

BENGALURU CENTRAL UNIVERSITY

Central college campus

Bangalore 560001

**TWO YEAR.M.ED PROGRAMME
CBCS REGULATIONS & SYLLABUS**

SEMESTER SCHEME

WITH EFFECT FROM

2019-20

BENGALURU CENTRAL UNIVERSITY

Central college campus, Bangalore 560001

Semester Scheme, CBCS Master of Education Two year (M. Ed) Programme

PREAMBLE

Quality and excellence, flexibility for working students to complete the Programme over an extended period of time, standardization and comparability of educational programmes across are one of the important steps that the UGC has taken relates to Academic Reforms in the university and college system. These reforms mainly include introduction of semester system, grading system, **choice-based credit-system**, regular curriculum development, transparent admission procedures, reform of examination system with switch over to continuous internal evaluation and reducing the written examination component, credit transfer, and credit accumulation. This has been welcomed by universities, and many of them have initiated changes in their academic practices.

Choice-Based Credit System

Choice-based credit system (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational the country, etc.

The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest through and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalized efficiently and effectively - elevating students, institutions and higher education system in the country to newer heights.

How is a Credit Measured?

- Every one hour of lecture session/week amounts to 1 credit per semester
- A minimum of two hour session of Tutorial or Practical/Practice session/week amounts to 1 credit per Semester
- A course of study may have only lecture component or only Practical/practice component or combination of any two or all the three components
- The total credits earned by a student at the end of semester upon successfully completing the course is L+T+P

REGULATIONS FOR THE TWO YEAR M.Ed. (REGULAR) UNDER CBCS SEMESTER SCHEME

1. DURATION OF THE PROGRAMME

The Master's Degree in Education is CBCS pattern, (Regular) shall be of two academic years having four Semesters. The Master's Degree Programme in education has 24 Credits for the first semester and 20 credits for the other three semesters and with a grand total of 84 Credits for the entire M. Ed programme. The Terms and Vacations to the course would be as prescribed by the University from time to time.

2. ELIGIBILITY FOR ADMISSION

Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in any one of the following teacher preparation programmes:

- i. B.Ed. with any undergraduate degree (with 50% marks in each).
- ii. B.A, B.Ed., B.Sc.B.Ed.
- iii. B.El.Ed.
- iv. D.El.Ed/D.Ed/TCH with an undergraduate degree (with 50% marks in each).
- v.

A candidate who has passed the B. Ed., examination of this University or any other University recognized as equivalent thereto shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the aggregate. In the case of SC/ST students his percentage of marks shall be at least 45% however candidates who are deputed by the Government of Karnataka to the course are exempted from the above eligibility condition

- a. The intake for the course shall be as prescribed by the NCTE and as approved by the University in this respect from time to time.
- c. The procedure followed in respect of calendar of admissions shall be in conformity with the guidelines issued by the University in each year.
- d. The course shall be completed by the candidates admitted to this course in four semesters as per the Provisions laid down in the regulations. Each Semester shall be taken as a unit for the purpose of calculating attendance.
- e. Students shall attend lecture classes, seminars, Tutorials /Practicum/Internship make visits and take tests during each semester as prescribed by the Department and no student absent himself from work without adequate reasons.

3. COURSES OF STUDY

Each student shall study the prescribed Hard core (compulsory) papers in all the four semesters and the Soft Core two papers from the Chosen Elementary or Secondary level specialization in third and fourth semesters apart from an open elective in the third semester. The student has to attend practicum, internship and also submit a dissertation after pursuing research on a problem as per the course structure finalized for the semesters. The two Soft Core papers in third semester chosen from Elementary or Secondary level specialization shall be the papers in the same area of specialization offered in fourth semester also. A compulsory Dissertation work for eight Credits started in second semester shall be submitted by every student towards the end of fourth semester as per the date notified in this respect by the Department. The instruction for the course shall be by way of lectures delivered, seminars, Practical/Tutorials and field visits conducted.

4. M.ED TWO YEAR PROGRAMME COURSES

I – HARD CORE COURSES;

- HCC-01 Historical Foundations of Education
- HCC-02- Philosophical Foundations of Education
- HCC-03- Research Methodology of Education
- HCC-04- Curriculum Development
- HCC-05 Teacher education
- HCC-06 Higher Education
- HCC-07- Psychological foundations of Education
- HCC-08- Sociological foundations of Education
- HCC-09-Methods of Research and Statistics
- HCC-10- Teacher Education Issues
- HCC-11-Entrepreneurship Education and Training

- HCC-12- Educational Technology

- HCC-13- Study of Contemporary issues in Education

- HCC-14-Continuous and Comprehensive Evaluation

II – SOFT CORE COURSES; SPECIALIZATION;

SCC- 01- Elementary level Specialization;(Any Two)

- a. Early childhood care & Education
- b. Reflective teaching & Innovative practices
- c. Life skills Education

OR

SCC-02- Secondary level Specialization; (Any Two)

- a. Educational Management & Administration
- b. Educational planning
- c. Lifelong Learning

SCC-03- Elementary level Specialization ;(Any Two)

- a. Inclusive Education
- b. Learner Assessment
- c. Environmental Education

OR

SCC-04 - Secondary level Specialization;(Any Two)

- a. Educational Leadership
- b. Manpower planning & Finance
- c. Educational Measurement & evaluation

111- OPEN ELECTIVE (Pedagogy of Teaching)

1V- PRACTICUM

PC-01 Research Communication & Expository writing skills

PC-02 Proposal preparation and presentation (Dissertation based practicum)

PC-03 Internship (in Teacher Education Institution)

PC-05 Dissertation Viva voce Exam

V- DISSERTATION

**5. SCHEME OF EXAMINATION FOR M.ED TWO YEAR CBCS SEMESTERS
(84 CREDITS)**

Semester	Paper	Instruction hrs/week	Duration of exam(hrs)	Marks			Credits
				IA	exam	total	
I	5T	5x4	5x3	5x30	5x70	5x100	5x4
	IT	1x2	1x 2	1x15	1x35	1x50	1x2
	1P	1x8	Report evaluation	1x50	-----	1x50	1x2
Semester total 24							
II	4T	4x4	4x3	4x30	4x70	4x100	4x4
	IT	1x2	1x2	1x15	1x35	1x50	1x2
	1P	1x8	Report evaluation	1x50	-----	1x50	1x2
Semester total 20							
III	3T	3x4	3x3	3x30	3x70	3x100	3x4
	IT	1x2	1x2	1x50	1x35	1x50	1x2
	1P(Internship)	1x8	Report evaluation	1x100	-----	1x100	1x4
Open elective	IT	1x4	1x4	1x30	1x70	1x100	1x4
Semester total 20							
IV	3T	3x4	3x3	3x30	3x70	3x100	3x4
	IT	1x2	1x2	1x15	1x35	1x50	1x2
	Dissertation	1x8	Report evaluation	-----	1x100	1x100	1x4
	1P (Viva Voce)	-----	Oral Exam	-----	1x50	1x50	1x2
Semester total 20							
M.Ed Programme grand total 84							

**6. SCHEME OF PAPERS FOR M.ED TWO YEAR CBCS SEMESTERS
(84 CREDITS)**

FIRST SEMESTER

Paper code	Title of the paper	Instructional hrs	IA Marks	Exam Marks	Credits
HC-01	Historical Foundations of Education	04	30	70	04
HC-02	Philosophical Foundations of Education	04	30	70	04
HC-03	Research Methodology of Education	04	30	70	04
HC-04	Curriculum Development	04	30	70	04
HC-05	Teacher education	04	30	70	04
HC-06	Higher Education	02	15	35	02
<i>Inter semester Break -1 practicum</i>					
PC-01	Research Communication & Expository writing skills	04	50	-----	02
FIRST SEMESTER TOTAL MARKS AND CREDITS			165	385	24credits

SECOND SEMESTER

HC-07	Psychological foundations of Education	04	30	70	04
HC-08	Sociological foundations of Education	04	30	70	04
HC-09	Methods of Research and Statistics	04	30	70	04
HC-10	Teacher Education Issues	04	30	70	04
HC-11	Entrepreneurship Education and Training	02	15	35	02
<i>Inter semester Break -2 practicum</i>					
PC-02	Proposal preparation and presentation (Dissertation based practicum)	04	50	-----	02
SECOND SEMESTER TOTAL MARKS AND CREDITS			185	315	20 credits

THIRD SEMESTER

code	Title of the paper	Instructional hrs	IA Marks	Exam Marks	Credits
HC-12	Educational Technology	04	30	70	04
SC-01	Elementary level Specialization;(Any Two) a. Early childhood care & Education b. Reflective teaching & Innovative practices c. Life Skills Education	04	30	70	04
SC-02	OR Secondary level Specialization;(Any Two) a. Educational Management & Administration b. Educational planning c. Advance pedagogy of Teaching	04	30	70	04
OE-01	Open elective (Pedagogy of Teaching)	04	30	70	04
<i>Inter semester Break -3 practicum</i>					
PC-03	Internship (in Teacher Education Institution)	(04 Weeks)	100	----	04
THIRDSEMESTER TOTAL MARKS AND CREDITS			220	280	20 credits

FOURTH SEMESTER

HC-13	Study of Contemporary issues in Education	04	30	70	04
HC-14	Continuous comprehensive evaluation	02	15	35	02
SC-03	Elementary level Specialization; (Any Two) a. Inclusive Education b. Learner Assessment c. Environmental Education OR Secondary level Specialization;(Any Two)	04	30	70	04
SC-04	a. Educational administration & Leadership b. Manpower planning & Finance c. Educational Measurement & evaluation	04	30	70	04
<i>Inter semester Break -4 practicum</i>					
PC-04	Dissertation	08	----	100	04
PC-05	Viva Voce Exam	Oral Exam	----	50	02
FOURTH SEMESTER TOTAL MARKS AND CREDITS			105	295	20 credits

i. There shall be a University examination at the end of each Semester.

ii. There shall be four units of syllabus in each paper. There shall be three categories of courses namely, compulsory Courses, Specialization Courses and Open Elective Course. ‘Open Elective Course’ means a course offered by Department for students of other Departments in the same school or in other schools. Students have freedom to choose from a number of optional courses offered by other Departments to add to their credits required for the completion of their respective programmes.

iii. First two Semester will have Hard core papers, along with two practicum of 50 marks each apart from Assignment / Seminars & tests as required suitable for the internal assessment and the Third and fourth Semester shall have Hard core / Soft core papers, apart from field engagement practicum / Assignment / Seminars & tests.

LIST OF ACTIVITIES FOR FIRST SEMESTER FIELD ENGAGEMENT

1. Research communication & Expository writing Activities; MARKS - 50 (02 Credits)

1. Writing a paper for book, magazine and journal. (Including E-Journal).
2. Draft a report after deep study on recent developments in Science & Technology.
3. Analyze the Periodicals like newspaper, Magazine, Journals etc. in the light of social needs of society
4. Write a book Review with logic and justification.
5. Prospective Teacher Educator will demonstrate essential skill (model reading, drill, pronunciation, silent reading etc.) of reading & written work.
6. Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes, and ethno graphics could also include addressing different types of reading skills and strategies.
7. Student could read empirical, conceptual and historical work, policy documents, and case studies about schools, innovative teaching, and learning and about different people's experiences for discussion or creative writing.
8. Submit reading reflection after completing reading assignment and before coming to class. In each reflection students should summarize the important concept of the reading and describe what was interesting, surprising or confusing to them.
9. Close and critical reading of selective texts books and reference books under discussion & readings in small groups.
10. Students to go through experiential process for transacting some topics such as process writing & reading.
11. Decide dialogues and characters according to the script of the play.
12. Critical review or analysis of the text books for different levels.
13. Have a discussion on the topic 'Difference Between Spoken and Written Language
14. Analysis of advertisements aired on Radio/Television on the basis of language and gender and preparing report
15. Make an analysis of News items from News Papers, TV, Radio etc. and write a report on related issues and concerns of the present-day Indian society.
16. Extempore Speech, Debate, Role Play, Pick and Act
17. Dramatization – Executing a play
18. Creative Writing
19. Reflective writing
20. speaking, presenting, explaining and expositing ideas in groups
21. report writing, on any academic activities ,
22. documentation of an observed event whether in an academic or non academic settings
23. Preparing a resume or profile for an interview.
24. Practicing E-communication

IV. Duration of examination per theory paper of 70 marks shall be for 3 hours.

V. In case of theory papers the internal assessment will be for 30 marks covering tests, field engagements/ practicum and seminar or assignment etc., as decided by the Department from time to time.

VI. The Department shall notify in the first week of each semester, scheme of internal assessment, containing the details of tests, assignments and seminars etc.

VII. At least one week prior to the last working day of each semester the Internal Assessment marks secured by the candidates shall be displayed on the notice board.

VIII. The Department council may decide to give test/seminar to candidates who absent themselves for the above, only if the Departmental council is convinced that the absence of the candidate is on valid grounds: However, the Council will allow the candidate to avail this provision within the duration of that semester.

ix. The statement of internal assessment shall be sent to the Registrar (Evaluation) at least one week prior to the commencement of that particular semester examination.

7. DISSERTATION

Each guide shall have seven (07) students for Dissertation Guidance. The contact hours for Dissertation Guidance for each teacher shall be treated as 08 hours of work load per week. Dissertation Guidance shall be treated as work load on par with practicum and theory teaching.

8. INTERNSHIP

Teaching Experience & Internship in a teacher Education institution is an integral component of a teacher preparation in M.Ed programme to help the prospective teacher educators learn and enhance their professional roles. The teacher Education institution experiences are designed to help teacher candidates observe and understand the fundamentals of practice, and to gradually assume full responsibility for classroom teaching during the internship in teaching experience. The Teaching experiences are organized in different institutional settings of the Teacher Education Institutions (TEIs).

Internship takes place during the third semester for four weeks of six days in each week. During this phase prospective teacher educators will be placed in a teacher Education institution under a mentorship of a host institution. They will get opportunities to observe their Mentor Teacher Educators (MTE) teach and to reflect on the roles and responsibilities of a teacher educator. They initiate professional relationship with their MTE's and work collaboratively to gain practical experience of planning lessons, preparing resources, assessing students' learning, managing pupils, and doing some assisted teaching. Observing CTs teaching and reflecting, they learn about theory-practice integration and integration of pedagogy with content and technology. Enquiring how MTE's handle learning difficulties and student –teacher's questions, they develop understanding of the importance of pedagogical content knowledge (PCK).

The 04 week internship programme shall be conducted in colleges of education affiliated to Bengaluru Central University. It shall be treated as equivalent to 2 hrs of theory teaching per teacher per week. The following activities shall be conducted during Internship.

Sl. No.	Activities	Marks
1.	The prospective teacher educator should give a minimum of 10 lessons to B. Ed students in core subject of his/her choice including pedagogy out of which a minimum of four ICT integrated lessons.	20
2.	Observing 4 lessons 2 in each pedagogy delivered by regular teacher-educators with the help of observation schedule (FIAS)	10
3.	Observation of day-to-day college activities and preparation of comprehensive report {morning assembly, games, functioning of laboratory, library and other curricular activities}	10
4.	Video graph of two lessons in each pedagogy	10
5.	Observing 6 lessons 3 in each pedagogy delivered by Student -teachers during their internship along with a mentor teacher educator (MTE)	10
6.	Assessment of lessons of Student –teachers and giving feedback.	10
7.	Report preparation and submission of a Reflective Diary	30
Total		100

9. MAXIMUM PERIOD FOR COMPLETION OF THE PROGRAMME

The candidate shall complete the M.Ed programme within 03 (three) years the period as prescribed in the regulation governing the maximum period for completing various programmes from the dates of admissions. The term completing the programme means passing all the prescribed examinations of the programme to become eligible for the degree.

10. ATTENDANCE

Each course (theory/practical) is treated as an independent unit for the purpose of attendance. A student shall attend a minimum of 80% of the total instruction hours in a theory course and 90% practical) including tutorials and seminars in each semester. There shall be no provision for condonation of shortage of attendance and a student who fails to secure 80% attendance in a course shall be required to repeat that semester.

11. COURSE PATTERN

In the masters degree programme of Education, the credits are based on the number of instructional hours per week, generally one credit per hour of instruction in theory and one credit for 2 hours of practical/tutorials or Dissertation work or internship per week.

12. THE SCHEME OF EXAMINATION

There shall be examinations at the end of each semester ordinarily during November/December for odd semesters and during April/May for even semesters.

Dissertation is offered as per the scheme prescribed in the programme. It shall be evaluated by two examiners, one external and one internal appointed by the University.

13. INTERNAL ASSESSMENT

Marks for internal assessment shall be awarded on the basis of seminars, field engagement work, tests, assignments etc. as determined by the Board of Studies in the respective subject. The internal assessment marks shall be notified on the department / college notice board for information of the students and they shall be communicated to the Registrar (Evaluation) before the commencement of the University examinations, and the Registrar (Evaluation) shall have access to the records of such internal assessment evaluations.

14. REGISTERING FOR THE EXAMINATIONS

A candidate shall register for all the papers in the subject of a semester when he/she appears for the examination of that semester for the first time.

15. VALUATION OF ANSWER SCRIPTS

- 15.1 Each written paper shall be valued by one internal examiner and one external examiner. If the difference in marks between two valuations is more than 15% of the maximum marks, the Registrar (Evaluation) or his nominee shall check the entries and the total marks assigned by the two valuers. If there is any mistake in totaling, it shall be rectified. While checking the total, if it is observed that any one or more of the answers is not valued by one of the valuers, the Chairman, BOE shall advise internal members of the Board of Examiners to value that answer. After receiving the marks, the Chairman, BOE shall make the necessary corrections. Despite all these corrections, if the difference between the two valuations is still more than 15%, the Chairman, BOE shall arrange for third valuation by examiners from the approved panel of examiners.
- 15.2 In case of two valuations, the average of the two valuations and if there are three valuations, the average of the nearest two valuations shall be taken for declaring results. The candidates not satisfied with the results may apply for photocopies of the answer scripts and / or challenge valuation.

16. CLASSIFICATION OF SUCCESSFUL CANDIDATES

The results of successful candidates at the end of each semester shall be declared on the basis of Percentage of Aggregate Marks and in terms of Grade Point Average (GPA) and alpha sign grade. The results at the end of the fourth semester shall also be classified on the basis of Percentage of Aggregate Marks and on the basis of the Cumulative Grade Point Average (CGPA) obtained in all the four semesters and the corresponding overall alpha sign grade. An eight point grading system, alpha sign grade as described below shall be adopted.

Exemplary	80% and above (A++ or O)
First Class with Distinction	70% and above but less than 80% (A+),
First Class	60% and above but less than 70% (A)
High Second Class	55% and above but less than 60% (B+)
Second Class	50% and above but less than 55% (B)

Pass Class 40% and above but less than 50% (C)

Fail Below 40%

Eight Point Alpha – Sign Grading Scale:

Grade Point Average	<4	4-<5	5-<5.5	5.5-<6	6-<7	7-<8	8-<9	9-10
Alpha-Sign Grade:	D	C	B	B+	A	A+	A++	O

The Grade Point Average (GPA) in a Semester and the Cumulative Grade Point Average (CGPA) at the end of four semesters shall be computed as follows:

16.1 Computation of Grade Point Average(GPA): The grade points (GP) in a course shall be assigned based on the basis of actual marks scored in that course as per the table below. They shall be generally percentages divided by 10. The Grade Point Weights (GPW) shall then be calculated as the product of the grade points earned in the course and the credits for the course. The total GPW for a semester is obtained by adding the GPW of all the courses of the semester.

16.2 Calculation of Cumulative Grade Point Average (CGPA)

The Cumulative Grade Point Average (CGPA) at the end of the fourth semester shall be calculated as the weighted average of the semester GPW. The CGPA is obtained by dividing the total of GPW of all the four semesters by the total credits for the Programme.

17. MINIMUM FOR A PASS

17.1 A candidate shall be declared to have passed the PG program if he/she secures at least a CGPA of 4.0 (Course Alpha-Sign Grade C) in the aggregate of both internal assessment and semester end examination marks put together in each unit such as theory papers / practical's / dissertation / viva-voce / internship.

17.2 The candidates who pass all the semester examinations in the first attempts are eligible for ranks provided they secure at least CGPA of 6.0 (or Alpha-Sign Grade A).

- 17.3 The results of the candidates who have passed the second semester examination but not passed the lower (first) semester examinations shall be declared as NCL (Not Completed Lower semester examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.
- 17.4 A candidate who passes the semester examinations in parts is eligible for only Class / CGPA and Alpha-Sign Grade but not for ranking.
- 17.5 There shall be no minimum in respect of internal assessment.
- 17.6 A Candidate who fails in any of the unit / dissertation / viva-voce shall reappear in that unit /dissertation / viva-voce and pass the examination subsequently.

18. CARRY OVER PROVISION: Candidates who fail in a lower semester examinations may go to the higher semesters and take the examinations.

19. REJECTION OF RESULTS

- i. A candidate who fails in one or more papers of a semester may be permitted to reject the result of the whole examination of that semester. Rejection of result paper wise shall not be permitted. A candidate who rejects the results shall appear for the examination of that semester in the subsequent examination.
- ii. Rejection shall be exercised only once in each semester and the rejection once exercised shall not be revoked.
- iii. Application for rejection along with payment of the prescribed fee shall be submitted to the Registrar (Evaluation) through the department/college together with the original statement of marks within 30 days from the date of publication of the result.
- iv. A candidate who rejects the result is eligible for only class and not for ranking.

20. IMPROVEMENT OF RESULTS

- i) A candidate who has passed in all the papers of a semester may be permitted to improve the result by reappearing for the whole examination of that semester.
- ii) The reappearance could be permitted twice during double the period without restricting it to the subsequent examination only. The regulation governing maximum period i.e. 03 years for completing M.Ed programme notified by the University from time to time shall be applicable for improvement of results also.
- iii) The student could be permitted to apply for the improvement examination 45 days in advance of the pertinent semester examination whenever held.
- iv) If the candidate passes in all the subjects in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance, candidate shall retain the first appearance result.

- v) A candidate who has appeared for improvement is eligible for class only and not for ranking.
- 21.** Internal assessment marks shall be shown separately in the marks card. A candidate who has rejected the result or who, having failed, takes the examination again or who has appeared for improvement shall retain the internal assessment marks already obtained.
- 22.** A candidate who fails in any of the semester examinations may be permitted to take the examinations again at a subsequent appearance as per the syllabus and scheme of examination in vogue at the time the candidate took the examination for the first time. This facility shall be limited to the following two years.

23. POWER TO REMOVE DIFFICULTIES

- i) If any difficulty arises in giving effect to the provisions of these regulations, the Vice-Chancellor may by order make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, as appears to be necessary or expedient to remove the difficulty.
- ii) Every order made under this rule shall be subject to ratification by the Appropriate University Authorities.

PROF HASEEN TAJ
CHAIRPERSON, BOS (PG) IN EDUCATION
BENGALURU CENTRAL UNIVERSITY

M.Ed TWO YEAR PROGRAMME

CHOICE BASED CREDIT SYSTEM (CBCS) M.Ed TWO YEAR SYLLABUS

Semester scheme

**With Effect From
2019-20**

**BENGALURU CENTRAL UNIVERSITY
Central college campus
Bangalore 560001**

BENGALURU CENTRAL UNIVERSITY
CBCS, Master of Education Two year (M.Ed.) Programme

HARD CORE COURSES / SOFT CORE COURSES / PRACTICUM		
FIRST SEMESTER		
1	HCC-01	Historical Foundations of Education
2	HCC-02	Philosophical Foundations of Education
3	HCC-03	Research Methodology of Education
4	HCC-04	Curriculum Development
5	HCC-05	Teacher Education
6	HCC-06	Higher Education
7	PC-01	Research Communication & Expository writing skills
SECOND SEMESTER		
8	HCC-06	Psychological Foundations of Education
9	HCC-07	Sociological Foundations of Education
10	HCC-08	Methods of Research and Statistics
11	HCC-09	Teacher Education Issues
12	HCC-10	Entrepreneurship Education and Training
13	PC-02	Proposal preparation and presentation (Dissertation based practicum)
THIRD SEMESTER		
14	HCC-10	Educational Technology & ICT
15	SC-01	Elementary level Specialization; (Any Two) a. Early childhood care & Education b. Reflective teaching & Innovative practices c. Life skills education
16	SC-02	Secondary level Specialization; (Any Two) a. Educational Management & Administration b. Educational planning c. Lifelong Education
17	OE-01	Open elective (pedagogy of Teaching)
18	PC-03	Internship (in Teacher Education Institution)
FOURTH SEMESTER		
19	HC-13	Study of Contemporary issues in Education
20	HC-14	Continuous and Comprehensive Evaluation
21	SCC-03	Elementary level Specialization; (Any Two) a. Inclusive Education b. Learner Assessment c. Environmental Education
22	SCC-04	Secondary level Specialization; (Any Two) a. Educational Administration and Leadership b. Manpower planning & Finance c. Educational Measurement And Evaluation
23	PC-04	Dissertation
24	PC-05	Viva Vovce Exam

Hard Core Course –01: Historical Foundations of Education

(Course Code: HCC -01)

First Semester

Objectives:

Credits-04

Upon completion of this Course, the students will be able to

1. Understand the educational tradition of ancient India.
2. Understand the impact of foreign rule on Indian education.
3. Identify the contributions of different commissions for the development of Indian education.
4. Understand and compare the historical and educational thoughts of Indian & western educational systems

Unit-I: Indian Education Thoughts

Vedic Period: Curriculum, Teacher-Pupil Relationship and Institutionalization of Education, Takshashila University.

Buddhist Period: Institutionalization of Education : Monasteries and Open Accessibility, Nalanda Monastery.

Medieval Period: Concept of Education, Demand for Education and Organization of Education, Rise of Muktabs And Madrasa- Their Salient Features,

British Period- Woods Despatch, Hunter Education Commission and Sargent Committee reports.

Unit-II: Recommendations of different Commissions and National Policies

Salient features and main recommendations of different Commissions on Educational issues in India: Secondary Education Commission (1952-53), Kothari Commission (1964-66), Acharya Ramamurthy Committee, Justice Verma Committee, Poonam Bhatra Committee New policy on Education (1986) and programme of Action (1992)

Unit-III: Western Sociological Thought: Historical background.

Greek Social Traditions and Education: Education in Sparta and Athens, Contribution of Socrates, Plato and Aristotle; Roman Education; The Grammar School and School of Rhetoric.

Unit-IV: Western Educational Thought: Historical background.

Quintillion ideas on elementary education: Christian contribution to universal education: Contribution of St. Augustine, development of Monastic Education, Development of Scholasticism, Contribution of St. Thomas Aquinas: Renaissance and reformation of education.

Practicum

1. Write a script on educational development during Buddhist period to be presented in by using dramatic techniques.
2. Write a critical essay on 'Guru Kula' practiced during Vedic period
3. Formulate ideas on Spartan society traditions to rationalize them
4. Critically examine the impact of new Education policy 1986 in Karnataka.
5. To study the relevance of Roman Grammar School to Indian School System.

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Hard Core Course –02: Philosophical Foundations of Education

(Course Code: HCC -02)

First Semester

Objectives:

Credits-04

Upon completion of this Course, the students will be able to

1. Understand the essence of philosophy and its relevance to education.
2. Understand the relationship between philosophy and education
3. Understand the nature scope of philosophy of education and its relevance to human life.
4. Make the students to understand the functions and branches of philosophy.
5. Understand the Indian system, western thoughts of philosophy and great philosophers.

Unit-I: Concept of Philosophy and Education

Philosophy- Meaning and definition. nature, scope and functions, analytical speculative and normative. need of philosophy for human life. Relationship between philosophy and education,

Unit-II: Branches and implications of Philosophy

Branches- Metaphysics, epistemology, axiology, meaning importance and implication on education, Values: Meaning, nature of values, Types of Values; Spiritual and Moral Values, relationship of values and education.

Unit-III: Indian Philosophy and Education

The thematic content of Upanishads and Bhagavathgeetha, Buddhism, Jainism, Charvaka Christianity, Islam and Veerashaivism ideals of education their contributions and implications.

Unit-IV: Contributions of Western and Indian Philosophers on Education .

Naturalism, Pragmatism and idealism their aims methods, curriculum and its implications. Great philosopher Mahatma Gandhi, Swamy Vivekananda, Rabindranath Tagore, Plato John Dewey, and Herbert Spencer.

Practicum

The student-teacher may undertake any one of the following activities:

1. Analyze of text books different philosophers and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
2. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
3. Visit to Mahabodhi Society, Spoothidhama and other Buddhist centres, observation of Buddhist educational activities and collect information about Buddhist literature.
4. Visit to rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

Tutorials

1. Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
2. Workshops, seminars, assignments and group discussion around issues and concepts studies in theory
3. Seminar reading- presentation by students on selected themes individually and collectively leading to discussion;

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Hard Core Course – 03: Research Methodology of Education

(Course code: HCC -03)

First semester

Objectives:Credits-04

To enable the student to;

1. Know and understand the different sources for acquiring knowledge apart from understanding the use of scientific method in educational research.
2. Understand the purposes of conducting educational research and ethical issues to be handled with professionalism.
3. Learn to select from various sources a research problem, variables and formulation of hypothesis.
4. Understand the different types of sampling techniques in drawing the representative sample

Unit-1: Sources of Knowledge

Methods of acquiring knowledge: Traditional Methods of acquiring knowledge: Authority; meaning & importance, types of authority; traditions; ancient scholars, religious organizations, state and expert opinion. Experience; meaning, importance and limitations .Deductive Reasoning method; meaning, importance ,types of Deductive Reasoning and limitations .Inductive Reasoning method; meaning , importance ,types of Inductive Reasoning and limitations. Modern method of acquiring knowledge: Scientific Method; meaning, importance and steps.

Unit-II: Educational Research

Educational research: meaning & concept, purpose and scope of educational research. Limitations of educational research. Types of educational research; Basic, applied & action research and their interrelationship. Ethical issues in educational research. Preparation of research proposal.

Unit-III: Sources of Problem Selection

Problem selection; Sources of problem selection and criteria for problem selection. Review of related literature; meaning, Importance and sources of related literature. Variables; meaning, importance & types of variables (Independent, Dependent, Moderate, Intervening and Extraneous), selection criteria. Hypothesis; meaning, importance, characteristics, types, formulation and testing.

Unit-IV: Sampling Techniques

Population and sample: probability samples; simple random sample, systematic sample, cluster sample, stratified and multi-stage sample. Non-probability samples; quota, Judgmental and purposive sample. Criteria for determining the sample size. Sampling and non-sampling errors, systematic and random errors. Control of different types of errors.

Transactional Mode

Lecture-cum-Discussion, brain storming, group discussion, presentations; Panel discussion; Seminar presentations and workshops ,demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research articles.

Practicum

1. Preparation of book cards
2. Identification of variables of a research study and their classification in terms of functions and level of measurement
3. Preparation of a sampling design given the objectives and research hypotheses of a research study
4. Use of computer in literature review
5. Review of a research report

References

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M. Ed Degree –Choice Based Credit System (CBCS)

Hard Core Course – 04: Curriculum Development

(Course code: HCC -04)

First semester

Objectives:

Credits-04

To enable the students to understand:

1. the meaning, nature, and foundations of curriculum.
2. the important principles and process of curriculum construction
3. the contributions of psychologists and system approach in designing curriculum..
4. the need and urgency to renewing the existing curriculum at different levels of education for its successful implementation.

Unit- I: Introduction to Curriculum.

Curriculum- concept, meaning, nature and scope, components of curriculum, foundations of curriculum-philosophical, sociological and psychological, Historical perspective of curriculum in India, Role of culture, society, child and knowledge in evolving a theory of curriculum, perspective of curriculum-traditionalist, conceptual-empiricists, conceptualists, social constructivists, concept of core curriculum, hidden curriculum, spiritual curriculum, integrated curriculum and their relativeiculum, hidden curriculum, spiritual curriculum, integrated curriculum and their relativance.

Unit- II: Principles and process of Curriculum Construction

Curriculum framework- need and importance, administrative consideration, gross root planning. Curriculum construction process, steps of curriculum construction, criteria for selection of content, scope, sequence and relevance, Integration of content, presentation and development of content; flexible curricular content, broad fields, choice based subjects, credit based system, grouping variation, grade placement and distribution, allotment of time, non-gradedclasses.

Unit-III: Curriculum Design. Bases of curriculum development, Epistemological bases: Forms of knowledge , structure of a discipline, characteristics of different discipline, sociological bases: societal needs and aspirative, culture and values, knowledge explosion, national concerns and goals, socio cultural aspects of students.Components and dimensions of curriculum design, principles and approaches of curriculum designing-Piaget, Bruner and Kohlberg - their contribution. Types of curriculum design- Subject-centred, Activity centred. Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns issues, societal sensitivity.

Evaluation of curriculum- Need and importance, models of evaluation of curriculum- Tyler model, Taba model. Need and justification for curriculum renewal, dimensions of curriculum change-Substantive, organizational and instrumental-new trends and implications for school curriculum, Principles and criteria of effective curriculum implementation, overall assessment of planning and organisation of school programmes.

Practicum

The students may undertake any one of the following activities:

- Critical appraisal/analysis of existing syllabi and textbooks on school education and developed by various agencies at national/state/local levels.
- Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Students will and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education
- Student will integrate ICT for particular unit in teacher education course to transact the same.
- Student will identify various issues in transacting Curriculum in Teacher EducationInstitute.

References

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M. Ed Degree –Choice Based Credit System (CBCS)

Hard Core Course – 05: Teacher Education

(Course code: HCC -05)

First semester

Objectives:Credits-04

Upon completion of this Course, the students will be able to

1. Understand the concepts and objectives of Elementary Teacher Education.
2. develop awareness on Secondary Teacher Education.
3. Equip with knowledge of agencies helpful for Teacher Education at higher level.
4. Develop awareness of Teaching Profession and Professional ethics.

Unit- I: Elementary Teacher Education

Introduction - need and scope of elementary teacher education -objectives of elementary teacher education- teacher education at pre – primary level - teacher education at primary level - establishment of DIET - objectives of DIET - functions of DIETs - pre service training programme -in-service training programme.

Unit- II: Secondary Teacher Education

Nature - scope - aim and objectives of secondary teacher education - development of secondary teacher education with special emphasis on various commissions - various national and state organizations in promotion of secondary teacher education - present scenario of secondary teacher education.

Unit- III: Teacher Education at Higher level

Need and importance of teacher education at higher level - role of distance education in promotion of teacher education - functions of national agencies in the development of teacher education (UGC-NCTE- NCERT- RIEs- NUEPA, SCERT) - structure of teacher education - post graduate and integrated courses - future dimension of teacher education .

Unit- IV: Professionalisms

Concept of profession - teaching as a profession - code of professional ethics for teachers - quality assurance in professional education - professional competency - effective classroom strategies- in-service programme – workshop – seminar – conference- refresher courses- orientation programme - provisions by the state and nation for professional development of teachers.

Practicum

- i) Internship report on teacher education institutions.
- ii) Book Review

References

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Hard Core Course – 06: Higher Education

(Course code: HCC -06)

First semester

Objectives:

Credits-02

The pupil,

- explains the meaning and aims of Higher Education.
- identifies the structure and organization of Higher Education in India at National and State level.
- elucidates the relationship between Higher Education and Society, National Development.
- explains and illustrates the different types of Instructional Practices in Higher Education.
- elaborates different types of Management Skills
- elucidates the different roles of the teachers in Higher Education

Unit-I: Higher Education (HE)

Higher Education (HE) – Concept, Aims and Need in India, History of Higher Education in India, Structure and Organization of Higher Education in India - at National level and State level. Evaluation of Curriculum in Higher Education, Quality assurance and Accreditation in Higher Education- Agencies and their roles, Higher Education and Society, Higher Education and National Development, Indian Higher Education system: challenges and suggestions.

Unit-II: Teacher and Instructional Practices in Higher Education

Teacher and Instructional Practices in Higher Education: Types of Instruction - (i) Individual instruction – Programmed Learning Materials (PLM), Computer Assisted Instruction (CAI), Self Instruction, Keller Plan, Project. (ii) Small group instruction – Role play, Buzz technique, Case Discussion, Group Discussion, Brain storming. (iii) Large group instruction - Lecture, Seminar, Symposium, Conference, Panel discussion, Team Teaching, Workshop. Management skills-communication, Motivation and Teamwork. Classroom management - Climate, Tasks and Learning. Role of Teacher - Professional role: Teaching, evaluating, extended role: Co-curricular, Mental Health Facilitator.

Practicum.

- Compare and distinguish between two states with respect to the Structure and Organization of Higher Education.
- Evaluation of curriculum of Under Graduate programmes of Science and Humanities.
- Evaluation of curriculum of Post Graduate programmes of Education, Commerce etc...
- Illustrate the relationship between Higher Education and National Development with instances
- Compares and distinguishes between individual and group instruction with respect to applicability in different context, advantages and disadvantages
- Demonstrates different types of individual and group instruction

References

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Hard Core Course – 07: Psychological Foundations of Education
(Course code: HCC -06)
Second Semester

Objectives:

Credits-04

1. the scope and application of psychology to education and also to enable the students to understand the developmental stages and tasks of adolescents.
2. the nature and relationship of individual differences with reference to intelligence and creativity.
3. and assess personality and adjustment.
4. the need and importance of theories of learning and also to establish the relationship between learning and motivation.

Unit-I: Psychology and Education

Major school of psychology and its relevance to education-Behaviorisms', Gestalt psychology, Psycho-analysis and Humanism. Process of growth and development-physical, social, emotional, moral and intellectual development- Piagets theory of cognitive development, Kohlbergs /stonpers of moral development. and Erickson's psycho- social development, factors affecting growth and development.

Unit- II: Individual Differences

Intelligence-Concept and Spearman's theory, Thurston theory and Sternberg's theory; Guilford's Model of intellect, Gardner's intelligence theory-its implication to education, Measurement of intelligence, Creativity- concept and components, Relationship between intelligence and creativity.

Unit-III:Personality:

Personality-meaning and structure, development of personality, theories of personality- Allport, Cattell and Eysenck, Factors affecting personality, Methods of personality assessment- projective and non-projective techniques. Mental Hygiene-characteristics of a mentally healthy person. Maintenance of mental health. Personality and adjustment, problems and mechanics of adjustment.

Unit-IV: Learning and motivation:

Learning- meaning and concept, Gagne's Hierarchy of learning-Types and conditions, Cognitive Field theories of Tolman, Hull and Lewin, Ausubel's Reception learning, Bandura's Observational learning, Maslow's Mastery learning and self learning. Motivation- Transfer of training: concept and types, Theories of transfer of training, Mental faculty theory, theory of formal discipline, theory of identical components.

Practicum

The student teachers may undertake any one of the following Project work on identified themes:

1. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
2. Measurement and interpretation of intelligence and creativity. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary and secondary stage.
3. Studying the personality characteristics of some successful individuals. Personality assessment using projective and non-projective techniques. Analysis of a case of maladjusted adolescent learner. Case study of students with adjustment problems.
4. Analysis of learning situations through case study, presentation before a group followed by discussion. Conducting case study on one student who has difficulties in learning.
5. Identification of strategies for motivating learners and developing classroom motivational techniques.

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Hard Core Course –08: Sociological Foundations of Education
(Course Code: HCC -07)

Second Semester

Objectives:

Credits 04

To enable the students the current educational situations and interpret that knowledge for practical use

1. To make the students to use the knowledge of social and educational thought for developing an outlook towards education in future.
2. To enable the student to know Indian educational thought from social perspective.
3. To make student familiar with current trends and issues in Indian society and education

Unit-1: Meaning and Scope of Sociology of Education

Meaning of Sociology, Distinction between Sociology of Education and Educational Sociology; Scope and importance of Sociology of Education; Methods of Sociological Enquiry.

Unit-2: Social Structure and Education

Social Structure: Components, Class and Caste Structure In India, Changing Structure in India, The Causes of Social Stratification and Social Mobility, Meaning, concept and definitions of family- educational role of the family-types of families- joint family , nuclear family, single parent family-their advantages and disadvantages, influence of family on system of education. Culture: Definition, meaning, need and importance - Characteristics of culture, Relationship between Culture and Education.

Unit-3: Social Change and Education

Social Change- The Essence of Theories of Social Change, Factors Influencing Social Change, Relationship between Social Change and Education, , Conflict between Traditionalist and Modernity In India, Modernization, Significance, Education and Modernization, Need for Promoting Universal and Egalitarian Values.

Unit-4 : Equality and Education

Nature and Causes of Inequality, Education and Equality, Equalization of Educational Opportunity In India,-Constitutional Provisions For Promoting Social Justice In India; Education In Relation to Democracy and Secularism; Emerging Indian Society; Influence of Communist , Capitalist and Socialist Ideologies, Alienation Groups Tension, Violence, Poverty, Regionalism Concept of Residential Education; Need and Importance, Social Demand for Residential Education; JawaharNavodayaVidyalayas, Morarji Desai NavodayaVidyalayas,, Ashrama Schools.

Practicum

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state/region.
- Field visit to residential schools like Ashrama schools, JawaharNavodayaVidhayalayas and minorities schools and preparation of a critical report.
- Documentation/preparation of report on institutions/schools practicing innovations in the area of education for socially deprived groups.
- Students shall work in group and study selected families to find out the attitude of family members on their social mobility.
- Identification and finding reasons for single parent families. The group has to suggest measure for making single parent families into full fledged families.

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Hard core course – 09: Methods of Research and Statistics.

(Course code: HCC-08)

Second semester

Objectives:

Credits-04

To enable the student to;

1. Become aware of using appropriate quantitative and qualitative research methods based on their purpose of study.
2. Learn to use reliable and valid quantitative and qualitative tools of research.
3. Learn to use the different statistical techniques of data analysis in educational research.
4. Understand the procedure of preparing a research report technically

Unit-I: Methods of Research

Methods of research: Quantitative Methods; Descriptive research method; meaning, importance, steps and types of descriptive research studies (survey study method and co- relational study method). Experimental research method; meaning, importance, steps, components of experimental research. Methods of control of extraneous variables. Sources of invalidation. Research designs; one group pre-test & post test design. Pre-test & post test equivalent group design. Qualitative research Methods: Historical research Method; Meaning, nature, importance and steps and limitations. Case study research method; Meaning, nature, importance, steps and limitations.

Unit-11: Tools and Techniques of data collection.

Scales of measurement: nominal, ordinal, interval and ratio scales. Quantitative tools of data collection: Achievement tests; meaning, purpose, construction and standardization procedure. Attitude scales; meaning and purpose, construction and standardization using Likert procedure. Questionnaires: forms, principles of construction and limitations. Qualitative techniques of data collection: observation and interview.

Unit-111: Validity and Reliability

Validity; meaning and purpose, different types of validity; content validity, construct validity (convergent & divergent validity) and criterion related validity (concurrent and predictive validity). Reliability; meaning and purpose, different types of establishing reliability statistically; test-re- test reliability and split- half reliability (odd-even, first half-second half and random half- rest half)

Unit-IV: Statistical Techniques and Reporting

Types of data: Quantitative and Qualitative. Types of Statistics; Descriptive and Inferential statistics; computation of standard scores (Z and T scores). Normal probability curve; characteristics and uses. Product moment coefficient of correlation; assumptions, uses, computation and interpretation. Prediction: simple regression (two variables). parametric versus non-parametric statistics. One tailed and two tailed test. Assumptions underlying the technique of t- test and one way ANOVA, computation of t -test and one way ANOVA. Type 1 and Type 11 error. Chi-square test; concept, uses and computation.

Report writing; characteristics and format, footnote and bibliography.

Transactional Mode

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

Practicum

1. Review of two published research papers: one quantitative and the other Qualitative
2. Review of an M. Ed or an M.Phils, dissertation
3. Construction of one tool for data collection.
4. Preparation of graphic designs of data obtained in a research study
5. Selection and description of appropriate statistical technique(s) for analyzing a research data.
6. Analysis of data using statistical packages
7. Development of a statistical analysis plan on the topic selected for dissertation.

References

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M. Ed degree –choice based credit system (CBCS)

Hard core course – 10: Teacher Education Issues

(Course code: HCC-09)

Second semester

Objectives:Credits-04

1. To enable the students make a study of the changing concepts of Teacher Education during various periods of educational development in this country.
2. To acquaint the students with the responsibilities pertaining to the organization of a teacher Education institution.
3. To enable the student teachers to know about the Issues in Teacher Education.
4. To acquaint students with research trends and experimentation in teacher education.

Unit -I: Conceptual Basis of Teacher Education.

Teacher Education- concept, need, significance and Scope, brief review of historical perspectives of development of teacher education- ancient period, Buddhist period, Muslim period and Britishperiod, objectives of teacher education at various level.

Unit-II: Status of Teacher Education in India.

The development of teacher education in India – The present scenario of Teacher Education, role and Status of a Teacher. Teacher organizations at state and central level, Code of conduct for Teachers.

Unit-III: Issues in Teacher Education

Admission policies and procedures – planning and scheduling of teacher education programme - standards in teacher education - preparation of teachers for the differentially abled - teacher effectiveness - recommendations of raising status of teachers - provision of awards.

Unit:-IV: Research and innovations in Teacher Education

Need and importance of research in Teacher education, scope of teacher education research, trends in teacher education research, innovative practices at secondary levels – micro teaching, simulated social skill training, team teaching

Practicum

- i) To practice different types of teaching.
- ii) To analyze the different teacher Education at different periods.

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3. Bunch, B. (Ed), A Survey of Research in Education, Centre of Advance Study in Education, M.S. University of Baroda, Baroda, 1974.
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M.Ed Degree-Choice Based Credit System (CBCS)
Hard core course – 11: Entrepreneurship Education and Training

(Course Code: HCC-10)
Third Semester

Objectives;

Credit: 02

The student teachers will be able to:

- Develop the skills to initiate their own enterprise
- Understand the processes involved in establishing own educational institutions
- Understand the policy & procedures involved in initiating an enterprise
- Devise various programmes & strategies to run an enterprise successfully.

Unit- 1: Entrepreneurship

- Concept, Meaning and Definitions of Entrepreneurship
- Nature and Importance of Entrepreneurship
- Significance of Entrepreneurship
- Essential skills of Entrepreneurship
- Teachers as facilitators of learning: Mentorship Programs
- Continuing Professional Development: Engaging the Local Enterprise, Community, role of the school and local community
-

Unit - 2: Methods and Media for Teaching of Entrepreneurship

- Methods of Teaching Entrepreneurship Education –Classifications of Methods – Project Method, Group Discussion Method, Lab Method, Heuristic Method, Survey Method, Service Learning Method, Question Method
- Media for Teaching of Entrepreneurship – Need for Media for Teaching, Classifications of Media –Electronic Media and Digital Media,

Engagement/Practicum:

- Visit some success schools & interview the heads of the institutions on their planning & execution of the programme.
- Visit some residential, Social welfare & Tribal welfare schools and interview the heads of the institution about the programme implementation
- Critically review the Education Acts Code of different States and reflect.
- Visits to Educational Entrepreneurship Centers such as Azim Premaji Foundation, INFOSYS Foundation, Despande Foundation, Akshar Foundation etc..
- If you are given a chance to open your school – Narrate your ideologies.
- Prepare a proposal to start your own school following State Government Rules.
- Prepare guidelines for a Successful Mentor.
- Write your strategies to mobilize community children to your school.
- Suggest various modes of publicity for the Institutional enrolment.

- Prepare brochures, pamphlets, websites, newspaper advertisements, wall posters, flexi banners, mouth to mouth canvassing, rallies, mobile canvassing, mobile technology, social media, and social networks.
- College is free to suggest any other Related Entrepreneurship centre.
- Project Report writing.

References:

Buame, S, (2000) *Entrepreneurial and Innovative Management*, School of Administration

Dwomo-Fokuo, E. (2003) *Entrepreneurship Theory And Practice*, Kumasi Polytechnic

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M.Ed Degree-Choice Based Credit System (CBCS)

Hard core course – 12: Educational Technology

(Course Code: HCC-11)

Third Semester

Objectives:

Credits-04

To enable the student to;

- Understand meaning, forms and approaches to educational technology and appreciate the emergence and evolution of various educational media.
- Appreciate the innovations of the past and present in the field of educational technology and ICT.
- Explain the principles of instructional design and identify the salient features of different instructional design models.
- Understand the use of ICT in education, web based technologies, assessment and professional development tools.
- Describe the concept, nature, and components of e-learning and explore and use various e-learning tools and technologies.
- Understand the process involved in designing and developing e-resources for digital learning.
- Assess various problems and issues related to information and communication technologies and its integration in education.

Unit-I: Conceptual Basis of Educational Technology

- Concept, nature of educational technology: Emergence of educational technology as an area of study.
- Scope and forms of educational technology: Technology in education, Technology of education, Instructional technology; Information and communication technology.
- Approaches to educational technology: Hardware and Software approach, System approach, Concept, theory and models of communication.

Unit-II: Educational Media in Teaching and Learning

- Concept, function and types of educational media; Utilisation of audio-visual resources: Charts, Models, Poster, Graphics, and Multimedia.
- Educational radio: Emerging trends in the broadcast- FM radio, Community radio, Internet radio and podcast.
- Language Laboratory: Importance, features, types of language laboratories and advantages.
- Educational Television: Need and importance of ETV; Utilization of instructional TV and CCTV; Satellite Instructional Television Experiment.
- Films: Types of films, Techniques of using films in teaching, Merits and limitations.
- Selection of Media for instruction: Process of media selection, factors affecting selection of media.

Unit-III: Innovations in Teaching and Learning

- Programmed instruction- concept, origin, features, types and advantages.
- Personalized system of instruction. concept, origin, features, researches on PSI, advantages and limitations.
- Learner Controlled instruction: Meaning and concept, origin, assumptions, advantages and limitations.
- Computer Assisted Instruction: concept, assumptions, Types of Computer Assisted Instruction, Role of teacher, Advantages and Limitations.

Unit- IV: Integration of ICT in Education

- Role of ICT in education: Technology and pedagogy; Techno pedagogical content knowledge (TPCK); Approaches and strategies to integrating ICT in teaching and learning.
- Applications of ICTs in Education: Computer and the Internet, Web based technologies and resources; Utilisation of E-resources: Free and Open Source Software (FOSS), Open Educational Resources (OER).

- E-learning resources and approaches; M-learning and Mobile applications; Blended Learning: advantages and limitations; MOOC: concept, advantages and limitations; Flipped Learning: concept, procedure, advantages and limitations.
- Technology for assessment and professional development: E- portfolio, Learning Management System, Online and offline assessment tools – rubrics, survey tools, reflective journal; ICT for professional development of Teachers. Issues in the use of ICTs in education.

Transactional 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.
- Lecture cum demonstration and hands on experiences on the use of Personal computer / Laptop / Palmtop.

Practicum

The students may undertake any one of the following activities:

1. Identifying appropriate media and material for effective use in the transaction of a lesson.
2. Preparation of a trend report on researches on educational technology and ICT in teaching learning.
3. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
4. Critically assess any one educational audio programme or TV programme.
5. Design intervention programme of educational technology in the current practices of teacher training programmes in India.
6. Participation in computer based media production projects.
7. Register and study anyone free online certificate course through MOOC offered by SWAYAM or other agencies
8. Analysis of the different application software packages with reference to its use in education.

9. Preparation of a project report by using various application software packages and its critical appraisal.
10. Lecture cum demonstration and hands on experiences on the preparation of database using spreadsheet and other statistical software like SPSS.
11. Critical analysis of Teaching aids and their applications in instruction and learning.
12. Critical analysis of a computer based media packages with reference to its use in learning process.
13. Critical analysis of the different instructional packages developed by different agencies/institutions.
14. Review of OER materials related to school/teacher education.
15. Create e-resources on any selected content for school/teacher education curriculum using free and open and online softwares/tools..
16. Create an assessment portfolio using offline/online tools.
17. Develop an online test for any topic using Rogo online tool

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M.Ed Degree-Choice Based Credit System (CBCS)
Soft Core Course -01: Elementary Level Specialization
a. Early Childhood Care and Education
(Course Code: SCC-01)

Third Semester

Objectives:

Credits 04

On completion of this course the students will be able to

1. Understand the need and significance of early childhood care and education.
2. Understand the policy perspective on ECCE in India and world.
3. Understand social and personal development of children(3-6 years)
4. Understand the quality dimensions i.e curriculum, programmes and work force for ECCE
5. Develop knowledge and skills for research and evaluation in ECCE and training of personal.

Unit- I: ECCE: Policy and Perspectives

1. Concept, significance and objectives of ECCE.
2. ECCE in India: Policies and programmes in National Policy of Education(NPE,1886) and POA(1992), National Action for Children, 1992 and 2005; National Curriculum Framework (2005)
3. ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC-1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007-concerns and issues.

Unit- II: Psycho-Social Context of Pre-School Education

1. Developmental characteristics and norms-Physical, cognitive, language, socio-emotional during preliminary stage.
2. Transition from home to school-issues and concerns
3. Socio-cultural context in schools and home and child rearing practices at home in construction of knowledge.

Unit- III: Curriculum for Pre-School Education

1. Curriculum for School Readiness-Physical, cognitive and socio-emotional dimensions: characteristics of learning experiences and approaches

2. Anganwadi Centre, different types of pre-school curriculum like Montessori, Kindergarten, Balawadi.
3. Support of workforce: Teachers' helpers, parents and community support in functioning of ECCE centers.

Unit- IV: Strategies/Approaches and Resources.

1. Characteristics of programmes for different settings-Pre-primary schools and early primary grade children-needs emphasis and rationale.
2. General principles of curricular approaches-activity based, play way, child centred, theme based, holistic, joyful, inclusive- meaning, rationale and practical implications in specific context: story-telling, puppetry, musical and rhythmic exercises, dramatisation, role play, art activities, indoor and outdoor play, field trips and exploration as methods in primary and early primary stages-meaning, rationale, selection criteria, method of transaction
3. Local specific community resources-human and material &their integration in curricular activities: Preparation and use of learning and play materials- principles and characteristics: community involvement in effective implementation of ECCE programmes.
4. Informal evaluation through observation and remediation training of ECCE workers.
5. Status and nature of training programmes-a critical evaluation, issues, concerns and problems.

Transactional Mode

1. Group Discussion; Book/Report/Document reviews and analysis: Case studies of children and observation.
2. Visit to pre-school, Anganwadi/ICDS centers and preschool Teacher Education institutions.
3. Film Show
4. Semester presentation
5. Research Review and Criticism
6. Development of Research Proposal

Practical Work

The students may undertake any one of the following activities

1. Case study of Anganwadi, pre-school centers
2. Assignment on selected themes from the course
3. Study of present status of ECCE in State/Region/District
4. Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specification(1990)

5. Reflection on literature on equality ECCE services of one western country (Internet, journals)
6. Writing of journal articles on different issues on ECCE
7. Survey of play materials and comparing with socio-cultural set up
8. Survey of child rearing practices in different cultures.

References

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2. Government of India(1886) National Policy on Education, Department of Education, New Delhi,
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4. NCERT (2005) National Curriculum Framework2005, New Delhi.
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M.Ed Degree-Choice Based Credit System (CBCS)
Soft Core Course -01: Elementary Level Specialization

b. Reflective Teaching and Innovative Practices

(Course Code: SCC-01)

Third Semester

Objectives:

Credits 04

1. To enable the students to understand the, meaning and Concept of Reflective Teaching.
2. To enable the students to understand the theoretical perspective of reflective teaching.
3. To make students understand the conceptual views of Innovative practices in education
4. To acquaint students the different innovative practices and its successful implementation.

Unit I: Introduction to Teaching.

Nature and characteristics of teaching, principles and functions of teaching, structure and phases of teaching, teaching operations at different stages, levels of teaching-memory level, understanding level and reflective level of teaching. Reflective Teaching- concept, meaning, nature and scope, principles, characteristics and components, need and importance of reflective teaching for different subjects at school level, teacher roles, issues and challenges during reflective teaching

Unit II: Reflective Teaching-Conceptual Analysis.

Reflective teaching – society, demographic process and classroom teaching, Conceptual analysis of Reflective Teaching, Reflective models- Kolb’s Reflective Cycle, Gibb’s Reflective Model, Schon Reflective Model, Five temporal Dimensions of reflection- implications to training of teachers.

Unit III: Innovative Practices-An Introduction.

Innovative Practices- meaning and scope, principles, need and significance of innovative practices of school organization, Principles and Characteristics-Flexibility, Versatility and Complexity, Types-Nongradedness, Self contained versus departmental organization, Co-operative teaching plans-Team teaching, Dual progress plan and Flexible scheduling, Qualitative improvement of school Education.

Unit IV: Innovative Teaching Practices.

Innovative Practices- Models of teaching, Constructivism in teaching, Simulation in teaching, Role of e-learning, Interactive Softwares, and web based instruction, Blended learning, computer assisted instruction, Programmed instruction, Language laboratory and teaching machines-its relevance to teaching diverse group of learners. Innovative assignments- on-line assignments and project method- Mechanism, issues and challenges.

Practicum

The students may undertake any one of the following activities:

1. Critical appraisal/analysis of elementary school text books of different subjects and suggest reflective teaching for selected topics.
2. Students will prepare an observation schedule based on reflective teaching in any one-school subject.
3. Students will develop lesson plans using various innovative practices for a particular school subject/or course in teacher education
4. Student will integrate innovative practices for particular unit in teacher education course to transact the same.
5. Engaging learner's in the process teaching a school subject area following constructivist approach and presentation of paper in a seminar.
6. Students will carry out teaching at elementary schools using one particular teaching model.

References

1. Sharma R.A., "Technology of Teaching," Loyal Book Depot, Meerut, 1901.
2. Agarwal J.C., "Essentials of Educational Technology-teaching Learning Innovations in Education", Vikas Publishing House Pvt. Ltd., New Delhi, 1995.
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M.Ed. Degree-Choice Based Credit System (CBCS)
Soft Core Course -01: Elementary Level Specialization

C. Life skill education

(Course Code: SCC-01)

Third Semester

Objectives:

Credits 04

- To familiarize student-teachers in the theoretical foundations of Life Skills Education
- To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres
- To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education
- To foster the spirit of social responsibility in students and enhance social and emotional well being

Unit - I: Introduction

- Life Skills: Concept, need and importance of Life Skills for human beings.
- Life Skills Education: Concept, need and importance of Life Skills Education for teachers.
- Difference between Livelihood Skills and Life Skills.
- Core Life Skills prescribed by World Health Organization.
- Key Issues and Concerns of Adolescent students in emerging Indian context.

Unit - II: Process and Methods Enhancing the Life Skills

- Classroom Discussions
- Brainstorming and Role plays
- Demonstration and Guided Practice
- Audio and Visual activities, e.g. Arts, Music, Theatre, Dance
- Small Groups discussions followed by a presentation of group reports.
- Educational Games and Simulation
- Case Studies, Storytelling, Debates
- Decision making and mapping by using problem trees.

Unit - III: Core Life Skills

- Skills of Self-awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings. Acceptance of diversity in perspectives of different societies and cultures. Acceptance and importance of all living being as along ecological and psychological social structures.
- Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.
- Skills of Building Interpersonal relationships: Concept, Importance for Teachers in particular and Integration with the teaching- learning process.

Unit - IV: Higher Order Life Skills

- Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, Integration with the teaching learning process.
- Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.
- Skill of Effective Communication: Concept, importance for Human beings and Educationists, Integration within the teaching learning process.

Practical Assignments/Field Engagement

- The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with respect to the dynamics of the same.
- The Core Life Skills will also be demonstrated through role plays on diverse issues in the form of workshops.
- The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.
- Human animal interface: Case of study of a domestic/institutional animal/with human being.

Suggested Readings:

- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from: <http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf>
- Life Skills Based Education. (2011). Wikipedia. Retrieved from: http://en.wikipedia.org/wiki/Life_skills-based_education
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**M.Ed. Degree--Choice Based Credit System (CBCS)
Soft Core Course-02: Secondary Level Specializations**

a. Educational Management and Administration

(Course Code – SCC- 02)

Third Semester

Objectives:

Credits: 04

1. To make the students to understand the concept and process of educational administration and management.
2. To make the students to understand the need and importance of scientific management.
3. To make the students understand the constitutional provisions for education.
4. To make the students to understand the recommendation of education commissions and role of academic bodies in educational administration.

Unit--I: Significance of Educational Administration and Management

Meaning, nature and scope of educational administration and management, comparisons between administration and management, concept of scientific management and human oriented management, educational administration in historical perspective.

Unit--II: Constitution and Education

Constitutional Education provisions for the education of SC's ST's girls, universalization of primary education, RMSA objectives and programmes, RTE Bill 2009 its objectives and implications.

Unit-III : Recommendations of Education Commissions.

Indian Education Commission, 1950-51, Kothari Education Commission-1962, Education Policy of 1986, Centre and State relations in Education.

Unit-IV: Educational Administration and Academic Bodies

M.H.R.D. its functions and objectives, UGC, NCERT, NAAC, NUEPA, DSERT, Social Welfare Minority and Tribal Welfare Commission Role of Private Institutions and NGO's in Education and Administration.

Practicum

1. Case Study (documenting best practices for in Educational Management and Leadership)
2. Panel Discussions and Group Discussions, Weekly Seminars, Role Plays and Simulation Exercises, Personality Development Workshops.
3. Preparation of an institutional plan.
4. Evaluation of management of RMSA activities in a district.
5. Assignments on role of PTA in Unverisalization of elementary education.
6. Project report on issues of educational finance based on data collected from educational administrations.
7. Visit to DIET and observation of activities of DIETs and prepare a report.

Tutorials

1. The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.
2. A study of the functioning contribution of a Parent-Teacher Association (PTA).
3. Prepare a plan for the mobilization of different types of resources for a school form the community.
4. Case studies of School Education Act of states with better results at the secondary levels.

M.Ed. Degree--Choice Based Credit System (CBCS)
Soft Core Course-02: Secondary Level Specialization
b. Educational Planning
(Course Code – SCC- 02)

Third Semester

Objectives:

Credits: 04

On completion of the course the students' teachers will be able to:

1. Identify the need, scope and purpose of educational planning, understand principles and approaches of educational planning.
2. develop the skills in planning and using a variety of administrative strategies, explain the role and contribution of different agencies educational planning,
3. study educational planning system in India with reference to national, state, district and sub-district level structures.

Unit-1: Concepts and Terms in Educational Planning

Distinction between economic growth and economic development. Education as Utility and capital. Education as an industry / production function; Education as consumption and as an investment. Education as human capital, characteristics of human capital. Equality and equity in education. Relationship between Education and Economic development

Unit -11: Fundamentals of educational planning

Difference between Policy and planning. Meaning & concept of planning need for educational planning. Relationship of educational plans to socio-economic plans. Types of planning; Strategic and operational planning, Macro and Micro planning, perspective planning, Centralized and decentralized planning.

Unit-111: Major Approaches to Educational Planning

Approaches to Educational Planning: Social Demand Approach; meaning, need & importance and limitations. Social Justice Approach; meaning, need & importance and limitations. Rate of Returns Approach; meaning, need & importance and limitations. Manpower Planning Approach; meaning, need & importance and limitations. Process and steps in Educational planning.

Unit-IV: Role of different agencies in Educational planning

Role of Ministry of Human Resource development, Role of NDC and UGC in planning. Role of Planning commission and Finance commission, Role of State Boards of Education, Educational planning in Karnataka from state to panchayats level.

Transactional Mode

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

Practicum

The students may undertake any one of the following activities:

1. A study of the functioning contribution of a VEC/SDMC/PTA. Study of conflict resolution studies adopted by Heads in two schools.
2. Prepare a plan for the mobilization of different types of resources for a school form the community.
3. Analysis of School Education Act of a state.
4. Case studies of School Education Act of states with better results at the secondary/senior secondary levels.
5. Estimation of institutional cost of a secondary school. Estimation of unit cost of education in a school taking student as an unit.
6. Estimation of opportunity cost on a sample of working school age children. Preparation of a school budget Preparation of a blue print for expenditure control in a school.

Reference

1. Becker, G.S (1993), Human Capital: A Theoretical and Empirical Analysis with Special Reference to Education (Third Edition). Chicago, IL National Bureau of Economic Research, 161-227.
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11. Psacharopoulos, G. (editor). 1987. ECconomics of education: researchand studies. New York: Pergamon Press.
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M.Ed Degree-Choice Based Credit System (CBCS)
Soft Core Course -02: Secondary Level Specialization
c. Lifelong Learning
(Course Code: SCC-02)

Third Semester

Objectives:

Credits 04

- To familiarize student-teachers in the theoretical foundations of Lifelong Learning Education
- To prepare student-teachers in understanding the Philosophy of Lifelong Learning
- To prepare student-teachers in understanding the Principles of Lifelong Learning
- To prepare student-teachers in understanding the Sociological Perspective of Lifelong Learning
- To prepare student-teachers in understanding the Alternative Learning Systems in Lifelong Learning

Unit - I: Need and Importance of Lifelong Learning

- Definition, Meaning, Need & Importance and Scope of Lifelong Learning.
- The learning society in the postmodern world.
- Alternative approach of Lifelong Learning
- The knowledge Society and Lifelong Learning. Status of Lifelong Learning in India
- Post Literacy and continuing Education and their relevance to Indian Context.
- The role of UNESCO, IACE, IAEA, in promoting Lifelong Learning programmes in developing countries.
- Debate over lifelong education and lifelong learning.
- Lifelong Learning and Democratic Citizenship.

Unit - II: Philosophical Principles of Lifelong Learning Education

- Relationship of philosophy with Education – Definition of Education and Adult Education – Philosophy base for education and Adult Education.
- Concept of Adult Education – Different types of Adult education.
- Paulo Freire's Principles of Education – Conscientization: Concept and its Implications to Adult Education.
- Learning from Social Movements (e.g. Chipco Movement).

Unit - III: Sociological Principles of Lifelong Learning Education

- Institutions – Family, Media, Polity, Economy and religion .Role of Adult Education in bringing social change.
- Adult Education and National Development – Adult literacy – Different forms of adult literacy: Basic Functional Literacy, Digital Literacy, Cultural Literacy, Critical Literacy; Relationship between literacy and development. Migration and Adult Education.

Unit - IV: Alternative Learning Systems

- Meaning & Concept – Definition – Objectives and Functions of Formal Education System – Modifications needed in the educational system – De-schooling movement, emergence of the Non-Formal Education.
- Forms of Education – Formal, Non-Formal and Informal – Relationship between Formal and Non-Formal Education.
- Non-Formal Education – Meaning & Concept – Definition – Objectives – Scope – Significance and varying functions of non-formal education – Typologies of – Non-formal education – Adult Education – Lifelong Continuing Education – Distance Education – out of School Education.
- Technology support services: Computer Aided Learning (CAL) , World Wide Web ,Accessing Internet for learning, Cable Television .Application in Indian Context.
- Organization, Administration, Monitoring and Evaluation of NFE Systems in India.
- How to transform public space (Library, Museum, etc.) into adult learning centres; low cost, no cost, high cost materials; Publications in Adult Education; Multimedia in Adult Education.

Practical

- Identification of Out-of School Children;
- Design of Computer Aided Learning (CAL);
- Using of Internet;
- Monitoring of any one Welfare Programme at Gram Panchayat Level;
- Virtual learning for adults;
- Practical Application of transforming public space into adult learning centres

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3. Coombs, P.H, et al. New Paths to Learning for Rural Children and Youth, New York International Council for Educational Development, 1973, 133 p.

4. Development Process And Social Movements In Contemporary India, Author: Abhay Prasad Singh, Publisher: Pinnacle Learning
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9. Malcolm S. Knowles, *The Modern Practice of Adult Education*, Association Press, 291, Broadway, New York, 1970.
10. Naik, J.P. *Some Perspectives on Non-Formal Education*. Allied Publishers Pvt. Ltd New Delhi. 1977.
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13. Sivadasan Pillai K., *Non-formal Education in India*, Criterion Publications, New Delhi, 1990.
14. *Social Movements in India: Chipko Movement, Dalit Buddhist Movement, Social Reformers of India, Narmada Bachao Andolan*, Publisher: Books LLC, Wiki Series.
15. Sohan Singh, *Social Education: Concept and Methods*, Orient Longman Publications, Bombay.
16. Subba Rao d. & Vasudeva Rao B.S., *Adult & Continuing Education & Some perspectives*, R.D. Publishers, Andhra Pradesh
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M. Ed Degree-Choice Based Credit System (CBCS)

Open Elective Course-01:Pedagogy of Teaching

(Course Code: OE – 01)

ThirdSemester

Objective:

Credits: 04

- 1.To familiarize the students with scope, types and importance of teaching.
- 2.To make the acquaint students with latest techniques of teaching
- 3.To understand the teaching models and their role in class room situation.
- 4.To enable the students to understand the concept, form, types and evaluation of Media Technology

Unit-I: Introduction to teaching of teaching

Meaning Nature, definition, scope and importance and teaching. Types of teaching. Society and teaching, Research in teaching, Modern trends in teaching, creativity and teaching,

Unit-II: Teaching Skill and Methods

Skills based approach to teaching. Micro-teaching, Macro teaching. methods of teaching, lecture method project method and discussion method.

Unit-III: Models of Teaching

Meaning, Definition of teaching model, Assumptions, Importance, Role and type of teaching models. Historical teaching model, Philosophical model of teaching and teaching models for teacher education.

Unit-IV: Technology in Teaching

Meaning and concept of Technology, forms of Technology, Integration of technology in teaching and learning.web based technology; E-learning and virtual learning. Evaluation of technology-Meaning and purpose, types of technology evaluation; formative, summative, feasibility and maintenance.

Practicum

- 1.Develop an observation performance to assess the class-room techniques of teaching.
- 2.Preparation and presentation of a seminar using technology.
- 3.Preparation and presentation of a seminar using technology

References

- Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
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- Bruce R Joyce and Marsha Weil, *Models of Teaching*, Prentice Hall of India Pvt Ltd, 1985. Gage N L , *Hand book of Research on Teaching*, Rand Mc Naly and Co., Chicago, 1968. Sharma R A, *Technology of Teaching*, International Publishing House, Meerut, 1988. Siddiqui M S., and Khan M S., *Models of Teaching – Theory and Research*, Manas Publication, New Delhi, 1991.

M.Ed Degree-Choice Based Credit System (CBCS)

Hard core course – 13: Study of Contemporary issues in Education

(Course Code: HCC-12)

Fourth Semester

Objectives:

Credits-04

Upon completion of this course the students are able to:

1. To understand the global and national commitments towards the education of children with diverse needs.
2. To appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
3. To understand the concept and importance of gender justice and equality.
4. To enable them to understand relation of yoga, health & mental health

Unit- I: Inclusive Education and Its Historical Perspectives

Definition, concept and importance of inclusive education. Historical perspectives on education of children with diverse needs. Difference between special education, integrated education and inclusive education. Educational approaches and measures for meeting the diverse needs- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit-II: Gender Issues in Education

Conceptual foundations: sex and gender, gender equality, and gender justice .Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality. Status of access enrolment, retention and achievement of girl's coming from disadvantaged sections.

Unit- III: Health Education

Health Education- concept, definition, aims & Objectives of Health Education. Principles of Health Education. Physical and mental Health; to between Physical and mental Health: meaning and concept of mental health. Consequences of mental illness. Approaches to Physical and mental Health. Role of parents, teachers and school in maintaining physical and mental health.

Unit-IV:Yoga Education

Basics in Yoga- Meaning, definition, need & importance of yoga. Historical background of yoga, types of yoga, Asanas, Pranayam, Bandha, &Kriya ,Benefits& Effects of Yoga on mental and physical health.

Practicum

1. Case Study on Academic Achievement of SC/ST students. Panel discussion and group discussions, weekly seminars and face to face programs on communities oriented aspects.
2. Preparation of NGOs plan on Rural Health Education.
3. Evaluation of Role of NGOs and private Organizations in Community Development Program.
4. Visit to Aids Prevention Societies of Karnataka

Tutorials

1. Group Discussion on Health Education programs.
2. Survey on health Awareness Programs.
3. Observation and Assessment of Social Welfare Schemes for disadvantaged students.
4. Study on programs and benefits of physically challenged students.

References

1. Bhatt, B.D. & Sharma, S.R.(1992): Women's' education and social Development. Delhi: Kanishka.
2. Greene, W.H., Simon-Morton, B.G.(1984). Introduction to Health Education. NY:
3. Iyengar, B. K. S. (1989). Light on yoga, Yoga Dipika. London: UNWIN
4. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
5. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly.
6. Park, K. (2007). Park's textbook of Preventive & social medicine (19th Ed). India:
7. Ramchandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
8. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore

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10. Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E R T Publication.
11. Shivananda yoga Vedanta centre (1998). Yoga mind & body. London: D. K
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13. Tiwari, O. P. (2002). Asanas why & how?.Lonavla: Kaivalayadham.

M.Ed Degree-Choice Based Credit System (CBCS)

Hard core course – 14: Continuous and Comprehensive Evaluation

(Course Code: HCC-12)

Third Semester

Credits: 02

Objectives of the Course: At the end of the course the student teacher will be able to:

- Understand the Historical Development of Evaluation and Various Reports and Recommendations
- Understand Types of Evaluation and purpose of Evaluation
- Understand the Concept, Nature, Scope and Importance of CCE
- Understand Assessment of CCE, Tools and Techniques of CCE and Prepare the Reports of CCE
- Apply and Use of different Media, Technology in CCE

Unit-1: Evaluation:

- Historical Development of Evaluation and Various Reports and Recommendations: A Synoptic View, Meaning, Nature and Scope, Need for Evaluation, Functions of Evaluation, Examination and Evaluation, Place of Evaluation in the Secondary School Curriculum, Process of Evaluation, Stages of Evaluation and Steps of Evaluation, Types of Evaluation-Students Evaluation, Institution Evaluation, Curriculum Evaluation, Formative and Summative Evaluation, CCE, Purpose of Evaluation-Diagnostic, Predication, Selections, Grading and Guidance
- Concept of Continuous and Comprehensive Evaluation (CCE) : Meaning, Nature and Scope of CCE, Aim of CCE in Secondary School Education, Need and Importance of CCE, Steps CCE

Unit-2: Assessment of CCE, Tools and Techniques of CCE and Reports of CCE :

- Meaning, Nature and Scope of CCE, Types of Assessments - Scholastic Assessment, Co-Scholastic Assessment, Formative Assessment, Summative Assessment, Tools and Techniques of CCE
 - Methods of Assessment
 - Tools of Assessment
 - Techniques of Assessment
 - Media Technology used in CCE – Meaning Applications and Classification of Media According to Sensory Channel – Audio, Visual and Audio Visual, Multi Media, Real Testing, Virtual Testing, Mass Media and its Applications in CCE .Role of Teachers in CCE and CCE Report Writing, Grading and Recording.

Mode of Transaction:

- Lecture-cum-discussions, Workshop sessions, assignments, presentations by the students.

Practicum;

The Institution has to identify and introduce the Practicum Activities relating to the above said Units and Writing CCE reports at the Secondary School Level.

References:

- NCERT Report on CCE at the Secondary School Level
- Hemant K Khandai (2013) Continuous and Comprehensive Evaluation in Present Education System, Pragun Publication.
- CBSE, (2009). Teacher's Manual on CCE, New Delhi : CBSE
- Manjula P. R., (2001). Effectiveness of the Continuous and Comprehensive Evaluation Training Programme over the Evaluation Practices of Primary School Teachers – A DPEP Research Ministry of Education, 1966. Education and National Development, Report of The Education Commission, 1964-66, pp.1-551. Available at:[http://www.dise.in/ Downloads/KothariCommission Vol.2pp.289.pdf](http://www.dise.in/Downloads/KothariCommission_Vol.2pp.289.pdf) [Accessed December 4, 2014].

M.Ed Degree-Choice Based Credit System (CBCS)
Soft Core Course -03: Elementary level specializations
a. Inclusive Education
(Course Code: SCC-03)

Fourth Semester

Objectives:

Credits 04

On completion of this course the students will be able to

1. Developing an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs.
2. Appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned.
3. Developing a positive attitude and sense of commitment towards actualising the right to education of all learners.
4. Preparing a conducive teaching learning environment in varied school settings.
5. Develop the ability to conduct and supervise action research activities.
6. Identifying and utilising existing support services for promoting inclusive practice,
7. Seeking parental and community support for utilizing available resources for education in inclusive settings.

Unit- I: Meeting the needs of diverse learner

1. Social and academic inclusion of learners with diverse needs in mainstream classrooms.
2. Facts and myths and of inclusive education with reference to Indian context.
3. Inclusive educational strategies and their implications for universalisation of elementary and secondary education.
4. Effectiveness of inclusive strategies such enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Unit- II: Curriculum adaptations and evaluation for children with diverse needs

1. Concept meaning and need for curriculum adaptations for children with sensory (hearing, visual and physically challenged) intellectual (gifted, talented and children of mentally challenged), developmental disability (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Guidelines for adaptation for teaching/practicing for teaching/practicing science, mathematics, social studies, languages, physical education, yoga, heritage arts, theatre, drama etc in inclusive settings .

3. Utilisation of records/case profiles for identification, assessment and intervention for inclusive classrooms.
4. Techniques and methods used for adaptation of content, laboratory skills and play material.

Unit- III: Teacher Preparation for Inclusive Education

1. Review existing educational programmes offered in secondary school(General, special education)
2. Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
3. N.C.F 2005 and curriculum for teacher preparation in and transaction modes.
4. Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
5. Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes .
6. Role of different national and international agencies (institutions, universities) in promoting inclusive education.

Unit- IV: Planning and conducting research activities

1. Concept and importance of educational research
2. Selecting appropriate areas of research
3. Types of research needed for enhancement of learning
4. Steps involved in planning and supervising research activities
5. Recent trends in research- national and international level
6. Concept, importance and types of supportive services (Medical rehabilitative and educational).
7. Role of teacher and teacher educators in utilising support services for inclusion

Transactional Mode

Discussion and group work, presentation by students, use of internet and field visit to get first hand experiences.

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

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multilevel teaching in the DMS(Two classes)
3. Critical analysis of NCF-2005 for planning quality teacher preparation programme.
4. Identify suitable research areas in inclusive education.
5. Conduct a survey in the local area to ascertain inclusion of children with diverse needs.
6. 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

1. Ainscow, M., Booth.T(2003): *The Index for inclusion: Developing Learning and participation in schools*. Bristol: Centre for studies in Inclusive Education.
2. Ahuja. A.Jangira N.K(2002) *Effective Teacher Training: Cooperative learning Based Approach*: National publishing House 23 Daryaganj: New Delhi
3. Jangira N.K and Mani M.N.G (1990) *Integrated Education for Visually Handicapped*, Gurgaon, old Subjimandi, academic press.
4. Jha.M.(2002) *Inclusive education for all: schools without walls*, Heinemann educational publishers, Multivista Global Ltd, Chennai.
5. Sharma, P.L.(1990) *Teachers handbook on IED-Helping children with special needs* N.C.E.R.T Publication.
6. Sharma P.L.(2003) *Planning Inclusive Education in Small Schools*, R.I.E Mysore.

M.Ed Degree-Choice Based Credit System (CBCS)
Soft Core Course -03: Elementary level specializations
b. Learner Assessment
(Course Code: SCC-03)

Fourth Semester

Objectives:

Credits 04

1. To enable the students to understand the need and importance to assess learner at elementary level.
2. To make students learn the assessment of mental abilities of learner at elementary level.
3. To make students understand the method and techniques of assessing learner at elementary education.
4. To acquaint students with the new trends in assessment along with its research trends.

Unit- I: Learner Assessment-An Introduction

Need and importance of assessing learner, concept and discriminative features of measurement, testing, assessment, appraisal and evaluation. Overall assessment - Curricular and Co-curricular, Cognitive, affective and psychomotor development.

Unit- II: Methods and Techniques of Assessment

School testing programme - Diagnostic and prognostic test-meaning, importance and need, testing basic skills: reading, writing arithmetic and communication, Characteristics of good test/measuring instrument. Concept and establishment construction and standardization of achievement tests and percentile ranks of reliability and usability, interpretation of test score-Norms- need and types of norms: age norms, grade norms, percentiles.

Unit- III: Assessment of Mental Ability

Mental Ability - Concept and types; Intelligence - measurement, classification and interpretation, Gifted and Backward learners - identification and management, Aptitude and attitude - meaning and measurement, interpretation of test score through profiles, Personality assessment and development.

Unit - IV: New Trends in Assessment and Evaluation

Formative Vs Summative evaluation, Norm Reference and Criterion Reference Tests, Continuous Comprehensive evaluation - Concept, scope and uses, Continuous Grade Point Assessment (CGPA) – Concept, process and uses, Use of computers in testing, National Testing Services, Data base and Question Bank - its role and advantages, Need to improve the overall quality of elementary education, Issues and Challenges. Research in assessment and evaluation - trends and gaps.

Practicum

The students may undertake any one of the following activities:

1. Critical appraisal/analysis of enrolment, retention and achievement levels in elementary schools.
2. Students will prepare an observation schedule and discuss on the quality of any one elementary school.
3. Students shall measure and assess intelligence, aptitude, attitude and personality of elementary school learners using standardised scales and interpret the scores.
4. Students will develop Diagnostic and prognostic test in any one particular school subject of their choice.
5. Student will construct and standardise achievement test in school subject and learn to interpret the test scores.
6. Engaging learner's in the process continuous comprehensive evaluation in elementary schools.
7. Students will learn to use computer in testing.

References

1. Popham, James, "Educational Statistics, Use and Interpretation," Harper and Row Publishers, New York, 1987.
2. Wallace Gerald and Larsen Stephen, "Educational Assessment of Learning problems, Testing for Teaching," Allyn and Becan Inc., London, 1979.
3. Tuckman, Bruce, Measuring Educational Outcomes, Fundamentals of Testing," Harcourt, New York, 1973.
4. Ingenkan(Ed.), "Development in Educational Testing," University of London Press Ltd. London, 1968.
5. Thorpe, L.P., and Schmuller, A.M., Personality-An Interdisciplinary Approach, New York, D. Van Noetrant Company.
6. Butcher, James, Personality Assessment, New York, Academic Press, 1981.
7. Eysenck, K.J., The Structure of Human Personality, London, Methuent Company, 1970.

8. Gagne, R.M., Learning and Individual Differences, New York, Mc Hill Publications, 1973.
9. Chauncey Henry and Dobbin John, E., Testing-Its place in Education Today, Harper and Row Publishers, New York, 1973.
10. Ebel Robert, L., Measuring Educational Achievement, Prentice Hall, New Delhi, 1968.
11. MehansWilthan. A and Dehman Irwin, J., Standardised Tests in Education, Holt Rinehart and Winston, New York, 1975.
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14. Nicto Anthony, J., Educational Tests and the Assessment-An Introduction, Harcourt Brace and Hevanarch Inc., 1983.
15. Allan Edwards, Techniques of Attitude Scale Construction, VakilFeffer and Simons Pvt. Ltd., Bombay, 1969
16. Dewy, John, How we Think-A Restatement of the Relation of Reflective Thinking to the Education Process, Heath & Co., Boston,1933.
17. Bolton Gillie, Reflective Practice Writing and Professional Development, 4th Edition, SAGE Publications, India Pvt. Ltd. New Delhi, 2014.
18. Anastasi Ann, Psychological Testing, 4th edition, Max Miller, New York, 1976.
19. Kesvas, p., Education Research, Methodology & Measurement: an International Handbook, Oxford, New York, Pergamon Press, 1990.
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M.Ed. Degree-Choice Based Credit System (CBCS)
Soft Core Course -03: Elementary Level Specialization
C. Environmental Education
(Course Code: SCC-03)
Fourth Semester

Objectives:

Credits 04

Upon completion of this course, the students are able to:

1. Understand the relationship between Human Beings and their Environment.
2. Develop sensitivity towards Environmental Disaster Management.
3. Acquire an understanding of the process of Environmental Education.
4. Develop skills and competencies as teachers for Management of Environmental Awareness Programmes.

Unit 1: Introduction

1. Concept, importance, scope, Aims and Objectives of Environmental Education.
2. Guiding principles and foundations.
3. Relationship between man and Environment.
4. Ecological and psychological perspective.

Unit 2: Environmental Hazards

1. Environmental pollution: physical, air, water, noise, chemical.
2. Extinction of flora fauna, deforestation, soil erosion.
3. Need for conservation, preservation and protection of rich environmental heritage.
4. Programme of environmental education for primary education institutions.

Unit 3: Features of Curriculum for Environmental Education

1. Special nature of curriculum on environmental education.
2. Concept of environment and ecosystem, Nature system, earth and biosphere, abiotic and biotic components, Natural resources, abiotic resources.
3. Human systems – Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
4. Technological system – industrial growth, scientific and technological invention and their impact on the environmental system.

Unit 4: Methods and Approaches of Environmental Education

1. Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches. Methods – discussion, seminar, workshop, dialogue, problem solving, field surveys, project and exhibition, role of media, print, films and TV.
2. Conservation of Natural Resources: Concept, need and importance. Ways of conservation of Natural Resource: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape. Need for conservation, preservation and protection of rich environmental heritage.

3. Programmes for Environmental protection –The water (prevention and control pollution) Act, 1974, the environment (protection) Act, 1986, 2018 the wild life (protection) Act, 1972, the motor Vehicles Act, 1988, the Air (Prevention and Control of pollution) Act, 1989 and the Indian Forest Act, 1927. Paris conference-2015, Swachh Bharath Abhiyaan

Practicum

1. Reporting any one type of pollution in given area and suggesting practical remedies for the same.
2. Visit to a school/slum/housing colony and report the utilization of resources.
3. Effect of population growth on ecosystems on various parameters.
4. Development of appropriate strategy for teaching any one topic in the area of environment t education.
5. Development of questionnaire/check list to assess environment awareness of school children.

Reference Books

1. Desh Bandhu and R. Dyal (1999): Environmental education for a sustainable future, Indian Environmental Society, New Delhi.
2. Purushottam Reddy K. & Narasimha Reddy D. (2002): Environmental Education, Neelkamal publications Pvt. Ltd. Hyderabad.
3. Singh R.B. & Suresh Misra (1996): Environmental law in India – Issues and responses Concept Publishing Company, New Delhi.
4. Trivedi P.R., Sharma P.L. & Sudershan K.N. (1994): Natural environment and constitution of India, Ashish Publishing House, New Delhi.
5. Deshbandhu and B. Berberet (1987): Environmental Education for conservation and Development, Indian Environment Society, New Delhi.
6. Gregory K.J. & Walling D.E. (1981): Man and Environment Process, Butterworths, London.
7. Kumar V.K. (1982): A study of environmental pollution, Tara Book Agency, Varanasi.
8. Sapru R.K. (1987): Environmental Management in India, Ashish Publishing, Delhi.
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M.Ed Degree-Choice Based Credit System (CBCS)

Soft Core Course- 04: Secondary Level Specialization

a. Educational Administration and Leadership

(Course Code: SCC-04)

Fourth Semester

Objectives:

Credits 04

1. To critically examine the contemporary leadership theories relevant to educational practice and setting.
2. To sensitize the students about new changes and challenges in leadership of institutions.
3. To develop capacities for being efficient and effective educational leaders.
4. To develop an understanding of leadership and educational administration

Unit-I: Leadership and Its Basic Concepts

Meaning, Definition, Nature, Concept, Functions, Characteristics and styles of leadership, Theories and models of educational leaderships

Unit-II: Roles, Challenges and Prospective of Leadership

Leadership for the learning community, developing leadership and management skills and insights, values, vision and moral purpose in educational leadership, leading and managing educational change and improvement.

Unit-III: Human Relations and Leadership

Meaning of Human Relations, Factors affecting Human Relations, Interpretation of Human Behaviour, Group Norms, Behavioral Norms and System Norms. The nature of the groups: team work and work group design, conflict, negotiation and stress management.

Unit- IV: Leadership for Sustainable Development

Peace Education for Promoting Tolerance; Disaster Risk Reduction and Management; Human Rights Education; Environmental Education: Challenges and Prospects for Institutions.

Practicum

1. Visit MNCS and observation of activities, preparation of report.
2. Participation of Personality Development Programs
3. Participation of Human Resource Management (HRM) programs.
4. Conducting group dynamics.
5. Attending communities leadership development camps and preparation of report.

Tutorials

1. The course would be transacted through participatory approach including group dynamics, self study, seminar/presentations by students etc.
2. A study of the functions and contribution of NGOs
3. Preparation of plan for the rural leadership camps.
4. Case studies of formal and informal organization.

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Soft Core Course-04: Secondary Level Specializations

b Manpower planning and Finance

(Course Code – SCC- 04)

Fourth Semester

Objectives:

Credits: 04

On completion of the course the students' teachers will be able to:

1. undertake cost-benefit analysis of education and estimation of internal efficiency of education,
2. develop in them the understanding of importance of human resource development
3. Identify the issues related to education as an investment in human capital & understand the methods of Manpower planning
4. develop familiarities with various sources of financing in India.

Unit- 1: Educational Efficiency and Manpower planning

Meaning of Technical, Economic and Educational efficiency. Internal and External efficiency in education. Identification of different inputs and outputs in education at different levels of education; primary level, secondary and tertiary level. Education and employment in India. Application of efficiency concept in Manpower planning.

Unit- 11: Cost -Benefit and Cost -Effectiveness analysisfor Manpower planning.

Meaning and concept of Cost- Benefit and Cost- Effectiveness analysis. Need & purpose of Cost -Benefit and Cost -Effectiveness Analysis. Different types of Costs in Education; Types of Educational costs: Direct cost, Indirect cost, Private cost, Social cost and Opportunity cost. Different types of Economic and non Economic benefits in education. Application of Cost-Benefit and Cost -Effectiveness Analysis to Manpower planning.

Unit- 111: Manpower Development and planning

The concept of Manpower development. Meaning and Significance .Development of Manpower through education. Need for manpower planning. Estimation of future manpower requirements. Methods of forecasting educational requirements to corresponding skills. The problems of educated unemployment, Problems of brain drain in India .Policies and strategies of manpower development in India

Unit- 1V: Financing of Education

Concept Need and Significance of Educational Finance. Educational Financing in India: Historical Perspective. Centre-State relations in finance, Sources of finance for education: private, public, fees, donations, Endowments and grants. Grant-in- aid principles and practices Government's role in financing education at different levels with special reference to higher education. Resource constraints and Resource mobilization. Allocation of resources;

economic and social basis for allocation of resources in education. Financing education for equality of education & social justice.

Transactional Mode

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

Practicum

The students may undertake any one of the following activities:

1. Critical Analysis of School Education Act of a State.
2. Preparation of questionnaire for micro-level educational survey.
3. Preparation of interview schedule for micro- level educational survey.
4. Formulation of a school mapping exercise for location of schools in an identified area.
5. Preparation of plan for instructional management in a secondary school. Preparation of an institutional plan.
6. Critical analysis of an educational project.
7. Evaluation of management of DPEP activities in a district.
8. Cost benefits analysis of education at primary level.
9. Assignments on partnership of VEC, self help groups, MTA, PTAs etc in universalisation of elementary education.
10. Project report on issues of educational finance based on data collected from educational administrations.
11. Preparation of a plan of action for development of low cost equipments and apparatus in a primary school.
12. Evaluation of management of SSA activities in a district. Assignment on any of the themes discussed in the paper.
13. Study of Conflict Resolution technique adopted by Heads of two schools. Critical review of present.

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Soft Core Course -04: Secondary Level Specializations

c. Educational Measurement & Evaluation

(Course Code: SCC-04)

Fourth Semester

Objectives: Credits 04

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. To orient the student with tools and techniques of measurement and evaluation.
3. To develop skills and competencies in constructing and standardizing a test.
4. To make the students understand how various requirements of education are measured, evaluated, interpreted and their result are recorded to help learners.

Unit- I: Educational Measurement and Evaluation

1. The measurement and evaluation process
2. Concept, scope and need, Taxonomies of educational objectives, norm-referenced and criterion-referenced measurement.
3. Evaluation: Functions of evaluation, and the basic principles of evaluation.
4. Evaluation and Curriculum
5. Interrelationship between measurement and evaluation in education.

Unit- II: Tools of Measurement and Evaluation

1. Tools of measurement and Evaluation
2. Subjective and objective tools essay test, objective test, scales, questionnaires, schedules, inventories, performance tests.

Unit- III: Test Construction

1. General principles of test construction and its standardization
2. Writing test items – objective type, essay type and interpretive type.
3. Item analysis procedures for norm-referenced and criterion referenced mastery tests.
4. Basic characteristics of good measuring instruments: Validity, objectivity, Reliability, Usability and Norms.
5. Types, Ways of determination; importance and application
6. Standardization of measuring instruments

Unit- IV: Measurement and Analysis

1. Measurement of Achievement, Aptitude, Attitudes, Skills, Personality.
2. Interpretation of the above test-scores and methods of feed back to students
3. New trends in evaluation, viz.,: Grading, Semester system, Continuous comprehensive evaluation , Question Bank, Use of Computers in Evaluation

Practicum

- i) Experimental Design.
- ii) Book Review

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