# VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

## JNANASAGARA CAMPUS, BALLARI – 583 105

# Department of Studies in Education

# SYLLABUS

**MASTER OF ARTS**
**(I to IV Semester)**

**With effect from**
**2021-22**

## PREAMBLE

This National Education Policy-2020 envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one's country, and a conscious awareness of one's roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

It is longtime that there is a resistance to extend duration of Teacher Education, also academically expressing their agony about lack of professionalism in teacher preparation. At the postgraduate teacher education training much focus is not laid on skills and competencies, professionalism in having capability to train teacher educators efficiently. The NCTE curriculum framework for Master of Education (M. Ed) is basically reflecting the basic framework of teacher education 2009, Right of Children to Free Compulsory Education, (RTE) 2009 emphasized on teacher preparation and teacher training to improve the quality of school education and Justice Verma Committee (JVC) recommendations.

It has conceptualized choice based credit system (CBCS) proposed by UGC. Broadly the program consists of:

1. Perspectives to provide a strong knowledge and skill base.
2. Tool courses focus is laid on research methodology, Skill and Personality Development, Academic Writing, Expository Writing, and Self Development, Mental and Physical wellbeing.
3. Teacher education related system, structure and policy and practice related courses

Also this framework emphasized on internship, dissertation, field based engagement. All through the course they focus on hand holding of teacher educators to prepare professionals. JVC report also notes that "M.Ed. programmes are also known to be generalist in nature and do not prepare curriculum developers and pedagogues.

Paving way to the new guidelines suggested by NCTE also restoring the local needs by involving experts from the department and teachers from affiliated colleges of Vijayanagara Sri Krishnadevaraya University, Ballari, taking the views and suggestions, designed the curriculum. Department level core committee made rigorous exercise, deliberated discussed on curriculum right from structure to that of framing curriculum.

The salient features of the curriculum are:

1. Choice Based Credit System
2. Engagement with the Field
3. Internship
4. Technology Integration
5. Dissertation
6. Specialization ,Core Specializations and Electives
7. Grading
8. Internal Assessments
9. Continuous and Comprehensive Evaluation
10. Mentoring
11. Reflective Practices
12. Inclusion

This curriculum created a space for introspecting with oneself, emerging into reflective, autonomous, acceptable, empathetic, creative, humanistic teacher educators with integrity to become responsible teacher educators to prepare future teachers.

# Master of Education students on completion of the course will be able to:

| PROGRAMME EDUCATIONAL OBJECTIVES (PEO's) | |
|---|---|
| PEO1 : | Acquire pedagogical skills, reflective practice and ability to adapt instruction to the need to fetch individual as well as group as curriculum and instructional designer. |
| PEO2 : | Acquire knowledge and skills in research to be reflective practitioners throughout their careers and to assess and improve the teaching-learning and incorporate research in their teaching career. |
| PEO3 : | Apply tools and techniques to assess and plan for education in the schools and colleges of Education |
| PE04 : | Promote technology enabled teaching learning process with working knowledge of information and communication technology. |
| PEO5 : | Work professionally as teacher educator in all educational settings with life-long learning adhering to ethical standards of teaching |

| PROGRAMME OUTCOMES | |
|---|---|
| PO1: | Gain knowledge to explore the educational thoughts of Indian and Western Thinkers and practice their educational implications while transacting the school curriculum. |
| PO2: | Comprehend the nature of learners by applying the educational principles of philosophical, psychological and sociological foundations in classroom situation. |
| PO 3: | Develop generic skills such as decision making, critical reasoning, problemsolving, creativity and innovation in addressing the needs of diverse learners by adopting suitable instructional strategies. |
| PO4: | Apply Blooms taxonomy of behavioural objectives in the teaching learning process and assess the students learning outcomes in terms of teacher made test and standardized test. |
| PO5: | Build confidence in conducting research and experimentation in the issues and challenges existing in present system of education. |
| PO6: | Integrate ICT enabled education in developing the educational technology tools and apply them in their curriculum transaction. |
| PO7: | Equip with Pre-Service training to enhance the professional ethics of the teacher. |

**Distribution of Courses/Papers in Postgraduate Programme I Semester as per Choice Based Credit System (CBCS) Proposed for**

**PG Program in Education**

**M.Ed I - SEMESTER**

| Semester No. | Category | Subject code | Title of the Paper | Marks | | | Teaching hours/week | | | Credit | Duration of exams (Hrs) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | IA | Sem. Exam | Total | L | T | P | | |
| FIRST | DSC1 | 21EDU1C1L | Philosophy of Education | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC2 | 21EDU1C2L | Advanced Educational Psychology | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC3 | 21EDU1C3L | Advanced Curriculum Design and Development | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC4 | 21EDU1C4L | Advanced Integrating Technology in Education | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC5 | 21EDU1C5L | Metacognition | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | SEC1 | 21EDU1S1L/P | Communication Skills for Effective Teaching | 20 | 30 | 50 | 1 | - | 2 | 2 | - |
| | DSC2P1 | 21EDU1C2P | EDU1C2: Practicum-1: Advanced Educational Psychology | 20 | 30 | 50 | - | - | 4 | 2 | - |
| **Total Marks for I Semester** | | | | | | **600** | | | | **24** | |

# M.Ed II-SEMESTER

| Semester No. | Category | Subject code | Title of the Paper | Marks | | | Teaching hours/week | | | Credit | Duration of exams (Hrs) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | IA | Sem. Exam | Total | L | T | P | | |
| **SECOND** | DSC6 | 21EDU2C6L | Modern Sociology of Education | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC7 | 21EDU2C7L | Advanced Methods of Teaching Skills | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC8 | 21EDU2C8L | Problem and Team-based Learning | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC9 | 21EDU2C9L | Inclusive Education | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC10 | 21EDU2C10L | Methodology of Educational Research | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | SEC2 | 21EDU2S2L/P | Open Source Software for Education | 20 | 30 | 50 | 1 | - | 2 | 2 | - |
| | DSC8P2 | 21EDU2C8P | EDU2C8 Practicum-2: Problem and Team-based Learning | 20 | 30 | 50 | - | - | 4 | 2 | - |
| **Total Marks for II Semester** | | | | | | 600 | | | | 24 | |

# M.Ed III-SEMESTER

| Semester No. | Category | Subject code | Title of the Paper | Marks | | | Teaching hours/week | | | Credit | Duration of exams (Hrs) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | IA | Sem Exam | Total | L | T | P | | |
| THIRD | DSC11 | 21EDU3C11L | Pedagogies in Professional Education | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC12 | 21EDU3C12L | Teaching Outside the Classroom | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC13 | 21EDU3C13L | Statistics in Educational Research | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSE1 | 21 EDU3E1LA | A. Digital Technology in Secondary and Higher Education | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | | 21 EDU3E1LB | B. Policies and Practices of Education in India | | | | | | | | |
| | | 21 EDU3E1LC | C. Educational Entrepreneurship | | | | | | | | |
| | DSE2 | 21 EDU3E2LA | A. Learning Management System | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | | 21 EDU3E2LB | B. Systems and Structures of Education in India | | | | | | | | |
| | | 21 EDU3E2LC | C. Economics of Education | | | | | | | | |
| | GEC1 | 21 EDU3G1LA | A. Effective Teaching | 20 | 30 | 50 | 2 | - | - | 2 | 2 |
| | | 21 EDU3G1LB | B. Web Based Teaching | | | | | | | | |
| | | 21 EDU3G1LC | C. MOOCs | | | | | | | | |
| | SEC3 | 21 EDU3S3P | Internship | 20 | 30 | 50 | - | - | 4 | 2 | - |
| **Total Marks for III Semester** | | | | | | **600** | | | | **24** | |

## M.Ed IV- SEMESTER

| Semester No. | Category | Subject code | Title of the Paper | Marks | | | Teaching hours/week | | | Credit | Duration of exams (Hrs) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | IA | Sem. Exam | Total | L | T | P | | |
| FOURTH | DSC14 | 21EDU4C14L | Advanced Educational Measurement and Evaluation | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSC15 | 21EDU4C15L | Community Engagement Teaching | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | DSE3 | 21 EDU4E3LA | A. Blended and Online Learning Design (BOLD) | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | | 21 EDU4E3LB | B. Educational Planning and Management | | | | | | | | |
| | | 21 EDU4E3LC | C. Professional Ethics, Academic Integrity and Honesty | | | | | | | | |
| | DSE4 | 21 EDU4E4LA | A. Resources Management in Education | 30 | 70 | 100 | 4 | - | - | 4 | 3 |
| | | 21 EDU4E4LB | B. Open Educational Resources in Education | | | | | | | | |
| | | 21 EDU4E4LC | C. Peer Review of Teaching | | | | | | | | |
| | GEC2 | 21 EDU4G2LA | A. e-Learning | 20 | 30 | 50 | 2 | - | - | 2 | 2 |
| | | 21 EDU4G2LB | B. Educational Leadership | | | | | | | | |
| | | 21 EDU4G2LC | C. Value Education | | | | | | | | |
| | DSC15P3 | 21 EDU4C15P | EDU4C15 Practicum-3: Community Engagement Teaching | 20 | 30 | 50 | - | - | 4 | 2 | - |
| | Project | 21 EDU4C1R | Research Project | 100 | - | 100 | | - | 8 | 4 | - |
| **Total Marks for IV Semester** | | | | | | **600** | | | | **24** | |

**(I-IV semester)-**       **Total Marks: 2400**       **and**       **Total credits: 96**

**Note:** Course = paper; L= Lecture; T= Tutorial; P=Practical; DSC= Discipline Specific Core Course; DSE= Discipline Specific Elective; SEC= Skill Enhancement Course; GEC1 = General Elective Course to be taken from within Faculty from other department, GEC2= General Elective Course to be taken outside Faculty.

A credit is a unit of study of a fixed duration. For the purpose of computation of workload as per UGC norms the following is mechanism be adopted in the university: One credit (01) = One Theory Lecture (L) period of one hour; One credit (01) = One Tutorial (T) period of one hour;  One credit (01) = One practical  (P) period of two hours.

A Tutorial is supplementary practice to any teaching –learning process that may consist of participatory discussion/self study, desk work, seminar presentations by students and such other novel methods that help a student to absorb and assimilate more effectively the contents delivered in the Lecture Sessions/ Class, Seminars, Case study, Discussion Session etc.

## Subject Code Description:

**21** – Year of Establishment

**EDU** – Program Code (here it is Education)

**1/2/3/4** – Semester

**C1/S1/G1/E1** – Course subject 1/SEC1/GEC1/DSE1

**L** – Lecture

**T** – Tutorial

**P** –Practicum

**R** – Research Project

# M.Ed First Semester

| Course:  PHILOSOPHY OF  EDUCATION | Course Code: 21EDU1C1L |
|---|---|
| Teaching Hours/Week (L-T-P): 4 - 0 - 0 | No. of Credits: 04 |
| Internal Assessment: 30 Marks | Semester End Examination: 70 Marks |

**COURSE OUTCOMES:**

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

| CO-1 : | Understand the philosophical perspectives of education |
|---|---|
| CO-2 : | Appreciates the methods of philosophical inquiry |
| CO-3 : | Understand the dynamics of Western philosophical traditions of education |
| CO-4 : | Understand the dynamics of Indian philosophical traditions of education |
| CO-5 : | Sensitize towards human rights education |
| CO-6 : | Develop insight in to the contemporary issues in Education  Content |

## UNIT -1: INTRODUCTION TO PHILOSOPHY OF EDUCATION (10 hours)

1.1. Understanding the Functions of philosophy of education –What, Why, How of    education; Descriptive, Normative, Analytical functions.

1.2. Philosophical Inquiry- Philosophical process of teaching through the  insights into metaphysical, epistemological and axiological Modes of inquiry.

1.3. Critically reflecting on Conservative Philosophies of education with a focus on Essentialism.

1.4. Critically reflecting on Process Philosophy and its relevance to class room process.

1.5. Critically reflecting on Liberal Philosophies of education with a focus on progressivism.

1.6. Critically reflecting on Radical Philosophies of education with a focus on Marxism.

## UNIT-2: CRITICAL REFLECTIONS ON ANCIENT AND MODERN EDUCATION (12 hours)

2.1. Reflecting on ancient Eastern philosophical traditions of Vedic, Upanishad,    Puranic education systems.

2.2. Reflecting on Orthodox systems of Sankya, Yoga, Nyaya, Vaisesika, Poorvamimamsa Philosophies and Vedanta traditions of Advaita, Vishistadvaita.

2.3. Understanding the Heterodox systems of Charuvaka, Jaina, Buddhist  Philosophies of education.

2.4. Relooking into the values of epics and their relevance to modern education.

2.5. Rethinking on values of and their influence on education for effective social life.

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## UNIT -3: PROGRESSIVE PHILOSOPHICAL THOUGHTS IN EDUCATION (10 hours)

3.1. Reflecting on the progressive ideology of Ivan Illich and Paulo Freire.

3.2. Analyzing the influence of William James, Bertrand Russell philosophy of education in the modern social context

\3.3. Developing insights into the philosophy of Aurobindo Ghosh and Vivekananda for the modern education with scientific outlook.

3.4. Reviewing philosophy of Jyothi Rao Phule and Ambedkar to understandsocial realities of education in the modern Indian system of education.

## UNIT-4: CRITICAL REFLECTIONS ON INDIAN PHILOSOPHICAL RELIGIOUS TRADITIONS (14 hours)

4.1. Understanding basic philosophy of Hinduism with critical insights into the practicaleducational ethics and values in Bhagawad Gita

4.2. Understanding basic philosophy of Christianity with critical insights into the practical educational ethics and values in Bible.

4.3 Understanding basic philosophy of Islam with critical insights into the practical educational ethics and values in Quran.

4.4. Understanding basic philosophy of Sikhism with critical insights into the practicaleducational ethics and values in Gurugranth sahib.

4.5. Critical reflections on common core of all religious values and educational thought

## UNIT- 5: CONTEMPORARY PHILOSOPHICAL THOUGHTS IN EDUCATION (10 hours)

5.1. Critical understanding of Human Rights Perspectives and its reflective practices inthe modern system of education.

5.2. Analytical philosophy and its significance in education

5.3. Logical Positivism and its significance in education.

5.4. Zigmunt Bawman's philosophy of Liquid modernity

5.5. Indian constitutional- aims, values and democratic citizenship, Humanization of Teaching.

**MODE OF TRANSACTION:**

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

**REFLECTIVE PRACTICUM:**

1. Observing the school practices and understanding the relevance of western philosophies to present day education system and report writing.
2. Observing the school practices and tracing the relevance of contributions of Indian philosophers to present day education system and report writing.
3. Undertaking small project on moral judgments of school children and value Education.
4. Field trip to Bouddha and Jaina viharas.
5. Visit to institutions practicing different philosophical traditions.
6. Review of ancient texts –students' seminars, symposium, discussions, debates,exhibits, albums.
7. Indian constitutional values reflections on social life and practices.
8. Student seminars & debates on different religious texts, meeting religious Heads, Priests, Archakas, Prophets and others to know their views.
9. Browsing websites on Human Rights issues & observing social situations whereHuman Rights are violated & reporting.
10. Suggest your stand on the values necessary in modern context.
11. Conduct workshops and reflective simulation sessions on training democraticcitizens.
12. Critical analysis of NCF-2005 position papers on Aims of Education.

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24. Thakur, A. S. & Berwal, S. (2007). Education in Emerging Indian Society, VikasPublication.

25. Wing Max (1975): Philosophies of Education – An Introduction, Oxford University Press, London.

26. National Focused Group(2005), Position Paper- Aims of Education , NCERT, New Delhi

27. APSCF-2011 position paper on Aims of Education, APSCERT, Hyderabad.

# M.Ed First Semester

| Course:  ADVANCED EDUCATIONAL PSYCHOLOGY | Course Code: 21EDU1C2L |
|---|---|
| Teaching Hours/Week (L-T-P): 4 - 0 - 0 | No. of Credits: 04 |
| Internal Assessment: 30 Marks | Semester End Examination: 70 Marks |

## COURSE OUTCOMES:

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

| CO-1 : | Understand the psychology of learning process and development |
|---|---|
| CO-2 : | Develop critical views on developmental domains & self related concepts |
| CO-3 : | Develop theoretical perspectives about learning |
| CO-4 : | Create a learning environment |
| CO-5 : | Develop skills in managing the classroom |
| CO-6 : | Develop conceptual clarity on personality development |

## UNIT-1: PSYCHOLOGY OF DEVELOPMENT                    (10 hours)

1.1. Brief introduction of Indian Psychology with reference to teaching & learning.

1.2. Development across the life

1.3. Havighurst's development theory: Developmental Task

1.4. Hazards in Developmental Tasks

1.5. Role of Various agencies in development: Family, School and Community

## UNIT-2: LEARNER AND DEVELOPMENT                    (12 hours)

2.1. Holistic approach in treatment of learner's development and learning.

2.2. Difference resulting from socio-cultural and economic contexts cause differences in learner, differential-learning needs.

2.3. Learning difficulties at elementary level, primary stage and secondary stage

2.4. Problems of the adolescents and self-identity

2.5. Language development-language before and into the school, Meta linguistic awareness; acquisition of more than one language, home language vs. school language, strategies supporting student's language skill development, Perspectives of Piaget, Vygotsky, and Chomsky.

2.5. Moral Development theory- Kohlberg's theory

**UNIT-3: PROCESS OF LEARNING**                                            **(14 hours)**

3.1. Developing school readiness.

3.2. Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, development of concepts, strategies for teaching concepts; problem solving.

3.3. Learning as Construction of Knowledge: socio-cultural mediation, experimental learning, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field, in community setting; critical appraisal of views of Jean Piaget, Jerome S. Bruner and Ecological theory by Urie Bronfenbenner with reference to multiple school contexts of India.

3.4. Humanistic development – Carl Rogers & Abraham Maslow

3.5. Learning beyond cognition: learning approaches focusing on the whole person and the lifelong perspectives-personal and social learning moral and cultural development of learners.

3.6. Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner).

**UNIT-4: LEARNING ENVIRONMENT**                                          **(12 hours)**

4.1. Creating a positive environment and its sustainability

4.2. Diversity in learning contexts - oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer

4.3. Space for the parents and the community: identification of barriers, strategies for strengthening partnership between school and parents and community

4.4. Discipline and participatory management

4.5. Diversity in learning approach and Learning styles

4.6. Adequate room for voicing child's thoughts, curiosity and questions in learning

**UNIT-5: PERSONALITY DEVELOPMENT OF THE LEARNER**             **(08 hours)**

5.1. Concept and nature of personality

5.2. Critical appraisal of development theories; Sigmund Freud, Erik Erikson

5.3. Stress and coping techniques

5.4. Mental health and hygiene

5.5. Need and Importance of Guidance and Counseling to the learner

**MODE OF TRANSACTION:**

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

**REFLECTIVE PRACTICUM:**

1. Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analyzing, contextualization, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.

2. Use of local knowledge and children \ out of the school experience in learning.

3. Multiple ways of organising learning individualised, self-learning, group learning / cooperative learning, learning through electronic media

4. Use of learning resources for developing critical perspectives on socio-culturalrealities.

5. Generation of knowledge is a continuously evolving process of reflective learning

6. Conducting case study on one student who has difficulties in learning in primaryyears.

7. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.

8. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in aseminar.

9. Identification of group learning and self-learning strategies following constructivistapproach and their field-testing.

10. Identification of learning difficulties of the students in any subject area throughadministration of diagnostic test and development of remedial instruction.

11. Identification of strategies for motivating the learner in study of a subject andpracticing in schools- a report.

12. Analysis of a case of maladjusted adolescent learner.

13. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.

14. Analysis of learning situations through case study, presentation before a group followed by discussion.

15. Critical analysis of learning situation in schools and out of the Schools / preparing Reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.

16. Suggest structures of classroom environment in which all students can learn.

**REFERENCES:**

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# M.Ed First Semester

| Course:  ADVANCED CURRICULUM DESIGN AND DEVELOPMENT | Course Code: 21EDU1C3L |
|---|---|
| Teaching Hours/Week (L-T-P): 4 - 0 - 0 | No. of Credits: 04 |
| Internal Assessment: 30 Marks | Semester End Examination: 70 Marks |

## COURSE OUTCOMES:

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

| CO-1 : | Understand the basic principles of curriculum development |
|---|---|
| CO-2 : | Comprehend the process of curriculum development |
| CO-3 : | Develop insights into the relevance of knowledge , Philosophical, Sociological, Psychological bases of curriculum development |
| CO-4 : | Develop insights into models of curriculum development |
| CO-5 : | Critically analyze the need for curriculum change |
| CO-6 : | Develop ability for evaluation of the curriculum |
| CO-7 : | Probe into the research in curriculum. |
| CO-8 : | Develop futuristic perspective into curriculum |

## UNIT-1: UNDERSTANDING BASIC CONCEPTS OF CURRICULUM          (10 hours)

1.1. Meaning, nature of curriculum. Distinction between curriculum and syllabus

1.2. Components of curriculum: objectives, contents, transaction mode and evaluations

1.3. Stages of curriculum development

1.4. Critical understanding of hidden curriculum

1.5. Critical reflections on theories of curriculum

## UNIT -2: INSIGHTS INTO BASES OF CURRICULUM DEVELOPMENT          (12 hours)

2.1. Knowledge as fundamental base in designing curriculum

2.2. Relevance of philosophical base in designing curriculum

2.3. Relevance of sociological base in designing curriculum

2.4. Relevance of psychological base in designing curriculum

2.5. Stages in the process of curriculum designing

## UNIT-3: PROCESS OF CURRICULUM DESIGNING (14 hours)

3.1. Approaches and patterns of curriculum development – subject centered, core curriculum, broad fields curriculum, learners centered curriculum, humanistic curriculum, radical curriculum.

3.2. Understanding the reflections of objectives related to cognitive, affective domains in curriculum designing

3.3. Selection and organization of content and curricular, learning experiences

3.4. Principles of Curriculum organization

3.5. Models of curriculum development, scientific (Tyler & Taba) and non scientific (Glawthorn) models of curriculum

## UNIT-4: CRITICAL UNDERSTANDING ON FUTURISTIC CURRICULUM CHANGE
(10 hours)

4.1. Understanding the need for curriculum change and the distinction between curriculum change and improvement – Approaches to curriculum change.

4.2. Factors influencing curriculum change – political, social, technological and knowledge explosion

4.3. Designing futuristic curriculum. Futuristic techniques of curriculum- simulation, trend analysis, forecasting, Delphi technique, brain storming, scenario building

4.4. Critical analysis and reflections on curricula-ICSE, CBSC, and State

## UNIT-5: CURRICULUM EVALUATION AND RESEARCH (10 hours)

5.1. Approaches to curriculum evaluation.

5.2. Comprehensive view on models of curriculum evaluation - Quantitative models (Metfessel-Micheal) and Qualitative models (Eisners)

5.3. Understanding the scope of curriculum research.

5.4. Areas of curriculum research

5.5. Types of research in curriculum

**MODE OF TRANSACTION:**

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

**REFLECTIVE PRACTICUM:**

1.  Content analysis of school texts

2.  Critical analysis of NCF-2005, SCF-2011, NCFTE -2009

3.  Critical analysis of international boards curricula-group discussion

4.  Reviewing B. Ed. and M. Ed. two year curricula of Karnataka and other states curriculum

5.  Reviewing one, two year curricula of teacher education and locating the factors for change.-project

6.  Collect some curriculum research and curriculum related articles

7.  Review one or two curricula designed by different universities at national level teacher education curricula or state level curricula and write a report on the same.

8.  Suggest and prepare future models on curriculum, future courses, future teacher, Future classroom, future books and reference material, future learner.

9.  Review any subject of your choice by keeping in mind the principles of curriculum organization and write a critical report.

10. Design a curriculum for a subject of your choice in view of recent trends and justify in your report.

11. Visit any one school following child centric curriculum and write a report on the same.

12. Review any one foreign university teacher education curriculum and write the differences that you notice when you compare it with our curriculum (Indian)

13. Analyze governmental interventions at primary and secondary curriculum you feel are beneficiary to our rural Indian children.

14. Any other related activity.

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17. Nirantar (1997). Developing a Curriculum for Rural Women, Nirantar, New Delhi.
18. Padma M. Sarangapani (2003). Constructing School Knowledge, An Ethnography of learning in an Indian Village, Sage Publication Inc., New Delhi.
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22. Tyler, R.W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.
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# M.Ed First Semester

| Course: ADVANCED INTEGRATING TECHNOLOGY IN EDUCATION | Course Code: 21EDU1C4L |
|---|---|
| Teaching Hours/Week (L-T-P): 4 - 0 - 0 | No. of Credits: 04 |
| Internal Assessment: 30 Marks | Semester End Examination: 70 Marks |

## COURSE OUTCOMES:

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

| CO-1 : | Describe the use of Educational Technology in education |
|---|---|
| CO-2 : | Explain the communication process and its importance in education |
| CO-3 : | Explain the models of Instructional Design. |
| CO-4 : | Describe the steps involved in developing Instructional Design |
| CO-5 : | Develop an Instructional Design for interactive multimedia |

## UNIT – I:  EDUCATIONAL TECHNOLOGY AND TEACHING                (10 hours)

1.1. Development of the concept of ET

1.2. Educational Technology as system approach

1.3. ET- Learning, Evaluations, Research

1.4. Global and National Overview on ET policy

1.5. Difference between teaching and instruction, conditioning & training

1.6. Stages and Levels of teaching.

## UNIT–II:  INSTRUCTIONAL DESIGNS AND COMMUNICATION MODES IN EDUCATION
                                                                                      (12 hours)

2.1. Formulation and Designing of instructional strategies- lecture, team teaching, discussion, panel discussion, seminars & tutorials.

2.2. Models of ID – ADDIE and Dick and Carrey

2.3. Concepts of communications

2.4. Modes of communication- Speaking and listening, Writing and reading visualizing and observing

2.5. Models of communication- David Berlo's SMCR model of communication, Shanon's model of communication

## UNIT – III: COMPUTERS AND CLOUD COMPUTING IN TEACHING AND LEARNING
**(14 hours)**

3.1. Computer for instruction: Computer Assisted instruction (CAI): Assumptions on CAI - Origin of CAI – CAI programmes - Benefits of CAI, limitations of CAI- The role of teacher in CAI. Preparation of text material for multimedia power point presentation.

3.2. Web based instruction-identification of websites, criteria for evaluating and comparing websites.

3.3. Cloud computing. Need and importance of cloud computing in ICT mediated teaching and learning. Facilities provided by cloud computing in teaching and learning. Cloud Computing pedagogy- advantages.

## UNIT – IV: EDUCATIONAL E-RESOURCES                    (10 hours)

4.1. Educational e-resources: Meaning, Need and importance.

4.2. Classification of e-resources: Offline resources: CD ROM based e-resources, Offline e-books, Offline e-dictionaries, MS Office applications (power point presentation), E-resources on mobile devices.

4.3. Online resources: E-journals, e-libraries, e-forums, search engines and Meta search engines.

## Unit – V: CURRENT TRENDS IN CLASSROOM TECHNOLOGY          (10 hours)

5.1. Approaches To Classroom Technology

5.2 .Offline, Online; Synchronous, Asynchronous; Blended learning, Mobile learning (M learning)

5.3. Learning Management Systems: Media and Materials

5.4. Nanotechnology in e learning, Podcasting ,Virtual Reality with Intelligent Tutoring System

## MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

## REFLECTIVE PRACTICUM :

Management of Education Technology – Objectives – Planning of  Education technology in schools – Organization of Educational Technology in Vertical and Horizontal schools – Staffing  - Recruitment and Training – Coordination of Education Technology  - Monitoring and Evaluation – Problems of Management of Educational Technology – Infrastructure – Procurement of Media  - Maintenance – Materials – Manpower- Networking – Support system- Role of Teachers.

**REFERENCES:**

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2. Berge, Z. (1998). Guiding principles in Web-based instructional design. Education Media International, 35(2), 72-76..

3. Dobson, Theresa M. " Technologies of Text:  Reflections on Teaching, Learning, and Writing with/in Digital Environments."  Journal of the Canadian Association of Curriculum Studies, v.3 no.1, Spring 2005.

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19. Schrum, L. (2012) Educational Technology for School Leaders. New Delhi: Sage India Pvt Ltd.

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23. Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt Ltd.

# M.Ed First Semester

| Course:  METACOGNITION | Course Code: 21EDU1C5L |
|---|---|
| Teaching Hours/Week (L-T-P): 4 - 0 - 0 | No. of Credits: 04 |
| Internal Assessment: 30 Marks | Semester End Examination: 70 Marks |

## COURSE OUTCOMES:

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

| CO-1 : | Understand the psychological orientation  of Metacognition |
|---|---|
| CO-2 : | Develop an understand about  Neurological and Biological bases of  Metacognition |
| CO-3 : | Develop an understanding about  Models of Metacognition |
| CO-4 : | Develop an understand of  Types of Metacognition |
| CO-5 : | Understand tools facilitate Metacognition |
| CO-6 : | Develop an understanding of  Teaching Practices for Metacognitive Skill |
| CO-7: | To enable the students to the understand the Metacognitive Instruction  Strategies |

## UNIT- I: INTRODUCATION TO METACOGNITION                               (10 hours)
1.1. Meaning, Need and importance, Nature of Cognition and Metacognition

1.2. Difference between Cognition and Metacognition

1.3. Components of Metacognition

1.4. Neurological and Biological Viewpoints

1.5.  Levels of Metacognition.

## UNIT -II: MODELS OF METACOGNITION                                           (12 hours)
2.1. Misconceptions of Metacognition

2.2. Flavell's Model

2.3. Brown's Model,

2.4. Tobias and Ereson's Hierarchical Model

2.5. Process-Oriented Model of Metacognition

2.6. Self-Monitoring and Self-Control

## UNIT -III: METACOGNITION AND INSTRUCTION                              (12 hours)
3.1. Metacognitive Strategy Instructions and Hybrid Strategy Instruction

3.2. Tools facilitate Metacognition

3.3. Types of Metacognition: Conscious V/s Automatic Metacognitive Process, General v/s Domain Specific Metacognition

3.4. Developmental Process in Metacognition

3.5. Effective Instructional Strategies for Cognitive Development

**UNIT -IV: METACOGNITION IN LEARNING AND INSTRUCTION** (10 hours)

4.1. Metacognition in Teaching and Learning

4.2. Student's Metacognition and Cognition

4.3. Promoting General Metacognitive Awareness

4.4. Metacognition in Basic Skills Instruction

4.5. Developing Students' Metacognitive Knowledge and Skills

4.6. Cognitive, Metacognitive, and Motivational Aspects of Problem Solving

4.7. Students' Metacognition and Culture

**UNIT -V: METACOGNITION AND EDUCATION** (12 hours)

5.1. Role of Motivation, Self-Efficacy, and Emotions

5.2. Integrating Metacognition into the Curriculum

5.3. Contextual Differences in Student Motivation and Self-regulated Learning in Mathematics, English and Social Studies Classrooms

5.4. The Ability to Estimate Knowledge and Performance in schools and Colleges: a Metacognitive Analysis

5.5. Evaluation Framework for the Application of Metacognitive

5.6. Predictive Indicators of Metacognition

5.7. Teaching Practices for Metacognitive Skill Development

5.8. System-Level Policies Aimed at Promoting Metacognition :Stakeholders, Teachers, Students Parents and Community Person

**MODE OF TRANSACTION:**

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

**REFLECTIVE PRACTICUM:**

1. Prepare a theme paper on a thrust area related to Metacognition

2. Review of an article related to Teaching Practices for Metacognitive Skill Development

3. Organize Promoting Metacognition activities among school students and prepare a report of the same.

4. Identify learning styles based on Models of Metacognition of secondary school students and write a report.

5. Develop Motivational Aspects of Problem Solving based on Metacognition.

**REFERENCES:**

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2. Wohlin, C. (2014). Guidelines for snowballing in systematic literature studies and a replication in software engineering. Proceedings of the 18th International Conference on Evaluation and Assessment in Software Engineering. New York, NY: ACM.

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14. Wang, M. C., Haertel, G. D. and Walberg, H. J. (1990). What influences learning? A content analysis of review literature. The Journal of Educational Research, 84, 30–43.

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16. Whitebread, D. and Pino Pasternak, D. (2010). Metacognition, self-regulation & meta-knowing. In K. Littleton, C. Wood, and J. Kleine Staarman (Eds.), International Handbook of Psychology in Education (pp. 673–712). Bingley, UK: Emerald.

17. Information on Cambridge Professional Development Qualifications can be found at: www.cambridgeinternational.org/pdq

18. Getting Started with Metacognition and Getting Started with Evaluating Impact are available on our website at: www.cambridgeinternational.org/getting-started

# M.Ed First Semester

| Course: COMMUNICATION SKILLS FOR EFFECTIVE TEACHING | Course Code: 21EDU1S1L/P |
|---|---|
| Teaching Hours/Week (L-T-P): 1 - 0 - 2 | No. of Credits: 02 |
| Internal Assessment: 20 Marks | Semester End Examination: 30 Marks |

**COURSE OUTCOMES:**

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

| CO-1 : | To develop listening and viewing skills |
|---|---|
| CO-2 : | To improve the speaking skills |
| CO-3 : | To promote the reading skills |
| CO-4 : | To gain insight and reflect on the concept and process of communication |
| CO-5 : | To familiarize with expository writing |

## Unit 1: LISTENING SKILLS                                                        (06 hours)

1.1. Workshop can be organized to provide exposure to listening and viewing skills. These can

be  conducted in the language lab.

1.2. Suggested activities: Students can listen to: Sound of English / Regional Language – Patterns of stress and intonation – Self-recording while practicing pronunciation – Speeches of famous personalities –Keynote addresses in seminars

1.3. Students can view: Phonetic symbols – Videos on sound production and articulation –

Poetry  recitation videos – Videos on conversation – Videos on group discussions and can observe body language. –Making listening notes – Completing worksheets on listening tasks. – Developing criteria for analysis of listening skills – Consulting pronunciation dictionaries – Presentations – Students can observe anchors in programmes – Observing webinars – Observing unstructured conversation

## UNIT 2: SPEAKING SKILLS                                                        (06 hours)

2.1 These skills can be practiced in seminar rooms/ Language lab

2.2. Suggested activities: Students can practice: sounds of English – Stress and intonation patterns – Recitation of poems

2.3. Students can: Participate in conversation (situations to be provided) –Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current

issues at national and international level – Analyze of speech styles – Analyze of presentation – Make presentations –Involved in mock interview – Anchoring programmes in the institute

## UNIT 3: READING SKILLS                                                                 (07 hours)

3.1. Student can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.

**3.2.** Suggested activities:  Students can read: Editorials in newspapers on a regular basis – Articles in newspapers and magazines – Research papers in journals – Book reviews, film reviews and art reviews in newspapers and magazines – E-books, online journals – Subject related reference books.

**3.3.** Students can be involved in**:** Note making tasks on reading and summarizing what is read. – Discourse analysis (to be integrated with reading, speaking and writing skills)

## UNIT -4: COMMUNICATION PROCESS AND EXPOSITORY WRITING          (07 hours)

4.1. To understand the purpose and process of communication students can be involved in-

Individual and group assignment on a chosen topic of communication and presenting using any ICT tool – Brainstorming on pertinent issues in education and analyse the elements/process of communication in the discussion.

4.2. Critical Reflection on communication strategies in any literary work of local/national /international signification and presentation in the seminar.

4.3. Panel discussion on different themes; peer assessment on their communication skills

4.4. The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: informational, Opinion, Narration and Argument.

**SUGGESTED TASKS:**

➢ Write an expository essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner.

➢ Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence

➢ Write informative/explanatory texts by examining complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

➢ Write narratives to develop real or imagined experience or events, well-chosen details. And well-structured event sequences

➢ Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## MODE OF TRANSACTION:

This course will be transacted/facilitated through participatory approaches such as workshop, seminar by students, and group work, different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation cum discussion mode.

## MODE OF ASSESSMENT:

During transaction of this course through workshop mode, student teachers will be asked to develop PORTFOLIO with response sheets / reflective notes / narratives / observations / charts / posters / analysis sheets and other related documents. Students are required to submit portfolio in the prescribed format with all evidences.

**Note:** The PORTFOLIO will be assessed by faculty members to award final marks. Rubrics will be developed with the help of faculty and students. The students and peers may also evaluate portfolio.

## REFERENCES:

1. Anderson, Kenneth and Joan Maclean. Study Speaking. Cambridge University press, 2010

2. Taylor, Shirley Communication for Business person Delhi, 2005

3. Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills, Macmillan Delhi, 2009.

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# M.Ed First Semester

| Course:  ADVANCED EDUCATIONAL PSYCHOLOGY | Course Code: 21EDU1C2P PRACTICUM-1 |
|---|---|
| Teaching Hours/Week (L-T-P): 0 - 0 - 4 | No. of Credits: 02 |
| Internal Assessment: 20 Marks | Semester End Examination: 30 Marks |

## COURSE OUTCOMES:

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

| CO-1 : | Develop an awareness of the different schools of Psychology |
|---|---|
| CO-2 : | Identify and choose the learning theory of the choice for teaching |
| CO-3 : | Understand the importance of motivation for learning |
| CO-4 : | Recognize and list the personality types of teachers and students and their significance |
| CO-5 : | Orient  the students with theoretical contributions of psychology in relation to process of learning and development |
| CO-6: | Enable  the students to understand the conceptual background of theories of learning, group dynamics, personality, development and adjustment; Develop an awareness of direct and indirect mechanisms of adjustment and coping mechanism, measurement of personality, intelligence and creativity |
| CO-7: | Help the students to develop insights into educational implications of these concepts and principles. |

## PRACTICUM:

## Unit- 1: LEARNER'S ENGAGEMENT                                             (07 hours)

1.1. Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analyzing, contextualization, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.

1.2. Conduct and Organize psychology experiments, administration of tools among school children's.

1.3. Multiple ways of organizing learning individualized, self-learning, group learning / cooperative learning, learning through electronic media

1.4. Use of learning resources for developing critical perspectives on socio-culturalrealities.

## Unit -2 : REFLECTIVE LEARNING                                    (08 hours)

2.1. Generation of knowledge is a continuously evolving process of reflective learning

2.2. Conducting case study on one student who has difficulties in learning in primary years.

2.3. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.

2.4 Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in aseminar.

## Unit-3: IDENTIFICATION OF LEARNING DIFFICULTIES                 (06 hours)

3.1. Identification of group learning and self-learning strategies following constructivistapproach and their field-testing.

3.2. Identification of learning difficulties of the students in any subject area throughadministration of diagnostic test and development of remedial instruction.

3.3. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.

3.4. Analysis of a case of maladjusted adolescent learner.

## Unit 4: CRITICAL ANALYSIS OF LEARNING SITUATION                (05 hours)

4.1. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.

4.2. Analysis of learning situations through case study, presentation before a group followed by discussion.

4.3. Critical analysis of learning situation in schools and out of the Schools / preparing Reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.

4.4. Suggest structures of classroom environment in which all students can learn.

**REFERENCES:**

1. Gibson Janice T (1976): Psychology for the Classroom – Prentice Hall of India,New Jersey.

2. Hurlock E.B., (1974): Personality Development – Tata Mc Graw Hill publishingCompany Ltd., New Delhi.

3. Hurlock E.B.1 (1999): Developmental Psychology Tata Mc Graw Hill PublishingCompany Ltd, New Delhi.

4. J.C Agrawal (2004): Psychology of Learning and Development Shipla publication,New Delhi.

5.  John P. De Cecco and William Craw- Ford (1998): The Psychology of learning and Instruction; Educational Psychology,2$^{nd}$ Edition, prentice- Hall of India Pvt. Ltd., New Delhi.

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8.  Stephen L. Yelon an Grace W. Wein Steen (1977): A Teacher's world – Psychology in the classroom- International Student Edition – Mc Graw Hill- New