



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY, BALLARI
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**SYLLABUS FOR TWO YEAR MASTER OF EDUCATION (M.ED)
PROGRAMME**

2019-2020

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
I SEMESTER

HARD CORE PAPER 1
HC 1: PHILOSOPHY OF EDUCATION

OBJECTIVES: *Upon completion of the course, the student will be able to;*

- Understand the need and significance of philosophical framework of education;
- Know the fields of philosophy and their relevance to education;
- Understand the perspectives of Indian and Western Schools of philosophy concerning education;
- acquire the knowledge of the concepts and principles of philosophy;
- understand the relationship between Philosophy and Education and the implication of Philosophy on education;
- appreciate the contribution of Western philosophy and Indian Philosophy to Education;

UNIT-1: ELEMENTS OF PHILOSOPHICAL LIFE AND EDUCATION

1.1 Meaning and Importance of Philosophy

1.2 Philosophies of Life and Education: Concept and implications of Individualism, Socialism, Totalitarianism, Democracy, Idealism, Realism, Naturalism, Pragmatism, Existentialism, Humanism, Buddhism, Veerashaivism, ,Shad-Darshanas, Charvaka Darshana

UNIT-2: PHILOSOPHICAL INQUIRY AND EDUCATION

2.1 Domains of Philosophical Inquiry and Education: Metaphysics and Education, Epistemology and Education: Epistemological Analysis of sources, Theories and validity of Knowledge. Epistemological bases of curriculum and their methodological implications for Education.

2.2 Axiology and Education: Concept of Axiology, Need and Importance of Axiological Foundations of Education.

2.3 Values: Concept, Nature, Types, Hierarchy of Values in Indian and Western context. Value-Education and its approaches.

UNIT-3: PHILOSOPHY AND EDUCATION

3.1 Philosophy as theory and Education as practice: Theory into Practice.

3.2 Aims of Education and Philosophy.

3.3 Curriculum and Philosophy.

3.4 Methods of Teaching and Philosophy.

3.5 Educational Evaluation and Philosophy.

3.6 Educational Management and Philosophy

UNIT-4: THINKERS OF EDUCATION

I. *Indian Thinkers of Education:*

1. Aurobindo Ghosh,

2. Swami Vivekananda,
3. Mahatma Gandhi,
4. Jiddu Krishnamurthy,
5. Ambedkar B.R.

II. *Western Thinkers of Education:*

1. John Dewey,
2. Maria Montessori,
3. Rousseau,
4. Froebel

PRACTICUM /FIELD WORK:-

1. Drama or Play on Indian and western thinkers.
2. Identify the common factors between Indian & western philosophies.
3. Analyze the contribution of philosophy in the light of child centered Education
4. Frame a draft curriculum on any of the philosophical thought for elementary/Secondary-Higher secondary education
5. Any other relevant activity

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HARD CORE PAPER 2
HC2: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

OBJECTIVE: *Upon completion of the paper the student will be able to;*

- Gain knowledge about the theoretical foundations and practical educational Bearings concerning learning and information processing.
- Understand the theories underlying learning process and acquaint with different models and strategies of learning & in turn apply them for better learning.
- Gain insight into the concept of intelligence and its theories and apply them In psychological research.
- Acquire Knowledge about the theoretical foundations of Human Development.
- Understand the Various theories of Development.
- Understand the dynamics of development.

UNIT -1 LEARNING AND INFORMATION PROCESSING

- 1.1 Learning: Definitions and Theories
- 1.2 Piaget's developmental theory of learning.
- 1.3 Bruner's discovery learning.
- 1.4 Gagne's cumulative learning model.
- 1.5 Ausubel's meaningful verbal learning.
- 1.6 Rogers Theory of Learning
- 1.7 Atkinson- Schiffrin model of information processing.

UNIT-2 INTELLIGENCE

- 2.1 Concept, Definitions of Intelligence-Theories of Intelligence.
- 2.2 Guilford's structure of intellect model.
- 2.3 Gardner's theory of multiple intelligence.
- 2.4 Sternberg's triarchic theory of intelligence.
- 2.5 Carroll's three-stratum theory of intelligence.
- 2.6 Vygotsky's socio-cultural perspective of intelligence.
- 2.7 Emotional Intelligence: Concept, development of Emotional Intelligence.
- 2.8 Testing Emotional intelligence.

UNIT-3 DYNAMICS OF DEVELOPMENT

- 3.1 Concept of Human Development, General Principles of Development.
- 3.2 Understanding the Process of Individual Development in a Social Context.
- 3.3 Growth, Development, Maturation-Meaning and Interrelationship.
- 3.4 Development of Knowledge, Understanding, Skills, Competencies, Value Orientation.
- 3.5 Development of Attitude, Interest, and Aptitude.
- 3.6 Importance of Individual Differences.

UNIT-4 HUMAN DEVELOPMENT AND PERSONALITY-RELEVANCE TO EDUCATION

- 5.1 Stages of human development: Significance and characteristics of childhood, adolescence, adulthood.
- 5.2 Concept and development of Personality.
- 5.3 Neo-analytical perspective: Fromm's humanistic psychoanalysis.
- 5.4 Trait perspective: Eysenck's biological typology.
- 5.5 Cognitive perspective: Kelly's theory of personal constructs.
- 5.6 Existential perspective: May's existential analytic position.
- 5.7 Social behaviorist perspective: Rotter's expectancy-reinforcement value model & attribution theory.

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

1. Administer any one personality test/inventory and interpret the data
2. Case study of one student with adjustment problems.
3. Studying the personality characteristics of some successful individuals.
4. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
5. Administering any one test on emotional intelligence and interpreting the results
6. Project work on identified themes.

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HARD CORE PAPER 3
HC3: EDUCATIONAL TECHNOLOGY

Objectives: *Upon completion of the paper the student will be able to;*

- To understand the meaning, scope and concept of Educational Technology.
- To compare the software approach with the hardware approach to educational technology.
- To develop necessary skills in the use of media utilization and applications in the teaching learning process.
- To develop awareness towards Education and System Analysis.
- To develop Skills regarding Cybernetics namely use of Internet and related services.

UNIT-1: CONCEPTUAL BASES OF EDUCATIONAL TECHNOLOGY

- 1.1 Educational Technology – Meaning, definitions, concepts; Technology of Education and Technology in Education, historical development of Educational Technology, scope and objectives of educational technology.
- 1.2 Committees and commission: Global and Indian Perspective
- 1.3 Hardware and Software Technology-meaning, Educational usefulness.
- 1.4 Approach to Educational Technology: Physical, behavioral and system approach to Education.
- 1.5 Relevance and utility of Educational Technology to Distance Education.

UNIT- 2: COMMUNICATION TECHNOLOGY

- 2.1 Concept, Meaning, Definitions and forms of communication, communication cycle, communication model: David Berlo and Wilber Shramm's model.
- 2.2 Need of Communication: To communication Information, to communicate Idea, To Communicate Attitude, and To Communicate Feelings.
- 2.3 Class room communication: factors affecting class room communication.
- 2.4 Group Instruction: Characteristics and patterns, small group and large group Instruction.
- 2.5 Communication and information technology revolution.

UNIT-3: EDUCATION AND SYSTEM ANALYSIS

- 3.1 Concept of System, Components and Types of System.
- 3.2 Systems Approach
 - a) Systems Approach-Concept, Meaning, Definitions,
 - b) Components of Systems Approach
 - c) Systems Approach to Education
- 3.3 Need and Scope of Systems Approach to Education
- 3.4 A systematic Approach to Instruction flow diagram, advantages
- 3.5 Role of the Teacher in the system approach

UNIT -4: TRENDS IN EDUCATION TECHNOLOGY

- 4.1 Open Source Software: Concept, OSS In Education, And Evaluation Of OSS.
- 4.2 **Smart board**: Nature, Functions, Utility and challenges.
- 4.3 **Podcasting**- Meaning, History, Types, Process, Creating, Pedagogical Implications.
- 4.4 Collaborative Classroom: Characteristics & Advantages.
- 4.5 **Co-operative learning**: Meaning, need, theoretical basis, social goals, advantages.
- 4.6 Evaluation and Research in Educational technology.
- 4.7 INSAT Programmes.

PRACTICUM / FIELD WORK:

1. Studying various e-mail providers and creating mail ID's-preparing the Report.
2. Developing Computer Programmes for data Processing
3. Preparing a web page.
4. Effectiveness of training programme for teachers in ICT.
5. Prepare a flow diagram on any Secondary School topic using systems approach.
6. Survey and analyze the role of education technology in Distance Education.
7. Survey on the availability of Educational Technology equipments and their utility in B.Ed. / D.Ed. colleges, high schools.
8. Preparing a Audio-video Synchronization lesson by using transparencies/slides.
9. Any other related activities.
10. Identifying appropriate media and material for effective use in the transaction of a lesson.
11. Writing a simple script for media production.
12. Critical analysis of an instructional system based on components of systems approach
13. Critical analysis of the different instructional designs based on the various instructional design models.
14. Preparation of a trend report on researches on instructional design.
15. Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.
16. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
17. Interventions of educational technology in the current practices of teacher training programmes in India.

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HARD CORE PAPER 4
HC4: METHODOLOGY OF EDUCATIONAL RESEARCH

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- Describe the Meaning and Nature, Need and Importance and Scope of Educational research.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Identify research problems, variables and formulation of Hypotheses.
- Explain a sampling design appropriate for a research study
- Conduct a literature search and develop a research proposal
- Familiarize with different methods and approaches of educational research.
- Make them understand different techniques of data collection and the preparation of research report.

UNIT –1: INTRODUCTION TO EDUCATIONAL RESEARCH

- 1.1 Meaning and Nature, Need and Importance and Scope of Educational research.
- 1.2 Kinds of educational research: basic & applied research, Programme evaluation and action research-their characteristics, importance and interrelationship.
- 1.3 Sources of knowledge, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods-Theory, nature and functions, The principle of evidence
- 1.4 Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics, Types of research under each paradigm
- 1.5 Fields and Sources of Educational Research: The curriculum and textbooks, methodology, administration and supervision, finance, teacher education, school plant, examinations and evaluation.
- 1.6 Ethical Considerations in Educational Research.

UNIT –2: RESEARCH PROBLEM, HYPOTHESIS AND SAMPLING

- 2.1 Defining and formulating the research problem; selecting the problem, Necessity of defining the problem, Importance of literature review in defining a problem, defining operationally the related terms of research problem.
- 2.2 Literature review – Primary and secondary sources, reviews, treatise, monographs-patents, web as a source – searching the web, Critical literature review – Identifying gap areas from literature review.
- 2.3 Variables: i) Meaning of Variables ii) Types of Variables (*Independent, Dependent, Extraneous, Intervening and Moderator*) –Nature, Importance and their relationship.
- 2.4 Hypotheses: i) Concept of Hypothesis ii) Sources of Hypothesis iii) Characteristics of a good hypothesis iv) Types of Hypothesis (*Research, Directional, Non-directional, Null, Statistical*)

and Question-form) v) Formulating Hypothesis vi) Hypothesis Testing and Theory vii) Errors in Testing of Hypothesis.

- 2.5 Sampling: i) Concepts of Universe and Sample (ii) Need for Sampling (iii) Characteristics of a good Sample (iv) Techniques of Sampling (a) Probability sampling methods – simple random sampling, stratified sampling, cluster sampling (b) Non- probability sampling method – convenience sampling, judgment sampling, quota sampling.(v) Choice of Sampling Techniques (vi) Sample Size (vii) Sampling and Non-Sampling Errors.
- 2.6 Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals

UNIT -3: TYPES AND METHODS OF EDUCATIONAL RESEARCH

- 3.1 Historical Research-meaning, nature, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
- 3.2 Simple cases of Casual-Comparative and Co-relational research; steps and necessary conditions for causation.
- 3.3 Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory. Nature of experimental research, Variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables. Experimental Research designs- Single-Group, Pretest-Posttest Design, Pretest-Posttest Control-Group Design, Posttest only Control-Group Design, and Factorial Design, Internal and external validity of results in experimental research, Techniques of control: matching, holding the extraneous variable constant and statistical control
- 3.4 Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design
- 3.5 Qualitative Research: meaning, steps and characteristics, Qualitative research approaches- Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing
- 3.6 Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and limitations

UNIT -4: METHODS OF DATA COLLECTION AND RESEARCH REPORT

- 4.1 Tests, Inventories and scales: types and their construction and uses, identifying a tool using reliability and validity information, Projective and socio-metric techniques and their uses.
- 4.2 Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires.
- 4.3 Interview: types, characteristics and applicability, guidelines for conducting interviews.
- 4.4 Qualitative and quantitative observation: use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion.
- 4.5 The Research Report: Need for reporting, the formal, style of writing the reports, the level of discussions; Bibliography and Reference Books – APA Format of reporting research publication of Research Reports in Research Journals.

PRACTICAL WORK: (any one)

1. Review of Educational research report/article.
2. Data analysis using computer
3. Development of a Research Proposal on an identified research Problem
4. Preparation, Try Out and finalization of a tool
5. Preparation of a review article
6. Use of computers in literature review /review of a dissertation
7. Sampling Procedure: Random/Lottery Sampling, stratified sampling, Quota sampling, Formation of Groups for Experimental Study.
8. Preparing Reference Materials: Bibliographical Cards, Analytical Cards, Compilation of related materials, Format of References.

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VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
I SEMESTER

INTER-SEMESTER BREAK (ISB) – I
ISB1: COMMUNICATION SKILLS

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- Enhance the ability of the students to listen, converse, speak, present and explain ideas in groups and before an audience.
- Use of ICT in effective communication.
- Understand about writing skill and enhance their expository writing skill.
- Implement their knowledge of communication in classroom discussion and daily life.

ACTIVITY – 1

1. Listening skill: meaning, concept and importance of listening skills academic listening- (lecturing) listening to talk and presentation. Listening to announcements (Railway/bus station/ airports/ stadium announcement) Listening to radio and television. Telephone Skill: Basics of Telephone communication: How to handle calls telephone manners, leaving a message, making requests, greeting and leave taking over phone, asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conference, tele interviews handling.
2. Communication skills: Meaning, concept and components of effective communication
3. Strategy of effective communication.
4. Role of ICT in effective communication.

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

PRACTICUM

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

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1. <http://gujarat-education.gov.in/education-citizen-act-rules.htm>
2. www.ugc.ac.in
3. www.education.nic.in
4. www.scribid.com
5. HNGU Handbook-I
6. HNGU Handbook-II

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CHOICE BASED CREDIT SCHEME (CBCS)
I SEMESTER

INTER-SEMESTER BREAK (ISB) – II
ISB2: EXPOSITORY WRITING

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- Sensitize to their communicative behaviour.
- Enable to reject and improve their communicative behaviour performance
- Build capacities for self-criticism and facilitate growth.
- Enhance their listening & writing skill.
- Present effective lecture after enhancing their listening skills.
- Develop and improve their ability to assess information.
- Learn the fundamentals of proofreading, editing, interviewing and numerous other skills
- Choose their own topics and meet deadlines, and evaluate and critique their own writing,

ACTIVITY – 1

PREPARATION OF REPORT ON –

7. Development of pre-academic skills pre-reading, pre-writing and number
8. Expository writing: Meaning, concept, Types and tips for effective expository writing.
9. Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
10. Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

ACTIVITY – 2

1. Students will be introduced to different types of stories and the various styles of reporting that best represent those types of stories. Students will have the opportunity to examine news, feature, sports, and opinion pieces, in addition to editorials and reviews. Students will be assessed on their own original article writing, which will become part of their writing portfolio.

ACTIVITY – 3

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

ACTIVITY – 4

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

ACTIVITY – 5

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

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

PRACTICUM

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

REFERENCES:

1. <http://gujarat-education.gov.in/education-citizen-act-rules>. Html
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3. www.ncte-india.org
4. www.ngu.ac.in
5. www.education.nic.in
6. www.scribid.com
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8. HNGU Handbook-II

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CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER

HARD CORE PAPER-5
HC5:SOCIOLOGY OF EDUCATION

OBJECTIVES: *Upon completion of the course, the student will be able to;*

- Understand the sociological perspectives in education.
- Understand the essential Sociological background of Education.
- Comprehend the taxonomy of social theories
- Understand certain current Educational issues in Social Context
- Make students aware about the relationship and impact of society, economy, polity/politics, religion and culture on education.
- Know the social processes and phenomena which have bearing on education.
- Understand the importance of Globalization, privatization and liberalization on education

UNIT-1: SOCIOLOGICAL PERSPECTIVES IN EDUCATION:

- 1.1 Sociology and Education: Relationship of Sociology and Education, Meaning and Nature of Educational Sociology, Education as a process of Social System and Socializations.
- 1.2 Social organization and its concepts.
- 1.3 Sociological approaches to Education and their limitations.
- 1.4 Theories of Social learning: Functionalism, Conflict Theory and Interactionism (with special reference to Durkheim, Karl Marx and C. H. Cooley).
- 1.5 Education and Different aspect of society: Education and Community, Education and Politics, Education and Values, Education in relation to secularism.

UNIT-2: SOCIAL PROCESSES AND EDUCATION

- 2.1 Social Stratification, Social Mobility, Social Change, Enculturation, Acculturation –Their influence on education.
- 2.2 Agents of socialization - Family, School, Religion, Community;
- 2.3 Education as a social system, as a social process and a process of social progress;
- 2.4 Technological change - Industrialization and Modernization.

UNIT-3: PRESENT FEATURES OF EMERGING INDIAN SOCIETY

- 3.1 Democracy – Its meaning, importance and Relation with Education.
- 3.2 Human Right – Meaning, its development in India and impact on Indian Society.
- 3.3 World Peace – Concept, Indian efforts for development of world peace.
- 3.4 Values of the present Indian Society.
- 3.5 Concept of Urbanization, Modernization and Westernization with reference to Indian.
- 3.6 Society and their Educational Implications, Educational Ability.

UNIT-4: GLOBALIZATION AND EDUCATION

- 4.1 Meaning and importance Globalization, Liberalization and Privatization.
- 4.2 Globalization and the changing society.

- 4.3 Impact of Globalization on Education.
- 4.4 Commodification and the corporate takeover of Education.
- 4.5 Globalization and the Governance of Education.
- 4.6 Globalization and the Incorporation of Education

PRACTICUM:

1. Visit to an Educational Institution known for some Sociological Ideology and conduct an institutional survey
2. Survey of a SC/ST habitation to examine their educational status
3. Case studies on upward social mobility as a result of education.
4. A field study to study the awareness of globalization among school students.
5. Prepare check list/ questionnaire to measure the impact of acculturation / enculturation.
6. A survey of SES (Socio-economic Status) of any small village.

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SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
SEMESTER – 2

HARD CORE PAPER-6
HC6: PERSPECTIVES OF TEACHER EDUCATION

OBJECTIVES: *Upon completion of the course, the student will be able to;*

- Understand the meaning and Scope of Teacher Education.
- Appreciate the need for teacher education and identify the objectives of teacher education programmes.
- Acquire the Knowledge of historical review of teacher education in India.
- Reflect on the issues and Concerns related to teacher education in the country.
- Discuss the new experiments and its impacts on teacher education.

UNIT – 1: INTRODUCTION TO TEACHER EDUCATION

- 1.1 Meaning and Scope of teacher education.
- 1.2 Objectives of Teacher Education Programme at Pre Primary, Primary, Secondary and Higher.
- 1.3 Secondary Levels as Recommended by the NCTE.
- 1.4 Knowledge Base in Teacher-Education.
- 1.5 Philosophical Base for Teacher-Education.
- 1.6 Social and Cultural Dimensions in Teacher Education

UNIT – 2: HISTORICAL REVIEW OF TEACHER EDUCATION

- 2.1 A brief review of historical perspective of development of teacher Education: Ancient, Medieval and British Period.
- 2.2 Historical background of teacher education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) – Chattopadhyaya Commission (1983-85) and National Policy on Education (1986-1992).
- 2.3 Recent recommendations in teacher Education- NCFTE-2009, Justice Verma Committee, NCTE-2014

UNIT -3: SYSTEMIC CONCERNS, NEEDS AND NEW VISIONS.

- 3.1 Need to Enhance the Professional Identity of School Teachers.
- 3.2 Need to Establish Meaningful Links Between Pre-service and In-service Teacher Education.
- 3.3 Need for Professionally Qualified Teacher Educators.
- 3.4 The Design and Practice of Teacher Education: Underlying Assumptions.
- 3.5 Needed Focus in the Newly Visualized Teacher Education Programme :Learning , Learner, Teacher ,Knowledge, Social Context, Appraisal

UNIT- 4: CURRENT ISSUES AND CONCERNS IN TEACHER EDUCATION

- 4.1 Issues in teacher education

- 4.2 Concerns of teacher education
- 4.3 Suggestions for improving the conditions of teacher education.
- 4.4 Quality management of teacher education: concept of quality and characteristics.
- 4.5 Principles: quality management in teacher education.
- 4.6 Improving quality of teacher education in the context of Indian and global scenario.

PRACTICUM/FIELD WORK:

The students may undertake any one of the following activities:

1. Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
2. Interviewing two pass outs each of one year and four year programme of PSTE to elicit their perceptions regarding organization of PSTE.
3. Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertain their roles and responsibilities.
4. Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertain the strategies they use for their professional development.
5. Preparation of a plan based on any model of teaching for teaching any topic/concept included in the curriculum.

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CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER

HARD CORE-7

HC7: STATISTICS IN EDUCATIONAL RESEARCH

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- Develop computational skills.
- Convey the essential characteristics of a set of data by representing in tabular and graphical forms
- Examine relationship between and among different types of variables of a research study
- Explain or predict values of a dependent variable based on the values of one or more independent variables
- The Student learns the various statistical method used in the analysis of Data
- Develops an ability to select proper statistics with various data.
- Understand statistical interpretations in educational research and to examine the scope of application of research
- Develop an ability evaluate critically the result of analysis of data.
- Gain insight into different statistical techniques.
- Develop the skill of construction of tests and tools by using appropriate statistical procedures.
- Use appropriate statistical calculations keeping in mind the objectives/ hypotheses of the study and the nature of data.
- Interpret the statistical results appropriately to realize the objectives and to test the hypotheses.
- Demonstrate competence in the use of statistical packages for analysis of data

UNIT-1: ANALYSIS OF QUANTITATIVE DATA

- 1.1 Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group
- 1.2 Meaning, Nature and Kinds of data – Classification and tabulation of data.
- 1.3 Graphical representation of Data – Bar chart, Histogram, Frequency polygon, Frequency Curve, Ogive and Pie chart.
- 1.4 Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, Normal probability Curve – its properties and applications in Educational Research
- 1.5 Skewness and Kurtosis-Meaning, Types, Properties and Computation.
- 1.6 Standard Scores: Z-scores, T-scores and stanine scores- Nature, Calculation and their uses.

UNIT-2: DESCRIPTIVE STATISTICS

- 2.1 Measures of Central tendency – Mean, Median, Mode- Characteristics, Computation and Uses
- 2.2 Measures of variability – Range, Quartile Deviation, Standard Deviation and Coefficient of Variation -Characteristics, Computation and Uses

- 2.3 Measures of relative positions: Quartile, Deciles, Percentile and percentile Rank-computation and uses
- 2.4 Correlation – Concepts, types and uses; computation of rank difference correlation , Direct and Scatter plots and their interpretation of Product Moment Method, Bi-serial, Point Bi-serial- Partial and Multiple Correlation, Tetra Choric and Phi-Coefficient.
- 2.5 Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction, Path Analysis – concept, Structural Equation Modeling, uses.

UNIT-3: INFERENCEAL METHODS AND NON-PARAMETRIC STATISTICS.

- 3.1 Concept of parameter, statistic, sampling distribution, sampling error, and standard error.
- 3.2 Levels of significance, confidence limits and intervals, degrees of freedom, types of error-Types I, Type II, one and two tailed tests.;
- 3.3 Tests of significance of mean and of difference between means- t test (Pooled Variance model, Correlated, Independent-Heterogeneous and Homogeneous both large and small samples)
- 3.4 F-test (one way and ANOVA , ANOCOVA and MANOVA)
- 3.5 Chi Square Goodness of Fit, Chi Square Test of Independence, Sign test and Mann Whitney U test

UNIT-4: DATA ANALYSIS BY USING DATABASE SOFTWARE

- 4.1 Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office);
- 4.2 Editing of database file; Formatting, Data filtering, Input range and output range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics.
- 4.3 Creating graphs and charts. Creating a table by using wizard.
- 4.4 Introduction to SPSS, Creating a database file in SPSS;
 - I. Editing of data, insert variable, insert cases, merge a file with same variables and different variables,
 - II. Importing and exporting data file, working with output,
 - III. Creating graphs and interactive graphs,
 - IV. Creating tables, Creating Cross tables,
- 4.5 Descriptive statistics and inferential statistics.
- 4.6 Correlation and Regression,

PRACTICAL ACTIVITIES / USING SPSS

1. Creating a New Dataset, Using an Existing Dataset, Manipulating and Merging Datasets, Importing and Exporting Data, Printing Datasets, Cross Tabulation
2. Reliability and Validity of scale-Cronbach's alpha, test-retest and split-half.
3. Graphs and Charts: Scatterplots, Histograms, Box Plots and Other Charts,
4. Correlations: computation of rank difference correlation and Product Moment Method
5. computation of Two-sample t-test (Independent-sample t-test and Paired-sample t-test),One-way ANOVA and post-hoc tests ,Two-way ANOVA and ANCOVA
6. computation of Regression, Path Analysis and Non-parametric statistics

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II SEMESTER

SPECIALISATION PAPER (ELEMENTARY) EDUCATION)

SOFT CORE-1A

SC1A: POLICIES AND PRACTICES AT ELEMENTRY LEVEL

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- Understand meaning, concept, need and scope of elementary education.
- To develop an idea about the structure of elementary education in India.
- Critically examine the programmes of elementary education.
- Analyze the concept of UEE.
- Develop an understanding about the curriculum development and evaluation at secondary and senior secondary stage.
- Analyze the concept and Importance of Administration and Management.

UNIT-1: INTRODUCTION TO ELEMENTARY EDUCATION

- 1.1 Concept, Meaning, Need, Scope and Objectives.
- 1.2 A brief review of historical perspective of development of Elementary Education: Ancient, Medieval and British Period.
- 1.3 Historical background of elementary education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) Ishwari Bhai Patel Committee. National Policy on Education (1986-1992), Ramamurthy committee, Yashpal Committee, Recent recommendations in elementary Education- NCF-2005, NCFTE-2009 and 2014.
- 1.4 Implications for Modern Practices in Elementary Education: Contributions of Rousseau, Frobel, John Henrik, Pestalozzi, Maria Montessori and Gandhi.
- 1.5 Constitutional provisions.

UNIT-2: UNIVERSALSATION OF ELEMENTARY EDUCATION (UEE): OBJECTIVES AND CHALLENGES.

- 2.1 Concept, objectives, meaning and justification of UEE.
- 2.2 Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- 2.3 Access and enrolment of different types of learners-issues and challenges.
- 2.4 Dropout rate-meaning and computation; reasons for drop out.
- 2.5 Achievement levels of different types of learners-status and issues.
- 2.6 Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution

UNIT 3: CURRICULUM AND EVALUATION FOR ELEMENTARY EDUCATION

- 3.1 Concept and Importance.
- 3.2 Curriculum for School Readiness – Physical, Cognitive, Socio-Emotional Dimensions; characteristics of Learning Experiences and Approaches.
- 3.3 Anganwadi Centre, different types of Preschool Curriculum like Montessori, Kindergarten, and Balawadi etc.
- 3.4 Support of workforce: Teachers’ helpers, parents and community support in functioning of CCE centers.
- 3.5 CCE in teacher education.
- 3.6 Formative and summative evaluation; norm referenced and criterion reference evaluation.
- 3.7 Evaluation of school experience/internship programmes.

UNIT-4: CONCERNS IN ELEMENTARY EDUCATION

- 4.1 School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School.
- 4.2 Types of schools within different administration bodies.
- 4.3 Roles and responsibilities of Education functionaries.
- 4.4 Relationships between support organizations and the school.
- 4.5 District primary education programme-goals and strategies.
- 4.6 Systemic Reform- Strengthening Community Participation; Role of PTC/SMC.
- 4.7 Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School.
- 4.8 Inspection, Supervision and Monitoring.
- 4.9 Classroom management and the teacher.

PRACTICUM/FIELD WORK:

1. Conduct a play in school to generate awareness among students & teachers on Child Right.
2. Case study of a school or some innovative practice under SSA
3. Preparation of research design on a theme, discipline and RTE act. 2009
4. Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Global Monitoring; Report of UNESCO
5. Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
6. Critical Analysis of Research Studies on programs and policies related to elementary education.

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II SEMESTER

SPECIALISATION PAPER (ELEMENTARY EDUCATION)

SOFT CORE-1B

SC1B: INFORMATION AND COMMUNICATION TECHNOLOGY AT ELEMENTARY EDUCATION

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- Understand the concept, need, forms and applications of ICT.
- Gain insight into the knowledge of computer literacy and apply in Teaching- Learning process.
- Understand the Concept & Approaches of E- Learning.
- Understand the Concept & Approaches of Ubiquitous Learning.
- Understand the web based resources in Education and Instruction.

UNIT-1: INTRODUCTION TO ICT

- 1.1 Information and Communication Technology: Meaning, Definitions, Nature and Revolution.
- 1.2 Need, and forms of ICT in Elementary classroom, ICT implementation in teaching learning, use of ICT for Elementary teachers- strategies.
- 1.3 Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications.
- 1.4 Critical analysis of Teaching aids and their applications in instruction and learning.
- 1.5 Applications of Information and Communication Technologies at Elementary Education:
- 1.6 Classroom and ICT; Professional development and ICT; School management and ICT.
- 1.7 Teacher's Role in the ICT Environment.

UNIT – 2: INFORMATION TECHNOLOGY

- 2.1 Computer Programming Language – Abbreviation, meaning and purposes, machine Language ,high level language (**HLL**) and low level language (**LLL**) ,Operating System(OS).
- 2.2 Network: Internet , **LAN-WAN**, – Concept, Meaning and Application, WWW, Browser, Web Search Engines, Internet Service Providers, Web page, E-mail, Protocols, Chatting, News groups.–Meaning and Applications.
- 2.3 Computer care-Virus, Security and Maintenance
- 2.4 Computer Applications in Elementary Education: Computer based testing, on line testing, virtual classroom, Computer based Simulation.
- 2.5 Information Management: meaning and applications.

UNIT-3: E-LEARNING

- 3.1 E-Learning: Conceptual Frame work, E-Learning strategies- Learning Courses, Types in E-Learning.
- 3.2 Attributes of Learning: Learner Centered, Knowledge Centered, Assessment Centered, Community Centered.
- 3.3 Affordances of the Net, Role of Interaction in E-Learning:
- 3.4 Student-Student Interaction, Student-Teacher Interaction, Student- Content Interaction, Teacher-Teacher Interaction, Teacher-Content Interaction, Content-content Interaction.
- 3.5 A Model of E-Learning, E-Learning and the semantic Web, Toward a Theory of E-Learning.
- 3.6 Traditional V/S E-Learning Approaches, E-Learning Stake Holders, Features of E-Learning Environment.

UNIT – 4: UBIQUITOUS LEARNING

- 4.1 M-Learning:** meaning, Features, need of M-learning, Pedagogical affordances offered by M-learning, the various activities through M-learning, emerging pedagogies for M-learning, Challenges For M-Learning, benefits of M-learning, modes of M-learning, Misconceptions about M-learning, challenges to the implementation of M-learning, future of M-learning in Elementary Education.
- 4.2 Ubiquitous Learning:** Features, Components, Characteristics, Types, Benefits.
- 4.3 Web based learning:** Meaning, advantages, dis-advantages, Impact of web based teaching, Web authoring tools for developing instructional material.
- 4.4 E-resources:** Overview, Meaning, E-resources, need of e- resources, full text electronic resources, types, future of electronic publishing-E-books, E-journals, types of E-journal, current trends in E-journal, E-databases challenges facing the e-information sources management.
- 4.5 E-journal consortia:** Library E-consortia- Definition Access of E-journals, Consortia based resource sharing, Indian scenario-UGC INFONET, INDEST, J-Gate.

PRACTICAL / ACTIVITIES:

1. Developing Computer Programmes for data Processing
2. Preparing a web page.
3. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
4. Develop the news groups and report.
5. Write a report on E-Library consortia.
6. Developing Educational blog in www.blogger.com , www.wordpress.com
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. A study of status of Technology integration in teacher education institutions.
9. Any other Related Activities.

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II SEMESTER

SPECIALISATION PAPER (ELEMENTARY) EDUCATION)

SOFT CORE-1C

SC1C: SYSTEM AND STRUCTURES OF ELEMENTARY EDUCATION

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- ➔ Understand meaning, concept, need and scope of elementary education.
- ➔ To develop an idea about the structure of elementary education in India
- ➔ Critically examine the programmes of elementary education
- ➔ Analyse the concept of UEE
- ➔ Develop an understanding about the curriculum development and evaluation at Elementary stage

UNIT 1- DEVELOPMENT OF ELEMENTARY EDUCATION

- 1.1 Nature and focus of Elementary Education after independence.
- 1.2 Relevance of educational thought of Mahatma Gandhi and Tagore to elementary education.
- 1.3 Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to education (Education as a fundamental right)
- 1.4 Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005
- 1.5 Developmental characteristics and norms – physical, cognitive, language, socio-emotional during preliminary stage.
- 1.6 Child rearing practices and their influence on child development and construction of knowledge
- 1.7 Attitude of parents and society towards Elementary Education
- 1.8 Transition from home to school – Socio-cultural context in schools, issues and concerns.

UNIT-2: STRUCTURE OF ELEMENTARY EDUCATION

- 2.1 Structure of elementary education in India.
- 2.2 Vision and Mission of Elementary Education
- 2.3 Decentralization of elementary education.
- 2.4 12th Five-Year Plans –Objectives, key issues and focus.
- 2.5 Quality Assurance in Elementary Education ECCE programme, women empowerment as support services.
- 2.6 Universalization of Elementary Education (UEE) - Universal Access, Universal Retention and Universal Achievement.
- 2.7 Major Schemes and programmes for UEE - Operation Black Board (OBB), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA)
- 2.8 Responsibility between the Union Government and the States.

UNIT -3: PROGRAMMES IN ELEMENTARY EDUCATION

- 3.1 Decentralized educational planning and management. Community mobilization, micro planning, district primary education programme – goals and strategies, involving local bodies and community in educational planning and management, village education committees – roles and functions and Operation Black Board (OBB)
- 3.2 Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
- 3.3 Monitoring, research and evaluation of specific schemes like midday meals, incentive schemes, etc.

UNIT 4- STRATEGIES IN ELEMENTARY EDUCATION

- 4.1 Panchayatraj and community involvement in educational planning and management related issues
- 4.2 Participation of NGOs in achieving goals of UEE
- 4.3 ECCE programme, women empowerment as support services
- 4.4 Providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multi-grade contexts.

PRACTICUM/FIELD WORK

1. Critical study of existing teacher education curriculum of a state
2. Study of present status of ECCE in a State/District
3. Collection of information on infrastructure of ECCE centers
4. preparation of status report of performance of teachers in contextual curriculum transaction
5. Case study of Anganwadi and pre-school centers
6. Preparation of supervision report of an institute.

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**SPECIALISATION PAPER (SECONDARY AND HIGHER SECONDARY
EDUCATION)**

SOFT CORE-2A

SC2A: POLICIES AND PRACTICES AT SECONDARY AND HIGHER SECONDARY LEVEL

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- Understand meaning, concept, need and scope of secondary and higher secondary education.
- To develop an idea about the structure of secondary and higher secondary education in India
- Critically examine the programmes of secondary and higher secondary education
- Analyse the concept of UEE
- Develop an understanding about the curriculum development and evaluation at secondary and senior secondary stage

UNIT-1: INTRODUCTION TO SECONDARY AND HIGHER SECONDARY EDUCATION

- 1.1 Concept, Meaning, Need, Scope and Objectives.
- 1.2 A brief review of historical perspective of development of Secondary Education: Ancient, Medieval and British Period.
- 1.3 Historical background of secondary and higher secondary education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) Ishwari bhai Patel Committee. National Policy on Education (1986-1992), Ramamurthy committee, Yashpal Committee, Recent recommendations in secondary Education- NCF-2005, NCFTE-2009

UNIT-2: STRUCTURE OF SECONDARY AND HIGHER SECONDARY EDUCATION

- 2.1 Structure of secondary and higher secondary education in India.
- 2.2 Vision and Mission of secondary and higher secondary Education
- 2.3 Decentralization of secondary and higher secondary education.
- 2.4 12th Five-Year Plans –Objectives, key issues and focus.
- 2.5 Constitutional Provisions, Right to Education and its implications
- 2.6 Quality Assurance in secondary and higher secondary Education, women empowerment as support services.
- 2.7 Universalization of Secondary and higher secondary education (UEE) - Universal Access, Universal Retention and Universal Achievement.
- 2.8 Major Schemes and programmes for secondary and higher secondary education, RMSA and other programmes
- 2.9 Responsibility between the Union Government and the States.

UNIT 3: QUALITY IN SECONDARY AND HIGHER SECONDARY EDUCATION

- 3.1 Concepts, indicators of quality, setting standards for performance
- 3.2 Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA – IASE etc.

UNIT-4: CONCERNS IN SECONDARY AND HIGHER SECONDARY EDUCATION

- 4.1 School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School
- 4.2 Types of schools within different administration bodies –State Government, CBSE, CICSE
- 4.3 Roles and responsibilities of Education functionaries
- 4.4 Relationships between support organizations and the school
- 4.5 Pre-University Education in Karnataka-goals, Structures and strategies.
- 4.6 Systemic Reform- Strengthening Community Participation; Role of PTC/SMC
- 4.7 Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
- 4.8 Inspection, Supervision and Monitoring
- 4.9 Classroom management and the teacher

PRACTICUM/FIELD WORK:

1. Conduct a play in school to generate awareness among students & teachers on Child Right.
2. Case study of a school or some innovative practice under RMSA
3. Preparation of research design on a theme, discipline and RTE act. 2009
4. Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Global Monitoring; Report of UNESCO
5. Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
6. Critical Analysis of Research Studies on programs and policies related to secondary and higher secondary education.
7. Visit a Pre University College/Central syllabus schools and report the access, enrolment and curriculum designs
8. Any other relevant activity.

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**SPECIALISATION PAPER (SECONDARY AND HIGHER SECONDARY
EDUCATION)**

SOFT CORE-2B

SC2B: INFORMATION AND COMMUNICATION TECHNOLOGY AT SECONDARY EDUCATION

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- Understand the concept, need, forms and applications of ICT.
- Gain insight into the knowledge of computer literacy and apply in Teaching- Learning process.
- Understand the Concept & Approaches of E- Learning.
- Understand the Concept & Approaches of Ubiquitous Learning.
- Understand the web based resources in Education and Instruction.

UNIT-1: INTRODUCTION TO ICT

- 1.1 Information and Communication Technology: Meaning, Definitions, Nature and Revolution.
- 1.2 Need, and forms of ICT in classroom, ICT implementation in teaching learning, use of ICT for teachers- strategies.
- 1.3 Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications.
- 1.4 Critical analysis of Teaching aids and their applications in instruction and learning.
- 1.5 Applications of Information and Communication Technologies At Secondary Education: Classroom and ICT; Professional development and ICT; School management and ICT.
- 1.6 Teacher's Role in the ICT Environment.

UNIT – 2: INFORMATION TECHNOLOGY

- 2.1 Computer Programming Language – Abbreviation, meaning and purposes, machine Language ,high level language (HLL) and low level language (LLL) ,Operating System(OS).
- 2.2 Network: Internet , LAN-WAN, – Concept, Meaning and Application, WWW, Browser, Web Search Engines, Internet Service Providers, Web page, E-mail, Protocols, Chatting, News groups.–Meaning and Applications.
- 2.3 Computer care-Virus, Security and Maintenance
- 2.4 Computer Applications in Secondary Education: Computer based testing, on line testing, virtual classroom, Computer based Simulation.
- 2.5 Information Management: meaning and applications.

UNIT-3: E-LEARNING

- 3.1 E-Learning: Conceptual Frame work, E-Learning strategies- Learning Courses, Types in E-Learning.
- 3.2 Attributes of Learning: Learner Centered, Knowledge Centered, Assessment Centered, Community Centered.
- 3.3 Affordances of the Net, Role of Interaction in E-Learning: Student-Student Interaction, Student-Teacher Interaction, Student- Content Interaction, Teacher-Teacher Interaction, Teacher-Content Interaction, Content-content Interaction.
- 3.4 A Model of E-Learning, E-Learning and the semantic Web, Toward a Theory of E-Learning.
- 3.5 Traditional V/S E-Learning Approaches, E-Learning Stake Holders, Features of E-Learning Environment.

UNIT – 4: UBIQUITOUS LEARNING

- 4.1 **M-Learning**: meaning, Features, need of M-learning, Pedagogical affordances offered by M-learning, the various activities through M-learning, emerging pedagogies for M-learning, Challenges For M-Learning, benefits of M-learning, modes of M-learning, Misconceptions about M-learning, challenges to the implementation of M-learning, future of M-learning in secondary and Higher secondary Education.
- 4.2 **Ubiquitous Learning**: Features, Components, Characteristics, Types, Benefits.
- 4.3 **Web based learning**: Meaning, advantages, dis-advantages, Impact of web based teaching, Web authoring tools for developing instructional material.
- 4.4 **E-resources**: Overview, Meaning, E-resources, need of e- resources, full text electronic resources, types, future of electronic publishing-E-books, E-journals, types of E-journal, current trends in E-journal, E-databases challenges facing the e-information sources management.
- 4.5 **E-journal consortia**: Library E-consortia- Definition Access of E-journals, Consortia based resource sharing, Indian scenario-UGC INFONET, INDEST, J-Gate.

PRACTICAL / ACTIVITIES:

1. Developing Computer Programmes for data Processing
2. Preparing a web page.
3. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and video files related to educational technology)
4. Develop the news groups and report.
5. Write a report on E-Library consortia.
6. Developing Educational blog in www.blogger.com , www.wordpress.com
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations.
8. A study of status of Technology integration in teacher education institutions.
9. Any other Related Activities.

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VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER

**SPECIALISATION PAPER (SECONDARY AND HIGHER SECONDARY
EDUCATION)**

SOFT CORE-2C

SC2C: SYSTEMS AND STRUCTURES OF SECONDARY AND HIGHER SECONDARY EDUCATION

OBJECTIVES: *Upon completion of the paper the student will be able to;*

- Understand meaning, concept, need and scope of Secondary and Higher Secondary Education.
- To develop an idea about the structure of Secondary and Higher Secondary Education in India
- Critically examine the programmes of Secondary and Senior Secondary Education.
- Analyse the concept of RMSA
- Develop an understanding about the curriculum development and evaluation at secondary and higher secondary stage
- Analyse the concept and Importance of Administration And Management

UNIT-1: INTRODUCTION TO SECONDARY AND SENIOR SECONDARY EDUCATION

- 1.1 Concept, Meaning, Need, Scope and Objectives.
- 1.2 A brief review of historical perspective of development of Secondary Education: Ancient, Medieval and British Period.
- 1.3 Historical background of Secondary Education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66), National Policy on Education (1986-1992), Ramamurthy committee.
- 1.4 Constitutional Provisions.

UNIT-2: STRUCTURE AND PROGRAMMES OF SECONDARY AND HIGHER SECONDARY EDUCATION

- 2.1 Structure of Secondary Education in *India (10+2+3 pattern of Education)*
- 2.2 Concept, Objectives, Meaning and Justification of Universalization of Secondary Education (USE).
- 2.3 Critical appraisal of current status of USE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
- 2.4 Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.

- 2.5 Nature and forms of Inequality including dominant and minor groups, gender inequality in schooling; public private schools, rural urban schools and different school systems-schools for education of the challenged

UNIT-3: POLICIES OF SECONDARY EDUCATION

- 3.1 Right to Education Policies of medium of instruction
3.2 Rashtriya Madhyamik Shiksha Abhiyan and Continuous Comprehensive Evaluation
3.3 Vocationalisation of Secondary Education
3.4 Quality Education: Standards for Performance, Enhancement of Quality in Secondary Education

UNIT-4: ISSUES OF SECONDARY EDUCATION

- 4.1 Enrolment of students, lack of Community Life, Defective Examination System, Lack of Guidance and Counseling. Drag addition
4.2 Diversification of Subjects, Peace Education, Environment Education
4.3 Education for the sustainable Development
4.4 School Complex and Common School

PRACTICUM/FIELD WORK

1. Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement there of
2. Visits of different types of secondary schools and preparation of school profiles
3. Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education
4. Observation of in-service teacher education programme at secondary level and preparation of a report
5. Visit to alternative education centers at secondary level and preparation of a report
6. Preparation of supervision report of an institute.
7. Any other relevant activity.

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SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)

II SEMESTER
DISSERTATION-I

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

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CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER

ELECTIVE PAPER-1

EP1: INDIAN EDUCATION

OBJECTIVES: *Upon completion of the paper, the student will be able to;*

- Understand the meaning and aims of Education.
- Understand the process of development of Education during different periods.
- Understand the provisions of Education provided to Indian Citizens.
- Understand recent development and issues relation to different levels of Education.
- Understand the role of administrators and teachers in transaction of curriculum.

UNIT – 1: INTRODUCTION TO EDUCATION

- 1.1 Introduction to education.
- 1.2 Concept of Education, Meaning, individual and social aims of education.
- 1.3 Agencies of Education – Formal and Informal.
- 1.4 Philosophy and Education: Meaning of Philosophy and its relation to Education.
- 1.5 Education in Ancient Period-Vedic and Buddhist.
- 1.6 Education in Ancient Period – Vedic and Buddhist.
- 1.7 Education in Medieval period-Islamic.
- 1.8 Education during British Period.

UNIT- 2: PROVISIONS OF EDUCATION

- 2.1 Provision of education in Indian constitution
- 2.2 Equalization of educational opportunities at different levels
- 2.3 Educational provisions provided for disadvantaged children.
- 2.4 Different provisions under National System of Education for all levels.

UNIT – 3: CURRENT ISSUES AND TRENDS IN INDIAN EDUCATION

- 3.1 Environmental Education
- 3.2 Population Education
- 3.3 Students unrest
- 3.4 Language problem
- 3.5 Universalization of primary Education
- 3.6 Non-formal Education
- 3.7 Distance Education
- 3.8 International understanding

PRACTICAL / ACTIVITIES:

- 1. Survey of Problems of SC/ST/OBC/ Minorities group of Children in the rural and urban Areas.
- 2. Critical analysis of present language policy of the State & Central Government.

3. Participation in any of the social and cultural programmes organized in the region.
4. Survey of programmes organized by Educational Institutions relating to Environmental Education.

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SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER

ELECTIVE PAPER-2

EP2: INSTRUCTIONAL DESIGN

OBJECTIVES: *Upon Completion of the paper the student will be able to,*

- ➔ Understand and apply systems approach to instruction.
- ➔ Gain insight into the components of Instructional design.
- ➔ Acquaint with various models of instruction and apply in the instruction context.
- ➔ Provide a frame of reference and arrange the context of Instructional design using various models.
- ➔ Develop a programme and analyze the tasks, context, and effective in the learning process.

UNIT – 1: SYSTEMS APPROACH TO INSTRUCTION

- 1.1 concept of Instruction, Education, Training
- 1.2 Meaning and Definition of a system
- 1.3 Parameters of systems
- 1.4 Flow diagram designing a system
- 1.5 Systems approach, Concept, steps, Systems approach to learning and Instruction
- 1.6 Analyses in Instructional Design, components, need analysis, Task analysis, Content analysis, and Topic analysis

UNIT – 2: INSTRUCTIONAL SYSTEMS DESIGN

- 2.1 Curriculum & syllabus – Concept, Characteristics and difference
- 2.2 Components of Instructional Design
 - 2.2.1 Aims and objectives of Instruction
 - 2.2.2 Syllabus for instruction
 - 2.2.3 Methods and Techniques of Instruction
 - 2.2.4 Instructional materials
 - 2.2.5 Testing and evaluation
- 2.3. Instructional Strategies; Models of Instruction

UNIT – 3: SEQUENCING CONTENT IN INSTRUCTIONAL DESIGN

- 3.1 Structure of knowledge
- 3.2 Selection of content
- 3.3 Sequencing of content
 - 3.3.1 The Linear syllabus model
 - 3.3.2 The Spiral syllabus model
 - 3.3.3 The Pyramidal syllabus model.
- 3.4 Programmed Instruction
 - 3.4.1 Meaning, Definition, Characteristics, Principles & importance
 - 3.4.2 Styles of programmed text designing

- 3.4.3 Development of Programme; Inductory concepts, Task analysis, Task description, entering behavior and terminal behaviors
- 3.4.4 Types of programming
- 3.4.5 Evaluation of a programme

PRACTICAL/ ACTIVITIES:

- 1. Select a topic of your choice and develop an Instrumental Design including all the components.
- 2. Try out the effectiveness of any one model of Instruction to Secondary School students.
- 3. Construct Programmed Instructional Test material for Secondary School students.
- 4. Construct Programmed Instructional Test material for Secondary School students using Branching Type.
- 5. Evaluate the effectiveness of the Programmed Instructional materials by administering it to Secondary School students.

REFERENCES:

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ISB-1 Computer Application and ISB-2 Personality Development Activities as per the Syllabus.

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SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER

HARD CORE PAPER-8
HC8: INCLUSIVE EDUCATION

OBJECTIVES: *Upon completion of the course, the student will be able to;*

- ➔ To enable the learner to understand Inclusive, need of inclusive education and its practices.
- ➔ To enable Diverse learner and Diverse Learner's needs and challenges related to Diverse Learners.
- ➔ To develop awareness of learner towards inclusive education and its practices.
- ➔ Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel

UNIT-1: INTRODUCTION TO INCLUSIVE EDUCATION

- 1.1 Definition, concept and need of inclusive education.
- 1.2 Historical perspectives on education of children with diverse needs.
- 1.3 Difference between special education, integrated education and inclusive education.
- 1.4 Advantages of inclusive education for education for all children.
- 1.5 Concept and meaning of diverse needs.
- 1.6 Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- 1.7 Brief account of existing special, integrated and inclusive education services in India.
- 1.8 Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- 1.9 Creating and sustaining inclusive practices.

UNIT-2: PLANNING FOR INCLUSIVE EDUCATION

- 2.1 Organization of inclusive education in schools.
- 2.2 Basic requirements and materials.
- 2.3 Setting up resource rooms.
- 2.4 Classroom organization and design.
- 2.5 Provisions for Inclusive Education : Sarva Shiksha Abhiyan, Initiatives for the gifted and talented children, National Curriculum Framework, 2005 NCERT

UNIT-3: POLICIES, LAWS AND PRACTICES OF INCLUSIVE EDUCATION

- 3.1 Integrated Education for Disabled Children (IEDC, 1974).
- 3.2 Project Integrated Education for disabled children (PIED, 1987).
- 3.3 District Primary Education Programme (DPEP).
- 3.4 The Persons with Disabilities Act (PWD Act, 1995).
- 3.5 Recent Laws: The Mental Health Act 1987, Rehabilitation Council of India Act, 1992 , The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995), The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.
- 3.6 Recommendations of the Indian Education Commission (1964-66).

3.7 Recommendations of National Policy on Education (NPE, 1986-92).

UNIT-4: UNDERSTANDING LEARNER DIFFERENCES

- 4.1 Definition and characteristics of children with sensory(hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children), developmental disabilities(cerebral palsy and 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.
- 4.2 Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- 4.3 Role of parents and other community members for supporting inclusion of children with diverse needs.
- 4.4 Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
- 4.5 Support Services: Hospital services, Guidance and counseling, Training and in service education of teachers and Specialists and therapists from various disciplines

PRACTICAL WORK/ASSIGNMENT:

The students may undertake any one of the following activities:

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multi level teaching in the DMS (two classes).
3. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme Identify suitable research areas in inclusive education.
4. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
5. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

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SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER

SPECIALISATION PAPER (ELEMENTARY EDUCATION)

SOFT CORE-3A

SC3A: RESOURCES FOR EDUCATION AT ELEMENTARY LEVEL

OBJECTIVES: *Upon completion of the paper, the students will be able to;*

- ➔ Understand the concept of multi-media technology and write plan of action by using multi-media approach.
- ➔ Understand the need and importance of Audio-video technology in Education and writes scripts for TV and Radio lessons At Elementary level.
- ➔ Understand the E-learning modules and tools and also acquaints the skills of using them.
- ➔ Acquaint the different strategies of web based teaching-learning.
- ➔ Inculcate the skill of web page development.

UNIT – 1: MULTI-MEDIA TECHNOLOGY

- 1.1 Multi-media technology – concept, characteristics, Use of Multi-media Features; Text, Graphics, Animation, Audio and Video.
- 1.2 Multi-media packages in Elementary Teacher training.
- 1.3 Multimedia laboratory – meaning, need for multi-media laboratories in India, Functions of multi-media laboratory, setting up of multi-media laboratory in the Class room.
- 1.4 Multi-media approaches- concept, nature, use of multimedia approach in teaching and learning, illustration from Elementary school syllabus, Role of teacher in MM approach, Educational implications.

UNIT – 2: AUDIOVISUAL TECHNOLOGY

- 2.1 Projected and Non Projected aids
- 2.2 Hardware and software approach
- 2.3 Media sub-systems –CCTV, Projectors, Teleconference; application of above in Elementary class-room teaching.
- 2.4 Educational television programmes for Elementary Education; development of educational television in India, some recent developments, production of educational programs, script writing, steps for program production, advantages and limitations of educational programs, scope of educational television, Role of Teacher.
- 2.5 Educational Radio programmes for Elementary Education; development of educational radio in India, History, types of programs, production of radio programs, characteristics of educational radio, Role of Teacher and limitations.

UNIT-3: E-LEARNING MODULES AND TOOLS

- 3.1 E-learning: initiatives in India, weaving e-learning into classroom.
- 3.2 E-learning modules: 3-tier review model, learning-Open source technologies, e-learning basic frame work, e-learning advantages, e-learning models, free and open source software-meaning and characteristics.
- 3.3 E-Learning tools: E-Shikshak-LMS, nature, features, different stake holders and advantages, open source E-learning tools-Moodle, A Tutor, Bazaar, eduPlone and Caroline. Brihaspati: LMS-open source E-learning system.
- 3.4 Course Management System: Nature, Functional requirements, and open sources.

UNIT-4: WEB BASED TEACHING-LEARNING

- 4.1 Development of a Website: Meaning of website, nature of website, steps for development and Advantages.

- 4.2 Digital library: Meaning, definition, historical background, characteristics, need, advantages, dis-advantages, initiatives in India.
- 4.3 Digital portfolio: Meaning, creation of electronic portfolio, uses.
- 4.4 Virtual Class Room- Concept, Aims, Characteristics, Meaning, Definitions, Features and Advantages.
- 4.5 Web-1 and web-2 technologies: meaning, nature and Applications.

PRACTICAL / ACTIVITIES:

1. Write plan of action by using multi-media approach.
2. Prepare a plan for setting up of multi-media laboratory in classroom
3. Prepare a T.V / Video lesson script for at least one lesson / unit.
4. Survey on the availability of Educational Technology equipments and their utility in D.Ed. colleges, and Elementary schools.
5. Evaluating Educational broad casts in the Radio/T.V
6. Creating website and Reporting.
7. Evaluation of websites related to educational programmes.
8. Writing plan of action for integrating video / audio Recorded lessons in the classrooms.
9. A critical study of some e-learning courses and enrolling and completing some free e-learning courses.
10. Critically evaluate Video /Tele conferencing programme.
11. Preparing a Audio-video Synchronization lesson by using transparencies/slides.
12. Write the features and uses of E-Shikshak (LMS).
13. Write the features and uses of Brihaspati (LMS).
14. Creating an account in Wikipedia/wiki-educator/wiki-spaces and adding/editing content.
15. Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint. View and comment on others contributions.
16. Any other Related Activities.

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SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER

SPECIALISATION PAPER (ELEMENTARY EDUCATION)

SOFT CORE-3B

SC3B: MANAGEMENT OF ELEMENTARY EDUCATION INSTITUTIONS

OBJECTIVES: *Upon completion of the paper, the student will be able to:*

- Understand the concepts of Administration and Management and their related factors
- Understand the techniques of Administration and management of Elementary educational institutions.
- Acquire the knowledge about the modern management techniques of elementary educational institutions;
- Understand the methods of supervision of the educational institutions to enable effective teaching learning and evaluation at elementary;
- Gain insight about the functions of the management committee and other administrative bodies at elementary level.

UNIT-1: INTRODUCTION TO EDUCATIONAL MANAGEMENT

- 1.1 Concept of administration and management.
- 1.2 Nature and Importance of management.
- 1.3 Basic principles of public administration; Objectives of management.
- 1.4 System approach to management: component systems or subsystems in educational management.
- 1.5 Purpose and activities in management; Levels in administration/management of Elementary education (Central, State, District, Institution).
- 1.6 Advisory, policy planning and executive bodies/authorities at different levels of elementary education.

UNIT-2: RESOURCE AND PERSONNEL MANAGEMENT

- 2.1 Concepts and classification of resources (real, abstract, other, human, physical material, community, governmental financial etc.).
- 2.2 Resource identification, mobilization, utilization, replacement etc.,
- 2.3 Resource allotment and crunch at different levels of elementary educational.
- 2.4 Resource planning and management for maximizing gains.
- 2.5 Personnel Management; concepts, classification.
- 2.6 Recruitment, orientation and on the job training for elementary teachers.
- 2.7 Motivation and guidance; amenities service conditions, job satisfaction and morale.
- 2.8 Career planning and prospects; professional growth of elementary teachers.

UNIT-3: MODERN MANAGEMENT TECHNIQUES

- 3.1 Management by objectives (MBO)
- 3.2 Organizational compliance (OC)
- 3.3 Programme Evaluation and Review Technique (PERT). Bench Marking.
- 3.4 Total quality management (TQM)
- 3.5 Systems approach.
- 3.6 Supervision and Inspection, Assessment and Accreditation.

UNIT-4: EDUCATIONAL SUPERVISION AND LEADERSHIP ELEMENTARY LEVEL

- 4.1 Administration Inspection and Academic Supervision of elementary education (concept, purpose, thrust, nature and function, scope)

- 4.2 Guidance in curriculum planning and implementation at elementary level.
- 4.3 Improvement of teaching –learning and evaluation promoting innovation and change.
- 4.4 Resource build-up distribution, utilization.
- 4.5 Supervisory systems and practice, tools and techniques.
- 4.6 Co-operative projects and concerned efforts.
- 4.7 Maintenance of records and follow up.
- 4.8 Leadership roles in strategies.

UNIT-5: INSTITUTIONAL MANAGEMENT

- 5.1 Functions of the head and other categories of staff.
- 5.2 Management committee; human relations and co-operative functioning, division of labour.
- 5.3 Participation, contribution, responsibility and commitment of management committee.
- 5.4 Democratic leadership and processes.
- 5.5 Atmosphere and discipline of Institutions.
- 5.6 Student participation and roles; parent-teacher association and school community relations; local support and reciprocal contributions.

PRACTICUM/FIELD WORK

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

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III SEMESTER

SPECIALISATION PAPER (ELEMENTARY EDUCATION)

SOFT CORE-3C

SC3C: CURRICULUM DEVELOPMENT AT ELEMENTARY LEVEL

OBJECTIVES: *Upon completion of the paper, the student will be able to:*

- Define curriculum,
- Identify the components of curriculum,
- Describe the various principles of curriculum,
- Explain various determinants of curriculum,
- Describe and analyse various approaches to curriculum,
- Explain and compare various types of curriculum.

UNIT-1: NATURE AND PRINCIPLES OF CURRICULUM

- 1.1 Meaning and concept of curriculum.
- 1.2 Curriculum as a body of socially organized knowledge, inert and live curriculum.
- 1.3 Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.
- 1.4 Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological).
- 1.5 Principles of curriculum construction:
 - a. Students centred
 - b. Activity centred,
 - c. Community centred,
 - d. Forward looking principle,
 - e. Principles of integration

UNIT-2: DETERMINANTS OF CURRICULUM AT ELEMENTARY LEVEL

- 2.1 Objectives-Values enshrined in the constitution such as social justice, equality and secularism;
- 2.2 Core elements as reflected in the NPE-1986 and POA;
- 2.3 Curriculum concerns as reflected in NCF 2005.
- 2.4 Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children, society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
- 2.5 Learner: growth and development.

UNI-3: TEACHERS AND CURRICULUM TRANSACTION STRATEGIES AT ELEMENTARY LEVEL

- 3.1 Teachers and Pedagogical Attributes
- 3.2 Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability
- 3.3 Analysis of Elementary Education Curriculum.

- 3.4 Role of I.C.T.
- 3.5 Research Trends in Elementary Education
- 3.6 Nature of subject matter/content.

UNIT-4: PEDAGOGY

- 4.1 Child centered pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
- 4.2 Pedagogical analysis of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning.
- 4.3 Innovative Educational Programmes in India Viz., EKALAVYA (Madhya Pradesh); Mirambika Elementary teacher education programme (Gujarath) "The Anveshana experience"; Lok Jambush" Rajasthan.

PRACTICUM/FIELD WORK:

The students may undertake any one of the following activities:

1. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.
2. Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.
3. Make a critical review on schemes and programmes to achieve UEE in your state.
4. Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
5. Visit DIET of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
6. Conduct an orientation program on building accountability
7. Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy
8. Find out the best learning engagement method of elementary level student, after experience with them.
9. Prepare a report after analysing the innovative educational programmes in India

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**SPECIALISATION PAPER (SECONDARY AND HIGHER SECONDARY
EDUCATION)**

SOFT CORE-4A

**SC4A:RESOURCES FOR EDUCATION AT SECONDARY HIGHER SECONDARY
LEVEL**

OBJECTIVES: *Upon completion of the paper, the students will be able to;*

- ➔ Understand the concept of multi-media technology and write plan of action by using multi-media approach.
- ➔ Understand the need and importance of Audio-video technology in Education and writes scripts for TV and Radio lessons At Secondary level.
- ➔ Understand the E-learning modules and tools and also acquaints the skills of using them.
- ➔ Acquaint the different strategies of web based teaching-learning.
- ➔ Inculcate the skill of web page development.

UNIT – 1: MULTI-MEDIA TECHNOLOGY

- 1.1 Multi-media technology – concept, characteristics, Use of Multi-media Features; Text, Graphics, Animation, Audio and Video.
- 1.2 Multi-media packages in Secondary Teacher training.
- 1.3 Multimedia laboratory – meaning, need for multi-media laboratories in India, Functions of multi-media laboratory, setting up of multi-media laboratory in the Class room.
- 1.4 Multi-media approaches- concept, nature, use of multimedia approach in teaching and learning, illustration from Secondary school syllabus, Role of teacher in MM approach, Educational implications.

UNIT – 2: AUDIOVISUAL TECHNOLOGY

- 2.1 Projected and Non Projected aids
- 2.2 Hardware and software approach
- 2.3 Media sub-systems –CCTV, Projectors, Teleconference; application of above in Secondary class-room teaching.
- 2.4 Educational television programmes for Secondary Education; development of educational television in India, some recent developments, production of educational programs, script writing, steps for program production, advantages and limitations of educational programs, scope of educational television, Role of Teacher.
- 2.5 Educational Radio programmes for Secondary Education; development of educational radio in India, History, types of programs, production of radio programs, characteristics of educational radio, Role of Teacher and limitations.

UNIT-3: E-LEARNING MODULES AND TOOLS

- 3.1 E-learning: initiatives in India, weaving e-learning into classroom.
- 3.2 E-learning modules: 3-tier review model, learning-Open source technologies, e-learning basic frame work, e-learning advantages, e-learning models, free and open source software-meaning and characteristics.
- 3.3 E-Learning tools: E-Shikshak-LMS, nature, features, different stake holders and advantages, open source E-learning tools-Moodle, A Tutor, Bazaar, eduPlone and Caroline. Brihaspati: LMS-open source E-learning system.
- 3.4 Course Management System: Nature, Functional requirements, and open sources.

UNIT-4: WEB BASED TEACHING-LEARNING

- 4.1 Development of a Website: Meaning of website, nature of website, steps for development

and Advantages.

- 4.2 Digital library: Meaning, definition, historical background, characteristics, need, advantages, dis-advantages, initiatives in India.
- 4.3 Digital portfolio: Meaning, creation of electronic portfolio, uses.
- 4.4 Virtual Class Room- Concept, Aims, Characteristics, Meaning, Definitions, Features and Advantages.
- 4.5 Web-1 and web-2 technologies: meaning, nature and Applications.

PRACTICAL / ACTIVITIES:

1. Write plan of action by using multi-media approach.
2. Prepare a plan for setting up of multi-media laboratory in classroom
3. Prepare a T.V / Video lesson script for at least one lesson / unit.
4. Survey on the availability of Educational Technology equipments and their utility in D.Ed. colleges, and Secondary schools.
5. Evaluating Educational broad casts in the Radio/T.V
6. Creating website and Reporting.
7. Evaluation of websites related to educational programmes.
8. Writing plan of action for integrating video / audio Recorded lessons in the classrooms.
9. A critical study of some e-learning courses and enrolling and completing some free e-learning courses.
10. Critically evaluate Video /Tele conferencing programme.
11. Preparing a Audio-video Synchronization lesson by using transparencies/slides.
12. Write the features and uses of E-Shikshak (LMS).
13. Write the features and uses of Brihaspati (LMS).
14. Creating an account in Wikipedia/wiki-educator/wiki-spaces and adding/editing content.
15. Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint. View and comment on others contributions.
16. Any other Related Activities.

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III SEMESTER

**SPECIALISATION PAPER (SECONDARY AND HIGHER SECONDARY
EDUCATION)**

SOFT CORE-4B

SC4B: MANAGEMENT OF SECONDARY AND HIGHER SECONDARY EDUCATION INSTITUTIONS

OBJECTIVES: *Upon completion of the paper, the student will be able to:*

- ➔ Understand the concepts of Administration and Management and their related factors
- ➔ Understand the techniques of Administration and management of Secondary and higher secondary educational institutions.
- ➔ Acquire the knowledge about the modern management techniques of secondary and higher secondary educational institutions;
- ➔ Understand the methods of supervision of the educational institutions to enable effective teaching learning and evaluation at secondary and higher secondary;
- ➔ Gain insight about the functions of the management committee and other administrative bodies at secondary and higher secondary level.

UNIT-1: INTRODUCTION TO EDUCATIONAL MANAGEMENT

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- 2.1 Concepts and classification of resources (real, abstract, other, human, physical material, community, governmental financial etc.).
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- 5.4 Democratic leadership and processes.
- 5.5 Atmosphere and discipline of Institutions.
- 5.6 Student participation and roles; parent-teacher association and school community relations; local support and reciprocal contributions.

PRACTICUM/FIELD WORK

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2. Make a comparative study of management and administration of *Kendriya Vidyalaya* and state Government school.
3. Interview some school administrative staff and local authorities to find out the status of local administration in secondary and higher secondary school.
4. What special obstacles did they encounter, and how were they overcome?
5. Write a report on the best theory of leadership in the light of RTE act 2009,
6. Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
7. Review research on educational management or management of secondary education which are used in other countries but not in India.

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SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER

**SPECIALISATION PAPER (SECONDARY AND HIGHER SECONDARY
EDUCATION)**

SOFT CORE-4C

SC4C: CURRICULUM DEVELOPMENT AT SECONDARY AND HIGHER SECONDARY LEVEL

OBJECTIVES: *Upon completion of the paper, the student will be able to:*

- Define curriculum,
- Identify the components of curriculum,
- Describe the various principles of curriculum,
- Explain various determinants of curriculum,
- Describe and analyse various approaches to curriculum,
- Explain and compare various types of curriculum.

UNIT-1: NATURE AND PRINCIPLES OF CURRICULUM

- 1.1 Meaning and concept of curriculum.
- 1.2 Curriculum as a body of socially organized knowledge, inert and live curriculum.
- 1.3 Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.
- 1.4 Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological).
- 1.5 Principles of curriculum construction:
 - a. Students centred
 - b. Activity centred,
 - c. Community centred,
 - d. Forward looking principle,
 - e. Principles of integration

UNIT-2: DETERMINANTS OF CURRICULUM AT SECONDARY LEVEL

- 2.1 Objectives-Values enshrined in the constitution such as social justice, equality and secularism;
- 2.2 Core elements as reflected in the NPE-1986 and POA;
- 2.3 Curriculum concerns as reflected in NCF 2005.
- 2.4 Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children, society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
- 2.5 Learner: growth and development.

UNIT-3: TEACHERS AND CURRICULUM TRANSACTION STRATEGIES AT SECONDARY LEVEL

- 3.1 Teachers and Pedagogical Attributes
- 3.2 Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability

- 3.3 Analysis of Secondary Education Curriculum.
- 3.4 Role of I.C.T.
- 3.5 Research Trends in Secondary Education
- 3.6 Nature of subject matter/content.

UNIT-4: PEDAGOGY

- 4.1 Child centered pedagogy: Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. Forms of learner's engagement: observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
- 4.2 Pedagogical analysis of the subject contents: Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning.
- 4.3 Innovative Educational Programmes in India Viz., EKALAVYA (Madhya Pradesh); Mirambika Secondary teacher education programme (Gujarath) "The Anveshana experience"; Lok Jambush" Rajasthan.

PRACTICUM/FIELD WORK:

The students may undertake any one of the following activities:

1. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.
2. Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.
3. Make a critical review on schemes and programmes to achieve UEE in your state.
4. Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
5. Visit DIET of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
6. Conduct an orientation program on building accountability
7. Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy
8. Find out the best learning engagement method of secondary level student, after experience with them.
9. Prepare a report after analysing the innovative educational programmes in India

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SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)

III SEMESTER

DISSERTATION-2

Students will review the related literature conducted in India and Abroad. And classify them and arrange them according to area and chronological order.

1. Formulate the design of the study.
2. Identification of the variables and operationally defining them.
3. Preparation /selection of the tool/s for the study.
4. Presentation of the work done.

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CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER
ELECTIVE PAPER-3
EL3:EDUCATION FOR ART OF LIVING

OBJECTIVES: *Upon completion of the paper the students will be able to,*

- ➔ To make one stress free.
- ➔ To bring awareness on social responsibilities.
- ➔ Inculcating human values.
- ➔ As this programme is non-religious one, helps to bring harmony in diversity.
- ➔ Build a good relationship between the teachers and students.

UNIT – 1: INTRODUCTION TO ART OF LIVING:

- 1.1 Introduction
- 1.2 Art of listening.
- 1.3 Art of questioning.
- 1.4 Knowledge points- science of breath, four sources of energy and seven layers of existence.
- 1.5 Group discussion on assignments and explanation.
- 1.6 Importance of food, breathe, sleep and meditation.
- 1.7 Question and answers.

UNIT – 2: CONCEPTS OF BREATHING AND ITS USES:

- 2.1 Group discussion on assignment pertaining to your subject and talk on knowledge points.
- 2.2 Introduction, explanation and demonstration of Sudharshanakriya – purifying
- 2.3 Stress eliminating breathing technique.
- 2.4 Explanation – talk on knowledge points
- 2.5 Assignments

UNIT – 3: IMPORTANCE OF SATSANG AND OTHER FACTORS:

- 3.1 Story telling Grace and gratitude, Importance service and Satsang.
- 3.2 Knowledge Points
- 3.1 Question and answers.
- 3.2 Revision of the knowledge points.
- 3.3 Film show on Art of Living service projects – Health, Hygiene, Home, Human Values and harmony in diversity.
- 3.4 Rural development programme.

PRACTICAL/ ACTIVITIES:

1. Practice Of breathing techniques.
2. Demonstration of three stages breathing
3. ‘Panchakosha Meditation’- a technique to relax the mind.
4. Practice of three stages breathing.
5. Learning and practice of forceful breathing (Bhastrika Pranayama)

6. Meditation by labeling the thoughts – a technique to relax the mind
7. Practice of Sudharshanakriya – which makes one stress free.
8. Repetition of Sudharshanakriya.
9. Eye gazing process – an ancient technique to acclimatize the new students to the new environment.
10. Immortality process/Bowing down process.
12. Aura meditation.
13. Satsang.
14. Feedback and Experience sharing

FIELD WORK:

1. Conducting hygiene awareness programme in the campus.
2. Social responsibility to maintain peace and harmony in the campus.
3. Supporting kitchen staff in serving and cleaning.
4. Supporting the library staff in sorting out the books.
5. Educate the uneducated workers of the campus (adults and their children) and educating the same for human values.
6. Creating and performing skits to uplift the human values and develop cordial relationship between the teacher and student community.
7. Supporting in the maintenance of gardening of the campus.
8. Counseling and conducting awareness programme about the effects of tobacco chewing, smoking and consumption of alcohol habits.
9. Adaptation of a village around campus for the upliftment of the village folk.
10. Organising medical campus for the nearby villages.
11. Identification and recognition of traditional and ancient cultures of village folk.
12. Conducting awareness programme for the farmers on organic farming.
13. Soil fertility testing camp for the farmers of villages around the campus.
14. Conducting Nav Chetan Shibiras for the villages and school children.
15. Creating awareness programmes on rainwater harvesting and promoting techniques.

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CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER
ELECTIVE PAPER-4
EL4: METHODOLOGY OF TEACHING

OBJECTIVES: *Upon completion of the paper the students will be able to,*

- Acquire the knowledge of meaning, principles, structure and phases of teaching.
- Understand the procedure writing a plan for a lesson/lecture.
- Understand different devices and methods of teaching.
- Understand different models of teaching
- Analyse different behaviours of a teacher.

UNIT – 1: MEANING AND DEFINITIONS OF TEACHING

- 1.1 Teaching: Meaning and definitions
- 1.2 Teaching as a process
- 1.3 General principles, psychological principles and maxims of teaching
- 1.4 Attributes of good teaching
- 1.5 Structure and phases of teaching
- 1.6 Competency based teaching
- 1.7 Lesson planning
 - 1.7.1 Meaning and significance
 - 1.7.2 Principles and stages

UNIT – 2: DEVICES AND METHODS OF TEACHING

- 2.1 Devices of teaching
 - 2.1.1 Natural and artificial
 - 2.1.2 Fixing devices – drill & review, questioning, answering and discussing outstanding Problems.
- 2.2 Methods of teaching.
 - 2.2.1 Lecture
 - 2.2.2 Demonstration
 - 2.2.3 Project
 - 2.2.4 Problem solving
 - 2.2.5 Computer assisted instruction

UNIT – 3: MODELS AND SKILLS OF TEACHING

- 3.1 Models of teaching; Definitions, Meaning, Elements, Families
- 3.2 Skills of Teaching; Meaning and definition, Components of core teaching skills
- 3.3 Microteaching
 - 3.3.1 Meaning, definition and features and phases.
 - 3.3.2 Teaching skills: Questioning, explaining, illustrating, using blackboard.
- 3.4 Motivation
 - 3.4.1 Meaning, definition and place of motivation in learning
 - 3.4.2 Methods of enhancing motivation in classroom learning.

PRACTICAL/ ACTIVITIES:

1. Carry out a survey of methods of teaching used in primary or secondary schools/Pre-University or degree colleges.
2. Visit to any two Pre-university or degree colleges to observe any four lecture classes of lecturers teaching a particular subject, (A subject in which the student has completed his post-graduation)
3. Visit a D.Ed. and B.Ed. college to observe the procedure of writing lesson plans
4. Visit the computer center to observe the methods of teaching theory and practical classes.
5. Participate in the academic programmes conducted by different education institutions.
6. Conduct a survey to find out what motivates students to learn.

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CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER

INTERSEMESTER BREAK (ISB-5)
ISB5:YOGA EDUCATION

OBJECTIVES: *Upon completion of the paper the students will be able to;*

- ➔ To enable the pupil – teachers to know the historical and philosophical background of Yoga.
- ➔ To enable them to learn about the different types of Yoga and understand their educational implications.
- ➔ To enable them to know about major classical Yogic texts.
- ➔ To give them an insight into the practical aspect of Yoga in contemporary times.
- ➔ To enable them to understand to concept of holistic health and contribution of Yoga in promoting holistic health.
- ➔ To enable them to apply Yogic knowledge in educational and stress related situations.
- ➔ To acquaint them with major Yogic practices.

UNIT -1

- 1.1 Yoga : Historical and philosophical background, Meaning, Definitions,
- 1.2 Types of Yoga: Raj Yoga (Ashtang Yoga), Hath Yoga, Jnana Yoga, Bhakti Yoga, Karam Yoga – their main features, nature and educational implications.
- 1.3 Major Yogic texts :
- 1.4 Patanjli's Yoga Sutra : Nature of Chitta – Vritties, Concept of Ishwar, Concept and Causes of Kleshas, Concept of Vidya and Moksha, Nature of a true Yogi.
- 1.5 Hatha Yoga Pradipika: Asanas, Shatkriyas and Pranayamas – Types and benefits.

UNIT-2

- 2.1 Modern Age Yoga: Traditional vs. Modern Practices of Yoga, Major Misconceptions, Renowned Yoga Centers (History, activities and contribution to Yoga) – India and Abroad.
- 2.2 Health and Yoga: Yogic Concept of Holistic Health, Yogic vs. Non-Yogic Diet (Elements and effects on health) ; Meditation – Meaning, Types and Effects; An Ideal Yogic module for Children, Adolescents , Youth, Adults and Old-aged people .
- 2.3 Human abilities and Yoga:
- 2.4 Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class-rooms (Primary, Secondary and Higher education levels).
- 2.5 Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

PRACTICAL WORK/FIELD WORK:

1. Practice of Followings: Yogic Activities Contents Yogic Exercises Surya Namasakar and Pawan mukat series. Shatkriyas Jal Neti – Vaman Dhauti, Kapalhati and Trataka. Asanas

A. STANDING POSE

- (a) Tadasana,
- (b) Hastpadasana,
- (c) Konasana,
- (d) Natrajasana.

B. SITTING POSE

- (a) Vajrasana
- (b) Vakrasana
- (c) Paschimottanasana
- (d) Gomukhasana

**C. LYING POSE (SPINE
FACING GROUND)**

- (a) Sarvangasana
- (b) Ardhamatsyasana
- (c) Halasana
- (d) Uttanpadasana.

**D. LYING POSE (STOMACH
FACING GROUND)**

- (a) Bhujangasana,
- (b) Shalabhasana
- (c) Dhanurasana
- (d) Makarasana

2. Pranayama: Correct Breathing Exercise, Anuloma-vilom, Surya-bhedhan and Bhramhari.
3. Meditation: Yoga Nidra, Vipasana T.M.
4. Preparation of a file related to above mentioned Yogic activities (Preferably showing your own pictures in action), steps, benefits and contra-indications.
5. Any other relevant activity.

REFERENCES:

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CHOICE BASED CREDIT SCHEME (CBCS)
IV-SEMESTER
HARD CORE -9
HC9:ISSUES AND TRENDS IN TEACHER EDUCATION**

OBJECTIVES: *Upon completion of the course, the student will be able to;*

- Reflect on the issues and Challenges related to teacher education in the country.
- Understand the recent trends in Teacher Education
- Understand the role of various bodies for strengthening teacher education.
- Acquaint the students the various statutory bodies regarding Teacher Education.
- Appreciate the need for research in Teacher Education.
- Understand roles and responsibilities of teachers and teacher educators,
- Develop an understanding in the students about various modalities used for teachers, teacher educators and educational administrators for different levels of education.
- Acquaint the students with the various aspects of student teaching programmes prevailing in the country.
- Enable the students to understand the trends in teacher education and agencies to develop and implement the concerned policies in India.
- Develop awareness in the students about the important research findings in teacher's education.

UNIT-1: MAJOR ISSUES AND CHALLENGES OF TEACHER EDUCATION

- 1.1 Maintaining Standards in Teacher Education – Admission Policies and Procedures, Recruitment of Teacher Educators
- 1.2 Quality Management of Teacher Education
- 1.3 Privatization, Globalization and Autonomy in Teacher Education
- 1.4 Teacher Education and practicing schools
- 1.5 Teacher Education and UGC, NCTE, University.
- 1.6 Preparing teacher for special school
- 1.7 Preparing teacher for Inclusive classroom.

UNIT-2: RECENT TRENDS IN TEACHER EDUCATION

- 2.1 Teaching and learning perspective [E-learning and teaching Developing an inclusive approach to teacher training for people with disabilities].
- 2.2 Innovations in teacher education the role of NCERT, NCTE, IASE and CTE for strengthening teacher education.
- 2.3 E-Teacher Education
- 2.4 Value oriented Teacher Education
- 2.5 A comparative study of developments, -Teacher education, Computer education, Population education, Environment education with special reference to USA, UK and INDIA.

UNIT-3: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

- 3.1 Need of Research in Teacher Education
- 3.2 Innovative practices at primary and secondary level.
- 3.3 Action Research for quality improvement in Teacher Education
- 3.4 Trends of research in Teacher Education
- 3.5 Methodological issues of research in teacher education- direct versus indirect, Inference, generalizability of findings, scope and limitations of classroom observations.

UNIT-4: PROFESSIONAL STANDARDS FOR TEACHER EDUCATION

- 4.1 Service Conditions of Teacher Educators
- 4.2 Role and Responsibilities of Teacher Educators
- 4.3 Cooperative Approach in Teacher Education
- 4.4 Collaborative Approach in Teacher Education
- 4.5 Constructivist and Reflective Approaches in Teacher Education
- 4.6 Social responsibility and engagement of Teacher Educators

PRACTICUM/FIELD WORK

1. Studying the admission criteria for teacher education courses of different Universities and preparing a report
2. Reporting the issues related to quality in teacher education institutions
3. Studying the best practices in the TE institutions and preparing a report
4. Visiting the TE institutions and conducting an institutional study
5. Attending in-service teacher education programme and preparing a report
6. Any other relevant activity

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CHOICE BASED CREDIT SCHEME (CBCS)
IV-SEMESTER
HARD CORE-10

HC10: PROFESSIONAL ETHICS AND VALUES OF TEACHER EDUCATORS

OBJECTIVES: *Upon completion of the course, the student will be able to;*

- Understand the need and importance of professional ethics and values among Teacher Educators
- Reflect on the issues and Challenges related to professional ethics of teacher educators
- Understand the role of various bodies for strengthening professional ethics among teacher educators
- Acquaint the students the various statutory bodies regarding professional ethics and values.
- Understand roles and responsibilities of teacher educators in maintaining professional ethics;
- To develop an understanding in the students about various modalities used for teachers, teacher educators and educational administrators for developing professional ethics
- Acquaint the students with the various aspects of student teaching programmes prevailing in the country.
- Develop awareness in the students about the important research findings in the area of professional ethics and values.

UNIT-1: PROFESSIONAL ETHICS:

- 1.1 Concept, need and importance. The Ethics of teaching, moral teachers.
- 1.2 Teaching as a Profession: Principles of Professional Ethics.
- 1.3 Recommendations of NCF – 2009, UGC, CBSE about teachers 'code of conduct.
- 1.4 Role of Teachers, Organisations in promoting professional ethics among teachers.
- 1.5 Professional ethics of teachers: International Perspectives

UNIT-2: NEED, BASIC GUIDELINES, CONTENT AND PROCESS FOR VALUE EDUCATION

- 2.1 Meaning, need, basic guidelines, content and process for Value Education,
- 2.2 Values in human-human relationship; meaning of Nyaya its fulfillment to ensure Ubhay-tripti; Trust (Vishwas) and Respect (Samman) as the foundational values of relationship.
- 2.3 Self-Exploration–meaning - its content and process; 'Natural Acceptance' and Experiential Validation- as the mechanism for self-exploration.
- 2.4 Happiness and Prosperity - Method to fulfill human aspirations: understanding and living in harmony at various levels

UNIT: 3: DIMENSIONS OF PROFESSIONAL ETHICS FOR TEACHERS

- 3.1 Teacher in relation to pupils
- 3.2 Teacher in relation to parents/guardians
- 3.3 Teacher in relation to society and the nature
- 3.4 Teacher in relation to profession, colleagues and professional organization
- 3.5 Teacher in relation to management/ administration.

UNIT: 4: HOLISTIC PERCEPTION OF HARMONY AT ALL LEVELS OF EXISTENCE

- 4.1 Implications of the above Holistic Understanding of Harmony on Professional Ethics
- 4.2 Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic, Constitution and Humanistic Universal Order
- 4.3 Competence in professional ethics: professional competence for augmenting universal human order,
- 4.4 Scope and characteristics of people-friendly and eco- friendly production systems, technologies and management patterns for above production systems.

PRACTICUM/ACTIVITY:

1. Case studies on violation of professional ethics among teacher educators
2. Institutional studies about creating a conducive environment in Teacher education institutions/Schools/Colleges
3. Conducting interviews of Award winning teachers about inculcation of value systems in educational institutions
4. Any other activities relevant to the subject.

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CHOICE BASED CREDIT SCHEME (CBCS)
IV-SEMESTER

SPECIALISATION PAPER (ELEMENTARY EDUCATION)

SOFT CORE-5A

SC5A: SKILLS AND STRATEGIES AT ELEMENTARY LEVEL

OBJECTIVES: *Upon completion of the paper, the students will be able to;*

- ➔ Understand the difference between educational and instructional technology.
- ➔ Understand different types learning technologies and their uses in Elementary schools.
- ➔ Acquaint with E-learning skills
- ➔ Develop the skill of designing programmed learning materials at Elementary level.
- ➔ Understand the role of instructional technology in modifying teacher behavior.
- ➔ Develop the skill of analysing the teacher behavior by the use of different observation schedules.
- ➔ Acquaint with different instructional systems.
- ➔ Design themselves with different instructional strategies for elementary Education.

UNIT – 1: INSTRUCTIONAL TECHNOLOGY

- 1.1 Instructional Technology – Concept, meaning, nature and scope
- 1.2 Modalities of Teaching – difference between teaching and instruction; Conditioning and training.
- 1.3 Stages of Teaching at elementary level: pre-active, interactive and post active.
- 1.4 Teaching at different levels – memory, understanding and reflective.
- 1.5 Educational Technology and Instructional Technology.

UNIT – 2: LEARNING TECHNOLOGY AND E-LEARNING SKILLS

- 2.1 Learning technology – concept, meaning, types and Scope with special reference to elementary education.
- 2.2 Individualized Instruction: Programmed Instruction –meaning, definitions, characteristics, steps, rules and principles.
 - a. Styles of programming: Linear, branching and Mathetics.
 - b. Programme Development and evaluation.
 - c. Programme development- selection of the topic, stating assumptions of the learner, writing objectives in behavioural terms; Frames, its characteristics, types.
 - d. Prompting-meaning, characteristics and classification, Editing review of the program.
 - e. Testing and program evaluation- Individual and group try out, error rate, program density, sequence progression, process of validation, percentage gain and pupil acceptance.
 - f. Sequencing and structuring: Ruleg and Egrule, operator matrix, construction procedure.
- 2.3 **CAI:** Principles and Development, role in Elementary class-room instruction and research.
- 2.4 Keller plan (**PSI**): Nature, Steps and Educational Uses.
- 2.5 **E-learning skills:**
 1. MOOC: Concept, tools , advantages and limitations
 2. Concept map (free mind, VUE)
 3. Animation-2d animation(Pencil,Tupi)
 4. E-book Tools(Sigil, caliber) for creating and editing books

UNIT – 3: TEACHING BEHAVIOR

- 3.1 Instructional Technology – Modifications of teaching behavior.
- 3.2 Micro – Teaching Techniques.

- 3.3 Flanders Interaction Analysis Categories system- description, procedure of observation, Ground rules, training in observation, establishing reliability of observation, Matrix tabulation and its interpretation. Calculation of indices- Subscription of categories, Uses of FIACS and Critique of FIACS.
- 3.4 Reciprocal Category System–Technique, procedure of observation and uses.
- 3.5 Equivalent Talk Category System–Technique, procedure of observation and uses.
- 3.6 OSCAR BALES – Technique, procedure of observation and uses.

UNIT – 4: INSTRUCTIONAL SYSTEM

- 4.1 Designing instructional system Types of instructional designs-Training psychology, cybernetic psychology and system approach. Objectives based, skill based, competency based, learner style based, model based, value oriented.
- 4.2 Concepts and Experiences: abstract and concrete concepts, Psychology of using audio-visual aids classification. Dale’s cone of experience, step learning experiences model, relationship of experiences and educational objectives, modes of instruction (enactive, iconic and symbolic) and experiences(direct and mediated and vicarious),
- 4.3 Formulation of instructional objectives: Blooms taxonomy of educational objectives, writing performance objectives-Mager and Miller. Digitized Lesson Planning.
- 4.4 Content Analysis and Task – analysis
- 4.5 Designing instructional strategies for Elementary Education such as lecture, team teaching, discussions, Seminars, Tutorials, Brain-storming, Simulation and Gaming, Concept mapping- learning strategy: Meaning, steps, instructional planning, learning strategy, evaluation.

PRACTICAL / ACTIVITIES:

1. Preparation and tryout of programmed learning frames on a unit from elementary syllabus.
2. Preparation of CAI for classroom learning.
3. Use one of the Concept map tool (free mind, VUE) and write a report.
4. Use one of the 2d animation software (Pencil, Tupi) and write a report.
5. Use one of the E-book Tool (Sigil, caliber) for creating and editing books and report.
6. Analyse teaching behavior using Flanders’s interaction analysis.
7. Analyse teaching behavior using Reciprocal category system.
8. Analyse teaching behavior using Equivalent talk Category System
9. Digitized Lesson Planning.
10. Conduct a Brain storming session in a class on a Elementary school topic and report the outcomes of the session.
11. Write a plan of action on concept mapping.

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VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
IV-SEMESTER

SPECIALISATION PAPER (ELEMENTARY EDUCATION)

SOFT CORE-5B

SC5B: EVALUATION OF TEACHING AND LEARNING AT ELEMENTARY LEVEL

OBJECTIVES: *Upon completion of the paper, the students will be able to;*

- ➔ Give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent evaluation concepts
- ➔ Creative awareness among students regarding the relationship between instructional objectives and evaluation ; evaluation model and designs and their application for assessment of performance
- ➔ Help students to gain a practical insight into the evaluation of instructional design, teacher, student, and to utilize the evaluative data for improvement
- ➔ Develop in the student's capacity and skills to analyze instructional issues and concerns on the basis of sound evaluation principles.

UNIT – 1: INTRODUCTION TO EVALUATION

- 1.1 Concept of Evaluation, Assessment and Measurement
- 1.2 General principles of Evaluation
- 1.3 Types of Evaluation Procedures
- 1.4 Classification of Evaluative Methods
- 1.5 Evaluation of the Teaching – Learning Process

UNIT – 2: INSTRUCTIONAL OBJECTIVES AND EVALUATION

- 2.1 Instructional Objectives as Learning Outcomes at elementary level
- 2.2 Mager's Specifications of Instructional Objectives
- 2.3 Taxonomy of Instructional Objectives
- 2.4 The Cognitive Domain – Bloom's Taxonomy
- 2.5 The Affective Domain – Krathwohl's Taxonomy
- 2.6 The Psychomotor Domain – Harrow's Taxonomy

UNIT – 3: TECHNOLOGY OF EDUCATIONAL EVALUATION

- 3.1 Evaluation Model Building – Theory and Technology
- 3.2 Models of Evaluation
- 3.3 Goal Attainment Model
- 3.4 Judgmental Model – Intrinsic Criteria
- 3.5 Judgmental Model – Extrinsic Criteria
- 3.6 Decision – Facilitation Model

UNIT – 4: LEARNER EVALUATION

- 4.1 Diagnosis and Remediation of Learning Difficulties
- 4.2 Nature and Characteristics of good diagnosis
- 4.3 Diagnostic Test – meaning, purpose planning, administration and interpretation

- 4.4 Remedial Instruction – meaning, principles, and organization
- 4.5 Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)
- 4.6 Student Assessment in : The Inductive Model ; The Concept – Attainment Model ; The Integrative Model ; The Direct – Instruction Model ; The Lecture – Discussion Model ; The Inquiry Model

PRACTICUM/FIELD WORK

- 1. Collect a cumulative record of a student and analyses it
- 2. Construct diagnostic test in reading/writing / arithmetic
- 3. Construct and Standardize an achievement for elementary level
- 4. Construct and standardize an attitude scale
- 5. Any other relevant activity

REFERENCES

- g. Dave, R. H. (1969) Specimen of Unit Tests in Science and Mathematics. New Delhi: National Institute of Education.
- h. Harrow, A. J. (1972) A Taxonomy of the Psychomotor Domain. New York : McKay
- i. Krathwohl, D. R. Bloom, B. S. And Mussia, B. (1964) Taxonomy of Education Objectives. Hand Book – II, New York : McKay.
- j. Mager, Rober, F. (1962) Preparing Instructional Objectives. California : Fearon Publishers, 60 xii
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CHOICE BASED CREDIT SCHEME (CBCS)
IV-SEMESTER

**SPECIALISATION PAPER (SECONDARY AND HIGHER SECONDARY
EDUCATION)**

SOFT CORE-5a

**SC5a: SKILLS AND STRATEGIES AT SECONDARY AND HIGHER SECONDARY
LEVEL**

OBJECTIVES: *Upon completion of the paper, the students will be able to;*

- Understand the difference between educational and instructional technology.
- Understand different types learning technologies and their uses in Secondary schools.
- Acquaint with E-learning skills
- Develop the skill of designing programmed learning materials at Secondary level.
- Understand the role of instructional technology in modifying teacher behavior.
- Develop the skill of analysing the teacher behavior by the use of different observation schedules.
- Acquaint with different instructional systems.
- Design themselves with different instructional strategies for secondary Education.

UNIT – 1: INSTRUCTIONAL TECHNOLOGY

- 1.1 Instructional Technology – Concept, meaning, nature and scope
- 1.2 Modalities of Teaching – difference between teaching and instruction; Conditioning and training.
- 1.3 Stages of Teaching at secondary level: pre-active, interactive and post active.
- 1.4 Teaching at different levels – memory, understanding and reflective.
- 1.5 Educational Technology and Instructional Technology.

UNIT – 2: LEARNING TECHNOLOGY AND E-LEARNING SKILLS

- 2.1 Learning technology – concept, meaning, types and Scope with special reference to secondary education.
- 2.2 Individualized Instruction: Programmed Instruction –meaning, definitions, characteristics, steps, rules and principles.
 - a. Styles of programming: Linear, branching and Mathetics.
 - b. Programme Development and evaluation.
 - c. Programme development- selection of the topic, stating assumptions of the learner, writing objectives in behavioural terms; Frames, its characteristics, types.
 - d. Prompting-meaning, characteristics and classification, Editing review of the program.
 - e. Testing and program evaluation- Individual and group try out, error rate, program density, sequence progression, process of validation, percentage gain and pupil acceptance.
 - f. Sequencing and structuring: Ruleg and Egrule, operator matrix, construction procedure.
- 2.3 **CAI:** Principles and Development, role in Secondary class-room instruction and research.
- 2.4 Keller plan (**PSI**): Nature, Steps and Educational Uses.
- 2.5 **E-learning skills:**
 - MOOC: Concept, tools , advantages and limitations
 - a. Concept map (free mind, VUE)
 - b. Animation-2d animation(Pencil,Tupi)

- c. E-book Tools(Sigil, caliber) for creating and editing books

UNIT – 3: TEACHING BEHAVIOR

- 3.1 Instructional Technology – Modifications of teaching behavior.
3.2 Micro – Teaching Techniques.
3.3 Flanders Interaction Analysis Categories system- description, procedure of observation, Ground rules, training in observation, establishing reliability of observation, Matrix tabulation and its interpretation. Calculation of indices- Subscription of categories, Uses of FIACS and Critique of FIACS.
3.4 Reciprocal Category System–Technique, procedure of observation and uses.
3.5 Equivalent Talk Category System–Technique, procedure of observation and uses.
3.6 OSCAR BALES – Technique, procedure of observation and uses.

UNIT – 4: INSTRUCTIONAL SYSTEM

- 4.1 Designing instructional system Types of instructional designs-Training psychology, cybernetic psychology and system approach. Objectives based, skill based, competency based, learner style based, model based, value oriented.
4.2 Concepts and Experiences: abstract and concrete concepts, Psychology of using audio-visual aids classification. Dale’s cone of experience, step learning experiences model, relationship of experiences and educational objectives, modes of instruction (enactive, iconic and symbolic) and experiences(direct and mediated and vicarious),
4.3 Formulation of instructional objectives: Blooms taxonomy of educational objectives, writing performance objectives-Meager and Miller. Digitized Lesson Planning.
4.4 Content Analysis and Task – analysis
4.5 Designing instructional strategies for Secondary Education such as lecture, team teaching, discussions, Seminars, Tutorials, Brain-storming, Simulation and Gaming, Concept mapping- learning strategy: Meaning, steps, instructional planning, learning strategy, evaluation.

PRACTICAL / ACTIVITIES:

1. Preparation and tryout of programmed learning frames on a unit from secondary syllabus.
2. Preparation of CAI for classroom learning.
3. Use one of the Concept map tool (free mind, VUE) and write a report.
4. Use one of the 2d animation software (Pencil, Tupi) and write a report.
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10. Conduct a Brain storming session in a class on a Secondary school topic and report the outcomes of the session.
11. Write a plan of action on concept mapping.

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SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
IV-SEMESTER

**SPECIALISATION PAPER (SECONDARY AND HIGHER SECONDARY
EDUCATION)**

SOFT CORE-5b

***SC5b: EVALUATION OF TEACHING AND LEARNING AT SECONDARY AND HIGHER
SECONDARY EDUCATION***

OBJECTIVES: *Upon completion of the paper, the students will be able to;*

- l. Give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent evaluation concepts
- m. Creative awareness among students regarding the relationship between instructional objectives and evaluation ; evaluation model and designs and their application for assessment of performance
- n. Help students to gain a practical insight into the evaluation of instructional design, teacher, student, and to utilize the evaluative data for improvement
- o. Develop in the student's capacity and skills to analyze instructional issues and concerns on the basis of sound evaluation principles.

UNIT – 1: INTRODUCTION TO EVALUATION

- 1.1 Concept of Evaluation, Assessment and Measurement
- 1.2 General principles of Evaluation
- 1.3 Types of Evaluation Procedures
- 1.4 Classification of Evaluative Methods
- 1.5 Evaluation of the Teaching – Learning Process

UNIT – 2: INSTRUCTIONAL OBJECTIVES AND EVALUATION

- 2.1 Instructional Objectives as Learning Outcomes at secondary level
- 2.2 Mager's Specifications of Instructional Objectives
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- 2.4 The Cognitive Domain – Bloom's Taxonomy
- 2.5 The Affective Domain – Krathwohl's Taxonomy
- 2.6 The Psychomotor Domain – Harrow's Taxonomy

UNIT – 3: TECHNOLOGY OF EDUCATIONAL EVALUATION

- 3.1 Evaluation Model Building – Theory and Technology
- 3.2 Models of Evaluation
- 3.3 Goal Attainment Model
- 3.4 Judgmental Model – Intrinsic Criteria
- 3.5 Judgmental Model – Extrinsic Criteria
- 3.6 Decision – Facilitation Model

UNIT – 4: LEARNER EVALUATION

- 4.1 Diagnosis and Remediation of Learning Difficulties

- 4.2 Nature and Characteristics of good diagnosis
- 4.3 Diagnostic Test – meaning, purpose planning, administration and interpretation
- 4.4 Remedial Instruction – meaning, principles, and organization
- 4.5 Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)
- 4.6 Student Assessment in : The Inductive Model ; The Concept – Attainment Model ; The Integrative Model ; The Direct – Instruction Model ; The Lecture – Discussion Model ; The Inquiry Model

PRACTICUM/FIELD WORK

- 1. Collect a cumulative record of a student and analyses it
- 2. Construct diagnostic test in reading/writing / arithmetic
- 3. Construct and Standardize an achievement for secondary level
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VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
IV SEMESTER

DISSERTATION-3

Preparing a Report based on the study taken up in the earlier semester

1. Collecting and Quantifying of data
2. Tabulation of data
3. Analysis and Interpretation of Data
4. Result, Conclusion and findings
5. Summary of the Research Study
6. Educational Implications
7. Bibliography
8. Write a research report

