VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in Education

SYLLABUS

Master of Education
(I-IV Semester)

With effect from
2021-22

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Jnana Sagara, Ballari - 583105

Department of Studies in Education

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

Without Practical

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	1
	DSC8P2	21EDU2C8P	Practicum-2: Problem and Team based Learning	20	30	50	-	-	4	2	-
Total Marks for II Semester				**600**	-	-	-			**24**	-

Course Title: **Modern Sociology of Education**	Course code: **21EDU2C6L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

At the end of the course, students will be able to:
8. Understand the sociological perspectives of education.
9. Develop sociological thinking about culture, socialization, Social change and education
10. Comprehend the taxonomy of social theories.
11. Understand the concept of equity in terms of gender, caste, creed and religion.
12. Develop insights about contemporary developments in sociology of education.

DSC6: MODERN SOCIOLOGY OF EDUCATION

Unit	Description	Hours
1	**SOCIOLOGICAL APPROACH TO EDUCATION** 1.1 Sociology of Education Meaning, Concept 1.2 Scope of Sociology of Education - Social Structure, Social Process, Social control and Social Change 1.3 Sociological Inquiry : Nature of sociological inquiry Authoritative, Rationalistic & Scientific Inquiry and their Educational Implications 1.4 Methods of Sociological Analysis – Quantitative, Qualitative, Macro Sociological, Micro Sociological, Networking and their Educational Implications	12
2	**SOCIOLOGICAL APPROACH TO EDUCATION** 2.1 Socialization : Process and Types of Socialization - Primary, Secondary adult, anticipatory and Resocialization and their implications to education 2.2 Culture : Meaning, Nature, Characteristics of Culture. Culture and civilization, Cultural Growth, Cultural Lag, Cultural Conflict, Cultural Relativity, Cultural Pluralism, Cultural Diffusion and Culture of Poverty in Relation to Education 2.3 Theories of Socialization, Self theory - Charles Cooley; Psycho-analytical Theory, Sigmund Freud; Cognitive theory - Lawrence Kohlberg 2.4 Gender identities and social practices in family, school and society.	12

3	**SOCIAL CHANGE AND EDUCATION** 3.1 Social change - Meaning, Concept and Nature 3.2 Theories of Social Change : August Comte, Herbert Spencer, Vilfred Paretd and Pitrim Sorokin 3.3 Social mobility: Meaning, Definitions, Ascribed and achieved status; Types -horizontal & vertical Social mobility, and implications to education. 3.4 Education, Social change and modernization in India		12
4	**GLOBALIZATION AND ITS IMPACT ON EDUCATION** 4.1. Impact of Science and Technology on Society: Environment and Education, 4.2. Globalization - Global village , The Nature of scientific society and the place of the individual in that Scientific Society- high speed technology, technology revolution. 4.3. Mass media: as facilitating and debilitating factors, their impact on man and society, autonomy of individual and regimentation of thought. 4.4. Approaches to Multi Cultural Education (Culturally Different, Human Relation, Single, Group Study, Multicultural Education, Social Deconstructionist) - Relationship between culture and education		10
5	**EQUALITY AND SOCIAL JUSTICE** 5.1 Nature of Inequalities in Indian society ; Social Stratification 5.2 Equality & Equity; Measures taken by Government for equalizing opportunities in relation to caste, class, religion, disabilities and Gender. 5.3 Gender sensitization: International and national interventions towards gender bias and gender discrimination. 5.4 Role of Government and NGOs towards empowerment of women.		10

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. Identify the learning difficulties of first generation learners
2. Analyse school as a social institution
3. Interaction with parents to know their expectations from teachers and school
4. Interaction with an NGO
5. How the cultural tolerance is addressed in the curriculum, classroom, school.
6. Field study of AEC, Open education center
7. Case Study of economically under developed student.
8. Study of the impact of modern Technology in one secondary school.
9. Social forces that shape gender relations in a society.
10. Contribution made by any institution for the development of Social values in the present day scenario

References:

1. Bruner, J.S. (1996), The Culture of education. Cambridge, M.A.: Harvard University Press.
2. Broudy, H.S. (1977) Types of knowledge and purposes of education. In R.C. Anderson,R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.
3. NCERT (2005). National curriculum framework, New Delhi.
4. Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.
5. Bruubacher, John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.
6. Butchvarov, P. (1970) The Concept of knowledge. Evanston, Illinois, North Western University Press.
7. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.
8. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
9. Freire, Paulo (1970). Pedagogy of the oppressed. New York: Continuum.
10. Freire, P. and Shor, I. (1987). A Pedagogy of liberation. London, Macmillan Education.
11. International Encyclopedia of Education. (1994) 2nd edition. Vol.10. Perganon Press.
12. Matheson, David (2004). An Introduction to the study of education (2nd edition). David Fulton Publish.
13. Slatterry, Patrick and Dana Rapp. (2002). Ethics and the foundations of Education Teaching Convictions in a postmodern world. Allyn & Bacon.
14. Wall, Edmund (2001). Educational theory: philosophical and political Perspectives. Prometheus Books.

Date:27.01.2022   Course Coordinator   Subject Committee Chairperson

Course Title: **Advanced Methods of Teaching Skills**	Course code: **21 EDU2C7L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

At the end of the course, students will be able to:
12. Understand Concept & Nature of Teacher Centered, Learner Centered, and Group Controlled Instructional Techniques
13. Understand and use effectively different methods of teaching coming under Teacher Centered, Learner Centered, and Group Controlled Approaches.
14. Organize learning with active participation of learners individually and in groups.
15. Understand and consider factors enhancing Students' Learning like Motivation, Individual differences etc.
16. Demonstrate his/her understanding of different teaching skills and their role in effective teaching.
17. Use instructional skills effectively.
18. Know various styles and strategies of learning

DSC7: ADVANCED METHODS OF TEACHING SKILLS

Unit	Description	Hours
1	**TEACHER CENTERED INSTRUCTIONAL METHODS** 1.1 Lecture Method: Concept & Types of Lecture, Merits & Demerits of Lecturing, Planning & Preparing for Large Lecture Course, Delivering a Lecture; General Strategies to Make a Lecture effective, Skills Associated with Lecture Method. 1.2 Demonstration Method: Nature of Demonstration, Common defects, Measures to Improve Demonstration, Criteria for Assessing Demonstration 1.3 Team Teaching; Nature & Types of Team Teaching 1.4 Supervised Study.	10
2	**LEARNER CENTERED INSTRUCTIONAL METHODS** 2.1 Activity Based Instruction: Case Studies, Role Play and Dramatization, Simulation 2.2 Self- Learning; Programmed Instruction, Keller Plan, Computer Assisted Instruction 2.3 Project Method: Concept & Types of Project, How to Organize Project Work, Evaluation Project Work 2.4 Problem Solving Method : Concept, Meaning, Steps, and it's execution in real classroom	12

3	**GROUP CONTROLLED INSTRUCTIONAL METHODS** 3.1 Group Controlled Instruction: Concept, Types & Importance, Organizing Group Interactive Sessions 3.2 Discussion Strategy: Leading a Discussion, Encouraging Student Participation in Discussion, Asking Questions, Fielding Students' Questions 3.3 Group Discussion, Debate, & Panel discussion 3.4 Brain Storming, 3.5 Cooperative/ Collaborative Learning: Group Work and Study Teams, Group Investigation & Group Project, Fieldwork 3.6 Seminar, Symposium & Conferences	12
4	**ENHANCING STUDENTS' LEARNING AND MOTIVATION** 4.1 Helping Students Learn 4.2 Learning Styles and Preferences; Models of Teaching & Learning 4.3 Motivating Students to Learn; techniques of enhancing motivation, Taking Account of Individual Differences for Effective-Learning 4.4 Forgetting classroom learning - meaning and its causes; strategies for improving retention of learning 4.5 Writing Skills and Homework Assignments; Helping Students Write Better in All Courses, Effective Use of Homework, Designing Effective Writing Assignments, Evaluating Students' Written Work	10
5	**MODERN TEACHING METHODS CLASSROOM PRACTICES** 5.1. Modern Teaching Methods - Concept, Meaning, need and importance, Characteristics 5.2. Reasons to Introduce Modern Teaching Method 5.3. Modern Teaching Methods: Collaborative Learning, Spaced Learning, Flipped Classroom, Self-learning, Gamification, VAK teaching, Crossover Learning 5.4. Advantages of Modern Teaching 5.5. Difference between Traditional and Modern Teaching Methods 5.6. Integration of Modern and Traditional Teaching Methods	12

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 :

Specific Teaching Skills :
1. Classroom Management; Elements of Effective Classroom Management
2. Behaviour Management; Dealing with Inappropriate Behaviour
3. Classroom Climate; Concept & Types of Classroom Climate, Creating a Pleasant Classroom Climate; Teacher Expectation
4. Problem Solving & Higher-order Thinking Skills
5. Teaching Students with Special Educational Needs: Teaching Students with Learning & Other Disabilities
6. Teaching Gifted Students
7. Developing Students Social Skills

REFERENCES :
1. Ardens, R.I. (1998) Learning to Teach, Boston, MA: McGraw-Hill
2. Austin, F M (1961) Art of Questioning in the Classroom, University of London Press Ltd., London.
3. B. Wilson, (1996) Constructivist Learning Environments, New Jersey: Educational Technology Publications.
4. Brookfield S. (2012). Teaching for Critical Thinking: Tools/Tech to Help Students Q Assumptions.
5. Brookfield, S. (2013). Powerful Techniques for Teaching Adults. Jossey-Bass/Wiley.
6. Brookfield, S. D. (1990) The Skillful Teacher. San Francisco: Jossey-Bass
7. Brown, G. (1978) Lecturing and Explaining. New York: Methuen.
8. Brown, G., and Atkins, (1988) M. Effective Teaching in Higher Education. London: Methuen.
9. C. Fosnot (Ed.) (1996) Constructivism: Theory, Perspectives and Practice, (pp.8-33), New York: Teachers College Press.
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16. Erickson, B. L., and Strommer, D. W. (1991) Teaching College Freshmen. San Francisco: JosseyBass.
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18. Fuhrmann, B. S., and Grasha, A. F. (1983) A Practical Handbook for College Teachers. Boston: Little, Brown,
19. G.Boomer, N. Lester, C. Onore and J.Cook (Eds.) (1992). Negotiating the curriculum: Educating for the 21st century, London: The Falmer Press.
20. Guskey, T. R. (1988) Improving Student Learning in College Classrooms. Springfield, III: Thomas 21. J. Mezirow and Associates (1990), Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning: San Francisco: Jossey - Bass Publishers.
22. Kenneth T. Henson, 2000, Educational Psychology for Effective Teaching, Wordsworth Publishing Company.
23. L.Steffe and J. Gale (Eds.) 1995). Constructivism in Education, New Jersey: Lawrence Erlbaum Associates Inc.
24. Langer, J. and Applebee, A.N. (1987). How writing shapes thinking: A Study of Teaching and Learning, National Council of Teachers of English.
25. Lowman, J. (1984) Mastering the Techniques of Teaching. San Francisco: Jossey-Bass.
26. McKeachie, W. J. Teaching Tips. (1986) 8th ed. Lexington, Mass.: Heath
27. Mujis, Daniel & Reynolds, (2002) David Effective Teaching: Evidence and Practice, London: Paul Chapman Publishing
28. Patricia Murphy (Ed.), 1999, Learners, Learning & Assessment, Paul Chapman Publishing Ltd.

29. Ramsden, P. (1992) Learning to Teach in Higher Education. New York: Routledge.
30. Resnick, L. and Collins, A. (1996), Cognition and Learning. In T.Plomp and D.Ely, (Ed.) The International Encyclopaedia of Educational Technology, 2nd Ed. Oxford: Pergamon Press.
31. Savery, J. and Duffy, Thomas M. (1995). Problem based learning: An instructional model and its constructivist framework. Educational Technology, 35, 31-38.
32. Shea, M. A. (1990) Compendium of Good Ideas on Teaching and Learning. Boulder: Faculty Teaching Excellence Program, University of Colorado.
33. Tiberius, R. G. (1990) Small Group Teaching: A Trouble-Shooting Guide. Toronto: Ontario Institute for Studies in Education Press.
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Date : 27.01.2022   Course Coordinator   Subject Committee Chairperson

Course Title: **Problem and Team based Learning**	Course code: **21EDU2C8L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

At the end of the course, students will be able to:
1. Acquire a working knowledge of instructional systems design.
2. Define and provide an overview of the instructional systems design (ISD) model.
3. Define the process of ISD.
4. Compare and contrast several current models of ISD.
5. Identify and compare various ISD models.
6. Analyze the 5 phases of the process.
7. Develop an evaluation plan for the instructional requirement.
8. Analyze and discuss instructional strategies used for various types of learning

DSC8: PROBLEM AND TEAM BASED LEARNING

Unit	Description	Hours
1	**INTRODUCTION TO ADVANCE PEDAGOGY** 1.1 Concept, need and significance of Advance Pedagogy-Principles of advance pedagogy 1.2 Teaching phases- Philip Jackson Model- Teacher's role in different teaching phases Parameters of effective teaching 1.3 Task based learning 1.4 Skill based learning 1.5 Andragogy-Heutagogy.	10
2	**RECENT PEDAGOGICAL METHODS** 2.1. Reflective teaching - Active Learning- Clicker Use in Class 2.2. Collaborative/Cooperative Learning 2.3. Critical Thinking -Discussion Strategies -Experiential Learning Games/ Experiments/ Simulations- Inquiry-Guided Learning - Interdisciplinary Teaching Blended learning - Learner-Centered Teaching, Mobile Learning 2.4 Problem-Based Learning Social Networking Tools 2.5 Teaching Diverse Students - Teaching with Cases - Team Teaching	12

3	**INSTRUCTIONAL MODELS** 3.1 Models of teaching - Concept, Features and implications in classroom 3.2 Bloom's Taxonomy 3.3 Advance Organizer Model- 'Concept Attainment Model- Inquiry Training Model, Jurisprudential Inquiry Model 3.4 Vygotsky's theory of social development, Present Needs Analysis Plan & Instruments 3.5 Kirkpatrick's Model- Cathy Moore's Action Mapping- Kemp's Instructional Design Model Dick and Carey Model-ADDIE Model-Component Display Theory (David Merrill)-ADDIE Model-4C-ID Model (Jeroen van Merriënboer)	12
4	**INSTRUCTIONAL-SYSTEM DESIGN** 4.1 Introduction to Instructional Systems Design - Conducting the Needs Assessment - Defining the Instructional Goal – 4.2 The Learner and the Environment - Learning Outcomes & The Events of Instruction 4.3. Information Processing Analysis - Prerequisite Skills Analysis Writing Instructional Objectives - Creating Assessment Approaches 4.4 Instructional Strategies - Delivery and Management – Production - Formative & Summative Evaluation – 4.5 The Future of ISD-Instructional Design and Technology. – Metacognition in Instructional Design	10
5	**INSTRUCTIONAL STRATEGIES AND EVALUATION** 5.1. Instructional strategies Self Instruction - Programme instruction and Computer Assisted Instruction – 5.2. Models of Instructional system - MLM (Mastery Learning Model) 5.3 Developing Self instructional material - Computer Assisted Programme- Online Learning 5.4 Process of validation of instructional Material / Program: Individual testing- Group testing Field testing. 5.5. Master validation- Models of evaluation Educational Decisions Model (CIPP Model).	10

MODE OF TRANSACTION:

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

REFLECTIVE PRACTICUM:

1. Instructional strategies
2. Self Instruction - Programme instruction and Computer Assisted Instruction
3. Models of Instructional system - MLM (Mastery Learning Model)
4. Developing Self instructional material

5. Computer Assisted Programme
6. Online Learning- Process of validation of instructional Material / Program: Individual testing   Group testing- Field testing- Master validation- Models of evaluation - Educational Decisions Model (CIPP Model).
7. Prepare an instructional design of your own
8. Predominant pedagogical principles adopted by Teacher Education Institutions
9. Develop a model and evaluate

REFERENCES:

1. Briggs, L. J. (1977). Instructional design. Englewood Cliffs, NJ: Educational Technology Publications.
2. Briggs, L. J. & Wager, W. W. (1981). Handbook of procedures for the design of instruction. Englewood Cliffs, NJ: Educational Technology Publications.
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5. Driscoll, M. P. (1994). Psychology of learning for instruction. Boston: Allyn and Bacon.
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8. Gagne, R. M. (1985). The conditions of learning and theory of instruction. New York: Rinehart and Winston
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13. Merrill, M.D. (1994). Instructional Design Theory. Englewood Cliffs, NJ: Educational Technology Publications.
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15. Van Merrienboer, J.J.G. (1997). Training complex cognitive skills: A four-component instructional design model for technical training. Englewood Cliffs, NJ: Educational Technology Publications.

Date :27.01.2022   Course Coordinator   Subject Committee Chairperson

Department Name: Department of Studies in Education
Semester-II
DSC9: INCLUSIVE EDUCATION

Course Title: **INCLUSIVE EDUCATION**	Course code: **21EDU2C9L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

At the end of the course, students will be able to:
1. Differentiate the concept of inclusive education from that of integrated and special education.
2. Compare the present trend of Inclusive education with its historical Perspectives.
3. Explore the best practices of inclusive education through research evidences.
4. Synergize different provisions, acts, frameworks and rights for the best possible way of helping the inclusive society.
5. Appreciate the concept and principles of inclusive education.
6. Categorize the barriers of Inclusion.
7. Design curriculum for inclusive classroom.
8. Develop lesson plans for the inclusive classroom

DSC9: INCLUSIVE EDUCATION

Unit	Description	Hours
1	**PERSPECTIVES IN INCLUSIVE EDUCATION** 1.1. Inclusive, Integrated and Special education- concept, meaning and difference. 1.2. Benefits of Inclusion 1.3. Historical perspective of Inclusive education globally and in India 1.4. Principles of inclusive education 1.5. Research evidence on efficacy and best practices associated with inclusive education	10
2	**NATIONAL AND INTERNATIONAL INITIATIVES** 2.1. The Persons with Disabilities Act (PWD Act, 1995). 2.2. National Curriculum Framework, 2005 NCERT 2.3. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12). 2.4 .The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990). 2.5. The World Conference on Special needs Education and the Salamanca, 1994 Statement and framework for action on Special Needs Education 2.6. The Mental Health Act 1987.	12

	2.7. Rehabilitation Council of India Act, 1992	
3	**BUILDING INCLUSIVE SCHOOLS, LEARNING ENVIRONMENT** 3.1. Identifying barriers to Inclusion- Attitudinal, Systemic and Structural 3.2. Ensuring Physical, Academic and Social Access 3.3. Leadership and Teachers as Change Agents 3.4. Assistive Technology 3.5. Whole School Development 3.6. Building Inclusive Learning Environments : Classroom Management ; Effective Communication and Resolving Conflicts; Promoting Positive Behaviour; Methods of Teaching in Inclusive Class: Reflective Teaching, Co-teaching , Mentoring and Coaching, Peer tutoring, Co-operative learning; Collaboration - Parents, Teachers, Peer group and Community 3.7. Planning for Including Diverse Learning Needs: Adaptations and accommodations for sensory impairments; children with multiple disabilities; children with neuro-developmental disabilities; children with intellectual impairment; gifted children	12
4	**PARADIGMS IN INCLUSIVE EDUCATION** 4.1: Pedagogy: Implicit and Dynamic Processes -Ability/inability Paradox: Repositioning the Question of Competence 4.2. Emerging schemas for addressing diversity in inclusive schools like Diversity Pedagogy Theory, Evidence-Based Practices in Education and Universal Design for Learning - Collaborations as a key feature of inclusive set-ups, Building partnerships 4.3. Nature and Source of Pedagogical Content Knowledge- Curricular Adaptations, Differential planning, Multiple representations (reference teaching-learning resources), Modified learning task, assessment procedures & materials 4.4. Continuous professional development of teachers for successful implementation and continuation of inclusive practices in schools. 4.5. Research Perspectives that Shape research in Inclusion -Methodological debates and Challenges.	12
5	**ORGANIZATION AND ASSESSMENT OF INCLUSIVE CLASSROOM** 5.1 Physical layout of Inclusive classroom 5.2 Special assistance to children 5.3 Meeting student's personal care and medication needs. 5.4 Promoting Social competence in inclusive classroom. 5.5.Teacher: The Pivotal Focus-Responses to Diversity in School: Teacher's beliefs about educationally significant differences. 5.6 Educational reports, intelligence tests, Achievement tests, teacher based assessments.	10

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. Visit inclusive schools and observe practices and report
2. Observe classroom transaction in any inclusive classroom
3. Prepare a blueprint to create an inclusive school
4. Critically review the policy documents and write about the recommendations related to inclusion
5. NPE, 1986
6. CRC UNESCO, 1989
7. UN convention on Rights of Persons with Disabilities, UNESCO, 2006
8. RTE Act, GOI, 2009
. 9. UNESCO, 2009 – Policy guidelines on inclusion in education.
10. Make a collage on an inclusive school
11. Interview some teachers working at inclusive schools and report the practices.
12. Assess and prepare Five children's profiles.
13. List out barrier free environment related structures.
14. Interact with parents, Teachers from regular school and collect feedback on initiating an inclusive school.
15. Study the impact of UNCRPD on RTE's provisions for children with disabilities
16. Review of research in any one area in inclusive education and highlight its implications for the practitioner
17. Develop a differentiated lesson with content, process, and products adapted to suit a specific learner
18. Prepare a case study for an Inclusive school in terms of insights gained.
19. Develop an Assistive Technology for an Inclusive classroom
20. Collect a list of inclusive schools from Department of school education and map their area
21. Implement the lesson plan above in a regular school using one of the models of collaborative teaching. Write your reflections in a journal

REFERENCES:

1. Clough, P., & Corbett, J. (2000). Theories of Inclusive Education. Paul Chapman Publishing, London.
2. Constitution of India (1950). Article 41, Ministry of Law and Justice, New Delhi.
3. Jha, M. M. (2002). School Without Walls: Inclusive Education for All. Oxford, Heinemann.
4. Jorgensen. C. M., Mc Sheehan, M., & Sonnenmeier, R. M. (2009). Essential best practices in inclusive school. Institute on Disability/UCE, University of New Hampshire
5. Mukhopadhyay, S., & Mani, M. N. G. (2002). Education of Children with Special Needs, in Govinda, R. (2002) (Ed) India Education Report. Oxford University Press, New Delhi.
6. Peterson, M., & Hittie, M. (2009). Inclusive teaching: The journey towards creating effective schools for all learners. Merrill, New Jersery.
7. Skidmore, D. (2004) Inclusion: The Dynamic of School Development, Open University Press, Buckingham.
8. Villa, R. A., & Thousand, J. S. (2005) Creating An Inclusive School, Association for Supervision and Curriculum Development. ASCD, Alexandria.

9. Wade. S. E. (2000). Inclusive Education: A Casebook and Readings for Prospective and Practicing Teachers. Lawrence Erlbaum Associates, New Jersey.
10. Berry, B., Daughtrey, A., & Weider, A. (2010). Teacher leadership: Leading the way to effective teaching and learning. Centre for Teaching Quality, Washington, DC.
11. Carr, J. F., Herman, N., & Harris, D. E. (2005) Creating Dynamic Schools through Mentoring, Coaching, and Collaboration. ASCD, Alexandria.
12. Carter, E. W., Cushing, L. S., & Kennedy, C. H. (2009). Peer support strategies: Improving all students social lives and learning. Paul H. Brookes, Baltimore.
13. Kunc, N. (2000). Rediscovering the right to belong. In R. A. Villa & J. Thousand
14. (Eds.), Restructuring for caring and effective education: Piecing the puzzle together Brookes. Baltimore.
15. Mastropieri, M. A., & Scruggs, T. E. (2006). The inclusive classroom: Strategies for effective instruction. Prentice-Hall, New Jersey.
16. Odom, S. L., McConnell, S. R., Ostrosky, M., Peterson, C., Skellenger, A., Spicuzza, R., Chandler. L. K., McEvoy, C. A., & Favazza, P. C. (1993). Play time/social time: Organizing your classroom to build interaction skills. Communication Skill Builders, Tucson, AZ.
17. UNESCO (1994). The Salamanca statement and framework for action on special needs education. Paris.
18. Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I E. Mysore
19. Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
20. Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education

Date:27.01.2022   Course Coordinator   Subject Committee Chairperson

Course Title: **Methodology of Educational Research**	Course code: **21EDU2C10L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

At the end of the course, students will be able to:

1. Under Describe the nature, purpose, scope, areas, and types of research in education stand the sociological perspectives of education.
2. Explain the characteristics of quantitative, qualitative and mixed research.
3. Select and explain the method appropriate for a research study.
4. Conduct a literature search and develop a research proposal.
5. Explain a sampling design appropriate for a research study.
6. Explain tool design and procedure for collection of data.
7. Explain the importance of documentation and dissemination of researches in education

DSC10: METHODOLOGY OF EDUCATIONAL RESEARCH

Unit	Description	Hours
1	**RESEARCH IN EDUCATION** 1.1 Meaning, importance, purpose, areas and steps of educational research 1.2 The research & the scientific method 1.3 Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics 1.4 Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics, Types of research under each paradigm 1.5 Planning the research study: Sources of research problems, Identification and Conceptualization of Research Problem. 1.6 Review of the literature with purpose and the method of presentation, and research questions in qualitative and quantitative research.	10
2	**SAMPLING IN QUALITATIVE, QUANTITATIVE AND MIXED RESEARCH** 2.1 Concept of population and its type, and sample, sampling unit, sampling frame, sample size, error, representative and biased samples 2.2 Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-	14

		stage sampling	
		2.3. Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling	
		2.4. Determining the sample size when using random sampling	
		2.5. Sampling in qualitative and mixed research	
		2.6. Hypothesis: meaning, types, importance, formulation and testing	
		2.7. Variables: Meaning of Variables , Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)	
3		**QUALITATIVE AND QUANTITATIVE METHODS OF RESEARCH** 3.1 Qualitative Research: meaning, steps and characteristics 3.2 Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory characteristics, types, data collection, analysis and report writing 3.3 Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the sources. 3.4. Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and, limitations 3.5. Experimental Research: 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. 3.6 Experimental Research designs : Single-Group Pretest-Posttest Design, Pretest-Posttest Control Group Design, Posttest only Control-Group Design, and Factorial Design 3.7 Quasi-Experimental Designs: Nonequivalent Comparison Group Design, and Time-Series Design 3.8 Internal and external validity of results in experimental research, Non-Experimental Research: Casual-Comparative and Correlational research; Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and Descriptive, Predictive and Explanatory, Steps in Non- Experimental Research	14
4		**METHODS OF DATA COLLECTION** 4.1 Tests, Inventories and Rating scales: types and their construction and uses 4.2 Characteristics of a good research tool and Identifying a tool using reliability and validity information 4.3 Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires. 4.4 Interview: types, characteristics and applicability, guidelines for conducting interviews	10

	4.5 Observation: Qualitative and quantitative observation, use of the checklist and schedules, time sampling, field notes, role of researcher during observation, focus group discussion 4.6 Collecting data using attitudinal scales: Functions of attitudinal scales, Different types of attitudinal scales, their characteristics, construction and application 4.7 Projective Techniques and their uses. 4.8 Socio-metric Techniques and their uses.	
5	**WRITING RESEARCH PROPOSAL** 5.1. Identification of a research topic: Sources and Need. 5.2. Review of related literature. 5.3. Rationale and need of the study. 5.4. Conceptual and operational definition of the terms. 5.5. Variables. 5.6. Research questions, aims, objectives and hypotheses. 5.7. Assumptions, if any. - Methodology, sample and tools. 5.8. Scope, limitations and delimitations. (j) Significance of the study. (k) Bibliography. (1) Time Frame. (m) Budget, if any. 5.9. Standard format of research proposal : Language and Style of Presentation, Chapterisation, Indexing, abbreviations, foot note, bibliography (followed by APA style) and appendix	08

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. Collect the APA format and review any one research article as per the Format.
2. Review any three research articles and write the findings in each article.
3. Collect any five problems and critically reflect on the appropriateness of a problem.
4. Review any three empirical articles or research studies and write the hypotheses and then reflect on the type of hypotheses and relevance.
5. Take any one Ph.D. Thesis and critically review & write about research procedures (population, sample, sampling and others) followed in it.
6. Take any two research articles or theses and write about the independent and dependent variables and their need for the study,
7. Research Reporting
8. Format, Style and Mechanics of Report Writing with Reference to a Research Paper.

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Date:27.01.2022   Course Coordinator   Subject Committee Chairperson

Course Title: **Open Source Software for Education**	Course code: **21EDU2S2L/P**
Total Contact Hours: 52	Course Credits: **02**
Formative Assessment Marks: **20**	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: **30**	

Course Outcomes (COs):

At the end of the course, students will be able to:

1. Describe the differences between Proprietary Software and Open Source Software
2. Describe the historical evolution of the Open Source movement, society's adoption of open source software, and the wider technical and societal impact this has had.
3. Explain what tools an Open Source Project needs to support distributed development work, and how projects are organized.
4. Analyze the different Open Source licensing models and their affordances
5. Choose, join, and make a technical contribution to an existing Open Source project

SEC 2: OPEN SOURCE SOFTWARE FOR EDUCATION

Unit	Description	Hours
1	**INTRODUCATION TO OPEN SOURCE SOFTWARE** **1.1**Concept, Meaning, Need and importance of Open Source Software (OSS) 1.2. History of Software Development and the Genesis of Open Source Software 1.3. Open Source License 1.4. Ideals of Open Source 1.5. Adoption of OSS 1.6 Economics of OSS **1.7** Open Source Development Model 1.8. Adoption of OSS by Libraries 1.9 Open Source Integrated Library Systems 1.10. Maturity of Open Source Software 1.11 Open Source Integrated Library Systems (OSILS) 1.12. Models Available for the Evaluation of Open Source Software 1.13. Intellectual Property, licensing	18

2	**SOURCE SOFTWARE 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, Newsgroups.-Meaning and applications. 2.3. Computer care-Virus, Security and maintenance 2.4. Computer Applications in Secondary Education: Computer based testing, on line testing, on line testing, virtual classroom, Computer based Simulation. 2.5. Information Management: meaning and applications. 2.6. Open Source Software For Digital Learning 2.7. Web based learning: Meaning, advantages, dis-advantages, Impact of web based teaching, Web authoring tools for developing instructional material. 2.8. 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-data bases challenges facing the information sources management. 2.9. E-journal consortia: Library E-consortia- Definition Access of E-journals, Consortia based resource sharing, Indian scenario-UGC INFONET, INDEST, J-Gate. 2.10 New Face of Open Source: Web 2.0	18	
3	**CHALLENGES OF IMPLEMENTING FREE AND OPEN SOURCE SOFTWARE (FOSS)** 3.1. FOSS in Indian Educational Settings 3.2. Strategies Used to Overcome Challenges to Implement FOSS 3.3. Essential Conditions Necessary for Success of a Project 3.4. Effectiveness of open source software- Impact on curriculum delivery - Management and administration- Technical infrastructure 3.5. Cost-effective models of support in OSS schools Best practice in the use of open source licensing solutions - Successful implementation of OSS -Using OSS to run the school's servers and provide school-wide facilities -Using OSS to provide the operating systems for classroom and administrative PCs -Using OSS applications on classroom and administrative PCs.	16	

REFLECTIVE PRACTICUM:

1. Case Study : Government Policy Toward Open Source (E- Governance) - Wikipedia As An Open Source Project
2. Policy Issues in Open Source Software
3. Software Procurement
4. Migration
5. Curricula In Schools
6. Curricula In Tertiary Institutions
7. Development of FOSS for Education
8. Research Grants
9. Training

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Date:27.01.2022   Course Coordinator   Subject Committee Chairperson

DSC8P2:PRACTICUM-2: PROBLEM AND TEAM BASED LEARNING

Course Title: **Problem and Team based Learning**	Course code**: 21EDU2C8P - PRACTICUM -2**
Total Contact Hours: **52**	Course Credits: **02**
Formative Assessment Marks: **20**	Duration of ESA/Exam:
Summative Assessment Marks: **30**	

Course Outcomes (COs):

At the end of the course, students will be able to:
1. Acquire a working knowledge of instructional systems design.
2. Define and provide an overview of the instructional systems design (ISD) model.
3. Define the process of ISD
4. Compare and contrast several current models of ISD
5. Identify and compare various ISD models.
6. Analyze the 5 phases of the process.
7. Develop an evaluation plan for the instructional requirement.
8. Analyze and discuss instructional strategies used for various types of learning

DSC8P2:PROBLEM AND TEAM BASED LEARNING

Unit	Description	Hours
1	**INSTRUCTIONAL STRATEGIES AND MODELS** 1.1 Instructional strategies 1.2. Self-Instruction - Programme instruction and Computer Assisted Instruction 1.3 Models of Instruction – meaning and types Models of Instructional system MLM (Mastery Learning Model) -Developing Self instructional material 1.4. Computer Assisted Programme	18
2	**VALIDATION OF INSTRUCTIONAL MATERIAL** 3.1. Online Learning- Process of validation of instructional Material / Program: Individual testing- Group testing- Field testing- Master validation- Models of evaluation Educational Decisions Model (CIPP Model). 3.2. Prepare an instructional design of your own	16
3	**PEDAGOGICAL APPROACHES** 4.1. Predominant pedagogical principles adopted by Teacher Education Institutions 4.2. Problem-Based Learning Social Networking Tools	18

REFLECTIVE PRACTICUM:
1. Instructional strategies
2. Self Instruction - Programme instruction and Computer Assisted Instruction
3. Models of Instructional system - MLM (Mastery Learning Model)
4. Developing Self instructional material
5. Computer Assisted Programme
6. Online Learning- Process of validation of instructional Material / Program: Individual testing- Group testing- Field testing- Master validation- Models of evaluation Educational Decisions Model (CIPP Model).
7. Prepare an instructional design of your own
8. Predominant pedagogical principles adopted by Teacher Education Institutions
9. Develop a model and evaluate

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Date:27.01.2022   Course Coordinator   Subject Committee Chairperson

Department Name: Department of Studies in Education

CBCS Question Paper Pattern for PG Semester End Examination with Effect from the AY 2021-22

Disciplines Specific Core (DSC) and Discipline Specific Elective (DSE)

Paper Code: **Paper Title:**

Time: 3 Hours   **Max. Marks: 70**

**Note:Answer any *FIVE* of the following questions with Question No. 1 (Q1)Compulsory, each
question carries equal marks.**

Q1.   14 Marks

Q2.   14 Marks

Q3.   14 Marks

Q4.   14 Marks

Q5.   14 Marks

Note: Question No.1 to 5, *one question from each unit*i.e. (Unit I, Unit II, ….). The Questions may be a whole or it may consists of sub questions such as a,b, c etc…

Q6.   14 Marks
Note :Question No.6, *shall be from Unit II and III,* the Question may be a whole or it may consists of sub questions such as a,b, c etc…

Q7.   14 Marks
Note: Question No.7, *shall be from Unit IV and V,*the Question may be a whole or it may consists of sub questions such as a,b, c etc…

Q8.   14 Marks
Note: Question No-8 shall be from *Unit II, Unit III , Unit IV and Unit V*. The question shall have the following sub questions and weightage. i.e a – 05 marks, b – 05 marks, c – 04 marks.

Date:27.01.2022   Course Coordinator   Subject Committee Chairperson

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Department Name: Department of Studies in Education

Skill Enhancement Courses (SECs)

Paper Code: **Paper Title:**

Time: 1 Hours   **Max. Marks: 30**

There shall be Theory examinations of Multiple Choice Based Questions [MCQs] with Question Paper set of A, B, C and D Series at the end of each semester for SECs for the duration of One hour (First Fifteen Minutes for the Preparation of OMR and remaining Forty-Five Minutes for Answering thirty Questions). The Answer Paper is of OMR (Optical Mark Reader) Sheet.

Date:27.01.2022   Course Coordinator   Subject Committee Chairperson

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