



Rani Channamma



University, Belagavi



**REGULATIONS FOR COURSE OF STUDY AND SCHEME OF  
EXAMINATION FOR TWO YEARS MASTER OF EDUCATION  
(M.Ed.) PROGRAMME**

**SCHOOL OF EDUCATION**

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

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

**WITH EFFECT FROM THE ACADEMIC YEAR 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:

Major Components	Areas Covered	Description
<b>Common Core</b> (Theory and Practicum included)	Perspective Courses, Tool Courses, and Teacher Education Courses	<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)	Courses in <b>any 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 Aabled;</li> <li>- Education Technology, etc.</li> </ul> </li> </ol>
<b>Field Attachments</b>	Teacher Education Institution	Field Attachments/ Internship/Immersion in: 1. A Teacher Education Institution (TEI), and

<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**

<b>Course</b>	<b>Subject Name</b>	<b>Theory/ Practical</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>	<b>Total Credits</b>
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)	Opted from other departments	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 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 * Educational Technology at Secondary/Senior Secondary Level	Theory	75	25	100	4
Course- 13 (d) :	* Inclusive Education at Elementary Level * Inclusive Education at Secondary/Senior Secondary Level	Theory	75	25	100	4
Course- 15 :	* Curriculum Studies at Elementary Level * Curriculum Studies at Secondary Level	Theory	75	25	100	4
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.

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

**13.1** 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.

**13.2** 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.

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

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 – 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, Syntectics 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

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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.

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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.

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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.

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**RANI CHANNAMMA UNIVERSITY, BELAGAVI SYLLABUS FOR  
TWO YEAR M.Ed PROGRAMME CHOICE BASED CREDIT  
SYSTEM (CBCS)**

**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