychological, Personal and Instructional

## **Unit 4: Communication in Classroom**

- 4.1 Teaching as a communication process: Analysis of classroom communication in terms of its components – Teacher, Student, Curriculum and Methods of Teaching.
- 4.2 Concept and criteria of effectiveness of classroom communication: presage, process and product.
- 4.3 Role of devices (teaching learning material) and technology (computer and internet) in effective classroom communication
- 4.4 Communication and Teaching Technology: Principles and methods of Teaching. Training in Teaching - Micro Teaching: Meaning, importance and Micro Teaching Cycle
- 4.5 Instructional Skills – Micro Teaching – Skill of Introducing, Skill of Questioning, Explaining, Skill of Illustrating with Examples, Skill of Stimulus Variation and

**Mode of Transaction:** Lecture cum demonstration, Lecture cum discussion, Seminars, Panel discussion, Group discussions etc.

### **Practicum:**

-  Practice and feedback on specific skills of teaching (Microteaching)
-  Visit to RIMSE for personality development sessions
-  Practice and feedback on communication skills

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

**Activity – 1 : 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

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**SEMESTER – III**

**INTER-SEMESTER BREAK (ISB) – IIIB ACADEMIC WRITING**

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

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

**Activity – 1**

**Preparation of Report on –**

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

**Activity – 2**

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

**Activity – 3**

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

**Activity – 4**

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

### Activity – 5

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

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

### Practicum

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

### References

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-  [www.ncte-india.org](http://www.ncte-india.org)
-  [www.ngu.ac.in](http://www.ngu.ac.in)
-  [www.education.nic.in](http://www.education.nic.in)
-  [www.scribid.com](http://www.scribid.com)
-  HNGU Handbook-I
-  HNGU Handbook-II

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**SEMESTER – IV**

**COURSE 12 (d) : EDUCATIONAL TECHNOLOGY AT ELEMENTARY LEVEL**

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

-  Enable the students as future educators
-  Understand the complexity of teaching.
-  Develop communication skills.
-  Develop sufficient understanding to all as resource persons in their own institutes.
-  Take up research in this area.

**Unit-1: Classroom Communication**

- 1.1 Definitions, Types of communication, conceptual model of classroom communication process, noise and its reduction.
- 1.2 Teaching-learning as a communication process. Introduction processing and concept attainment, Factors affecting on information processing.
- 1.3 Non- verbal communication in the classroom, Teacher expectancy.
- 1.4 Enhancing communication effectiveness-communicator-communicate relationship, Role of media.

**Unit-2: Managing the Classroom**

- 2.1 Classroom as a social system, Role conflict and their resolution, Teacher power.
- 2.2 Classroom management- Control and discipline.
- 2.3 The Behavior modification approach- Gordon's Teacher Effectiveness Training.
- 2.4 Strategies of classroom management-Kounin's study.

**Unit-3: Instructional Strategies**

- 3.1 Team Teaching, Team Learning and Brain-storming
- 3.2 Simulation and Gaming, Concept Mapping.
- 3.3 Mastery learning and Direct Instruction.
- 3.4 Role Playing, Synectics and Inquiry Training.

**Unit-4: Differentiated Instruction**

- 4.1 Meaning, definitions and concept
- 4.2 Principles of differentiation
- 4.3 Content, Process, Product, Affect and Learning Environment
- 4.4 Challenges in differentiated classroom

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

**1. Practicum:-**

-  Conduct seminar on the role of media in present communication system.
-  Conversation on a topic to know the communication ability among the students

**2. Practicum:-**

-  Depute the students to schools for observation of the classroom management by the teachers.
-  Enable the students to use power in the classroom for maintaining discipline and controlling.

**3. Practicum:-**

-  Conduct seminar on how to use innovative methods and strategies in the classroom.

**4. Practicum:-**

-  Conduct seminar on principles, strategies and challenges of differentiated instruction

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**SEMESTER – IV**

**COURSE-12 (d) : EDUCATIONAL TECHNOLOGY AT SECONDARY/SENIOR SECONDARY  
LEVEL**

**Objectives:** After completion of the course the students will:

-  Grasp the concept of educational technology as systems approach to education, enlist its foundations and view education at all levels as processes designed and monitored towards improving the process of human learning; and
-  Identify the stages of educational technology process and cast instructional technology into a flowchart of management of learning by objectives.
-  Trace the instructional theory building approaches from behavior modification, cognitive construct, cognitive development, task analysis and synthesis of learning principles.
-  Use taxonomy of cognitive domain to state objectives, select and analyze content, build learning interaction sequence, write frames to form a programme of learning,, test, evaluate, and monitor the programme to better effectiveness.
-  Survey the world of traditional, new and digital media, and understand media as extensions adding to and extending our senses, and make applications of selected media devices and innovations in instruction using media such as radio vision, interactive video, teleconferencing and the like.

**Unit –1: Concept of Educational Technology**

**1.1 Meaning and Definitions**

**1.2 Foundations of Educational Technology**

(a) Psychology of Learning (b) Communication Theory

(c) Media Technology (d) Scientific Method (e) Systems Approach

**1.3 Educational Technology as Systems Approach to Education.**

**1.4 Scope of Educational Technology:** Instructional, Institutional, Administration, Textual, Material and Media Systems.

**1.5 Stages of Educational Technology Process:** Instructional Technology (Conceptual Differentiation). Instructional Technology as Management of Learning by Objective – A Flow Chart Based Description.

**1.6** Educational Technology in the NCFTE Perspective (2009). Review of the following:

-  Educational Technology work at National and State level institutions.
-  Educational Technology Teaching and Research in the Universities.
-  Educational Technology work at EMRC's and AVRC's.
-  Educational Technology through computing institutions and internet.

## **Unit –2: Planning and Managing Objectives Based Instruction**

- 2.1 Taxonomy of Educational Objectives:** Bloom, Krathwhol and Harrow.  
NCERT's Version of Instructional Objectives and Specification.
- 2.2 Content Analysis for Teaching:** Content Analysis, Concept Mapping and Task Analysis as Aids to Identify Categories of Content.
- 2.3 Planning of Instruction:** - Setting Instructional Goals, Writing, Instructional Objectives, Using Mager's Conditions, Entering Behavior, Terminal Behavior and Task Description.
- 2.4 Programming Instruction**
  - 2.4.1** Terms, Concept and Definitions, Programming, Principles Steps, Rules and Styles, Linear, Branching and Mathematical Styles,
  - 2.4.2** Programme Development Selection of the Topic, Stating Assumptions about the learner, Writing Objectives in Behavioral Terms, Frame Techniques, Prompting Characteristics and Types, Editing and Review of the Programmes.

## **Unit-3: Contemporary Models of Instruction:**

- 3.1** Performance Based Models of Teaching -- Basic Teaching Models. Norm Referenced Teaching Model and Criterion Referenced Teaching Model
- 3.2** Theory Based Models of Teaching -- Nature and Components of Models of Teaching, Syntax of Model of Teaching - Information Processing Model - Concept Attainment and Advanced Organizer Model of Teaching.
- 3.3** Personal Development Model -- Awareness Training Model and Synectics Model.
- 3.4** Behavior Modification Model -- Contingency Management.
- 3.5** Social Interaction Model -- Group Investigation and Social Inquiry Model  
(Theoretical, Rationale, Objectives, Syntax and Exemplars for the above said Models of Teaching).

## **Unit-4: Media Use in Education**

- 4.1** Media Devices - Typical Attributes and Applications, Classification of Media According to Sensory Channel and Teacher-Student Control. Media Selection Process – A Flowchart. Developing a Multimedia Package.
- 4.2** Traditional Media Devices - Slide Projector. Overhead Projector. Automatic Slide Projector.
- 4.3** New Media Devices
- a) Radio, Television, AVR and VCR, Video Camera, Camcorder and Handicam.
  - b) Radio Lesson, Radio Vision, Teleconferencing
  - c) Television Lesson, Video Conference, Video Lesson Interactive Video Lesson.
  - d) Gyan Darshan, EduSat, Country Wide Classroom, IGNOU Distance Education Courses and Lessons.
  - e) Activities and Programmes of NCERT, CIET, SCERT, UGC, IGNOU and EMRC/ AVRC
- 4.4** Digital Recorders, Projectors and Devices- LCD Projectors, Visualiser, Digital Cameras, Digital Board, Mobile with internet and Web Camera, Pocket Recorder or Voice Recorder.
- 4.5** Cyberspace use in Education – The Internet – Internet Explorer, Website, Email, Search, Chat and Live Web Cam. Creating Email Address, Sending and Receiving Email. Cam Applications. Web Publishing. Creating a Web Page. Educational Websites. Online Courses and Testing. Virtual Classroom. Using a Search Engine. Searching, Selecting and Editing Specific Information. Conducting Live Chat and Live Web Cam Interaction. Computer used in Instruction – Question Bank.

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

**Practicum:** The Department is free to introduce and identify the Practicum Activities relating to the above said units.

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**SEMESTER - IV**

**COURSE – 13 (d) : INCLUSIVE EDUCATION AT ELEMENTARY LEVEL**

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

-  Understand concept, meaning and significance of inclusive education.
-  Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
-  Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
-  Understand the nature of difficulties encountered by children
-  Prepare teachers for inclusive schools.
-  Analyze special education, integrated education, mainstream and inclusive education practices.

**Unit- 1: Introduction to Inclusive Education (IE)**

- 1.1 Conceptual Clarification and Definition
- 1.2 Prevalence, Myths & Facts
- 1.3 Types of inclusion
- 1.4 Historical perspective of Inclusive education in India & world
- 1.5 Advantages of inclusive education for education for all children in the context of right to education

**Unit -2 : Factors Related to Inclusion**

- 2.1 Access – In terms of proximity gender and socially backward children, minorities, physically challenged, Programme to equate deprived children.
- 2.2 Barrier Free Environment (BFE): from Biwako Millennium Frame Work and BFE manual by CCD, New Delhi.
- 2.3 Enrolment – Reasons for non-enrolment, probable strategies from educational social point of view, gross enrolment and net enrolment. Role of Community / Parents / Teachers in achieving 100% achievement.
- 2.4 Achievement – Reasons for under achievement, strategies for enhancing achievement levels.

### **Unit -3: Education for All**

- 3.1 Constitutional Provisions, important Articles and their educational implications for General and disabled population.
- 3.2 Right to Education (RTE)
- 3.3 Educational Placements for Children With Special Needs (CWSN)
- 3.4 Universalization of Elementary Education
- 3.5 Acts on Child Rights

### **Unit – 4: Planning for Inclusive Education**

- 4.1 Meaning, concept and need of planning of Inclusive Education
- 4.2 Models of IE, Components of IE ;
- 4.3 Planning – Onsite assessment of resources, Team Collaboration, Time table preparation, and Planning an IEP & Curriculum adaptation & NCF 2005 recommendation.

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

### **Practicum**

-  Make a critical appreciation of right to education act in the context of inclusive education.
-  Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
-  Study & review any two national policies in the light of inclusive education.
-  Make a critical analysis of NCF-2005 for planning quality teacher preparation programme

## References

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-  Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
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**SEMESTER – IV**

**COURSE – 13 (d) : INCLUSIVE EDUCATION AT SECONDARY/SENIOR SECONDARY  
LEVEL**

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

-  Understand concept, meaning and significance of inclusive education.
-  Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
-  Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,
-  Understand the nature of difficulties encountered by children
-  Preparation of teachers for inclusive schools.
-  Analyze special education, integrated education, mainstream and inclusive education practices.

**Unit – 1 : Introduction, Issues & Perspectives of Inclusive Education**

- 1.1 Definition, concept and importance of inclusive education.
- 1.2 Historical perspectives of inclusive education for 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 in the context of Right to Education.
- 1.5 N.C.F and adaptation of teaching learning material

**Unit – 2 : Policy Perspective**

- 2.1 Recommendations of Indian Education Commission (1964-66).
- 2.2 Scheme of Integrated Education for Disabled Children
- 2.3 National Policy on Education (NPE, 1986-92).
- 2.4 National Curriculum Framework, 2005 NCERT
- 2.5 The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- 2.6 The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- 2.7 Promoting Inclusion Preventing Exclusion
- 2.8 The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.

### **UNIT – 3 : Diversity in the Classroom**

- 3.1 Diversity- Meaning and definition.
- 3.2 Disability – Legal definition, discrimination.
- 3.3 Giftedness.
- 3.4 Concept, Nature, and Characteristics of Multiple Disabilities.
- 3.5 Guidelines for adaptation for teaching/ practicing science, mathematics, social studies, languages, physical education, yoga, heritage arts, theatre, drama etc in inclusive settings.
- 3.6 Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.
- 3.7 Techniques and methods used for adaptation of content, laboratory skills and play material

### **Unit – 4 : Teacher Preparation and Inclusive Education**

- 4.1 Review existing educational programmes offered in Secondary school (general, special education).
- 4.2 Skills and competencies of teachers and teacher educators for Secondary Education in inclusive settings.
- 4.3 N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- 4.4 Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- 4.5 Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.
- 4.6 Role of different national and international agencies {institutions, universities} in promoting inclusive education.

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

### **Practicum**

-  Make a critical appreciation of Right to Education Act in the context of inclusive education.
-  Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
-  Study & review any two national policies in the light of inclusive education.
-  Critical analysis of N. C. F 2005 for planning quality teacher preparation programme

- 📄 Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

### References

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**SEMESTER –IV**

**COURSE 15 : CURRICULUM STUDIES AT ELEMENTARY LEVEL**

**Objectives:**

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

- To define curriculum
- To identify the components of curriculum
- To orient the student with principle and practices of Curriculum development and implementation
- To understand various approaches involved in Curriculum renewal
- To enable the students to understand the curriculum Development, its meaning and nature
- To enable the students to understand various devices and strategies of teaching and institutional Technology
- To enable the students to use effectiveness of various models of teaching and communication skill
- To enable the students to understand the current patterns of curriculum organization and models of learning.

**Unit 1 Nature of Curriculum**

1.1 Meaning and concept of curriculum.

1.2 Nature of Curriculum in India – A Historical Perspective

1.3 Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.

1.4 Foundations of Curriculum

1.4.1 Philosophical

1.4.2 Social

1.4.3 Psychological

**Unit 2 Principles of Curriculum Construction**

2.1 Formulation and Validation of Educational Objectives

2.2 Deduction of Curriculum from aims & objectives of Education

Blooms & other Taxonomies of Educational Objectives, Instructional Objectives – Function of Objectives in the determination of Curriculum

- 2.3 Articulation, Balance and Continuity (ABC) in Curriculum
- 2.4 Selection of content
- 2.5 Distribution of Instructional time

### **Unit 3 Patterns of Curriculum**

- 3.1 Traditional:
  - 3.1.1 Subject-Centered Curriculum
  - 3.1.2 Experience (Activity) Curriculum
  - 3.1.3 Core Curriculum
- 3.2 Innovative:
  - 3.2.1 Basic Curriculum
  - 3.2.2 Dalton Curriculum
  - 3.2.3 Shary Plan Curriculum
  - 3.2.4 Eight Year Study Plan Curriculum

### **Unit 4 Curriculum Research and Renewal**

- 4.1 Need for Curriculum renewal
- 4.2 Approaches to Curriculum renewal
- 4.3 Role of Research in Curriculum renewal
- 4.4 Curriculum renewal in India

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

#### **Practicum:**

The students may undertake any one of the following activities:

- Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.
- Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.

## References

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**SEMESTER –IV**

**COURSE 15 : CURRICULUM STUDIES AT SECONDARY LEVEL**

**Objectives:**

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

- To define curriculum
- To identify the components of curriculum
- To orient the student with principle and practices of Curriculum development and implementation
- To understand various approaches involved in Curriculum renewal
- To enable the students to understand the curriculum Development, its meaning and nature
- To enable the students to understand various devices and strategies of teaching and institutional Technology
- To enable the students to use effectiveness of various models of teaching and communication skill
- To enable the students to understand the current patterns of curriculum organization and models of learning.

**Unit 1 Curriculum:**

1.1 Concept, factors affecting Curriculum development

1.2 Models of Curriculum development: Administrative, Grass root, Demonstration and System Analysis

1.3 Curriculum Objectives: Meaning, General and Specific Instructional Objectives and Behavioral Outcomes; Meaning and Importance of stating as Behavioral Objectives; Bloom's Taxonomy of Educational Objectives – Guidelines and criteria for writing Objectives in clear statements

1.4 Curriculum Organizational Patterns - Meaning and nature of Linear, Spiral, Concentric and Pyramidal Approaches

1.5 Educational Technology – Meaning, Objectives, Scope and Characteristics; Approaches to Educational Technology – Hardware Approach, Software Approach and Systems Approach; Importance of Educational Technology

## **Unit 2 Teaching and Instructional Technology**

2.1 Teaching – Meaning, Teaching as a process, General and Psychological Principles of Teaching; Qualities of Good Teaching, Maxims of Teaching

2.2 Instructional Technology – Concept, Importance, Distinction between methods and strategies of Teaching; Teacher – Centered and Learner – Centered Approaches – Meanings and Techniques

2.3 Teaching Devices and Strategies – Meaning and Significance, Objectives, Characteristics features, Principles and Applications to Classroom Teaching

2.3.1 Teaching Devices – Questioning, Narration, Recitation and Assignments

2.3.2 Teaching Strategies – Inductive Strategies. Deductive Strategies, Concept Attainment Strategy, Advance Organizer Strategy

2.4 Teaching Methods - Demonstration, Problem Solving, Direct Discovery: Meaning, Steps, Merits and Demerits

2.5 Models of Teaching – Definition, Meaning, Types and Characteristics of Teaching Model; Families of Models; Applications to Classroom Teaching

2.6 Communication Skills – Meaning, Types, Communication Cycle, Barriers of Communication, Strategies of Effective Communication, Teaching as Communication.

## **Unit 3: Curriculum Development**

3.1 Stages and Strategies: Role of the Community, Administrator, Curriculum consultants, Subject Specialists, Teachers; Evaluation of Curriculum Plans; Detailed planning at Institutional and Teacher levels.

3.2 Set-up and Agencies in India: NCERT, DSERT, University bodies etc.; Roles and process

3.3 Instructional materials: Syllabus, textbooks, supplementary reading materials, teacher hand books, student workbook, test materials, etc; resource units, unit plans, unit tests and lesson plans.

3.4 Co-curriculum (non-academic components): Overview of Areas and Dimensions, Variety of Activities, and Basic Principles of Organization.

## **Unit 4: Current Patterns of Curriculum Organization**

4.1 The problems of Organizing Curriculum

4.2 Establishment sequence in Curriculum

4.3 Providing for Cumulative Learning

4.4 Typical attempts to clarify the Curriculum

4.5 Providing variety in Models of Learning

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

**Practicum:**

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.
- Evaluation of a primary class text book.

**References**

-  Kemp, J. (1998). Designing effective instruction (2nd Ed.). NJ: Prentice Hall.
-  Kenneth, A. L. (2006). Teaching for deep understanding: What every educator should know. New Delhi: Corwin Press.
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**SEMESTER – IV**

**COURSE – 16 : DISSERTATION**

**Activities**

-  Analysis and Interpretation of Data
-  Result, Conclusion and findings
-  Summary of the Research Study
-  Educational Implications
-  References
-  Write a research report