



**VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY**  
JNANASAGARA CAMPUS, BALLARI-583105

**Department of Studies in Education**

**SYLLABUS**

**Master of Education**  
**(IV Semester)**

**With effect from**  
**2022-23**



# 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

#### 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 EDU 4E3LA	A. Blended and Online Learning Design (BOLD)	30	70	100	4	-	-	4	3
			B. Educational Planning and Management								
			C. Professional Ethics, Academic Integrity and Honesty								
	DSE4	21 EDU4E4LA	A. Resources Management in Education	30	70	100	4	-	-	4	3
			B. Open Educational Resources in Education								
			C. Peer Review of Teaching								
	GEC2	21 EDU4G2LA	A. e-Learning	20	30	50	2	-	-	2	1
			B. Educational Leadership								
			C. Value Education								
	DSC15P3	21EDU4C15P	EDU4C15 Practicum-3: Community Engagement Teaching	20	30	50	-	-	4	2	-
Project	21EDU4C1R	Research Project*	100	-	100	-	-	8	4	-	
<b>Total Marks for IV Semester</b>						<b>600</b>				<b>24</b>	

**Note:\* There will be no theory examination for 21EDU4C1R: Research Project only viva-voce examination.**

**M.Ed. Semester-IV**

**DSC14: ADVANCED EDUCATIONAL MEASUREMENT AND EVALUATION**

Course Title: <b>Advanced Educational Measurement and Evaluation</b>	Course code: <b>21EDU4C14L</b>
Total Contact Hours: <b>56</b>	Course Credits: <b>04</b>
Formative Assessment Marks: <b>30</b>	Duration of ESA/Exam: <b>3 hours</b>
Summative Assessment Marks: <b>70</b>	

**Course Outcomes (CO's):**

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

CO-1:	Acquaint learners with basic knowledge of Educational Evaluation
CO-2:	Familiarize learners with history of Educational Evaluation.
CO-3:	Develop understanding about various models of Evaluation.
CO-4:	Familiarize students with various measuring instruments.
CO-5:	Gain ability to prepare and use psychological tests and its different kinds.
CO-6:	Understand the basic characteristics of a good measuring instrument
CO-7:	Handle various types of data and interpret results
CO-8:	Skilled at Test Construction and it's Standardization
CO-9:	Explain concept of Correlation and its different types
CO-10:	Participate in assessment reforms and carry out examination and evaluation work.

**DSC14: ADVANCED EDUCATIONAL MEASUREMENT AND EVALUATION**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<p><b>INTRODUCTION TO EDUCATIONAL EVALUATION</b></p> <p>1.1 Historical and Philosophical perspectives of Educational Evaluation: Beginning of psychological measurement, Measurement in 21<sup>st</sup> century, Philosophical orientation to evaluation</p> <p>1.2 Concept of Measurement, Assessment and Evaluation. Scales of Measurement with reference to educational process.</p> <p>1.3 Role of Assessment in learning-Assessment for learning, as learning and of learning.</p> <p>1.4 Importance of Educational Evaluation</p>	12
2	<p><b>TYPES AND MODELS OF EVALUATION</b></p> <p>2.1 Types of evaluation – formal, informal, oral, written, formative and summative Diagnostic, Prognostic; Criterion referenced, Norm referenced</p> <p>2.2 Concept of Models of evaluation, Need for evaluation models</p> <p>2.3 Goal attainment model , Goal free model; Kirkpatrick Model (Advanced level of evaluation- Results level, behavioral Level; Basic level of evaluation - learning level, Reaction level), Stufflebeam's CIPP Model (Context evaluation, Input evaluation, Process evaluation, Product evaluation)</p>	12
3	<p><b>ASSESSMENT, MEASUREMENT AND EVALUATION</b></p> <p>3.1 Functions of Assessment Measurement and evaluation in Education</p> <p>3.2 Scaling Methods – Nominal, Ordinal, Interval, Ratio.</p> <p>3.3 Relationship between educational objectives, learning experiences and</p>	12

	<p>evaluation</p> <p>3.4 Various measuring instruments and Assessment - Meaning, when to use, procedure of construction- of Questionnaire, Inventory, Attitude scales, Tests ( Intelligence tests, Special aptitude tests, Personality tests)</p> <p>3.5 Achievement test- Different types of test items- Principles of construction of each</p> <p>3.6 Basic characteristics of a good measuring instrument: Usability, and Objectivity, Validity and Reliability : Nature, Types and problem of their measures , Age and Grade Norms, Scaling – standard scores, T scores, Z – Scores, Stannie Scores, Percentiles.</p>	
4	<p><b>TEST CONSTRUCTION AND ITS STANDARDIZATION</b></p> <p>4.1 Qualities of a good measuring instrument- Validity, reliability, discriminating power, practicality, Fairness; How to ensure each in different instruments.</p> <p>4.2 Meaning of standardized test, Steps of standardization of an instrument</p> <p>4.3 General principles of test construction and its standardization</p> <p>4.4 Writing test items – objective , essay and interpretative</p> <p>4.5 Comparison of teacher made test and standardized test</p> <p>4.6 Item analysis &amp; process of Test Standardization</p>	10
5	<p><b>NEW TRENDS IN EDUCATIONAL EVALUATION</b></p> <p>5.1 Recent trends in evaluation (National &amp; international).</p> <p>5.2 Review of researches in Educational evaluation (National &amp; international).</p> <p>5.3 Credit System and Semester System</p> <p>5.4 Question Bank and Continuous Remedial Internal Assessment</p> <p>5.5 Online examination</p>	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. Preparation, administration and reporting a teacher made test
2. Prepare a question bank of minimum 20 questions at different levels and types of any one paper of M.Ed. Course.
3. Discuss the advantages of any two major measuring instruments with at least two situations in which it can be used.
4. Make a survey on gender issues in educational evaluation and suggest remedy for the same.
5. Prepare a report on the issues related to continuous and comprehensive evaluation at different levels of education.
6. Construction and standardization of any of the following instruments.( in small groups with peer administration if necessary) a) Inventory b) Attitude scale c)Test
7. Computation of a few statistical indices and interpreting the results obtained.
8. Construction of a one Teacher made test for the measurement of any one of these- Achievement / Aptitude/Interest /Skills;
9. Administration of the test constructed, its interpretation and implications to students, teachers and stakeholders

**REFERENCES:**

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**M.Ed. Semester-IV**

**DSC15: COMMUNITY ENGAGEMENT TEACHING**

Course Title: <b>Community Engagement Teaching</b>	Course code: <b>21EDU4C15L</b>
Total Contact Hours: <b>56</b>	Course Credits: <b>04</b>
Formative Assessment Marks: <b>30</b>	Duration of ESA/Exam: <b>3 Hours</b>
Summative Assessment Marks: <b>70</b>	

**Course Outcomes (CO's):**

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

CO-1:	Knowledge about the purpose and value of community engagement
CO-2:	Critically consider a wide range of sources on the theory and practice of community engagement
CO-3:	Understand about Trends, Practices and Policies in Community engagement
CO-4:	Utilize a variety of Community Engagement Models
CO-5:	Participate in programming and improving services for community engagement
CO-6:	Discuss the Best Practices in Community Engaged Teaching
CO-7:	Analyze the Current status in community participation in school education

**DSC15: COMMUNITY ENGAGEMENT TEACHING**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<b>INTRODUCTION OF COMMUNITY ENGAGEMENT TEACHING</b> 1.1. Meaning, definition and Nature of Community Engagement Teaching 1.2. Need, Scope and Objectives of Community Engagement Teaching 1.3. Principles of Community Engagement Teaching 1.4. Forms of Community Engagement Teaching 1.5. Community Engagement Teaching in India and Global perspective 1.6. Operational Guidelines of Community Engagement Teaching	10
2	<b>COMMUNITY ENGAGEMENT IN HIGHER EDUCATION</b> 2.1 Trends, Practices and Policies in Community engagement 2.2 Services and resources for community-engaged teaching 2.3 Enhancing community and academic ownership 2.4 Course Planning for academic partners and community partners 2.5 Steps for Community Engagement 2.6 Developing A Strategic Engagement Plan	12
3	<b>COMMUNITY ENGAGEMENT MODELS</b> 3.1 Types of Community Engagement 3.2 Community Engagement in Teaching-Learning: 3.3 Civic Learning and Democratic Engagement 3.4 Tools and Instruments for Research and Assessment 3.5 Ethical Service in Learning and Community Engagement 3.6 Managing Organizational Support for Community Engagement 3.7 Challenges and Benefits in Improving Community Engagement in Research	12

4	<p><b>BEST PRACTICES IN COMMUNITY ENGAGED TEACHING</b></p> <p>4.1 Building Relationships with Communities</p> <p>4.2 Critical Reflection-Generating Learning through Community and Civic Engagement</p> <p>4.3 Strategies for Integrating Reflection</p> <p>4.4 Models of Critical Reflection</p> <p>4.5 Faculty learning communities</p> <p>4.6 Past communities of practice</p> <p>4.7 Initiatives by states for community participation</p> <p>4.8 Suggestions for improvement in community participation</p> <p>4.9 Suggested Indicators of Success in Community Engagement</p>	12
5	<p><b>COMMUNITY PARTICIPATION IN SCHOOL EDUCATION</b></p> <p>5.1 Pedagogies &amp; Strategies</p> <p>5.2 Challenges &amp; Opportunities</p> <p>5.3 Community Engaged Strategic Public Health Plan:</p> <p>5.4 Essentials of Instructional and Curricular Design for Community Engagement</p> <p>5.5 Integrating technology in Community Participation</p> <p>5.6 Current status in community participation in school education</p> <p>5.7 Problems in community participation in school education</p> <p>5.8 The Value of Social Networking in Community Participation</p>	10
<p><b>MODE OF TRANSACTION:</b> Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.</p> <p><b>REFLECTIVE PRACTICUM :</b></p> <ul style="list-style-type: none"> <li>➤ Identify and determine communication channels</li> <li>➤ Create a project/course agreement</li> <li>➤ Identify capacity building programmes for Community Engagement</li> <li>➤ Provide syllabi, roles, and schedules to students and community partners.</li> <li>➤ Provide course resources and trainings to students.</li> <li>➤ Engage in site visits and orientations.</li> <li>➤ Incorporate community partners into the course.</li> <li>➤ Ensure regular progress reports and assessments of student and project development.</li> <li>➤ Maintain regular contact with the community agency.</li> <li>➤ Include reflection and formative evaluative moments throughout the course.</li> <li>➤ Host final student presentations or dialogues with community partner.</li> <li>➤ Celebrate student and community achievements.</li> </ul> <p><b>REFERENCES :</b></p> <ol style="list-style-type: none"> <li>1. Bray, M. (2000). Community Partnerships in Education: Dimensions, Variations and Implications. Education for all 2000 Assessment, UNESCO. [2]</li> <li>2. Gamage, D. T. (1993). A Review of Community Participation in School Governance: An Emerging Culture in Australian Education. British Journal of Educational Studies, Vol. 41, No. 2 (Jun., 1993), pp. 134-149. [3]</li> <li>3. Government of India (1957). Report of the term for the study of community projects and national extension services, New Delhi. [4]</li> </ol>		

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**M.Ed. Semester-IV**

**DSE3: A. BLENDED AND ONLINE LEARNING DESIGN (BOLD)**

Course Title: <b>A. Blended and Online Learning Design (BOLD)</b>	Course code: <b>21EDU4E3LA</b>
Total Contact Hours: <b>56</b>	Course Credits: <b>04</b>
Formative Assessment Marks: <b>30</b>	Duration of ESA/Exam: <b>3 Hours</b>
Summative Assessment Marks: <b>70</b>	

**Course Outcomes (CO's):**

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

CO-1:	Define blended learning
CO-2:	Understand the benefits of a blended learning environment
CO-3:	Understand the basic features of blended learning
CO-4:	Explore Blended Learning Models
CO-5:	Review the ICT Tools & Initiatives for the blended classroom.
CO-6:	Explore how instructional activities can be integrated into a blended learning environment.
CO-7:	Develop a plan to implement blended learning into your classroom.
CO-8:	Examine methods for using a learning management system (LMS) to foster student communication and learning in a digital environment.

**DSE3: A. BLENDED AND ONLINE LEARNING DESIGN (BOLD)**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<b>INTRODUCTION OF BLENDED AND ONLINE LEARNING</b> 1.1 Meaning, definition and Nature of Blended and Online Learning 1.2 Need, Scope and Objectives of Blended and Online Learning 1.3 Flexible and Online Learning Development (FOLD) projects 1.4 Role of Teachers & Learners in BL Environment 1.5 BL Structures in Education 1.6 Scenarios of Blended Learning	10
2	<b>MODELS AND DESIGN OF BLENDED LEARNING</b> 2.1 Models of blended learning- Flipping the Lecture/Tutorial 2.2 Design Essentials for Blended Learning 2.3 Planning a Blended Learning Design 2.4 Pedagogies of Blended Learning 2.5 Blended Learning Implementation	12
3	<b>ICT TOOLS &amp; INITIATIVES</b> 3.1 Tools and Resources for Blended Learning 3.2 OER : NMEICT, NPTEL, ePG, NDL 3.3 Swayam, MOOCs as Resources 3.4 Platforms: Learning and Evaluation: LMS 3.5 Methods for using a learning management system (LMS)	12

	3.6 ICT Innovative Initiatives	
4	<b>DESIGNING CURRICULUM FOR BLENDED LEARNING</b> 4.1 Designing Curriculum for Blended Learning 4.2 Development Assessments and Learning Activities 4.3 Assessment tasks and learning activities 4.3 Integrating Web 2.0 technologies into curriculum design 4.4 Learning design checklist 4.5 Evaluating Blended Learning- Holistic evaluation of FOLD projects, Focusing Evaluation, Reeves & Hedberg’s Conducting Evaluations Approach, Methods for gathering data, Evaluation of Flexible Learning by Peer Review	12
5	<b>ESSENTIAL PEDAGOGICAL FRAMEWORK FOR BL</b> 5.1 Background 5.2 BL Learning Environments 5.3 IPSIT: Indian Framework for BL 5.4 Essential Technology and Resources for IPSIT 5.5 Essential Pedagogy for IPSI	10
<p><b>MODE OF TRANSACTION:</b></p> <p>Group discussions, lecture cum demonstration, panel discussions, surveys, critical writing presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.</p> <p><b>REFLECTIVE PRACTICUM:</b></p> <ol style="list-style-type: none"> <li>1. Collect the Blended Learning Instructional Activities</li> <li>2. Review any Plans for Blended Learning</li> <li>3. Collect any five problems and critically reflect on the Assessment Timelines in Blended Classrooms</li> <li>4. Developing the Week Plan Template about Technology and Blended Learning</li> <li>5. Prepare Blended Classroom Management Strategies</li> <li>6. Analysis of the Blended Learning Challenges</li> <li>7. E-learning: 5–6 hours individual work, learning concepts of critical thinking with data in interactive tutorials and exercises</li> <li>8. Action Planning: 8–12 hours of individual work, applying critical thinking with data principles to the classroom</li> <li>9. Facilitated Discussions: 5–8 hours of sharing ideas with other teachers and giving feedback on Action Plans (varies with format, face-to-face or online, and optional exercises)</li> </ol> <p><b>REFERENCES:</b></p> <ol style="list-style-type: none"> <li>1. Anderson, T. (2004). Toward a Theory of Online Learning. In T. Anderson &amp; F. Elloumi (Eds.), Theory and Practice of Online Learning, Athabasca University, pp. 46-51. <a href="http://cde.athabascau.ca/online_book/">http://cde.athabascau.ca/online_book/</a></li> <li>2. Beaver, J. K., Hallar, B., &amp; Westmaas, L. (2014). Blended learning: Defining models and examining conditions to support implementation. PERC Research Brief. <a href="http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna.ssl.com/wpcontent/uploads/2015/11/Blended-Learning-PERC-Research-Brief">http://8rri53pm0cs22jk3vvqna1ub-wpengine.netdna.ssl.com/wpcontent/uploads/2015/11/Blended-Learning-PERC-Research-Brief</a></li> </ol>		

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**Semester-IV**

**DSE3: B. EDUCATIONAL PLANNING AND MANAGEMENT**

Course Title: <b>B. Educational Planning and Management</b>	Course code: <b>21 EDU4E3LB</b>
Total Contact Hours: <b>56</b>	Course Credits: <b>04</b>
Formative Assessment Marks: <b>30</b>	Duration of ESA/Exam: <b>3 Hours</b>
Summative Assessment Marks: <b>70</b>	

**Course Outcomes (CO's):**

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

CO-1:	Understand the meaning, scope and various levels of educational planning
CO-2:	Acquire knowledge about the role of educational administration at different levels
CO-3:	Familiarize the concept of educational management and its approaches
CO-4:	Sensitize the pupils towards the need for human resource management
CO-5:	Develop skills and competencies in quality improvement in education

**DSE3: B. EDUCATIONAL PLANNING AND MANAGEMENT**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<p><b>EDUCATIONAL PLANNING</b></p> <p>1.1 Educational Planning: Meaning, Nature, Need, Characteristics, Objectives, Principles and Approaches. –</p> <p>1.2 Education in Five year plan - Different levels of Educational Planning: Long term plan, Short term plan. –</p> <p>1.3 Institutional Planning: Meaning, Definition, Scope, Need and Characteristics.</p> <p>1.4 Educational Finance: Meaning, importance and principles. Cost of education: Social and individual cost, Recurring and non-recurring. National and international funding agencies.</p>	10
2	<p><b>EDUCATIONAL ADMINISTRATION</b></p> <p>2.1 Educational Administration: Meaning, Nature, Elements, Scope and Principles.</p> <p>2.2 Agencies and Organizations of Educational Administration: Central Government, State Government, Local Authorities and their roles. National level Advisory Bodies: Central Advisory Board of Education (CABE). National Council of Educational Research and Training (NCERT), University Grants Commission (UGC), National University of Educational Planning and Administration (NUEPA).</p>	12
3	<p><b>EDUCATIONAL MANAGEMENT</b></p> <p>3.1 Educational Management: Meaning, Objectives, Administration Vs Management.</p> <p>3.2 Historical perspective of Educational Management in India</p> <p>3.3 Models and Practices of educational Management</p> <p>3.4 Functions of Management: Planning, Organization, Direction, Staffing, Co-ordination, Reporting, Budgeting (PODSCORB).</p> <p>3.5 Theories of Management: Taylor's Scientific Management, Max Weber's Beurocratic model and Henry Fayol's administrative management.</p>	12

	<p>3.6 Educational Supervision: Meaning, need and importance – Role of supervisor. Inspection: Meaning, definition, types, principles and characteristics. – Supervision Vs inspection.</p> <p>3.7 Custom development of resources – User Generated Content (UGC) – Types</p> <p>3.8 Educational Policy formulation and Policy Planning- Organizational Structure of educational management at State and National Level</p> <p>3.9 Role of Controlling Authorities &amp; Universities in Educational Management</p> <p>3.10 Centre-State coordination – Networking, partnership and linkages</p> <p>3.11 Quality education: Issues and challenges in policy Implementation</p> <p>3.12 NAAC and performance Appraisal</p>	
4	<p><b>HUMAN RESOURCE DEVELOPMENT</b></p> <p>4.1 Human Resource Development: Meaning, definition, characteristics and importance.</p> <p>4.2 Aspects of HRD: Recruitment and Placement, Performance and Potential Appraisal, Reward and Incentive Management, Punishment and Disincentive Management,</p> <p>4.3 In-service Education, Communication, Storage and retrieval of data.</p> <p>4.4 Decision Making: Meaning, Definition, Importance and Role of teachers.</p> <p>4.5 Styles of Decision Making: Command, Consensus, Consultation, and Convenience.</p> <p>4.6 Globalization and Internationalization and their impact on educational policy, Planning and management</p>	12
5	<p><b>QUALITY IN EDUCATION</b></p> <p>5.1 Quality in education: Meaning, importance and indicators</p> <p>5.2 Quality improvement: Meaning, need, importance and programmes.</p> <p>5.3 Premises of Quality Improvement: Organizational mission, Continuous improvement, student orientation, leadership commitment, empowerment, collaboration, Data and Statistical thinking.</p> <p>5.4 Adam's model of Quality Improvement. - Total Quality Management in Education (TQM): Process and Arcaro's Model</p> <p>5.5 TQM. - Measuring Quality of Education: Assessment and benefits.</p> <p>5.6 Monitoring and evaluation system in Educational Management</p> <p>5.7 Intuitional Autonomy &amp; Accountability</p>	10
<p><b>MODE OF TRANSACTION:</b></p> <p>Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis, debate, brain storming, buzz session, small group discussions, simulation, e- resources, study circle</p> <p><b>REFLECTIVE PRACTICUM :</b></p> <ol style="list-style-type: none"> <li>1. Review and reflect on structure and functioning of CBE, UGC, NAAC, NCTE, NIEPA in Educational Management</li> <li>2. Critically reflect on the educational programmes in India to develop human resources.</li> <li>3. Review NAAC's SSR reports of different universities placed on the university's website &amp; write your critical reflections.</li> <li>4. Critically reflect on the Institutional Autonomy &amp; Accountability in the existing autonomous colleges.</li> </ol>		

5. Visit a school / College and Study the Leadership behavior of a School Headmaster / Principal
6. Observe the co-curricular Programmes and activities in a school and college.
7. Review present education policy of State of Karnataka at school & higher education and reflect on it.
8. Visit to State Resource centers.

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**M.Ed. Semester-IV**

**DSE3: C. PROFESSIONAL ETHICS, ACADEMIC INTEGRITY AND HONESTY**

Course Title: <b>C. Professional Ethics, Academic Integrity And Honesty</b>	Course code: <b>21EDU4E3LC</b>
Total Contact Hours: <b>56</b>	Course Credits: <b>04</b>
Formative Assessment Marks: <b>30</b>	Duration of ESA/Exam: <b>3 Hours</b>
Summative Assessment Marks: <b>70</b>	

**Course Outcomes (CO's):**

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

CO-1:	Understand the core values that shape the ethical behaviour of a professional.
CO-2:	Adopt a good character and follow an ethical life.
CO-3:	Explain the role and responsibility in technological development by keeping personal ethics and legal ethics.
CO-4:	Solve moral and ethical problems through exploration and assessment by established experiments.
CO-5:	Apply the knowledge of human values and social values to contemporary ethical values and global issues.
CO-6:	Understand roles and responsibilities of teacher educators in maintaining professional ethics
CO-7:	Reflect on the issues and Challenges related to professional ethics of teacher educators
CO-8:	Understand the role of various bodies for strengthening professional ethics among teacher educators
CO-9:	Acquaint the students the various statutory bodies regarding professional ethics and values

**DSE3: C. PROFESSIONAL ETHICS, ACADEMIC INTEGRITY AND HONESTY**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<p><b>INTRODUCTION TO PROFESSIONAL ETHICS</b></p> <p>1.1 Basic Concepts, Personal &amp; Professional Ethics, Value Education, Dimensions of Ethics, Profession and Professionalism, Professional Associations, Professional Risks, Professional Accountabilities, Professional Success, Ethics and Profession.</p> <p>1.2 Basic Ethical Principles, Moral Developments, Deontology, Utilitarianism, Moral Rationalism, Happiness and Prosperity - Method to fulfill human aspirations: understanding and living in harmony at various levels</p> <p>1.3 Self-Exploration–concept, meaning and process; ‘Natural Acceptance’ and Experiential Validation- as the mechanism for self-exploration.</p>	10
2	<p><b>PROFESSIONAL PRACTICES IN EDUCATION</b></p> <p>2.1 Professions and Norms of Professional Conduct, Responsibilities, Obligations and Moral Values in Professional Ethics.</p> <p>2.2 Work Place Rights &amp; Responsibilities, Ethics in changing domains of Research, search misconduct distinguished from mistakes and errors, recent history of attention to research misconduct, the emerging emphasis on understanding and fostering responsible conduct, responsible authorship, reviewing &amp; editing.</p>	14

	2.3 Role of Teachers, Organizations in promoting professional ethics among teachers 2.4 Professional ethics of teachers: International Perspectives	
3	<b>HARMONY ON PROFESSIONAL ETHICS</b> 3.1 Implications of the above Holistic Understanding of Harmony on Professional Ethics and Implications 3.2 Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic, Constitution and Humanistic Universal Order 3.3 Competence in professional ethics: professional competence for augmenting universal human order, 3.4 Scope and characteristics of people-friendly and eco- friendly production systems and management patterns 3.5 Dimensions of Professional Ethics for Teachers	14
4	<b>ACADEMIC INTEGRITY AND VALUE EDUCATION</b> 4.1 Concept, Meaning and Definitions and Nature and Importance Academic Integrity and value education 4.2 Difference between Academic Integrity and Value Education 4.3 Academic Integrity Values: Honesty and Trust, Fairness and Respect, Responsibility and Courage 4.4 Academic Integrity Policy & Procedures 4.5 Academic Honesty: Concept, Meaning and Definitions Nature and Importance- Roles And Responsibilities, Academic Honesty Policy and Academic Dishonesty And Misconduct.	10
5	<b>UNDERSTANDING PLAGIARISM</b> 5.1 Concept, Meaning and Definitions and Nature and Importance of Plagiarism 5.2 Types of Plagiarism 5.3 Misrepresentation: Contract Cheating, Collusion, Copying and Pasting, Recycling, Plagiarism and Intellectual Output 5.4 Features and Functionalities of Anti- plagiarism 5.5 Plagiarism Policies, Penalties and Consequences	08
<p><b>MODE OF TRANSACTION:</b></p> <p>Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.</p> <p><b>REFLECTIVE PRACTICUM :</b></p> <p>1 Case studies on violation of professional ethics among teacher educators 2. Institutional studies about creating a conducive environment in Teacher education institutions/Schools/Colleges 3. Conducting interviews of Award winning teachers about inculcation of value systems in educational institutions 4. Any other activities relevant to the subject.</p>		



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## M.Ed. Semester-IV

### DSE4: A. RESOURCES MANAGEMENT IN EDUCATION

Course Title: <b>A. Resources Management in Education</b>	Course code: <b>21EDU4E4LA</b>
Total Contact Hours: 56	Course Credits: <b>04</b>
Formative Assessment Marks: <b>30</b>	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: <b>70</b>	

#### Course Outcomes (COs):

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

CO-1:	Understanding of the concept of systems
CO-2:	Approach to the management of resources
CO-3:	Effectively and efficiently in educational institutions.
CO-4:	Understanding of the economic dimensions of resource management in educational Institutions
CO-5:	Skill of budget preparation in educational institutions;
CO-6:	Understanding of the use of tools and techniques of evaluating the process of resource

### DSE4: A. RESOURCES MANAGEMENT IN EDUCATION

Unit	Description	Hours
1	<b>SYSTEM APPROACH TO THE MANAGEMENT OR RESOURCES</b> 1.1 The concept of Systems Approach (i) Society: Resources (People, Money, Buildings, Equipments, Time, Reputation) Expectations from Educational Institutions. (ii) Goals and Purposes based on values. (iii) Activities : Organize, Forecast, Plan, Allocation of Resources, Lead, Motive, Develop People Control, Evaluate. 1.2. Interrelation among various aspects of system in educational institutions 1.3 Key Tasks in Resource Management -Resource Identification-Resource Utilization Resource Replenishment	10
2	<b>CLASSIFICATION OF RESOURCES AND THEIR USES</b> 2.1. Real Resources: Labour, Materials, Capital, land. 2.2. Abstract Resources: (a) Embodied with real resources-imagination, insight, skills, Knowledge, Foresight, motivation, power, authority.(b) disembodied with real resources: goodwill , tradition, credibility. 2.3. Other resources: time, information, finance. 2.4. The concept of cost-financial or budgetary cost, Non-financial or Non-budgetary cost 2.5 Opportunity cost-Economic or Real Cost. 2.6 Human Resources: teachers, students, parents, ex-students, peon, clerks, trustees. 2.7 Physical Resources: Buildings, playground, furniture, laboratory, garden. 2.8. Instructional Material & Information: Curriculum, textbooks, reference books, work books. 2.9. Community: Informal Agencies of education, Functions & Festivals.	12

	<p>2.10 Government &amp; other official Agencies: Directorate, Secretariat, D.E.O's Office, SIE, NCERT.</p> <p>2.11 Financial Resources: Donations, Fees, Grants, Banks, Charitable Trusts. (The list of Resources is not exhaustive)</p>	
3	<p><b>MANAGEMENT OF BUDGET</b></p> <p>3.1. The concept of Budget-Preparation of Budget, Form of Budget, presentation and Adoption of Budget and Management of Budget</p> <p>3.2. Functions (Uses) of Budget- (1) Planning (ii) Choosing (iii) controlling (iv) Evaluation.</p> <p>3.3. Types of Budget-(i) Subjective (Input) Budget (ii) Objective (Output or Programme) Budget</p> <p>3.4. The Process of Budgeting: The steps involved in preparing each of these two types of budget</p>	12
4	<p><b>MANAGEMENT BY OBJECTIVE (MBO)</b></p> <p>4.1. The concept of Management by objective</p> <p>4.2. The Principle steps in MBO</p> <p>(i) Setting the objectives</p> <p>(ii) Gearing the personnel and other resources towards the achievement of the objectives.</p> <p>(iii) Orienting the persons for the achievement of objectives-training, development, motivation.</p> <p>(iv) Evaluating the progress</p> <p>(v) Reappraisal of techniques from time to time</p>	12
5	<p><b>PROCESS OF RESOURCE MANAGEMENT</b></p> <p>5.1 Tools and techniques of evaluating the process of Resource Management with respect to effectiveness and efficiency of resources.</p> <p>5.2 Principles and Functions of Organizational Management</p> <p>i). Principles of Policy Making, Principles of Improvement and Adjustment, Relationship of Task and Accomplishment, Individual Effectiveness, Planning, Controlling, Cooperation.</p> <p>ii). Functions: Planning, Policy formulation, Decision-making, organization, controlling, communication, direction, motivation, coordination, evaluation etc</p> <p>5.3 Important stages in present Management Thought-important stages such as quantitative approach, Scientific Management, Human Relations, Behavioral Sciences.</p> <p>5.4 Models-Basic Normative Model, Full Normative Model, Simple Descriptive Model</p>	10
<p><b>MODE OF TRANSACTION:</b></p> <p>Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.</p> <p><b>REFLECTIVE PRACTICUM:</b></p> <ol style="list-style-type: none"> <li>1. Visit some success schools &amp; interview the heads of the institutions on their planning &amp; execution of the programme.</li> <li>2. Visit some residential, Social welfare &amp; Tribal welfare schools and interview the heads of the institution about the programme implementation and Preparation of Budget</li> <li>3. Critically review the Preparation of Budget of the government schools.</li> <li>4. Project Report writing</li> </ol>		

5. Study of comparison of Budgets of few schools(government & private)
6. Preparation of subjective, and objective Budgets
7. Review of the literature on “Resource Management in Educational Institutions
8. Study of the problems in educational institutions through the technique of MBO.
9. A Survey of organization and management of some educational institutions.
10. A survey of the current practices and problems related to organization and Management in educational institutions.
11. A Survey of some schools with respect to participation of teachers in the process of decision- making.

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## M.Ed. Semester-IV

### DSE4: B. OPEN EDUCATIONAL RESOURCES IN EDUCATION

Course Title: <b>B. Open Educational Resources in Education</b>	Course code: <b>21EDU4E4LB</b>
Total Contact Hours: <b>56</b>	Course Credits: <b>04</b>
Formative Assessment Marks: <b>30</b>	Duration of ESA/Exam: <b>3 Hours</b>
Summative Assessment Marks: <b>70</b>	

#### Course Outcomes (COs):

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

CO-1:	Describe the meaning of open educational resources(OERs)
CO-2:	Explain uses of OERs
CO-3:	Create OERs suitable for teaching-learning process
CO-4:	Identify and share OERs online for public use
CO-5:	Describe the Policy recommendations of OERs
CO-6:	Explain different creative commons licenses
CO-7:	Locate creative commons license in OERs
CO-8:	Describe OERs repositories

### DSE4: B. OPEN EDUCATIONAL RESOURCES IN EDUCATION

Unit	Description	Hours
1	<b>INTRODUCTION TO OPEN EDUCATIONAL RESOURCES</b> 1.1 Concept, Meaning and Definitions of Open Educational Resources 1.2 Importance, Principles , Sources of Open Educational Resources 1.3 Use and Identification of OER 1.4 Creation and Sharing of OER 1.5 Limitations of OER 1.6 Creative Commons License 1.7 OER Repositories- Wikipedia, MERLOT, You Tube, Teacher Tube, Slide share, Sakshat, E-Gyankosh, NROER	12
2	<b>SUSTAINABILITY ISSUES FOR OPEN EDUCATIONAL RESOURCES INITIATIVES</b> 2.1 Challenges for Higher education 2.2 Earlier writings on OER 2.3 Organizing open educational resources initiatives 2.4 Costs and revenue models 2.5 Summing up issues relating to sustaining open educational resources projects	10
3	<b>POLICY IMPLICATIONS AND RECOMMENDATIONS OF OER</b> 3.1 Copyright and Open Licenses- Copyright and Open Licenses, Barriers, Policy recommendations. 3.2 Arguments for government involvement in open educational resources 3.3 Reasons for institutional involvement 3.4 Policy issues regarding the sustainability of open educational resources projects 3.5 Policy implications and recommendations	12

	3.6 Policy Initiatives for use of OERs in Education 3.7 Public policy interventions to improve teaching and learning through open educational resources (OER)	
4	<b>IMPROVE ACCESS TO AND USEFULNESS OF OPEN EDUCATIONAL RESOURCES</b> 4.1 Validation of quality of open educational resources 4.2 Translation and localization of content 4.3 Web access for disabled people 4.4 Technical issues related to accessibility	10
5	<b>OPEN EDUCATIONAL RESOURCES IN INDIA</b> 5.1 OER's in India: Present Scenario 5.2 Fostering new forms of learning for the 21st century Fostering teachers' professional development 5.3 Improving the quality of educational resources OER's Initiatives at IGNOU 5.4 OER's in Distance Education 5.5 OER as a special type of innovation in the teaching and learning environment and Educational Research 5.6 Challenges in the Use of OER's	12
<p><b>MODE OF TRANSACTION:</b></p> <p>Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.</p> <p><b>REFLECTIVE PRACTICUM:</b></p> <ul style="list-style-type: none"> <li>➤ Prepare an open educational resource project or initiative, please give name and/or URL to the project.</li> <li>➤ Create Production of Open Educational Content subject of your choice</li> <li>➤ Search educational institutions for Producing open educational content and prepare a report.</li> <li>➤ Barriers to the engagement of other colleagues in the Production of OER</li> <li>➤ Conduct a case study on open educational content for use by other instructors and researchers.</li> <li>➤ License to claim copyright for resources you have Produced</li> <li>➤ Open educational content in your teaching/course delivery</li> </ul> <p><b>REFERENCES:</b></p> <ol style="list-style-type: none"> <li>1. Abeywardena, I.S., Tham, C.Y. &amp; Raviraja, R (2012). Conceptual framework for parametrically measuring the desirability of open educational resources using D-index. <i>International Review of Research in Open and Distance Learning</i>, 13(2), 104-121. Retrieved from: <a href="http://www.irrodl.org/index.php/irrodl/article/view/1177">www.irrodl.org/index.php/irrodl/article/view/1177</a>. Atkins, D. E., Brown, J. S. &amp;</li> <li>2. Annand, D. (2015). Developing a Sustainable Financial Model in Higher Education for Open Educational Resources. <i>International Review of Research in Open and Distributed Learning</i>, 16(5).</li> <li>3. Bissell, A. N. (2009). Permission granted: open licensing for educational resources. <i>Open Learning</i>, 24(1), 97-106. DOI: 10.1080/02680510802627886</li> <li>4. Bossu, C., Bull, D. &amp; Brown, M. (2012). Opening up Down Under: the role of open educational resources in promoting social inclusion in Australia. <i>Distance Education</i>, 33 (2), 151-164. DOI: 10.1080/01587919.2012.692050</li> <li>5. Bossu, C., Brown, M. &amp; Bull, D. (2011). Playing Catch-up: Investigating Public and</li> </ol>		

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**M.Ed. Semester-IV**

**DSE4: C. PEER REVIEW OF TEACHING**

Course Title: <b>C. Peer Review of Teaching</b>	Course code: <b>21EDU4E4LC</b>
Total Contact Hours: <b>56</b>	Course Credits: <b>04</b>
Formative Assessment Marks: <b>30</b>	Duration of ESA/Exam: <b>3 Hours</b>
Summative Assessment Marks: <b>70</b>	

**Course Outcomes (COs):**

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

CO-1:	Understand the Peer Review of Teaching
CO-2:	Analyze the Characteristics and Types of an Effective Peer Review of Teaching
CO-3:	Interpret the Principles to Guide the Peer Review Process
CO-4:	Examine Methods of Peer Review of Teaching
CO-5:	Investigate the Formative and Summative Peer Review of Teaching
CO-6:	Develop critical understanding about Challenges in implementing peer review
CO-7:	Analyze the Resources for Peer Review Tools, Instruments and Guidelines

**DSE4: C. PEER REVIEW OF TEACHING**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<b>INTRODUCTION TO PEER REVIEW OF TEACHING</b> 1.2 Concept, Meaning and objective of Peer Review of Teaching 1.2 Characteristics and Types of An Effective Peer Review of Teaching 1.3 A place for peer review in the evaluation of university teaching 1.4 Establishing principles for peer review 1.5 Implementing Peer Review of Teaching College and Universities 1.6 Describing peer review of teaching	12
2	<b>DESIGN OF PEER REVIEW OF TEACHING</b> 2.1 Benefits and challenges of Peer Review of teaching 2.2 Responsibility, collegiality and leadership 2.3 Strategies for effective program introduction 2.4 Practical guides for program design 2.5 The value of structured and embedded programs 2.6 Four design guides: step-by-step planning 2.7 Principles to Guide the Peer Review Process	12
3	<b>METHODS OF PEER REVIEW OF TEACHING</b> 3.1 Peer Review of Teaching: Elements Of Success 3.2 Observation of Classroom Teaching 3.3 Documentation and other support 3.4 Establishing criteria for peer review 3.5 Selecting a presentation format 3.6 Advice for program coordinators-Advice for participants	12
4	<b>FORMATIVE AND SUMMATIVE PEER REVIEW OF TEACHING</b> 4.1 Prerequisites For A Summative Peer Review of Teaching 4.2 Elements of A Summative Peer Review of Teaching	10

	4.3 Formative/Summative Interaction 4.3 Criteria for Peer Evaluation 4.4 Protocol for a Peer Review Of Teaching 4.5 process for formal peer observation of teaching 4.6 Models of Peer Review of teaching 4.7 Best Practices for Peer Review and Feedback	
5	<b>LESSONS IN DESIGNING AND IMPLEMENTING A PEER REVIEW OF TEACHING</b> 5.1 Challenges in implementing peer review 5.2 Developing Peer Review of Teaching instruments 5.3 Resources – Peer Review Tools, Instruments and Guidelines 5.4 Peer Evaluation of Teaching Effectiveness 5.5 Peer Review of Practicum Teaching 5.6 Best Practices for Peer Review: Differentiating Between Observation, Interpretation, and Evaluation	10
<p><b>MODE OF TRANSACTION:</b></p> <p>Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.</p> <p><b>REFLECTIVE PRACTICUM:</b></p> <ol style="list-style-type: none"> <li>1. Analyze overview of Reciprocal Peer Review</li> <li>2. Critically overview of Small-Group Instructional Diagnosis (SGID)</li> <li>3. Collect Sample questions for End-of-Semester Student Evaluation and prepare report</li> <li>4. Review of Teaching Materials (E.G. Syllabi, Lesson Plans, Assignments, Course Shells)</li> <li>5. Review of Student Artifacts (E.G. Examples Of Student Work)</li> <li>6. Review of a Teaching Portfolio</li> <li>7. Classroom observations</li> <li>8. Peer review faculty members and colleague(s)</li> </ol> <p><b>REFERENCES:</b></p> <ol style="list-style-type: none"> <li>1. Barnard, A., Nash, R., McEvoy, K., Shannon, S., Waters, C., Rochester, S. &amp; Bolt, S. (2015). “LeaD-in: A Cultural Change Model for Peer Review of Teaching in Higher Education.” <i>Higher Education Research &amp; Development</i> 34:1, 30–44.</li> <li>2. Barnard, A., Harvey, T., Theobald, K., Tippet, V. &amp; Rider, T. (2016) Supporting clinical facilitators through peer review of teaching, <i>Australian Nursing &amp; Midwifery Journal</i>, 24:4, 34-35.</li> <li>3. Bell M. (2002) Peer observation of teaching in Australia. York: LTSN Generic Centre. Bell, M. &amp; Cooper, P. (2013) Peer observation of teaching in university departments: a framework for implementation, <i>International Journal for Academic Development</i>, 18:1, 60-73, DOI: 10.1080/1360144X.2011.633753</li> <li>4. Bell, A., &amp; Mladenovic, R. (2015) Situated learning, reflective practice and conceptual expansion: effective peer observation for tutor development, <i>Teaching in Higher Education</i>, 20:1, 24-36, DOI: 10.1080/13562517.2014.945163</li> <li>5. Bell, A., &amp; Mladenovic, R. (2008). The benefits of peer observation of teaching for tutor development. <i>Higher Education</i>, 55, 735–752.</li> <li>6. Bell, A. &amp; Thomson, K. (2018) Supporting peer observation of teaching: Collegiality, conversations, and autonomy, <i>Innovations in Education and Teaching International</i>, 55:3, 276-284, DOI: 10.1080/14703297.2016.1212725</li> <li>7. Blackmore, J.A. (2005) A critical evaluation of peer review via teaching observation within higher education, <i>International Journal of Educational Management</i>, 19, 218-</li> </ol>		

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**M.Ed. Semester-IV**

**GEC2 : A. e- LEARNING**

Course Title: <b>A. e- Learning</b>	Course code: <b>21EDU4G2LA</b>
Total Contact Hours: <b>26</b>	Course Credits: <b>02</b>
Formative Assessment Marks: <b>20</b>	Duration of ESA/Exam: <b>1 Hours</b>
Summative Assessment Marks: <b>30</b>	

**Course Outcomes (COs):**

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

CO-1:	Gain insight of the history and evolution of e-learning technologies.
CO-2:	Acquire knowledge of the foundation of instructional psychology.
CO-3:	Comprehension to application of e-learning models.
CO-4:	Understand the basics of co-operation and collaborative learning strategies using hyper media.
CO-5:	Have insight of the future of e-learning in the Indian context.

**GEC2 :A. e- LEARNING**

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
1	<p><b>CONCEPT OF E-LEARNING</b></p> <p>1.1 Meaning, evolution of e-Learning – Components of e-Learning – Virtual classroom: Tele conferencing, Audio and Video conferencing tools. Advantages &amp; disadvantages, e-learning in education versus corporate sector.</p> <p>1.2 Psychological Background in e-Learning: Process of e-Learning: Knowledge Acquisition and Creation, Sharing of Knowledge, Utilization of Knowledge – e-Learning Instructional Grounds: Behaviourism, Cognitivism and Constructivism.</p> <p>1.3 Types of e-Learning</p>	08
2	<p><b>MODELS OF e-LEARNING</b></p> <p>2.1 Role of Web-Based Instruction in Learning – Definition, Models of Instructional Design ISD Model &amp; Hyper Media Design Model (HMD) –Tools for web based instruction.</p> <p>2.2 Trends in e-Learning: Challenges of Distance Education – Electronic Media in Distance Education – Open Educational Resources – Internet in Distance Education – Virtual University System, E- Patashala, E Content Development by Indian Institutions.</p> <p>2.3 e-learning: initiatives in India, weaving e-learning into classroom.</p> <p>2.4 e-learning modules: 3-tier review model, learning-Open source technologies, e-learning basic frame work, e-learning advantages, e-learning models, free and open source software-meaning and characteristics.</p>	10
3	<p><b>CURRENT TECHNOLOGIES IN e-LEARNING</b></p> <p>3.1 Augmented Reality, Artificial Intelligence, Internet of Things, Learning Management System, School Management, systems, cloud computing, remote virtual laboratories.</p>	08

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|--|---|--|
|  | <p>3.2 Contemporary Issue: Micro Learning, Micro Training</p> <p>3.3 e-Learning tools: E-Shikshak-LMS, nature, features, different stake holders and advantages, open source E-learning tools-Moodle, A Tutor, Bazaar, eduplone and Caroline. Brihaspati: LMS-open source e-learning system.</p> <p>3.4 Course Management System: Nature, Functional requirements, and open sources</p> |  |
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**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:**

- Development of a learning module for collaboration using available resource sharing platform Planning, development and execution of an online test.
- Development of a teaching environment using an authoring tool
- Development of an online course using MOODLE including course objectives, components, module and time.
- Development of a self e-portfolio by the candidate for the job market as a teacher educator.
- Identification and detailing of any two mobile apps that can be used for teaching learning and its applications in teacher education.
- Design and Development of an SLO for 5 minutes duration using an appropriate content.
- Visit to local TV/Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content
- Preparation of power point presentation on any topic of education.
- Writing a simple script for media production.
- Preparation of a seminar paper and presentation through power point.
- Write the features and uses of E-Shikshak (LMS).
- Write the features and uses of Brihaspati (LMS).
- Creating an account in Wikipedia/wiki-educator/wiki-spaces and adding/editing content.
- Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint. View and comment on others contributions.
- Any other Related Activities

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## M.Ed. Semester-IV

### GEC2 : B.EDUCATIONAL LEADERSHIP

Course Title: <b>B. Educational Leadership</b>	Course code: <b>21EDU4G2LB</b>
Total Contact Hours: <b>26</b>	Course Credits: <b>02</b>
Formative Assessment Marks: <b>20</b>	Duration of ESA/Exam: <b>1 Hours</b>
Summative Assessment Marks: <b>30</b>	

#### Course Outcomes (COs):

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

CO-1:	Reflect on emerging trends in Educational Leadership.
CO-2:	Develop an understanding of functions and dynamics of leadership.
CO-3:	Exhibit various school leadership activities and qualities in their daily life.
CO-4:	Acquaint the students with research and innovation in leadership.

### GEC2 : B. EDUCATIONAL LEADERSHIP

Unit	Description	Hours
1	<p><b>LEADERSHIP IN EDUCATION &amp; THEORIES OF LEADERSHIP</b></p> <p>1.1 Concept of Leadership, Leader and Manager, Leadership Traits and Styles of Leadership</p> <p>1.2 Approaches of Leadership: Trait, Transformational, Transactional, Value Based, Cultural, Psychodynamic, Charismatic, Community based and Social</p> <p>1.3 Leadership: Functions and Dynamics</p> <p>1.4 Theories of leadership and management in educational organizations, Theories of leadership and management styles including emotional intelligence, Theories and models of educational leadership (including curriculum, professional, academic, instructional and student centered leadership)</p>	10
2	<p><b>SCHOOL LEADERSHIP</b></p> <p>2.1 Curriculum framework, outline key areas for leadership development in secondary schools: - (capacity building to transform function at managers to school leaders)</p> <p>2.2 Leading partnership, developing self, transforming teaching learning process, building and leading teams and leading Innovation</p> <p>2.3 School leadership: - Multiple Roles, Identities &amp; grass root level (field) administrators working closely with schools at cluster, block and district levels</p> <p>2.4 School &amp; Community: - Inter-linkage, Role and responsibilities</p>	08
3	<p><b>RESEARCH AND INNOVATION IN LEADERSHIP</b></p> <p>3.1 Innovation and research in leadership: school developmental plan towards better schooling</p> <p>3.2 Culture of innovation in school: - At all levels of school, at classroom, student &amp; teacher as innovators</p> <p>3.3 Professional development of teachers: -Issues, concerns, programmes and practices at International, National &amp; Local level.</p> <p>3.4 Leadership programs of MHRD, NUEPA, NCSL with reference to goal, vision and strategy</p>	08

**MODE OF TRANSACTION:**

The content of the course would be transacted through Lecture cum Discussion, Group & Panel Discussion, Brainstorming Session, and Use of Multimedia Applications

**REFLECTIVE PRACTICUM:**

1. Detailed study of any one PPP model in Education.
2. Case study of a Global School from the Educational Management perspective.
3. Study the Quality Control Practices in Educational Institutions.

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## M.Ed. Semester-IV

### GEC2 : C.VALUE EDUCATION

Course Title: <b>C.Value Education</b>	Course code: <b>21EDU4G2LC</b>
Total Contact Hours: <b>26</b>	Course Credits: <b>02</b>
Formative Assessment Marks: <b>15</b>	Duration of ESA/Exam: <b>1 Hours</b>
Summative Assessment Marks: <b>30</b>	

#### Course Outcomes (COs):

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

CO-1:	Understand the need, nature and scope of Value Education.
CO-2:	Understand the importance of values and classification of values.
CO-3:	Identify the role of different people and media in fostering values.
CO-4:	Understand the approaches, teaching strategies and models of Value Education.
CO-5:	Understand the nature of values, moral values, moral education and to differentiate such form religious education, moral training or moral indoctrination as a means to identify principles of life
CO-6:	Appreciate the importance of Value Education in Personality development by applying these principles in daily living.
CO-7:	Realize the importance of self-transformation for social transformation.

### GEC2 :C.VALUE EDUCATION

Unit	Description	Hours
1	<b>CONCEPTUAL FRAMEWORK: VALUE EDUCATION</b> 1.1 Concept, Meaning Need of values. 1.2 Nature, Classification and Sources of Values. 1.3 Values and Education – Their relationship and Significance of Value Education, Objectives of value education: inculcating duty-consciousness in individuals 1.4 Models of Value Education- Value Clarification Model, Social Action Model, Consideration Model and Rationale Building Model 1.5 Stages of moral judgment- Factors affecting moral judgment	10
2	<b>APPROACHES AND TEACHING STRATEGIES FOR INCULCATION OF VALUES.</b> 2.1 Form and content of Value Education at different stages. 2.2 Different approaches to Value Education- Direct, Indirect and Integrated approaches. 2.3 Strategies and Techniques for Value Education at different stages. 2.4 Contribution made by some eminent leaders of the world to Value Education. (Individual Studies maybe taken up by the students) 2.5 Basis of values: Philosophical, psychological, socio-cultural, secular and religious.	08
3	<b>ROLE OF DIFFERENT SOCIAL AGENCIES IN VALUE FORMATION</b> 3.1 Role of Parents, Peer Group, School, Teachers, Religion and Media 3.2 Need of Orientation in Value Education to Prospective Teachers 3.3 Professional Values: Knowledge thirst, sincerity in profession, regularity, punctuality and faith.	08

	<p>3.4 Religious Values: tolerance, patience, wisdom, character-building, realism, social ethics and golden rule.</p> <p>3.5 Aesthetic values: love and appreciation of literature and fine arts and respect for the same.</p> <p>3.6 National Integration and international understanding with emphasis on patriotism and nation-building.</p>	
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**MODE OF TRANSACTION:**

The content of the course would be transacted through Lecture cum Discussion, Group & Panel Discussion, Brainstorming Session, and Use of Multimedia Applications

**REFLECTIVE PRACTICUM:**

- Discuss the recommendations for value education as prescribed in the document NEP-2020
- Enlist the characteristics of a culture of peace.
- Describe some in-school strategies that impart value-education to the students.
- Administer a Moral Judgment Test on students and analyze the results.
- Interview teachers of value education and collect their feedback on improving the transactional procedure for effectively teaching values to the students in schools.
- Assessment of moral maturity via moral dilemma resolutions.

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**M.Ed. Semester-IV**

**DSC15P3 : EDU4C15 Practicum-3: Community Engagement Teaching**

Course Title: <b>EDU4C15 Practicum-3: Community Engagement Teaching</b>	Course code: <b>21EDU4C15P - PRACTICUM -3</b>
Total Contact Hours: <b>26</b>	Course Credits: <b>02</b>
Formative Assessment Marks: <b>20</b>	Duration of ESA/Exam: <b>1 Hours</b>
Summative Assessment Marks: <b>30</b>	

**Course Outcomes (CO's):**

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

CO-1:	Acquire a working knowledge of Community Engagement Teaching
CO-2:	Explain the Principles for Effective Community Engagement
CO-3:	Identify Challenges and Opportunities of Community Engaged teaching
CO-4:	Compare and contrast Models of Community Engagement Teaching
CO-5:	Analyze the Programmes of Community Engagement Teaching

<b>Unit</b>	<b>Description</b>	<b>Hours</b>
<b>1</b>	<b>COMMUNITY ENGAGEMENT TEACHING</b> 1.1 Meaning, definition and Forms of Community Engagement Teaching 1.2 Community Engagement Teaching in India perspective 1.3 Principles for Effective Community Engagement 1.4 Aims and Objectives of Community Engagement Teaching	<b>08</b>
<b>2</b>	<b>SERVICE LEARNING FOR COMMUNITY ENGAGEMENT</b> 2.1 Models of Community Engagement Teaching 2.2 Challenges and Opportunities of Community Engaged teaching 2.3 community engagement activities for schools 2.4 Steps for Community Engagement 2.5 Benefits of Community Engagement Teaching	<b>10</b>
<b>3</b>	<b>COMMUNITY ENGAGEMENT IN EDUCATION</b> 3.1 Structures for Community Engagement in Schools 3.2 Social Inclusion within Structures for Community Engagement in School 3.3 Powers and Functions of Structures for Community Engagement in School 3.4 Capacity Building of Structures for Community Engagement in School 3.5 Programmes of Community Engagement Teaching- Literacy mission, Plantation, Rally organization and Awareness Program	<b>08</b>

**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:**

- Volunteering at a local food bank, animal shelter or homeless shelter
- Maintaining a community garden
- Participating in a local blood drive
- Helping set up a local farmers market
- Advocating for others
- Creating support groups in your community
- Attending and participating in town hall and city council meetings
- Attending and participating in school board meetings
- Voting in local elections
- Court-ordered community service programs, alternative measures programs or any diversionary program that uses community service
- Any activity involving the operation of a vehicle, power tools or scaffolding

**REFERENCES:**

1. Government of Karnataka (2011). The Karnataka Right of Children to Free and Compulsory Education Rules 2010.
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12. Pandey, Priyanka; Sangeeta Goyal and Venkatesh Sundararaman (2010). Public Participation, Teacher Accountability and School Outcomes in Three States, Economic and Political Weekly, June 12, pp.75-83 3)
13. Rao, Vasanta Srinivasa (2009). Lack of Community Participation in the Sarva Shiksha Abhiyan: A Case Study, Economic and Political Weekly, February 21, pp. 61-64 4)

## M.Ed. Semester-IV

### Project: Research Project

Course Title: <b>Project : Research Project</b>	Course code: <b>21EDU4C1R</b>
Total Contact Hours: <b>56</b>	Course Credits: <b>04</b>
Formative Assessment Marks: 30	Duration of ESA/Exam: <b>Viva-voce</b>
Summative Assessment Marks: 70	

#### Course Outcomes (COs):

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

CO-1:	Critically read, understand and evaluate the latest literature and research process.
CO-2:	Exhibit skills for selecting appropriate research methods.
CO-3:	Demonstrate a comprehensive understanding of techniques critical to scholarship in the field.
CO-4:	Communicate clearly and effectively to specialist and non-specialist research
CO-5:	Demonstrate comprehensive knowledge of the data analysis techniques.
CO-6:	Critically evaluate the process of report writing.
CO-7:	Contribute new knowledge and skills for welfare of society and academia.
CO-8:	Understand the purpose and importance the review of related studies in any kind of research and Learn how to organize the review chapter/section
CO-9:	Analyse the existing research and be able to establish the need of their study in the background of studies reviewed
CO-10:	Learn basic criteria for selection of tool(s) from the available standardized tools.
CO-11:	Learn guidelines, principles and procedures for the development of various tools.
CO-12:	Understand the various intricacies of data collection.
CO-13:	Learn to tabulate data according to the objectives of the study

#### Project: Research Project

##### Research Leading to Research Project and Viva (Semester IV)

- Research Project and Viva Voce will be of maximum marks 100. It will be conducted by the external examiner (70 marks) appointed by the University and internal examiner (30 marks), based on the Research Project is to be submitted by the student at the end of the second year.
- As per NCTE guidelines, it is strongly recommended that a department offering the M.Ed. programme develop a concept note on the Research Project component that clearly specifies the expectations, assessment rules and procedures, and guidelines for students. This note should also include aspects like style sheet and the word limit for the Research Project.

- Research Project work is designed with an objective to make every student to critically conduct Research and understand the research methodological procedures learnt theoretically. Month-wise methodological procedures have been earmarked. Research Project work continues throughout the four months.

S.No.	Months	Work to be completed
1	<b>First</b>	Identifying a problem Reviewing related literature Preparation & presentation of Research proposal Designing a tool (selection of a standardized tool & presentation of tool)
2	<b>Second</b>	Finalization & Standardization of the tool (s) Administration of the tool (s) Collection of data
3	<b>Third</b>	Analysis of Interpretation of Data Draft report – Pre-submission
4	<b>Fourth</b>	Final report – Final Research Project and Viva-Voce examination

- Each M.Ed. student will have to select a topic and work under the supervision of a faculty member allotted to him /her in the IV semester till the final viva-voce examination.
- In the First month, students are expected to prepare the proposal, reviewing related literature, design on their own or should identify & adopt a standardized tool as per the nature of the study / problem.
- In the Second month, each student has to complete identification of sample, administration of tool (s) and collection of data.
- In the Third month, each student has to complete analysis of data and Findings should prepare draft report. Pre-submission of the report.
- In the Fourth month which will be followed by final Research Project Practical Viva-Voce Examination.
- Research Project work will be evaluated by a jury of one internal examiner (Faculty member who guided & supervised the study) and one external examiner on the day of the Research Project practical examination.
- Each student shall submit four hard copies and one CD(Soft Copy) of Research Project before the examination.
- Research Project can be neatly typed and can be limited to 15,000 to 20,000 words. A4 size Executive Bond paper is used for typing on both sides of the paper. The font is Times New Roman and size is 12 points with double space. A margin on left and right sides is 1.5” while on top and bottom it is 1.0”. All other guidelines are as per the APA style. Pass marks in Practicum (Research Project Viva-Voce Examination) shall be 50%.

## **Selection of Topic for Research Project**

The student will study the following to identify the problems for carrying out the Research Project work such as

- ❖ Survey of educational research
- ❖ Journals/periodicals etc. related to the area identified for research.
- ❖ Doctoral Thesis/ M.Phil and M.Ed. Dissertations
- ❖ Research Project Reports
- ❖ Related books/articles for development of conceptual understanding.

Based on the understanding developed after studying the theoretical course entitled Introduction to Research Methods' the prospective teacher educators are expected to write the research proposal.

The topic of Research Project should preferably be in the area of specialization that a student opts or in the areas introduced in the perspective courses. In case the student decides to undertake a topic from perspective or any other areas it must be ensured that the topic selected for Research Project has a direct bearing on the area of his/her specialization.

## **Framework/Structure of Research Proposal**

The prospective teacher educators are expected to develop a detailed research proposal of 20-30 pages which shall comprise of

1. Conceptual/ Theoretical Framework
2. Justification/Need/Rationale of the Study
3. Statement of the Problem
4. Scope of the Study
5. Review of Related Literature
6. Objectives of the Study
7. Hypotheses of the Study
8. Methodology (Research Design/ Method of Research)
9. Definition of Technical Terms
10. Variables
11. Sampling & Technique
12. Tools of the Study
13. Statistical Techniques for Data Analysis
14. Limitations of the Study
15. Tentative Findings
16. Chapterization

## **Activities Preparing of Framework for Writing of Research Proposal**

- ✓ Sources of review of related studies
- ✓ Development of research questions
- ✓ Referencing in APA style

- ✓ Establishment of linkages between research questions, objectives and hypotheses
- ✓ Development of guidelines for writing of a research abstract
- ✓ Writing of research abstract from a dissertation/research paper
- ✓ Writing research hypotheses, research questions and objectives needs and significance of the students.

**Mode of Assessment:**

The evaluation of this component will be done through presentation before the board of internal examiners comprising of at least three members. The board of examiners will be constituted by the university department/ institution. The broader criteria for evaluation of research proposal will be as follows:

- ✓ Originality of topic & Relevance of topic
- ✓ Quality of research questions
- ✓ Comprehensiveness of objectives
- ✓ Conceptual/ Theoretical understanding about the topic
- ✓ Justification/Need/Rationale of the Study
- ✓ Scope of the Study
- ✓ Number of Studies Reviewed and its organization
- ✓ Research Questions
- ✓ Statement of Objectives and Hypotheses
- ✓ Appropriateness of Research design/ method of research, and statistical techniques proposed for Data Analysis

**Framework/Structure of Report on Review and Data Collection**

The prospective teacher educators are expected to undertake the following activities and write a report covering the following aspects:

- ✓ A brief write up on need and importance of review of related studies
- ✓ Writing and classifying the research abstracts under different variables of study.
- ✓ Analysis of studies reviewed
- ✓ Relevance of the study in hand in relation to the studies reviewed–
- ✓ Justification and description of various tools and techniques adopted/ developed for collection of data.
- ✓ Methods and procedures adopted for collection of primary and secondary data.
- ✓ Tabulation of data and titles of tables.



## **Learning Activities**

- ✓ Collection of related studies and writing of their abstracts
- ✓ Analysis of related studies and establishing the need of one's study in the background studies already conducted.
- ✓ Organisation of a group discussion on the need and importance of literature review.
- ✓ Arranging debates on different styles/approaches on the organisation of review chapter/section
- ✓ Listing of various sources of review of related studies.
- ✓ Organisation of seminar on tools and techniques of data collection in quantitative and qualitative research.
- ✓ Development/construction of tools for collection of data.
- ✓ Defining strategies for collection of primary and secondary data.
- ✓ Collection of data and tabulation as per objectives of the study.
- ✓ Preparing field report based on observing a case – a classroom, a teacher, a specific target group of students – using case study method / participatory observation / ethnography technique.

## **Mode of assessment:**

The evaluation of this component shall be done through presentation before the board of internal examiners comprising of at least three members. The board of examiners will be constituted by the university department/ institution. The broader criteria for evaluation of this component will be as follows:

- ✓ Number of related studies collected, and the period covered.
- ✓ Organisational arrangement of studies reviewed.
- ✓ Analysis of the studies reviewed and discussion on the relevance of study in the background of review.
- ✓ Establishment of linkages between the findings of studies reviewed and hypotheses of study in hand.
- ✓ Appropriateness of tools adopted for data collection.
- ✓ Appropriateness of procedures applied for the construction/development of tools/ for data collection.
- ✓ Reliability and validity of tools developed or adopted for data collection/ data collected from different sources.
- ✓ Appropriateness and expertise in tabulation of research data
- ✓ Appropriateness of titles of statistical tables/ classification of content units used in a narrative.

## **BODY OF THE RESEARCH PROJECT**

TITLE PAGE
DECLARATION
CERTIFICATES
ACKNOWLEDGEMENT
TABLE OF CONTENTS
LIST OF TABLES
LIST OF FIGURE
LIST OF GRAPHS
LIST OF APPENDICES
CHAPTER-I: INTRODUCTION
CHAPTER-II: REVIEW OF RELATED LITERATURE
CHAPTER-III: METHODOLOGY
CHAPTER-IV: ANALYSIS AND INTERPRETATION OF DATA
CHAPTER-V: SUMMARY AND CONCLUSION
REFERENCES
APPENDICES

### **REFERENCES:**

1. Anfara, Vincent & Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. New Delhi: SAGE Publication.
2. Best J.W. (1986). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
4. Clive Opie. (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
5. Cohen, L., Lawrence, M. and Keith, M. (2007). Research Methods in Education. Routledge, London.
6. Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. New Delhi: SAGE Publication.

7. Elliott, Jane (2005). Using Narrative in Social Research: Qualitative and Quantitative Approaches. SAGE Publication.
8. Fraenkel, J.R., Wallen, N.E. (1983). How to Design and Evaluate Research in Education. Singapore: McGraw Hill, Inc.
9. Good, Carter, V. Methodology of Educational Research. New York: Appleton Century Crafts.
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11. Jill Porter & Penny Lacey (2005). Researching Learning Difficulties- A Guide for Practitioners. Paul Chapman Publishing.
12. John W. Creswell (2012) Educational research: Planning, Conducting and Evaluating Quantitative and Qualitative Research (4th Edition), PHI learning Private limited, New Delhi
13. Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.
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17. Pamela Maykut & Richard Morehouse (1994). Beginning Qualitative Research- A Philosophic and Practical Guide. London. Washington D.C.: The Falmer Press.
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**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.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.**

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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.**

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