



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in Education

SYLLABUS

(Revised)

Master of Education

(I to IV Semester)

(CBCS)

With effect from

2024-25

PREAMBLE

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

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

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

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

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

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

The salient features of the curriculum are:

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

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

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

PROGRAMME EDUCATIONAL OBJECTIVES (PEO's)	
PEO1 :	Acquire pedagogical skills, reflective practice and ability to adapt instruction to the need to fetch individual as well as group as curriculum and instructional designer.
PEO2 :	Acquire knowledge and skills in research to be reflective practitioners throughout their careers and to assess and improve the teaching-learning and incorporate research in their teaching career.
PEO3 :	Apply tools and techniques to assess and plan for education in the schools and colleges of Education
PEO4 :	Promote technology enabled teaching learning process with working knowledge of information and communication technology.
PEO5 :	Work professionally as teacher educator in all educational settings with life-long learning adhering to ethical standards of teaching

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



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STRUCTURE OF THE COURSE – M.Ed. 2024-25

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

M.Ed I – SEMESTER

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



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M.Ed II – SEMESTER

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



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M.Ed III – SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credits	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
THIRD	DSC11	24EDU3C11L	Pedagogies in Professional Education	30	70	100	4	-	-	4	3
	DSC12	24EDU3C12L	Teaching Outside the Classroom	30	70	100	4	-	-	4	3
	DSC13	24EDU3C13L	Statistics in Educational Research	30	70	100	4	-	-	4	3
	DSE1	24EDU3E1LA	A. Digital Technology in Secondary and Higher Education	30	70	100	4	-	-	4	3
		24EDU3E1LB	B. Policies and Practices of Education in India								
		24EDU3E1LC	C. Educational Entrepreneurship								
	DSE2	24EDU3E2LA	A. Learning Management System	30	70	100	4	-	-	4	3
		24EDU3E2LB	B. Systems and Structures of Education in India								
		24EDU3E2LC	C. Economics of Education								
	GEC1	24EDU3G1LA	A. Effective Teaching	20	30	50	2	-	-	2	1
		24EDU3G1LB	B. Web Based Teaching								
24EDU3G1LC		C. MOOCs									
SEC3	24EDU3S3P	Internship	50	-	50	-	-	4	2	-	
Total Marks for III Semester										24	



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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	24EDU4C14L	Advanced Educational Measurement and Evaluation	30	70	100	4	-	-	4	3
	DSC15	24EDU4C15L	Community Engagement Teaching	30	70	100	4	-	-	4	3
	DSE3	24EDU4E3LA	A. Blended and Online Learning Design (BOLD)	30	70	100	4	-	-	4	3
		24EDU4E3LB	B. Educational Planning and Management								
		24EDU4E3LC	C. Professional Ethics, Academic Integrity and Honesty								
	DSE4	24EDU4E4LA	A. Resources Management in Education	30	70	100	4	-	-	4	3
		24EDU4E4LB	B. Open Educational Resources in Education								
		24EDU4E4LC	C. Peer Review of Teaching								
	GEC2	24EDU4G2LA	A. e-Learning	20	30	50	2	-	-	2	1
		24EDU4G2LB	B. Educational Leadership								
		24EDU4G2LC	C. Value Education								
DSC15P3	24EDU4C15P	21EDU4C15 Practicum-3: Community Engagement Teaching	20+30	-	50	-	-	4	2	-	
Project	24EDU4C1R	Research Project	100	-	100		-	8	4	-	
Total Marks for IV Semester						600				24	

Note:* There will be no theory examination for 24EDU4C1R: Research Project only viva-voce examination.

(I-IV semester)-

Total Marks: 2400

and

Total credits: 96

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

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

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

Subject Code Description:

24 – Year of Establishment

EDU – Program Code (here it is Education)

1/2/3/4 – Semester

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

L – Lecture

T – Tutorial

P –Practicum

R – Research Project

Department Name : Department of Studies in Education

M.Ed. Semester-I

DSC1:PHILOSOPHY OF EDUCATION

Course Title: PHILOSOPHY OF EDUCATION	Course code: 24EDU1C1L
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):

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

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

DSC1: PHILOSOPHY OF EDUCATION

Unit	Description	Hours
1	INTRODUCTION TO PHILOSOPHY OF EDUCATION 1.1 Understanding the Functions of philosophy of education –What, Why, How of Descriptive, Normative, Analytical functions. 1.2 Philosophical Inquiry- Philosophical process of teaching through the insights into metaphysical, epistemological and axiological Modes of inquiry. 1.3 Critically reflecting on Conservative Philosophies of education with a focus on Essentialism. 1.4 Critically reflecting on Process Philosophy and its relevance to class room process. 1.4 Critically reflecting on Liberal Philosophies of education with a focus on progressivism. 1.5 Critically reflecting on Radical Philosophies of education with a focus on Marxism.	10
2	CRITICAL REFLECTIONS ON ANCIENT AND MODERN EDUCATION 2.1 Reflecting on ancient Eastern philosophical traditions of Vedic, Upanishad, 2.2 Reflecting on Orthodox systems of Sankya, Yoga, Nyaya, Vaisesika, Poorvamimamsa Philosophies and Vedanta traditions of Advaita, Vishistadvaita. 2.3 Understanding the Heterodox systems of Charuvaka, Jaina, Buddhist Philosophies of education. 2.4 Relooking into the values of epics and their relevance to modern education. 2.5 Rethinking on values of and their influence on education for effective social life.	12

3	<p>PROGRESSIVE PHILOSOPHICAL THOUGHTS IN EDUCATION</p> <p>3.1. Reflecting on the progressive ideology of Ivan Illich and Paulo Freire.</p> <p>3.2. Analyzing the influence of William James, Bertrand Russell philosophy of education in the modern social context</p> <p>3.3. Developing insights into the philosophy of Aurobindo Ghosh and Vivekananda for the modern education with scientific outlook.</p> <p>3.4. Reviewing philosophy of Jyothi Rao Phule and Ambedkar to understand social realities of education in the modern Indian system of education</p>	10
4	<p>CRITICAL REFLECTIONS ON INDIAN PHILOSOPHICAL RELIGIOUS TRADITIONS</p> <p>4.1. Understanding basic philosophy of Hinduism with critical insights into the Practical Educational ethics and values in Bhagawad Gita</p> <p>4.2. Understanding basic philosophy of Christianity with critical insights into the practical Educational ethics and values in Bible.</p> <p>4.3 Understanding basic philosophy of Islam with critical insights into the practical educational ethics and values in Quran.</p> <p>4.4. Understanding basic philosophy of Sikhism with critical insights into the practical educational ethics and values in Gurugranth sahib.</p> <p>4.5. Critical reflections on common core of all religious values and educational thought</p>	14
5	<p>CONTEMPORARY PHILOSOPHICAL THOUGHTS IN EDUCATION</p> <p>5.1. Critical understanding of Human Rights Perspectives and its reflective practices in the modern system of education.</p> <p>5.2. Analytical philosophy and its significance in education</p> <p>5.3. Logical Positivism and its significance in education.</p> <p>5.4. Zigmunt Bawman's philosophy of Liquid modernity</p> <p>5.5. Indian constitutional- aims, values and democratic citizenship, Humanization of Teaching</p>	10
<p>MODE OF TRANSACTION:</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>REFLECTIVE PRACTICUM :</p> <ol style="list-style-type: none"> 1. Observing the school practices and understanding the relevance of western philosophies to Present day education system and report writing. 2. Observing the school practices and tracing the relevance of contributions of Indian philosophers to present day education system and report writing. 3. Undertaking small project on moral judgments of school children and value Education. 4. Field trip to Bouddha and Jaina viharas. 5. Visit to institutions practicing different philosophical traditions. 6. Review of ancient texts –students' seminars, symposium, discussions, debates, exhibits, albums. 7. Indian constitutional values reflections on social life and practices. 8. Student seminars & debates on different religious texts, meeting religious Heads, Priests, Archakas, Prophets and others to know their views. 9. Browsing websites on Human Rights issues & observing social situations where Human Right sare violated & reporting. 10. Suggest your stand on the values necessary in modern context. 		

11. Conduct workshops and reflective simulation sessions on training democratic citizens.
12. Critical analysis of NCF-2005 position papers on Aims of Education.

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

M.Ed. Semester-I

DSC2: ADVANCED EDUCATIONAL PSYCHOLOGY

Course Title: ADVANCED EDUCATIONAL PSYCHOLOGY	Course code: 24EDU1C2L
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):

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

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

DSC15: COMMUNITY ENGAGEMENT TEACHING

Unit	Description	Hours
1	PSYCHOLOGY OF DEVELOPMENT 1.1. Brief introduction of Indian Psychology with reference to teaching & learning. 1.2. Development across the life 1.3. Havighurst's development theory: Developmental Task 1.4. Hazards in Developmental Tasks 1.5. Role of Various agencies in development: Family, School and Community	10
2	LEARNER AND DEVELOPMENT 2.1. Holistic approach in treatment of learner's development and learning. 2.2. Difference resulting from socio-cultural and economic contexts cause differences in learner, differential-learning needs. 2.3. Learning difficulties at elementary level, primary stage and secondary stage 2.4. Problems of the adolescents and self-identity 2.5. Language development-language before and into the school, Meta linguistic awareness; acquisition of more than one language, home language vs. school language, strategies supporting student's language skill development, Perspectives of Piaget, Vygotsky, and Chomsky. 2.6. Moral Development theory- Kohlberg's theory	12
3	PROCESS OF LEARNING 3.1. Developing school readiness. 3.2. Cognition and learning: cognitive process-perception, attention, memory, development of concepts, logical reasoning, critical thinking, development of concepts, strategies for teaching concepts; problem solving.	14

	<p>3.3. Learning as Construction of Knowledge: socio-cultural mediation, experimental learning, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field, in community setting; critical appraisal of views of Jean Piaget, Jerome S. Bruner and Ecological theory by Urie Bronfenbrenner with reference to multiple school contexts of India.</p> <p>3.4. Humanistic development – Carl Rogers & Abraham Maslow</p> <p>3.5. Learning beyond cognition: learning approaches focusing on the whole person and the lifelong perspectives-personal and social learning moral and cultural development of learners.</p> <p>3.6. Motivation in learning: intrinsic and extrinsic motivation; approaches to motivation: humanistic approach; cognitive approach (attribution theory-Weiner).</p>	
4	<p>LEARNING ENVIRONMENT</p> <p>4.1. Creating a positive environment and its sustainability</p> <p>4.2. Diversity in learning contexts - oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer</p> <p>4.3. Space for the parents and the community: identification of barriers, strategies for strengthening partnership between school and parents and community</p> <p>4.4. Discipline and participatory management</p> <p>4.5. Diversity in learning approach and Learning styles</p> <p>4.6. Adequate room for voicing child's thoughts, curiosity and questions in learning</p>	12
5	<p>PERSONALITY DEVELOPMENT OF THE LEARNER</p> <p>5.1. Concept and nature of personality</p> <p>5.2. Critical appraisal of development theories; Sigmund Freud, Erik Erikson</p> <p>5.3. Stress and coping techniques</p> <p>5.4. Mental health and hygiene</p> <p>5.5. Need and Importance of Guidance and Counseling to the learner</p>	8
<p>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.</p> <p>REFLECTIVE PRACTICUM :</p> <p>1. Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analyzing, contextualization, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion.</p> <p>2. Use of local knowledge and children \ out of the school experience in learning.</p> <p>3. Multiple ways of organising learning individualised, self-learning, group learning / cooperative learning, learning through electronic media</p> <p>4. Use of learning resources for developing critical perspectives on socio-</p>		

Cultural realities.

5. Generation of knowledge is a continuously evolving process of reflective learning
6. Conducting case study on one student who has difficulties in learning in primary years.
7. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.
8. Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.
9. Identification of group learning and self-learning strategies following constructivist approach And their field-testing.
10. Identification of learning difficulties of the students in any subject area
Through administration of diagnostic test and development of remedial instruction.
11. Identification of strategies for motivating the learner in study of a subject and practicing
In Schools a report.
12. Analysis of a case of maladjusted adolescent learner.
13. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.
14. Analysis of learning situations through case study, presentation before a group followed
By discussion.
15. Critical analysis of learning situation in schools and out of the Schools / preparing
Reflective diaries, interpretation, analysis, reflection on observation and finally
presentation in a group.
16. Suggest structures of classroom environment in which all students can learn

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M.Ed. Semester-I

DSEC-3: ADVANCED CURRICULUM DESIGN AND DEVELOPMENT

Course Title: ADVANCED CURRICULUM DESIGN AND DEVELOPMENT	Course code: 24EDU1C3L
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):

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

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

DSEC-3: ADVANCED CURRICULUM DESIGN AND DEVELOPMENT

Unit	Description	Hours
1	UNDERSTANDING BASIC CONCEPTS OF CURRICULUM 1.1. Meaning, nature of curriculum. Distinction between curriculum and syllabus 1.2. Components of curriculum: objectives, contents, transaction mode and evaluations 1.3. Stages of curriculum development 1.4. Critical understanding of hidden curriculum 1.5. Critical reflections on theories of curriculum	10
2	INSIGHTS INTO BASES OF CURRICULUM DEVELOPMENT 2.1. Knowledge as fundamental base in designing curriculum 2.2. Relevance of philosophical base in designing curriculum 2.3. Relevance of sociological base in designing curriculum 2.4. Relevance of psychological base in designing curriculum 2.5. Stages in the process of curriculum designing	12
3	PROCESS OF CURRICULUM DESIGNING 3.1. Approaches and patterns of curriculum development – subject centered, core curriculum, broad fields curriculum, learners centered curriculum, humanistic curriculum, radical curriculum. 3.2. Understanding the reflections of objectives related to cognitive,	14

	<p>affective domains in curriculum designing</p> <p>3.3. Selection and organization of content and curricular, learning experiences</p> <p>3.4. Principles of Curriculum organization</p> <p>3.5. Models of curriculum development, scientific (Tyler & Taba) and non scientific (Glawthorn) models of curriculum</p>	
4	<p>CRITICAL UNDERSTANDING ON FUTURISTIC CURRICULUM CHANGE</p> <p>4.1. Understanding the need for curriculum change and the distinction between curriculum change and improvement – Approaches to curriculum change.</p> <p>4.2. Factors influencing curriculum change – political, social, technological and knowledge explosion</p> <p>4.3. Designing futuristic curriculum. Futuristic techniques of curriculum-simulation, trend analysis, forecasting, Delphi technique, brain storming, scenario building</p> <p>4.4. Critical analysis and reflections on curricula-ICSE, CBSC, and State</p>	10
5	<p>CURRICULUM EVALUATION AND RESEARCH</p> <p>5.1. Approaches to curriculum evaluation.</p> <p>5.2. Comprehensive view on models of curriculum evaluation Quantitative models (Metfessel-Micheal) and Qualitative models (Eisners)</p> <p>5.3. Understanding the scope of curriculum research.</p> <p>5.4. Areas of curriculum research</p> <p>5.5. Types of research in curriculum</p>	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. Content analysis of school texts
2. Critical analysis of NCF-2005, SCF-2011, NCFTE -2009
3. Critical analysis of international boards curricula-group discussion
4. Reviewing B. Ed. and M. Ed. two year curricula of Karnataka and other states curriculum
5. Reviewing one, two year curricula of teacher education and locating the factors For change.-project
6. Collect some curriculum research and curriculum related articles
7. Review one or two curricula designed by different universities at national level teacher Education curricula or state level curricula and write a report on the same.
8. Suggest and prepare future models on curriculum, future courses, future teacher, Future classroom, future books and reference material, future learner.
9. Review any subject of your choice by keeping in mind the principles of curriculum organization and write a critical report.
10. Design a curriculum for a subject of your choice in view of recent trends and justify in your report.
11. Visit any one school following child centric curriculum and write a report on the same.

12. Review any one foreign university teacher education curriculum and write the differences that you notice when you compare it with our curriculum (Indian)
13. Analyze governmental interventions at primary and secondary curriculum you feel are beneficiary to our rural Indian children.
14. Any other related activity.

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Semester-I

DSC4: ADVANCED INTEGRATING TECHNOLOGY IN EDUCATION

Course Title: ADVANCED INTEGRATING TECHNOLOGY IN EDUCATION	Course code: 24EDU1C4L
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):

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

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

DSC4: ADVANCED INTEGRATING TECHNOLOGY IN EDUCATION

Unit	Description	Hours
1	EDUCATIONAL TECHNOLOGY AND TEACHING 1.1. Development of the concept of ET 1.2. Educational Technology as system approach 1.3. ET- Learning, Evaluations, Research 1.4. Global and National Overview on ET policy 1.5. Difference between teaching and instruction, conditioning & training 1.6. Stages and Levels of teaching.	10
2	INSTRUCTIONAL DESIGNS AND COMMUNICATION MODES IN EDUCATION 2.1. Formulation and Designing of instructional strategies- lecture, team teaching, discussion, panel discussion, seminars & tutorials. 2.2. Models of ID – ADDIE and Dick and Carrey 2.3. Concepts of communications 2.4. Modes of communication- Speaking and listening, Writing and reading visualizing and observing 2.5. Models of communication- David Berlo's SMCR model of communication, Shanon's model of communication	12
3	COMPUTERS AND CLOUD COMPUTING IN TEACHING AND LEARNING 3.1. Computer for instruction: Computer Assisted instruction (CAI): Assumptions on CAI - Origin of CAI – CAI programmes - Benefits of CAI, limitations of CAI- The role of teacher in CAI. Preparation of text material for multimedia power point presentation. 3.2. Web based instruction-identification of websites, criteria for evaluating and comparing websites. 3.3. Cloud computing. Need and importance of cloud computing in ICT mediated teaching and learning. Facilities provided by cloud computing	14

	in teaching and learning. Cloud Computing pedagogy- advantages.	
4	<p>EDUCATIONAL E-RESOURCES</p> <p>4.1. Educational e-resources: Meaning, Need and importance.</p> <p>4.2. Classification of e-resources: Offline resources: CD ROM based e-resources, Offline e-books, Offline e-dictionaries, MS Office applications (power point presentation), E-resources on mobile devices.</p> <p>4.3. Online resources: E-journals, e-libraries, e-forums, search engines and Meta search engines.</p>	10
5	<p>CURRENT TRENDS IN CLASSROOM TECHNOLOGY</p> <p>5.1. Approaches To Classroom Technology</p> <p>5.2 .Offline, Online; Synchronous, Asynchronous; Blended learning, Mobile learning (M learning)</p> <p>5.3. Learning Management Systems: Media and Materials</p> <p>5.4. Nanotechnology in e learning, Podcasting ,Virtual Reality with Intelligent Tutoring System</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 :

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

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M.Ed. Semester-I

DSC-5: METACOGNITION

Course Title: METACOGNITION	Course code: 24EDU1C5L
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):

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

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

DSC-5: METACOGNITION

Unit	Description	Hours
1	<p align="center">INTRODUCTION TO METACOGNITION</p> 1.1. Meaning, Need and importance, Nature of Cognition and Metacognition 1.2. Difference between Cognition and Metacognition 1.3. Components of Metacognition 1.4. Neurological and Biological Viewpoints 1.5. Levels of Metacognition	10
2	<p align="center">MODELS OF METACOGNITION</p> 2.1. Misconceptions of Metacognition 2.2. Flavell's Model 2.3. Brown's Model, 2.4. Tobias and Ereson's Hierarchical Model 2.5. Process-Oriented Model of Metacognition 2.6. Self-Monitoring and Self-Control	12
3	<p align="center">METACOGNITION AND INSTRUCTION</p> 3.1. Metacognitive Strategy Instructions and Hybrid Strategy Instruction 3.2. Tools facilitate Metacognition 3.3.Types of Metacognition: Conscious V/s Automatic Metacognitive Process, General v/s Domain Specific Metacognition 3.4. Developmental Process in Metacognition 3.5. Effective Instructional Strategies for Cognitive Development	12

4	<p style="text-align: center;">METACOGNITION IN LEARNING AND INSTRUCTION</p> <p>4.1. Metacognition in Teaching and Learning 4.2. Student's Metacognition and Cognition 4.3. Promoting General Metacognitive Awareness 4.4. Metacognition in Basic Skills Instruction 4.5. Developing Students' Metacognitive Knowledge and Skills 4.6. Cognitive, Metacognitive, and Motivational Aspects of Problem Solving 4.7. Students' Metacognition and Culture</p>	10
5	<p style="text-align: center;">METACOGNITION AND EDUCATION</p> <p>5.1. Role of Motivation, Self-Efficacy, and Emotions 5.2. Integrating Metacognition into the Curriculum 5.3. Contextual Differences in Student Motivation and Self-regulated Learning in Mathematics, English and Social Studies Classrooms 5.4. The Ability to Estimate Knowledge and Performance in schools and Colleges: a Metacognitive Analysis 5.5. Evaluation Framework for the Application of Metacognitive 5.6. Predictive Indicators of Metacognition 5.7. Teaching Practices for Metacognitive Skill Development 5.8. System-Level Policies Aimed at Promoting Metacognition :Stakeholders, Teachers, Students Parents and Community Person</p>	12
<p>MODE OF TRANSACTION:</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>REFLECTIVE PRACTICUM :</p> <ol style="list-style-type: none"> 1. Prepare a theme paper on a thrust area related to Metacognition 2. Review of an article related to Teaching Practices for Metacognitive Skill Development 3. Organize Promoting Metacognition activities among school students and prepare a report of the same. 4. Identify learning styles based on Models of Metacognition of secondary school students and write a report. 5. Develop Motivational Aspects of Problem Solving based on Metacognition. <p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Grant, M. & Booth, A. (2009) A Typology of reviews: An analysis of 14 review types and associated methodologies. <i>Health Information and Libraries Journal</i>, 26, 91–108. 2. Wohlin, C. (2014). Guidelines for snowballing in systematic literature studies and a replication in software engineering. <i>Proceedings of the 18th International Conference on Evaluation and Assessment in Software Engineering</i>. New York, NY: ACM. 3. Brown, A. L. (1987). Metacognition, executive control, self-regulation and other more mysterious mechanisms. In F. E. Weinert, & R. H. Kluwe (Eds.), <i>Metacognition, motivation and understanding</i> (pp. 65–116). Hillsdale, NJ: Erlbaum. 4. Dignath, C. and Buttner, G. (2008). Components of fostering self-regulated learning among students. A meta-analysis on intervention studies at primary and secondary 		

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 17. Information on Cambridge Professional Development Qualifications can be found at: www.cambridgeinternational.org/pdq
 18. *Getting Started with Metacognition* and *Getting Started with Evaluating Impact* are available on our website at: www.cambridgeinternational.org/getting-started

M.Ed. Semester-I

SEC-1: COMMUNICATION SKILLS FOR EFFECTIVE TEACHING

Course Title: COMMUNICATION SKILLS FOR EFFECTIVE TEACHING	Course code: 24EDU4E4LA
Total Contact Hours: 26	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam:1 Hour
Summative Assessment Marks: 70	

Course Outcomes (COs):

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

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

DSC-1: COMMUNICATION SKILLS FOR EFFECTIVE TEACHING

Unit	Description	Hours
1	<p>LISTENING SKILLS</p> <p>1.1. Workshop can be organized to provide exposure to listening and viewing skills. These can be conducted in the language lab.</p> <p>1.2. Suggested activities: Students can listen to: Sound of English / Regional Language – Patterns of stress and intonation – Self-recording while practicing pronunciation – Speeches of famous personalities –Keynote addresses in seminars</p> <p>1.3. Students can view: Phonetic symbols – Videos on sound production and articulation –Poetry recitation videos – Videos on conversation – Videos on group discussions and can observe body language. –Making listening notes – Completing worksheets on listening tasks. –Developing criteria for analysis of listening skills – Consulting pronunciation dictionaries – Presentations – Students can observe anchors in programmes – Observing webinars –Observing unstructured conversation</p>	6
2	<p>SPEAKING SKILLS</p> <p>2.1 These skills can be practiced in seminar rooms/ Language lab</p> <p>2.2. Suggested activities: Students can practice: sounds of English – Stress and intonation patterns – Recitation of poems</p> <p>2.3. Students can: Participate in conversation (situations to be provided) –Engage in group discussion on topics related to education, gender, inclusion, marginalization, culture, current issues at national and international level – Analyze of speech styles – Analyze of presentation Make presentations – Involved in mock interview – Anchoring programmes in the institute</p>	6

3	<p>READING SKILLS</p> <p>3.1. Student can be familiarized with reading techniques – skimming, scanning, critical reading. They can be encouraged to go to libraries for activities suggested below.</p> <p>3.2. Suggested activities: Students can read: Editorials in newspapers on a regular basis –Articles in newspapers and magazines – Research papers in journals – Book reviews, film reviews and art reviews in newspapers and magazines – E-books, online journals – Subject related reference books.</p> <p>3.3. Students can be involved in: Note making tasks on reading and summarizing what is read. –Discourse analysis (to be integrated with reading, speaking and writing skills)</p>	7
4	<p>COMMUNICATION PROCESS AND EXPOSITORY WRITING</p> <p>4.1. To understand the purpose and process of communication students can be involved in-Individual and group assignment on a chosen topic of communication and presenting using any ICT tool – Brainstorming on pertinent issues in education and analyse the elements/process of communication in the discussion.</p> <p>4.2. Critical Reflection on communication strategies in any literary work of local/national /international signification and presentation in the seminar.</p> <p>4.3. Panel discussion on different themes; peer assessment on their communication skills</p> <p>4.4. The students will be provided exposure to expository writing in the workshop. They will learn expository writing skills and gain experience writing various types of articles: informational, Opinion, Narration and Argument.</p>	7
<p>SUGGESTED TASKS:</p> <ul style="list-style-type: none"> ➤ Write an expository essay that requires the student to investigate an idea, evaluate evidence, expound on the idea, and set forth an argument concerning that idea in a clear and concise manner. ➤ Write arguments to support claims in an analysis of topics or texts, using valid reasoning and relevant and sufficient evidence ➤ Write informative/explanatory texts by examining complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ➤ Write narratives to develop real or imagined experience or events, well-chosen details. And well-structured event sequences ➤ Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <p>MODE OF TRANSACTION:</p> <p>This course will be transacted/facilitated through participatory approaches such as workshop, seminar by students, and group work, different workshops can be organized where tasks and activities can be organized. Some theoretical aspects can be presented through presentation cum discussion mode.</p> <p>MODE OF ASSESSMENT:</p> <p>During transaction of this course through workshop mode, student teachers will be asked to develop PORTFOLIO with response sheets / reflective notes / narratives / observations / charts / posters / analysis sheets and other related documents. Students are required to submit portfolio in</p>		

the prescribed format with all evidences.

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

REFERENCES:

1. Anderson, Kenneth and Joan Maclean. Study Speaking. Cambridge University press, 2010
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3. Carter, Sam and Norman Whitby. Improve your IELTS Reading Skills, Macmillan Delhi, 2009.
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M.Ed. Semester-I

DSC2-P1: ADVANCED EDUCATIONAL PSYCHOLOGY

Course Title: DSC2-P1: ADVANCED EDUCATIONAL PSYCHOLOGY	Course code: 24EDU1C2P PRACTICUM-1
Total Contact Hours: 56	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: -----
Summative Assessment Marks: 30	

Course Outcomes (COs):

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

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

DSC2-P1: ADVANCED EDUCATIONAL PSYCHOLOGY

Unit	Description	Hours
1	LEARNER'S ENGAGEMENT 1.1. Forms of learner's engagement in the process of knowledge construction: observing, demonstration, exploring, discovering, analyzing, contextualization, collaboration, multiple interpretations, critical reflection based on observation, selected reading and discussion. 1.2. Conduct and Organize psychology experiments, administration of tools among school children's. 1.3. Multiple ways of organizing learning individualized, self-learning, group learning /cooperative learning, learning through electronic media 1.4. Use of learning resources for developing critical perspectives on socio-Cultural realities.	12

2	<p style="text-align: center;">REFLECTIVE LEARNING</p> <p>2.1. Generation of knowledge is a continuously evolving process of reflective learning</p> <p>2.2. Conducting case study on one student who has difficulties in learning in primary years.</p> <p>2.3. Engaging learner's in the process of knowledge construction in a subject area following constructivist approach and presentation of paper in a seminar.</p> <p>2.4 Use of children's out of the school experience and local knowledge during construction of knowledge in a subject area and presentation of a paper in a seminar.</p>	8
3	<p style="text-align: center;">IDENTIFICATION OF LEARNING DIFFICULTIES</p> <p>3.1. Identification of group learning and self-learning strategies following constructivist approach and their field-testing.</p> <p>3.2. Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction.</p> <p>3.3. Identification of strategies for motivating the learner in study of a subject and practicing in schools-a report.</p> <p>3.4. Analysis of a case of maladjusted adolescent learner.</p>	6
4	<p style="text-align: center;">CRITICAL ANALYSIS OF LEARNING SITUATION</p> <p>4.1. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage.</p> <p>4.2. Analysis of learning situations through case study, presentation before a group followed by discussion.</p> <p>4.3. Critical analysis of learning situation in schools and out of the Schools / preparing Reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.</p> <p>4.4. Suggest structures of classroom environment in which all students can learn.</p>	5

REFERENCES:

1. Gibson Janice T (1976): Psychology for the Classroom – Prentice Hall of India, New Jersey.
2. Hurlock E.B., (1974): Personality Development – Tata Mc Graw Hill publishing Company Ltd., New Delhi.
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Development approaches – 5th Edition – International Edition., Mc.Graw Hill. New Delhi.

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For 50 Marks Assessment of Practicum :

1. Internal Test & Practical examination : 30 Marks (Include Record)
2. Viva-voce : 20 Marks

Department of Studies in Education
CBCS Question Paper Pattern for PG Semester End Examination with
Effect from the AY 2024-25

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.(a).....
(b)..... 7+7 =14 Marks
- Q2.(a).....
(b)..... 7+7 =14 Marks
- Q3.(a).....
(b)..... 7+7 =14 Marks
- Q4.(a).....
(b)..... 7+7 =14 Marks
- Q5.(a).....
(b)..... 7+7 =14 Marks
- Q6.(a).....
(b)..... 7+7 =14 Marks
- Q7.(a).....
(b)..... 7+7 =14 Marks
- Q8.(a).....
(b).....
(c).....5+5+4=14 Marks

Note: Question No.1 to 5, one question from each unit i.e. (Unit I, Unit II, ...). The Questions may be a sub questions such as a, & b,

Q6. 14 Marks

Note :Question No.6, shall be from Unit II and III, the Question it may consists of sub questions such as a, & b,

Q7. 14 Marks

Note: Question No.7, shall be from Unit IV and V, the Question it may consists of sub questions such as a, & b,

Q8. 5+5+4=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.

Department Name: Department of Studies in Education

Skill Enhancement Courses (SECs) 2024-25

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.



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in Education

SYLLABUS
(Revised)

Master of Education
(II Semester)
(CBCS)

With effect from
2024-25



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	24EDU2C6L	Modern Sociology of Education	30	70	100	4	-	-	4	3
	DSC7	24EDU2C7L	Advanced Methods of Teaching Skills	30	70	100	4	-	-	4	3
	DSC8	24EDU2C8L	Problem and Team based Learning	30	70	100	4	-	-	4	3
	DSC9	24EDU2C9L	Inclusive Education	30	70	100	4	-	-	4	3
	DSC10	24EDU2C10L	Methodology of Educational Research	30	70	100	4	-	-	4	3
	SEC2	24EDU2S2L/P	Open Source Software for Education	20	30	50	1	-	2	2	1
	DSC8P2	24EDU2C8P	24Practicum-2: Problem and Team based Learning	20+30	-	50	-	-	4	2	-
Total Marks for II Semester						600	-	-	-	24	-

Department Name: Department of Studies in Education
Semester-II
DSC6: MODERN SOCIOLOGY OF EDUCATION

Course Title: Modern Sociology of Education	Course code: 24EDU2C6L
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:

CO-1 :	Understand the sociological perspectives of education.
CO-2 :	Develop sociological thinking about culture, socialization, Social change and education
CO-3 :	Comprehend the taxonomy of social theories.
CO-4 :	Understand the concept of equity in terms of gender, caste, creed and religion.
CO-5 :	Develop insights about contemporary developments in sociology of education.

DSC6: MODERN SOCIOLOGY OF EDUCATION

Unit	Description	Hours
1	<p>SOCIOLOGICAL APPROACH TO EDUCATION</p> <p>1.1 Sociology of Education Meaning, Concept</p> <p>1.2 Scope of Sociology of Education - Social Structure, Social Process, Social control and Social Change</p> <p>1.3 Sociological Inquiry : Nature of sociological inquiry Authoritative, Rationalistic & Scientific Inquiry and their Educational Implications</p> <p>1.4 Methods of Sociological Analysis – Quantitative, Qualitative, Macro Sociological, Micro Sociological, Networking and their Educational Implications</p>	12
2	<p>SOCIOLOGICAL APPROACH TO EDUCATION</p> <p>2.1 Socialization : Process and Types of Socialization - Primary, Secondary adult, anticipatory and Re-socialization and their implications to education</p> <p>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</p> <p>2.3 Theories of Socialization, Self theory - Charles Cooley; Psychoanalytical Theory, Sigmund Freud; Cognitive theory –</p>	12

	Lawrence Kohlberg 2.4 Gender identities and social practices in family, school and society.	
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

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M.Ed. Semester -II
DSC7: ADVANCED METHODS OF TEACHING SKILLS

Course Title: Advanced Methods of Teaching Skills	Course code: 24EDU2C7L
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:

CO-1 :	Understand Concept & Nature of Teacher Centered, Learner Centered, and GroupControlled Instructional Techniques
CO-2 :	Understand and use effectively different methods of teaching coming under TeacherCentered, Learner Centered, and Group Controlled Approaches.
CO-3 :	Organize learning with active participation of learners individually and in groups.
CO-4 :	Understand and consider factors enhancing Students' Learning like Motivation, Individual differences etc.
CO-5 :	Demonstrate his/her understanding of different teaching skills and their role in effective teaching.
CO-6 :	Use instructional skills effectively.
CO-7 :	Know various styles and strategies of learning

DSC7: ADVANCED METHODS OF TEACHING SKILLS

Unit	Description	Hours
1	<p>TEACHER CENTERED INSTRUCTIONAL METHODS</p> <p>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.</p> <p>1.2 Demonstration Method: Nature of Demonstration, Common defects, Measures to Improve Demonstration, Criteria for Assessing Demonstration</p> <p>1.3 Team Teaching; Nature & Types of Team Teaching</p> <p>1.4 Supervised Study.</p>	10

2	<p>LEARNER CENTERED INSTRUCTIONAL METHODS</p> <p>2.1 Activity Based Instruction: Case Studies, Role Play and Dramatization, Simulation</p> <p>2.2 Self- Learning; Programmed Instruction, Keller Plan, Computer Assisted Instruction</p> <p>2.3 Project Method: Concept & Types of Project, How to Organize Project Work, Evaluation Project Work</p> <p>2.4 Problem Solving Method : Concept, Meaning, Steps, and it's execution in real classroom</p>	12
3	<p>GROUP CONTROLLED INSTRUCTIONAL METHODS</p> <p>3.1 Group Controlled Instruction: Concept, Types & Importance, Organizing Group Interactive Sessions</p> <p>3.2 Discussion Strategy: Leading a Discussion, Encouraging Student Participation in Discussion, Asking Questions, Fielding Students' Questions</p> <p>3.3 Group Discussion, Debate, & Panel discussion</p> <p>3.4 Brain Storming,- Nature, importance, Techniques</p> <p>3.5 Cooperative/ Collaborative Learning: Group Work and Study Teams, Group Investigation & Group Project, Fieldwork</p> <p>3.6 Seminar, Symposium & Conferences</p>	12
4	<p>ENHANCING STUDENTS' LEARNING AND MOTIVATION</p> <p>4.1 Helping Students Learn.</p> <p>4.2 Learning Styles and Preferences; Models of Teaching & Learning.</p> <p>4.3 Motivating Students to Learn; techniques of enhancing motivation, Taking Account of Individual Differences for Effective-Learning.</p> <p>4.4 Forgetting classroom learning - meaning and its causes; strategies for improving retention of learning.</p> <p>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.</p>	10
5	<p>MODERN TEACHING METHODS CLASSROOM PRACTICES</p> <p>5.1. Modern Teaching Methods - Concept, Meaning, need and importance, Characteristics</p> <p>5.2. Reasons to Introduce Modern Teaching Method</p> <p>5.3. Modern Teaching Methods: Collaborative Learning, Spaced Learning Flipped Classroom, Self-learning, Gamification, VAK teaching, Crossover Learning</p> <p>5.4. Advantages of Modern Teaching</p> <p>5.5. Difference between Traditional and Modern Teaching Methods</p> <p>5.6. Integration of Modern and Traditional Teaching Methods</p>	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

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M.Ed Semester-II
DSC8: PROBLEM AND TEAM BASED LEARNING

Course Title: Problem and Team based Learning	Course code: 24EDU2C8L
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:

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

DSC8: PROBLEM AND TEAM BASED LEARNING

Unit	Description	Hours
1	<p style="text-align: center;">INTRODUCTION TO ADVANCE PEDAGOGY</p> <p>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.</p>	10
2	<p style="text-align: center;">RECENT PEDAGOGICAL METHODS</p> <p>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</p>	12

	Teaching, Mobile Learning 2.4 Problem-Based Learning Social Networking Tools 2.5 Teaching Diverse Students - Teaching with Cases - Team Teaching	
3	<p>INSTRUCTIONAL MODELS</p> <p>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)</p>	12
4	<p>INSTRUCTIONAL-SYSTEM DESIGN</p> <p>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</p>	10
5	<p>INSTRUCTIONAL STRATEGIES AND EVALUATION</p> <p>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)</p>	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:

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M.Ed. Semester-II
DSC9: INCLUSIVE EDUCATION

Course Title: INCLUSIVE EDUCATION	Course code: 24EDU2C9L
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:

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

DSC9: INCLUSIVE EDUCATION

Unit	Description	Hours
1	<p>PERSPECTIVES IN INCLUSIVE EDUCATION</p> <p>1.1. Inclusive, Integrated and Special education- concept, meaning and differences.</p> <p>1.2. Benefits of Inclusion</p> <p>1.3. Historical perspective of Inclusive education globally and in India</p> <p>1.4. Principles of inclusive education</p> <p>1.5. Research evidence on efficacy and best practices associated with inclusive education</p>	10

2	<p>NATIONAL AND INTERNATIONAL INITIATIVES</p> <p>2.1. The Persons with Disabilities Act (PWD Act, 1995).</p> <p>2.2. National Curriculum Framework, 2005 NCERT</p> <p>2.3. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).</p> <p>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).</p> <p>2.5. The World Conference on Special needs Education and the Salamanca, 1994 Statement and framework for action on Special Needs Education</p> <p>2.6. The Mental Health Act 1987.</p> <p>2.7. Rehabilitation Council of India Act, 1992</p>	12
3	<p>BUILDING INCLUSIVE SCHOOLS, LEARNING ENVIRONMENT</p> <p>3.1. Identifying barriers to Inclusion- Attitudinal, Systemic and Structural</p> <p>3.2. Ensuring Physical, Academic and Social Access</p> <p>3.3. Leadership and Teachers as Change Agents</p> <p>3.4. Assistive Technology</p> <p>3.5. Whole School Development</p> <p>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, Cooperative learning; Collaboration - Parents, Teachers, Peer group and Community</p> <p>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</p>	12

4	<p align="center">PARADIGMS IN INCLUSIVE EDUCATION</p> <p>4.1: Pedagogy: Implicit and Dynamic Processes -Ability/inability Paradox: Repositioning the Question of Competence</p> <p>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</p> <p>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</p> <p>4.4. Continuous professional development of teachers for successful implementation and continuation of inclusive practices in schools.</p> <p>4.5. Research Perspectives that Shape research in Inclusion – Methodological debates and Challenges.</p>	12
5	<p align="center">ORGANIZATION AND ASSESSMENT OF INCLUSIVE CLASSROOM</p> <p>5.1 Physical layout of Inclusive classroom</p> <p>5.2 Special assistance to children</p> <p>5.3 Meeting student's personal care and medication needs.</p> <p>5.4 Promoting Social competence in inclusive classroom.</p> <p>5.5. Teacher: The Pivotal Focus-Responses to Diversity in School: Teacher's beliefs about educationally significant differences.</p> <p>5.6 Educational reports, intelligence tests, Achievement tests, teacher based assessments.</p>	10
<p>MODE OF TRANSACTION:</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>REFLECTIVE PRACTICUM :</p> <ol style="list-style-type: none"> 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

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M.Ed. Semester-II
DSC10: METHODOLOGY OF EDUCATIONAL RESEARCH

Course Title: Methodology of Educational Research	Course code: 24EDU2C10L
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:

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

DSC10: METHODOLOGY OF EDUCATIONAL RESEARCH

Unit	Description	Hours
1	<p>RESEARCH IN EDUCATION</p> <p>1.1 Meaning, importance, purpose, areas and steps of educational research</p> <p>1.2 The research & the scientific method</p> <p>1.3 Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics</p> <p>1.4 Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics, Types of research under each paradigm</p> <p>1.5 Planning the research study: Sources of research problems, Identification and Conceptualization of Research Problem.</p> <p>1.6 Review of the literature with purpose and the method of presentation, and research questions in qualitative and quantitative research.</p>	10

2	<p style="text-align: center;">SAMPLING IN QUALITATIVE, QUANTITATIVE AND MIXED RESEARCH</p> <p>2.1 Concept of population and its type, and sample, sampling unit, sampling frame, sample size, error, representative and biased samples</p> <p>2.2 Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multistage sampling</p> <p>2.3. Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling</p> <p>2.4. Determining the sample size when using random sampling</p> <p>2.5. Sampling in qualitative and mixed research</p> <p>2.6. Hypothesis: meaning, types, importance, formulation and testing</p> <p>2.7. Variables: Meaning of Variables , Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator)</p>	14
3	<p style="text-align: center;">QUALITATIVE AND QUANTITATIVE METHODS OF RESEARCH</p> <p>3.1 Qualitative Research: meaning, steps and characteristics</p> <p>3.2 Qualitative research approaches-Phenomenology, Ethnography, Case studies and Grounded theory characteristics, types, data collection, analysis and report writing</p> <p>3.3 Historical Research-meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the sources.</p> <p>3.4. Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and, limitations</p> <p>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.</p> <p>3.6 Experimental Research designs : Single-Group Pretest-Posttest Design, Pretest-Posttest Control Group Design, Posttest only Control-Group Design, and Factorial Design</p> <p>3.7 Quasi-Experimental Designs: Nonequivalent Comparison Group Design, and Time-Series Design</p> <p>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</p>	14

4	<p>METHODS OF DATA COLLECTION</p> <p>4.1 Tests, Inventories and Rating scales: types and their construction and uses</p> <p>4.2 Characteristics of a good research tool and Identifying a tool using reliability and validity information</p> <p>4.3 Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires.</p> <p>4.4 Interview: types, characteristics and applicability, guidelines for conducting interviews</p> <p>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</p> <p>4.6 Collecting data using attitudinal scales: Functions of attitudinal scales, Different types of attitudinal scales, their characteristics, construction and application</p> <p>4.7 Projective Techniques and their uses.</p> <p>4.8 Socio-metric Techniques and their uses.</p>	10
5	<p>WRITING RESEARCH PROPOSAL</p> <p>5.1 Identification of a research topic: Sources and Need.</p> <p>5.2 Review of related literature.</p> <p>5.3 Rationale and need of the study.</p> <p>5.4 Conceptual and operational definition of the terms.</p> <p>5.5. Variables.</p> <p>5.6 Research questions, aims, objectives and hypotheses.</p> <p>5.7 Assumptions, if any. - Methodology, sample and tools.</p> <p>5.8 Scope, limitations and delimitations. (j) Significance of the study. (k) Bibliography. (l) Time Frame. (m) Budget, if any.</p> <p>5.9 Standard format of research proposal : Language and Style of Presentation, Chapterization, Indexing, abbreviations, foot note, bibliography (followed by APA style) and appendix.</p>	08
<p>MODE OF TRANSACTION:</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>REFLECTIVE PRACTICUM :</p> <ol style="list-style-type: none"> 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.

REFERENCES:

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10. Rand McNally Goode, W. J. and Hill, (1952) Method of Social Research in Teaching, McGraw Hill
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14. Keith F. (2009): Introduction to Research Methods in Education, New Delhi: Sage
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SEC 2: OPEN SOURCE SOFTWARE FOR EDUCATION

Course Title: Open Source Software for Education	Course code: 24EDU2S2L/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:

CO-1 :	Describe the differences between Proprietary Software and Open Source Software
CO-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.
CO-3 :	Explain what tools an Open Source Project needs to support distributed development work, and how projects are organized.
CO-4 :	Analyze the different Open Source licensing models and their affordances
CO-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	<p style="text-align: center;">INTRODUCTION TO OPEN SOURCE SOFTWARE</p> <p>1.1 Concept, Meaning, Need and importance of Open Source Software (OSS)</p> <p>1.2 History of Software Development and the Genesis of Open Source Software</p> <p>1.3 Open Source License</p> <p>1.4 Ideals of Open Source</p> <p>1.5 Adoption of OSS</p> <p>1.6 Economics of OSS</p> <p>1.7 Open Source Development Model</p> <p>1.8 Adoption of OSS by Libraries</p> <p>1.9 Open Source Integrated Library Systems</p> <p>1.10. Maturity of Open Source Software</p> <p>1.11 Open Source Integrated Library Systems (OSILS)</p> <p>1.12 Models Available for the Evaluation of Open Source Software</p> <p>1.13 Intellectual Property, licensing</p>	18

2	<p style="text-align: center;">WEB SOURCE SOFTWARE TECHNOLOGY</p> <p>2.1 Computer programming language-Abbreviation, Meaning and purposes, Machine language, High level language(HLL) And low level language(LL), Operating system(OS).</p> <p>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.</p> <p>2.3 Computer care-Virus, Security and maintenance</p> <p>2.4 Computer Applications in Secondary Education: Computer based testing, on line testing, on line testing, virtual classroom, Computerbased Simulation.</p> <p>2.5 Information Management: meaning and applications.</p> <p>2.6 Open Source Software For Digital Learning</p> <p>2.7 Web based learning: Meaning, advantages, disadvantages, Impact of web-based teaching, Web authoring tools for developing instructional material.</p> <p>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.</p> <p>2.9 E-journal consortia: Library E-consortia- Definition Access of E-journals, Consortia based resource sharing, Indian scenario-UGC INFONET, INDEST, J-Gate.</p> <p>2.10 New Face of Open Source: Web 2.0</p>	18
3	<p style="text-align: center;">CHALLENGES OF IMPLEMENTING FREE AND OPEN SOURCESOFTWARE (FOSS)</p> <p>3.1 FOSS in Indian Educational Settings</p> <p>3.2 Strategies Used to Overcome Challenges to Implement FOSS</p> <p>3.3 Essential Conditions Necessary for Success of a Project</p> <p>3.4 Effectiveness of open source software- Impact on curriculum delivery - Management and administration- Technical infrastructure</p> <p>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.</p>	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

REFERENCES:

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10. Carmichael, P. and Honour, L., "Open Source as Appropriate Technology for Global Education", School of Education, University of Reading, available www.ellak.gr/pub/osdocs/education /carmichael.pdf&e=7413. UK; at
11. Robbins, J. E.. "Adopting OSS Methods by Adopting OSS Tools", CollabNet, Inc.; available at opensource.ucc.ie/icse2002/Robbins.pdf.
12. González-Barahona, J. M. and Robles, G., "Free Software Engineering: A Field to Explore",

DSC8P2:PRACTICUM-2: PROBLEM AND TEAM BASED LEARNING

Course Title: Problem and Team based Learning	Course code: 24EDU2C8P - 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:

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

DSC8P2:PROBLEM AND TEAM BASED LEARNING

Unit	Description	Hours
1	<p align="center">INSTRUCTIONAL STRATEGIES AND MODELS</p> <p>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 systemMLM (Mastery Learning Model) - Developing Self instructional material 1.4. Computer Assisted Programme</p>	18
2	<p align="center">VALIDATION OF INSTRUCTIONAL MATERIAL</p> <p>2.1 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). 2.2Prepare an instructional design of your own</p>	16

	PEDAGOGICAL APPROACHES	
3	3.1 Predominant pedagogical principles adopted by Teacher Education Institutions 3.2 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

REFERENCES:

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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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For 50 Marks Assessment of Practicum :

1. Internal Test & Practical examination : 30 Marks (Include Record)
2. Viva-voce : 20 Marks

Department Name: Department of Studies in Education
CBCS Question Paper Pattern for PG Semester End Examination with Effect
from the AY 2024-25

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.(a).....
(b)..... 7+7 =14 Marks
- Q2.(a).....
(b)..... 7+7 =14 Marks
- Q3.(a).....
(b)..... 7+7 =14 Marks
- Q4.(a).....
(b)..... 7+7 =14 Marks
- Q5.(a).....
(b)..... 7+7 =14 Marks
- Q6.(a).....
(b)..... 7+7 =14 Marks
- Q7.(a).....
(b)..... 7+7 =14 Marks
- Q8.(a).....
(b).....
(c)..... 5+5+4=14 Marks

Note: Question No.1 to 5, one question from each unit i.e. (Unit I, Unit II,). The Questions may be a sub questions such as a,&b,

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

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

Q8. 5+5+4=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.

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.



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in Education

SYLLABUS

Master of Education
(III Semester)
(CBCS)

With effect from
2024-25



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

III-SEMESTER

Semester No.	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	Sem. Exam	Total	L	T	P		
THIRD	DSC11	24EDU3C11L	Pedagogies in Professional Education	30	70	100	4	-	-	4	3
	DSC12	24EDU3C12L	Teaching Outside the Classroom	30	70	100	4	-	-	4	3
	DSC13	24EDU3C13L	Statistics in Educational Research	30	70	100	4	-	-	4	3
	DSE1	24EDU3E1LA	A. Digital Technology in Secondary and Higher Education	30	70	100	4	-	-	4	3
		24EDU3E1LB	B. Policies and Practices of Education in India								
		24EDU3E1LC	C. Educational Entrepreneurship								
	DSE2	24EDU3E2LA	A. Learning Management System	30	70	100	4	-	-	4	3
		24EDU3E2LB	B. System and Structures of Education in India								
		24EDU3E2LC	C. Economics of Education								
	GEC1	24EDU3G1LA	A. Effective Teaching	20	30	50	2	-	-	2	1
24EDU3G1LB		B. Web Based Teaching									
24EDU3G1LC		C. MOOCs									
SEC3	24EDU3S3P	Internship*	50	-	50	-	-	4	2	-	
Total Marks for III Semester						600				24	

Note:* There will be no theory examination for SEC3: Internship

Department of Studies in Education

M.Ed. Semester-III

DSC11: PEDAGOGIES IN PROFESSIONAL EDUCATION

Course Title: Pedagogies in Professional Education	Course code: 24EDU3C11L
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:

CO-1:	Know the meaning and concept of the term Pedagogy
CO-2:	Comprehend the difference between the terms Andragogy and Pedagogy
CO-3:	Understand the importance of Critical pedagogy in teaching & learning process.
CO-4:	Understand the meaning, concept and importance of Assessment,
CO-5:	Know about assessment process in different levels of school education
CO-6:	Know the distinction between Assessment for learning and assessment of learning
CO-7:	Find out the difference between Assessment, Testing, Measurement and Evaluation
CO-8:	Acquaint with CBCS System (Credit Based Choice System)

DSC11: PEDAGOGIES IN PROFESSIONAL EDUCATION

Unit	Description	Hours
1	CONCEPT & MEANING OF PEDAGOGY 1.1 Pedagogy :Concept, Meaning and Nature 1.2 Andragogy : Concept, Meaning and Nature 1.3 Difference between Pedagogy and Andragogy 1.4 Psychological, Philosophical and Sociological base of Pedagogy 1.5 Understanding Child Centered Pedagogy	12
2	SELECTED PEDAGOGIES IN CLASSROOM 2.1 Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. 2.2 Forms of learner's engagement 2.3 Pedagogical Analysis of the subject content 2.4Critical Pedagogy- critical analysis of the Pedagogy prescribed in the Educational thoughts of Paul Freire	12
3	ASSESSMENT IN TEACHING LEARNING PROCESS 3.1Concept and importance of Assessment 3.2.Difference between Assessment, Testing, Measurement and Evaluation 3.3 Importance of Assessment in Teaching Learning Process, Perspective on Assessment of Learning in a Constructivist Paradigm	12

	3.4 Formal Assessment, Classroom Assessment Techniques(CAT) 3.5 Assessment of Teaching Proficiency, Criterion tool and Techniques.	
4	TECHNIQUES OF ASSESSMENT 4.1 Self-Assessment by Students, by Teacher, Peer Assessment, Assessment of Teacher by Students 4.2 Distinction between Assessment for Learning and Assessment of Learning 4.3 School-Based Assessment, Comprehensive and Dynamic Assessment procedures 4.4 Continuous & Comprehensive Evaluation: Perspectives and Practices	10
5	ASSESSMENT TOOLS AND ROLE OF FEEDBACK 5.1 Assessment tools and their characteristics, Constructions of Assessment tools 5.2 Credit Based Choice System:-Concept, features and significance of CBCS, Assessment tools and their characteristics, construction of assessment tools, Advantages and disadvantages of CBCS 5.3 Types of Teacher Feedback (written comments, oral); Peer feedback, Place of marks, grades and qualitative descriptions 5.4 Using Assessment Feedback for Further Learning.	10
<p>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.</p> <p>REFLECTIVE PRACTICUM :</p> <ol style="list-style-type: none"> 1. Identify the learning difficulties of first generation learners 2. Analyze school as a social institution 3. Develop a self-assessment tool for students 4. Critically analyze a CCE report of any two students of secondary level and give suggestions 5. Prepare an instructional design of your own 6. Predominant pedagogical principles adopted by Teacher Education Institutions 7. Develop a model and evaluate <p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Aiken, L.R. & Groth-Marnat, G. (2009) Psychological testing and Assessment (Twelfth Edition) New Delhi: Pearson Education. 2. American Psychological Association. (2010). Publication Manual of the American Psychological Association. United States: American Psychological Association 3. Anastasi, A., & Urbina, S. (1997). Psychological Testing (7th Ed). New Delhi: Prentice Hall. 4. Bhargava S.N. (2013) Child Development and Pedagogy, Pragun Publications 5. Bruner, J.C. (2006) in search of Pedagogy Vol J & N Rout ledge, London. 6. Chadha, N.K. (2009) Applied Psychometry New Delhi: Sage Publications 		

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M.Ed. Semester-III**DSC12: TEACHING OUTSIDE THE CLASSROOM**

Course Title: Teaching Outside the Classroom	Course code: 24EDU3C12L
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:**

CO-1:	Understand Concept & Nature of Teacher Centered, Learner Centered, and Group Controlled Teaching Outside The Classroom
CO-2:	Understand and different types of pedagogies use effectively in Teaching Outside the Classroom
CO-3:	Organize learning with active participation of learners individually and in groups Outside the Classroom
CO-4:	Analyze Challenges of Teaching Outside the Classroom
CO-5:	Know various General Strategies for Teaching Outside the Classroom

DSC12: TEACHING OUTSIDE THE CLASSROOM

Unit	Description	Hours
1	CONCEPT & MEANING OF TEACHING OUTSIDE THE CLASSROOM 1.1 Concept, Meaning and Nature of Teaching Outside the Classroom 1.2 importance of the outdoors in Teaching Outside the Classroom 1.3 Aim and Values of outdoor Teaching - Learning 1.4 Learning to learn Teaching Outside the Classroom 1.5 Outdoor Teaching - Learning present scenario 1.6 Role of a teacher in inside and outside the classroom	10
2	CONTEMPORARY OUTDOOR TEACHING - LEARNING 2.1 Recourses for outdoor Teaching – Learning 2.2 Purpose and vision for learning outside the classroom 2.3 Support learning outside the classroom 2.4 Potential barriers to support learning outside the classroom 2.5 Learning across the curriculum 2.6 Innovative curriculum 2.7 Educational advantages of Learning Outside the classroom	12
3	POLICIES AND PRACTICES IN TEACHING OUTSIDE THE CLASSROOM 3.1 Impact of National Policies on Teaching Outside the Classroom 3.2 Formal and non-formal sectors in India	12

	3.3 Non-formal and informal education 3.4 Secondary schools and non-formal education 3.5 Cooperation between the formal and non-formal organizations in the Didactical approaches 3.6 Outdoor Learning Practices	
4	ASSOCIATED PEDAGOGIES IN TEACHING OUTSIDE THE CLASSROOM 4.1 learning extend outside the classroom 4.2 pedagogies in Teaching Outside the Classroom 4.3 Technology Outside (and Inside) the Classroom 4.4 General Strategies for Teaching Outside the Classroom 4.5 Additional Resources for Teaching Outside the Classroom 4.6 Challenges of Teaching Outside the Classroom 4.7 Educational importance of teaching outside the classroom	10
5	AREAS OF TEACHING OUTSIDE THE CLASSROOM 5.1 Teaching and learning outside the classroom: personal values, alternative pedagogies and standards 5.2 Outdoor contexts for teaching and learning-Learning and enjoyment, Research context, Values associated with outdoor learning, Freedom and fun, Ownership and autonomy, Authenticity, Love of a rich sensory environment, Physicality, Child-initiated learning, 5.3 Experiential opportunities, Affective elements, Tensions between the ideal and real, Extending learning, inquiry-based learning 5.4 Transforming pedagogy Standards agenda, Adult attitude	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 :

1. Follow up activities do use the enthusiasm generated by the work outside the classroom.
2. Organize Field Trips for Teaching Outside the Classroom
3. Prepare an article on nature based teaching
4. Conduct group discussion on project based teaching
5. Identify Values associated with outdoor learning in the textbook
6. Choose a topic to develop inquiry-based learning

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M.Ed. Semester-III

DSC13: STATISTICS IN EDUCATIONAL RESEARCH

Course Title: Statistics in Educational Research	Course code: 24EDU3C13L
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:

CO-1:	Understand basic concepts in statistics
CO-2:	Apply appropriate statistical techniques
CO-3:	Develop educational research and use relevant tools, techniques & procedures
CO-4:	Apply aspects of descriptive and inferential statistics
CO-5:	Write and evaluate research reports
CO-6:	Develop research aptitude among students

DSC13: STATISTICS IN EDUCATIONAL RESEARCH

Unit	Description	Hours
1	<p>BASICS IN STATISTICS</p> <p>1.1.Descriptive Statistics and Inferential Statistics. Meaning of Parametric and Nonparametric tests.</p> <p>1.2. Concept of non-parametric statistics, Assumptions of non-parametric statistics.</p> <p>1.3. Concept of Normal Distribution, Meaning of Z-score, Characteristics of Normal distribution, Applications of Normal Distribution, Deviations from normality. Importance of NPC in Educational Research.</p> <p>1.4. Test of significance, Steps of hypothesis testing, Errors in hypothesis testing. One-tailed and Two-tailed tests. Concept of level of Significance and degrees of freedom.</p> <p>1.5. Meaning and Concept of Correlation, Concept of Linear and Non-linear relationship, Scatter diagram, Correlation Coefficients: Product moment Correlation, Rank Correlation, Testing the significance of correlation coefficient, Special correlation coefficients: Bi-serial Correlation, Point-Bi-serial, Tetra Choric Correlation and Phi-Coefficient of Correlation. Importance and interpretation of Correlation Coefficient in Educational Research.</p>	10
2	<p>TESTS OF SIGNIFICANCE-I</p> <p>2.1. t-test : One sample t-test, Independent sample t–test, Paired samples t-test, use of t-test for large samples.</p> <p>2.2. Concept of Analysis of Variance (ANOVA), one way ANOVA, two</p>	12

	ways ANOVA. Analysis of two ways ANOVA with one observation per cell and more than one observation per cell. Concept of post-hoc analysis. Different types of post-hoc analysis. 2.3. One way analysis of variance in case of repeated measures observation.	
3	TESTS OF SIGNIFICANCE-II 3.1. Concept of Partial correlation and multiple correlation. 3.2. Chi-square test: chi-square test as a test of goodness of fit, chi-square test as a test of independence 3.3. Median test, utility and application of median test, Sign test. 3.4. Mann-Whitney U test, utility and application of Mann-Whitney test in Educational research.	12
4	MULTIVARIATE DATA ANALYSIS TECHNIQUES 4.1. Concept of Multivariate data analysis, Characteristics of multivariate data analysis techniques. 4.2. Concept of Regression, Meaning of linear regression, concept of simple linear regression, importance and utility of simple regression in educational research. 4.3. Concept of multiple Regression, concept of regression coefficient, interpretation of regression coefficient, importance and utility of regression in educational research. 4.4. Concept of factor analysis, utility and application of factor analysis.	12
5	PREPARATION OF RESEARCH REPORT AND ITS CRITIQUE 5.1. General Guidelines: General rules for writing and typing, Format and style. 5.2. Types of Research reports: Ph.D. Thesis and dissertations, Journal Articles, paper Presented at Professional meetings. 5.3. General evaluation Criteria: Abstract, Introduction, Methods, Sample, Statistics, Results, Discussions., 5.4. Specific evaluation Criteria: Qualitative, Descriptive, Correlational, causal comparative and Experimental research	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. Collect the APA format and review any one research article as per the Format.
2. Review any three research articles and write the statistical findings in each article.
3. Collect any five problems and critically reflect on the appropriateness of statistics used in it.
4. Review any three empirical articles or research studies and write the hypotheses and then reflect on the statistics.
5. Take any one Ph.D. Thesis and critically review & write about statistical procedures followed in it.

6. Take any two research articles or theses and write about the descriptive or inferential statistics used and their need for the study.

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M.Ed. Semester-III

DSE1: A. DIGITAL TECHNOLOGY IN SECONDARY AND HIGHER EDUCATION

Course Title: A. Digital Technology in Secondary and Higher Education	Course code: 24EDU3E1LA
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:

CO-1:	Efficiently use ICT tools, software applications and digital resources in day to day teaching – learning situations.
CO-2:	Use ICT to make classroom processes more inclusive and address the issue of diverse learning abilities.
CO-3:	Utilize and generate their own digital resources in classrooms.
CO-4:	Contribute and actively engage in the activities of teachers' networks.
CO-5:	Develop the ability to select and critically evaluate ICT resources.
CO-6:	Assimilate innovative ICT techniques in the curriculum for fostering significant changes in the processes of instruction and learning.
CO-7:	Develop the digital knowledge resources of the educational institution further and organize them fittingly on the cyberspace.
CO-8:	Recognize how to fully make use of the potentials of a virtual classroom environment.
CO-9:	Create an awareness regarding the availability of open source software that could be successfully integrated into the curriculum.
CO-10:	Develop a well-articulated perspective on ICTs in education formulated by personal experience and critical examination of resources, curriculum, and educational practice.
CO-11:	Practice safe and ethical usage of ICT and be aware of the legal ramifications of inappropriate use.

DSE1:A. DIGITAL TECHNOLOGY IN SECONDARY AND HIGHER EDUCATION

Unit	Description	Hours
1	POTENTIALS OF ICT IN EDUCATION 1.1 ICT as a means to connect with the world – The global learner scenario Pedagogy and ICT. 1.2 Potentials of using ICT in class room– Creating Personal learning environments 1.3 Approaches to ICT - Integrate, Enhancement and Complementary; Approaches to ICT Integration in Teacher Education- ICT skills development approach, ICT pedagogy approach, Subject-specific approach, Practice driven approach	10

	<p>1.4 ICT integrated Inclusive education - Assistive and Adaptive technologies to augment physical and cognitive abilities</p> <p>1.5 National Policy on ICT in School Education (2012)-ICT competencies</p>	
2	<p>ICT PRODUCTIVITY TOOLS</p> <p>2.1 Productivity Tools –Google docs – Spreadsheets – Presentations - Digital Animation – Blender, Open Shot - Photo and video editing software</p> <p>2.2 Constructivist Learning Tools: Mind tools, Brainstorming software- Concept Mapping tools – Canva and Mind meister</p> <p>2.3 New gen Web Browsers and Search Tools – Project Spartan – Element Broswer– Dogpile</p>	12
3	<p>ICT FOR CURRICULUM TRANSACTION</p> <p>3.1 Considerations for integrating ICT - Animations, Simulations, Digital Stories, Photo Essays</p> <p>3.2 Using appropriate hardware (Projectors, Interactive Whiteboards/Smart boards)</p> <p>3.3. Criteria for selecting ICT Resources – Accuracy, Credibility, Coverage, Objectivity , Appropriateness and Copyrights</p> <p>3.4 Commercial or Licensed ICT Resources – Reference Sites, Professional group sites, National and International Portals NROER- FUSE – Find Use Share Educate</p> <p>3.5 Custom development of resources – User Generated Content (UGC) - Types</p> <p>3.6 Multimedia design-steps and pedagogical applications</p> <p>3.7 e-content -Design and Development -ADDIE model- UGC Guidelines for e-content development</p>	12
4	<p>INTERNET RESOURCES FOR TEACHING AND LEARNING .</p> <p>4.1 The Internet and ICT environments – Need for Green ICTs.</p> <p>4.2 Web-based learning objects, Online Games, Web quests.</p> <p>4.3 Interactive Web 2.0 applications- Social Networking Services- Email, Forums, Blogs Social media sites- Facebook, WhatsApp, Instagram, Twitter-Video sharing sites YouTube- Web applications- Wikis</p> <p>4.4 Emergence of Web 3.0 and Web 4.0 Technologies</p> <p>4.5 E-resources-e-books, e-journals, e-databases- Digital library, J-Stor</p> <p>4.6 Virtual learning Environment- Content Management System and Learning Management System - Virtual Field Trips</p> <p>4.7 Online Courses-NPTEL (National Programme on Technology Enhanced Learning),SWAYAM, MOOCS and Course and Online tutoring- Designing e-tivities</p>	12
5	<p>ICT FOR ASSESSMENT AND EVALUATION</p> <p>5.1 Scope of ICT for evaluation- Computer Assisted Assessment (CAA), Computer Adaptive Testing(CAT)</p> <p>5.2 Software tools for evaluation - Steele’s Model of Intentional Use of Technology- Digital rubrics, e-portfolios</p> <p>5.3 Online assessment-criteria, norms and standards-Constructing tests / quizzes using ICT</p> <p>5.4 Using ICT to process data, analyze results and track students achievement</p> <p>5.5 Online Survey Tools –Survey Monkey – Training Check</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, debate, brain storming, buzz session, small group discussions, simulation, e- resources, study circle

REFLECTIVE PRACTICUM :

- Prepare edublog in your subject.
- Prepare a video blog of class presentations.
- Develop a lesson format using webquest.
- Create interactive games and quizzes online
- Develop an online evaluation form.
- Design & develop e-content on ADDIE model.

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M.Ed. Semester-III
DSE1: B. POLICIES AND PRACTICES OF EDUCATION IN INDIA

Course Title: B. Policies and Practices of Education in India	Course code: 24EDU3E1LB
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:

CO-1:	Understand meaning, concept, need and scope of Teacher Education
CO-2:	Develop an idea about the structure of Secondary and Higher Secondary Education in India.
CO-3:	Critically examine the programmes of Secondary and Higher Secondary Education
CO-4:	Analyze the concept of Universalization of Secondary and Higher Secondary Education.
CO-5:	Develop an Understanding about the Quality and Concerns in Secondary and Higher Secondary Education
CO-6:	Analyze the Recommendations Made by Various Committees and Commissions

DSE1: B. POLICIES AND PRACTICES OF EDUCATION IN INDIA

Unit	Description	Hours
1	BASICS IN TEACHER EDUCATION 1.1 Meaning and Nature of Teacher Education 1.2 Need, Scope and Objectives of Teacher Education 1.3 Changing Context of Teacher Education in the Indian Scenario 1.4 Impact of National Policies on Teacher Education 1.5 Perspectives for Equitable and Sustainable Development 1.6 Changing Context of Teacher Education in the Global Scenario	10
2	SECONDARY AND HIGHER SECONDARY EDUCATION 2.1 Concept, Meaning, Need, Scope and Objectives of Secondary and Higher Secondary Education 2.2 A Brief Review of Historical Perspective of Development for Secondary Education :Ancient, Medieval and British Period 2.3 Historical Background of Secondary and Higher Secondary Education in India with Special Reference to the Recommendations Made by Various Committees and Commissions - Kothari Commission (1964-66), Ishwari Bhai Patel Committee, National Policy on Education (1986,1992,2020), Ramamurthy Committee, Yashpal Committee, Recent Recommendations in Secondary Education.	14

3	<p>STRUCTURE OF SECONDARY AND HIGHER SECONDARY EDUCATION</p> <p>3.1 Structure of Secondary and Higher Secondary Education in India (Central and State Level)</p> <p>3.2 Vision and Mission of Secondary and Higher Secondary Education</p> <p>3.3. Decentralization of Secondary and Higher Secondary Education</p> <p>3.4 Constitutional Provisions, Right to Education and its Implications</p> <p>3.5 Quality Assurance in Secondary and Higher Secondary Education, Women Empowerment as Support Services</p> <p>3.6 Universalization of Secondary and Higher Secondary Education(UEE)- Universal Access, Universal Retention and Universal Achievement</p> <p>3.7 Major Schemes and Programmes for Secondary and Higher Secondary Education, RMSA, SSA and other Programmes</p> <p>3.8 Responsibility between the Union Government and the States</p>	14
4	<p>QUALITY AND CONCERNS IN SECONDARY AND HIGHER SECONDARY EDUCATION</p> <p>4.1 Concepts, Indicators of Quality, Setting Standards for Performance</p> <p>4.2 Present status of quality education in India (status and prospects)- Delor's Commission Report regarding quality-Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - MHRD, UGC, SCERT, NCERT, CIET, NUEPA, IASE, NAAC etc</p> <p>4.3 School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/Order and Discipline, Law and Order in the Society and its Effect on School</p>	10
5	<p>QUALITY TEACHING IN HIGHER EDUCATION: POLICIES AND PRACTICES</p> <p>5.1 Raising Awareness of Quality Teaching</p> <p>5.2 Developing Teaching Excellence in Teachers</p> <p>5.3 Building Organization for Change and Teaching Leaders</p> <p>5.4 Aligning Institutional Policies to Foster Quality Teaching</p> <p>5.5 Highlighting Innovation as a Driver for Change</p> <p>5.6 Engaging Student with Best Innovative Practices</p>	08
<p>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.</p> <p>REFLECTIVE PRACTICUM :</p> <ol style="list-style-type: none"> 1 Conduct a play in school to generate awareness among students & teachers on Child Right. 2. Case study of a school or some innovative practice under SSA 3. Preparation of research design on a theme, discipline and RTE act. 2009 4. Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Global Monitoring; 		

Report of UNESCO

5. Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
6. Critical Analysis of Research Studies on programs and policies related to Vision and Mission of Secondary and Higher Secondary Education

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M.Ed. Semester-III
DSE1: C. EDUCATIONAL ENTREPRENEURSHIP

Course Title: C. Educational Entrepreneurship	Course code: 24EDU3E1LC
Total Contact Hours: 56	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hour
Summative Assessment Marks: 70	

Course Outcomes (COs):

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

CO-1:	Understand the concept of entrepreneurship and opportunities for Education in
CO-2:	Establish and efficiently manage non-governmental organizations in the field of Education.
CO-3:	Understand the schemes and programmes for promotion of the culture of Entrepreneurship in India.
CO-4:	Undertake entrepreneurship projects in the field of Education.
CO-5:	Gain knowledge and understand about the meaning and importance of globalization, liberalization and privatization
CO-6:	Understand the Importance of Education on Globalization.
CO-7:	List the salient features of Globalization affecting Teacher Education.

DSE1: C. EDUCATIONAL ENTREPRENEURSHIP

Unit	Description	Hours
1	INTRODUCTION TO ENTREPRENEURSHIP 1.1 Concept, Meaning and Definitions of Entrepreneurship 1.2 Nature and Importance of Entrepreneurship 1.3 Significance of Entrepreneurship 1.4 Role of entrepreneurship in development. 1.5 Type of entrepreneurship.	10
2	ESSENTIAL SKILLS OF ENTREPRENEURSHIP 2.1 Teachers as facilitators of learning: Mentorship Programs 2.2 Continuing Professional Development: Engaging the Local Enterprise, Community, role of the school and local community. 2.3 Problems of entrepreneurship.	12
3	METHODS AND MEDIA FOR TEACHING OF ENTREPRENEURSHIP 3.1 Methods of Teaching Entrepreneurship Education 3.2 Classifications of Methods :Project Method, Group Discussion Method, Lab Method, Heuristic Method, Survey Method, Service Learning Method, Question Method 3.3. Media for Teaching of Entrepreneurship – Need for Media for Teaching, Classifications of Media –Electronic Media and Digital Media,	12
4	INTEGRATION OF ENTREPRENEURSHIP IN SCHOOL SUBJECTS 4.1 Teach ability of entrepreneurship.	12

	<p>4.2 Role of school in teaching entrepreneurship.</p> <p>4.3 Integration of entrepreneurship in school subjects.</p> <p>4.3.1 Entrepreneurship and Language subjects.</p> <p>4.3.2 Entrepreneurship and Science.</p> <p>4.3.3 Entrepreneurship and Social Science.</p> <p>4.3.4 Entrepreneurship and Mathematics.</p> <p>4.3.5 Entrepreneurship and Art Education.</p> <p>4.4 Benefits of Entrepreneurship Education.</p>	
5	<p>GLOBALIZATION AND ENTREPRENEURSHIP IN EDUCATION</p> <p>5.1 Meaning and importance Globalization, Liberalization and Privatization</p> <p>5.2 Historical perspectives in Globalization</p> <p>5.3 Globalization and the changing society</p> <p>5.4 Globalization -The commercialization of Knowledge and higher Education</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. Visit some success schools & interview the heads of the institutions on their planning & execution of the programme.
2. Visit some residential, Social welfare & Tribal welfare schools and interview the heads of the institution about the programme implementation
3. Critically review the Education Acts Code of different States and reflect.
4. Visits to Educational Entrepreneurship Centers such as Azim Premaji Foundation, INFOSYS Foundation, Deshpande Foundation, Akshar Foundation etc..
5. If you are given a chance to open your school – Narrate your ideologies.
6. Prepare a proposal to start your own school following State Government Rules.
7. Prepare guidelines for a Successful Mentor.
8. Write your strategies to mobilize community children to your school. • Suggest various modes of publicity for the Institutional enrolment.
9. Prepare brochures, pamphlets, websites, newspaper advertisements, wall posters, flexi banners, mouth to mouth canvassing, rallies, mobile canvassing, mobile technology, social media, and social networks.
10. College is free to suggest any other Related Entrepreneurship centre.
11. Project Report writing

REFERENCES:

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 13. Manasayan, Agarwal Complex, first Floor, S-524 school block, Shakarpur, Delhi --410092
Email : jmojha@delz.vsnl.net.in
 14. National Psychological Corporation, BhargawaBhawn, 4/230, KacheriGhat, Agra—2282004,

M.Ed. Semester-III

DSE2: A.LEARNING MANAGEMENT SYSTEM

Course Title: A. Learning Management System	Course code: 24EDU3E2LA
Total Contact Hours: 56	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

Course Outcomes (COs):

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

CO-1:	Plan the requirements of educational institutions in relation to LMS, and install and configure Moodle in a standalone/networked environment.
CO-2:	Create users, courses and provide permissions for the users in Moodle.
CO-3:	Utilize the resources and activities option of Moodle for teaching-learning.
CO-4:	Create, manage and grade the Quiz and other activities for assessment
CO-5:	Administer the advanced features of Moodle.

DSE2: A.LEARNING MANAGEMENT SYSTEM

Unit	Description	Hours
1	INSTALLATION 1.1 Meaning of LMS, CMS and LCMS – LMS 1.2 Purpose, functions and Tools – Moodle 1.3 History and Educational Philosophy – Moodle Prerequisites: 1.4 Hardware and Software Requirements – Installation of AMP (Apache, MySQL, PHP) 1.5 Installation of Moodle – Updating Moodle – Moodle Themes.	12
2	COURSES, USERS AND ROLES 2.1 File Management – Overview of Courses, Users and Roles 2.2 Course Management: Course Categories, Creating Courses 2.3 User Management: User Profiles, Cohorts – Enrolment of Users in Courses.	10
3	RESOURCES, ACTIVITIES AND ASSESSMENT 3.1 Text Editors – Resources – Assignments – Chat – Messaging – Discussion Forums – Workshop – Lessons – External Tool – SCORM – Wikis – Blogs – Tags – Database – Glossary – Survey – Choices – Feedback 3.2 Quiz: Creating Quiz, Building Question Bank, Managing Quizzes, Quiz Security and Capabilities – Grading: Interfaces, Categories, Calculations, Importing, Exporting.	12
4	ADMINISTRATION AND CONTEMPORARY ISSUES 4.1 Managing Permissions: Roles and Capabilities – Plugins –	12

	<p>Configuration:</p> <p>4.2 Localization, Grades and Gradebook Settings – Logging and Reporting – Security and Privacy – Performance and Optimization – Backup and Restore – Web Services for External Systems</p> <p>4.3 Overcoming Limitations of Moodle–Future Challenges of LMS.</p>	
5	<p>LEARNING MANAGEMENT SYSTEM AND EDUCATION</p> <p>5.1 Role of LMS in Education</p> <p>5.2 Towards Enhanced LMS to Support Student Learning</p> <p>5.3 LMS to Foster an Online Learning Environment</p> <p>5.4 LMS Technological Resource to Support Learners Online</p> <p>5.5 LMS Resources Impact Teaching and Learning- Student Response Resources</p> <p>5.6 LMS Personalization</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. Organizing and Presenting Digital Content through an LMS
2. LMS tools foster communication with students and parents outside of the classroom
3. Choosing a Learning Management System in a subject
4. Create LMS platform supports a community of learners working together to build knowledge.
5. LMS tools foster student collaboration on group projects.
6. Review of Learning Management Systems
7. Application of Current Standards with LMS
8. Impact of Current Standards on the LMS Predominant pedagogical principles adopted by Teacher Education Institutions
9. Develop a Moodle and evaluate

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M.Ed. Semester-III**DSE2: B. SYSTEM AND STRUCTURES OF EDUCATION IN INDIA**

Course Title: B. System and Structures of Education in India	Course code: 24EDU3E2LB
Total Contact Hours: 56	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

Course Outcomes (COs):**At the end of the course, students will be able to:**

CO-1:	Understand the status of secondary and higher secondary education in India
CO-2:	Analyze the issues of secondary and higher secondary education in different aspects
CO-3:	Interpret the outcome of different programmes in different levels.
CO-4:	Examine condition of teacher education programmes in secondary and higher secondary level.
CO-5:	Investigate the emerging needs of teacher education programme at secondary and higher secondary level.
CO-6:	Develop philosophical, sociological and psychological perspective on Secondary Education
CO-7:	Develop critical understanding about current status of Secondary education in India
CO-8:	Understand organizational structure and functions of institutions in administration and management of Secondary education at various levels
CO-9:	Analyze the role of various organizations, institutions and agencies in Secondary Education
CO-10:	Develop perspective on transition from elementary education to secondary education
CO-11:	Understand the functioning of various student support services at Secondary Level
CO-12:	Develop critical understanding about issues and challenges in secondary education

DSE2: B. SYSTEM AND STRUCTURES OF EDUCATION IN INDIA

Unit	Description	Hours
1	INTRODUCTION TO SECONDARY AND HIGHER SECONDARY EDUCATION 1.1 Concept, Need, Aims and Objectives of Secondary and Higher Secondary Education 1.2 Growth and Development of Secondary and Higher Secondary Education 1.3 Status of Secondary and Higher Secondary Education in India 1.4 Universalization of Secondary Education Norms for Secondary and Higher Secondary Schools	12

	<p>1.5 Structure, Approaches and Strategies for Secondary and Higher Secondary Education Secondary Education in 5 year Plans</p> <p>1.6 Policy perspectives in decentralization of administration and management of secondary and senior secondary education- Local Bodies</p> <p>1.7 Administration responsibility of different levels of central and state government; types of schools, Regulation of private school; matching supply-demand aspect of secondary education.</p> <p>1.8 CAGE Committee on Universalization of Secondary Education recommendation</p>	
2	<p>ORGANISATIONS, INSTITUTIONS AND AGENCIES IN SECONDARY EDUCATION</p> <p>2.1 National level Organizations and Institutions in administration and management of secondary education-Ministry of Human Resource Development (CAGE, CBSE, ICSE, NUCPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS); - Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs</p> <p>2.2 State level Organizations and Institutions in administration and management of secondary– education - State departments of education, Directorates and Secretariats, State Boards of School Education, - SCERT / SIE, State Institute of Educational Technology (SIET), - State Institute of Educational Management and Training (SIEMAT)</p> <p>2.3 District and sub district levels Organizations and Institutions in administration and– management of secondary education - District Education Office, - Block Education Office, - Department of Public Instruction, - SMC (School Management Committee), PTA (Parent Teacher Association)</p> <p>2.4 International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE NGOs, Civil Society and Advocacy groups – focus areas, importance and functions</p>	12
3	<p>CONCERNS AND STATUS OF SECONDARY EDUCATION</p> <p>3.1 National Scenario in terms of access, enrolment, retention,– dropout, and out of school children</p> <p>3.2 Status of Infrastructural facilities- classrooms, library, Separate toilets for boys and girls, Kitchen sheds</p> <p>3.3 Status of Secondary school teachers in terms of qualification and professional training– teachers.</p> <p>3.4 Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty, Quality Improvement in Schools.</p>	12
04	<p>ISSUES RELATING TO SECONDARY AND HIGHER SECONDARY LEVEL</p> <p>4.1 Issues relating to drop out of students at Secondary and Higher Secondary Level</p> <p>4.2 Equity, Equality and Social Justice in Secondary and Higher</p>	10

	<p>Secondary Education</p> <p>4.3 Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education</p> <p>4.4 Objectives, levels and structures of Teacher Education Programme at Secondary and Higher Secondary Level</p> <p>4.5 Issues and Concerns of Pre-Service and In-Service Teacher Education at Secondary and Higher Secondary Education</p> <p>4.6 Role of NCTE and RCI in Secondary and Higher Secondary Teacher Education Programme</p>	
05	<p>PROGRAMMES AND IMPLEMENTATION STRATEGIES OF SECONDARY EDUCATION</p> <p>5.1 Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education</p> <p>5.2 RMSA for achieving Universalization of Secondary Education programmes and strategies, its impact on quality enhancement</p> <p>5.3 National Vocational Education Qualification Framework (NVEQF)</p> <p>5.4 Role of authority and civil society groups in programme implementation</p> <p>5.5 Centrally sponsored schemes and state projects and programmes the changes it brought in secondary education</p>	10
<p>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.</p> <p>REFLECTIVE PRACTICUM:</p> <ol style="list-style-type: none"> 1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness) 2. Analyse the All India Education Survey Report through the indicators and interpret the results 3. Visit a secondary/higher secondary school and investigate the quality of the school based on the recommended norms 4. Survey on enrolment, drop out and retention rate of the secondary/higher secondary school at the local area. 5. Analysis of the social aspects of girl's education at secondary/higher secondary through survey or interviews. 6. Preparation of a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement 7. Group work and presentation on innovative assessment technique 8. Preparation of a report on the existing status of the teachers, method of recruitment and 		

salary structure

9. Survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve
10. Conducting an interview with teachers/students/parents of different schools and preparation of a report on problems of secondary education.
11. View films / videos on issues related to secondary education (Stand and deliver, India untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education)

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M.Ed. Semester-III**DSE2: C. ECONOMICS OF EDUCATION**

Course Title: DSE2: C. Economics of Education	Course code: 24EDU3E2LC
Total Contact Hours: 56	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

Course Outcomes (COs):**At the end of the course, students will be able to:**

CO-1:	Develop importance of Economics in the field of education
CO-2:	Understand education on consumption and instrument activities
CO-3:	Compare cost of education its role in individual and Human development
CO-4:	Analyze Internal efficiency of the systems of education
CO-5:	Examine modern development in economics of Education
CO-6:	Understand educational policy management planning and Finance.
CO-7:	Understand new educational reforms adopted in India and their capability in the field of education

DSE2: C. ECONOMICS OF EDUCATION

Unit	Description	Hours
1	INTRODUCTION TO ECONOMICS OF EDUCATION 1.1 Concept and scope of economics of education Interdependence of Economics and education 1.2. Education as Human capital, critique on the concept of Human capital 1.3. Concept of Micro and Macro Economics of Education 1.4. Brief historical perspective of economics of education 1.5. Critical understanding of the concept of Political economy	12
2	COSTS AND BENEFITS OF EDUCATION 2.1. Principles of Economic costs and Benefits 2.2. Factors related to educational costs 2.3. Cost Benefit Analyses in Education 2.4. Concept of Rate of returns to education 2.5. Problems in the assessment of costs and benefits in education	10
3	ECONOMIC DEVELOPMENT AND EFFICIENCY IN EDUCATION 3.1. Concept and Success of economic growth 3.2. Contemporary perspectives on Human Development 3.3. Input – Output relationships and Internal and External Efficiency in Education. 3.4. Educational Efficiency in Education 3.5. Brief concepts and measurements of National Income	12

4	<p>ECONOMIC REFORMS AND EDUCATION</p> <p>4.1. Standard of living schooling and Education</p> <p>4.2. Modernization of education relationship between Market and education, Human Development Index</p> <p>4.3. Privatization of education – public and private partnership in education</p> <p>4.4. Globalization of Education; Role of International Institutions, IMF, WB & WTO</p> <p>4.5. Liberalization of Educational policies a critical appraisal</p>	12
5	<p>THEORY AND PRACTICE OF FINANCING EDUCATION</p> <p>5.1. Sources of financing Education in India (a) Public funding (b) Fees (c) Student hours / fellowships (d) Educational Cess (e) Educational Aid</p> <p>5.2. Budgeting – control of funds Grants in aid – Policy at National and State Level</p> <p>5.3. Plan and Non- Plan expenditure – Role of Different Planning and Finance commission</p> <p>5.4. Intersection allocation of education</p> <p>5.5. Mobilization of Resources for Education</p>	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:

1. Reviewing of Doordarshan Broad castes on Budget Analysis Proceedings
2. Collection of Material related to Budget allocation, and satisfaction of both State and Central Government
3. Study of School Budget.
4. Collecting Budget proposals of Private & Public educational institutions & reviewing the mode of allocation and expenditure
5. Reviewing State Fee reimbursement policy and its challenges to Private & Public institutions financial status.
6. Reviewing of the last five Five Year Plans (FYPs) and reflecting on Budget allocation to Education Sector for different levels.
7. Review Karnataka State budget for this year & compare it with earlier Andhra Pradesh Budget & reflect on allocation to Education.
8. Interview some eminent persons at State, Institutions, Public & Private institutions, Chartered Accountants and write a report on judicious budgetary procedures.

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M.Ed. Semester-III

GEC1: A. EFFECTIVE TEACHING

Course Title: GEC1: A. Effective Teaching	Course code: 24EDU3G1LA
Total Contact Hours: 26	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1Hour
Summative Assessment Marks: 30	

Course Outcomes (COs):

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

CO-1:	Acquire a working knowledge of Effective teaching
CO-2:	Define and provide an overview of the Society and Effective teaching
CO-3:	Identify the Role of a teacher at the different levels
CO-4:	Compare the type of teaching models
CO-5:	Identify and compare Basic Teaching Skills
CO-6:	Analyze the 5 phases of Effective teaching
CO-7:	Understand the Role ICT in Teaching-Learning process

GEC1: A. EFFECTIVE TEACHING

Unit	Description	Hours
1	<p>INTRODUCTION TO EFFECTIVE TEACHING</p> <p>1.1 Meaning Nature, definition, scope and importance of Effective teaching</p> <p>1.2 Types of Effective teaching, Levels of Effective teaching and Maxims of Effective teaching</p> <p>1.3 Society and Effective teaching, Research in Effective teaching, Modern trends in Effective teaching, Creativity and Effective teaching</p> <p>1.4 Teaching Skill and Method: Skills based approach to teaching. Methods of teaching, lecture method project method and discussion method.</p> <p>1.5 Factors influencing Effective teaching process</p>	10
2	<p>MODELS OF TEACHING</p> <p>2.1 Meaning, Definition of teaching model, Assumptions, Importance,</p> <p>2.2 Role and type of teaching models.</p> <p>2.3 Historical teaching model, Philosophical model of teaching and teaching models for teacher education</p> <p>2.4 5E model for Effective teaching.</p> <p>2.5 NEP-2020: Role of a teacher at the different levels</p>	08
3	<p>TEACHING SKILLS AND INNOVATIVE STRATEGIES</p> <p>3.1 Basic Teaching Skills: Questioning, explanation, illustration with examples, stimulus variation and reinforcement</p>	08

- | | |
|--|--|
| <p>3.2. 21st Century Skills: Critical thinking, creativity, collaboration, communication & flexibility</p> <p>3.3. Innovative Strategies- Flipped classroom, peer tutoring, and collaborative learning</p> <p>3.4 Role ICT in Teaching-Learning process - Use of ICT in teaching-learning process, Online teaching platforms: Google Classroom, LMS, SWAYAM, Diksha, Virtual Labs, Blended models of learning, Online assessment and examination</p> | |
|--|--|

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. Critical reflection on the concept of Effective teaching and its level
2. Critically evaluate the role of a teacher in the context of New Education Policy (2020).
3. Preparation of a lesson plan on any topic using the basic teaching skills.
4. Preparation a detail report on uses of online teaching platforms/digital initiatives by Govt. of India.

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M.Ed. Semester-III

GEC1: B. WEB BASED TEACHING

Course Title: B. Web Based Teaching	Course code: 24EDU3G1LB
Total Contact Hours: 26	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hours
Summative Assessment Marks: 30	

Course Outcomes (COs):

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

CO-1:	Define Technology Mediated Teaching and Learning
CO-2:	Identify Web-Based Communication and Collaboration
CO-3:	Analyze the Web-Based Learning Environments
CO-4:	Understand the Web-based instructional design
CO-5:	Design storyboards and draw hierarchical diagram for the proposed website.
CO-6:	Construct a website using Adobe Dreamweaver.
CO-7:	Develop Web-based software for teaching and learning strategies

GEC1: B. WEB BASED TEACHING

Unit	Description	Hours
1	TECHNOLOGY MEDIATED TEACHING AND LEARNING 1.1 Meaning Nature, Definition, Scope and Importance of Technology Mediated Teaching and Learning 1.2 Web-Based Learning Environment 1.3 Web-Based Training Components and Features 1.4 e-Learning: Meaning, Nature, Definition, Types, Features & Impact of e-Learning 1.5 On-line learning- Meaning Nature, Definition, Types , Features & Impact of On-line learning	10
2	SELECTING SOFTWARE AND SERVICES FOR WEB-BASED TEACHING AND LEARNING 2.1 Web-Based Software and Services for Communication 2.2 Web-Based Communication and Collaboration 2.3 Dynamic learning environments 2.4 Virtual Learning Environments 2.5 Web-based instructional design 2.6 E-learning using Wikis and blogs 2.7 Learning Management Systems	08
3	ANALYSING SOFTWARE AND SERVICES FOR WEB BASED TEACHING AND LEARNING 3.1 Educational Dimension 3.2 Task Dimension 3.3 Administration Dimension	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. Content Creation and Designing Templates & Libraries
2. Designing storyboards for developing an educational website.
3. Drawing Hierarchical diagram for the storyboards.
4. Create multimedia contents required for the website
5. Using the skills acquired in ‘Instructional Package Development – Practical’ and ‘Educational Video Production Practical’ courses using Adobe Illustrator, Adobe Photoshop, Adobe Animate and Adobe Premiere Pro.
6. Design templates, libraries and independent web pages using Adobe Dreamweaver for the educational website.
7. Developing the web pages with suitable HTML 5.0 features.
8. Uploading the developed website into web server.
9. Challenges of maintaining a website in real-time environment.

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M.Ed. Semester-III**GEC1: C. MOOCs**

Course Title: GEC1: C. MOOCs	Course code: 24EDU3G1LC
Total Contact Hours: 26	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hours
Summative Assessment Marks: 30	

Course Outcomes (COs):

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

CO-1:	Define MOOCS
CO-2:	Identify Background and Perspective About SWAYAM
CO-3:	Analyze the Four Quadrant approach
CO-4:	Understand the Development of e-Content
CO-5:	Design Technical Specifications for Content Development
CO-6:	Construct Editing processes & Standards
CO-7:	Develop Instructional Systems for Design of MOOCS

GEC1: C. MOOCs

Unit	Description	Hours
1	INTRODUCTION TO MOOCs 1.1 Background And Perspective About SWAYAM 1.2 Four Quadrant approach 1.3 Purpose of e-content development for SWAYAM 1.4 Scope of SWAYAM 1.5 Importance of the modules 1.6 Regulations about SWAYAM 1.7 Role of National coordinators	08
2	PROCESS LEADING TO DEVELOPMENT OF e-CONTENT 2.1 Defining the Course design 2.2 pre-requisites and expected outcomes of the SWAYAM 2.3 Splitting the course into weeks and short modules 2.4 Preparing quizzes for each lecture for self-testing 2.5 Weekly assessments and assignments 2.6 Discussion forums to answer questions online. 2.7 Practice offering of MOOC's for training and course delivery.	08
3	TECHNICAL SPECIFICATIONS FOR CONTENT DEVELOPMENT 3.1 Duration of the SWAYAM course 3.2 Technical Guidelines 3.3 Editing processes & Standards	10

- | | | |
|--|---|--|
| | 3.4 Utilization of equipment available at institutions.
3.5 Responsibilities of Subject Matter Expert (SME)
3.6 Responsibilities of Multimedia Lab
3.7 Repurposing the E-Content.
3.8 Syllabus template for Week Plan
3.9 Instructional Systems for Design of MOOC's
3.10 Financing the Moocs
3.12 Quality Assurance
3.13 Intellectual Property Rights /Copyright Handling
3.14 Assessment and Certification | |
|--|---|--|

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. Content Creation and Designing MOOC Syllabus Template
2. Designing Course Outline developing an MOOC
3. Drawing Resources required for MOOC evaluation
4. Create multimedia contents required for the MOOCS
5. Prepare quizzes for each lecture for self-testing
6. Design Editing processes & Standards
7. Developing the Week Plan Template
8. Challenges of maintaining an Intellectual Property Rights /Copyright Handling

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M.Ed. Semester-III
SEC3: INTERNSHIP

Course Title: SEC3: Internship	Course code: 24EDU3S3P
Total Contact Hours: 26	Course Credits: 02
Formative Assessment Marks: 50	Duration of ESA/Exam: -----
Summative Assessment Marks: -	

Note:* There will be no theory examination for SEC3: Internship

Course Outcomes (COs):

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

CO-1:	Develop nuanced understanding of pedagogical practices and programme structures in institutes and other sites.
CO-2:	Understanding about children's thinking and learning processes, and their relationships.
CO-3:	Refine skills of interpersonal interactions with young children.
CO-4:	Critically reflect upon the field experiences and link them with theoretical construct

SEC3: INTERNSHIP

Brief description of internship:	<p>Internship have been designed to deepen students' engagement with education as praxis and to develop professionals who understand the interrelationship between the theory and practice in the 'field' which includes development sector, state functionaries, centrally sponsored schemes and initiatives among others. During this field attachment, students will be placed at a field site for three weeks. This prolonged engagement will enable students to gain an "insider-outsider" perspective to the field and critically engage with questions around equity, quality and social justice related to learning and development of young children.</p> <p>Internship in Teacher Education Institution will be minimum 04 weeks full time activity. It will be of maximum 50 marks and will be a sort of attachment of the M.Ed. student with a Teacher Education Institution engaged in pre-service and/or in-service teacher education programmes.</p>
Assessment Details: Suggested Internship activities	<p>Internship in Teacher Education Institutions (under supervision of M.Ed. teacher in charge and College mentor teachers). Concerned supervisor will evaluate the internship activities of students. Then students will do internships related to teacher training institutes. Would include the observation /conduction of institutional activities.</p>

	<ol style="list-style-type: none"> 1. Preparation of annual plan for B.Ed. Class. 2. Supervisory activities-Laboratory work, Library activities, ICT laboratory 3. Types of College Records 4. Classroom Teaching(at least 12 classes) 5. Visit a IGNOU/KSOU distance study center and prepare a report 6. Prepare a report on visit a special institutions (Deaf & Dumb, Blind etc..) 7. Action Research 8. Observation of the Practice in Teaching 9. Lesson guidance to 4 B.Ed trainees 10. Prepare small module Choice of your subject 11. Observation of B. Ed Lesson Plan 12. Interview of teachers working in schools 13. Analysis of website of innovative schools 14. Video presentation – on any relevant topic of teacher education 15. Participation and organization in/of the various curricular and co-curricular activities in the institution respectively. 16. Use Innovative Methods of teaching & 5E model, ADDIE
<p>Code of conduct for the internee</p>	<ul style="list-style-type: none"> ➤ Familiarize yourself with, and adhere to, relevant organizational arrangements, procedures, and functions. ➤ Understand what constitutes a permissible work absence and who to— notify if absent, be prompt with being on time to work and with assignments; give it your best effort. ➤ Changes in work schedule, supervision, or problems at your site must be reported to the Internship coordinator. ➤ If you feel victimized by a work-related incident, contact the Internship Director immediately. ➤ Dress appropriately for the work setting. ➤ Follow through on commitments. ➤ Do not conduct personal business during work hours (emails, cell phones, internet) ➤ Keep a positive attitude. ➤ Keep an open mind; avoid jumping to conclusions; try to make informed judgments. ➤ Be observant – see how people organize their ideas and respond to situations. ➤ Communicate – keep people informed in a useful and succinct way, listen, and ask questions. ➤ Be fair, considerate, honest, trustworthy, and cooperative when dealing

with coworkers and students.

- Assert yourself and your ideas in an appropriate and tactful manner.
- Seek feedback from your supervisors, accept suggestions for corrective changes in behavior and attempt to improve performance.
- Accept constructive criticism and continuously strive to improve performance.
- Seek to enhance your professional effectiveness by improving skills and—acquiring new knowledge

Department of Studies in Education
CBCS Question Paper Pattern for PG Semester End Examination
with Effect from the AY 2024-25

Generic Elective Course (GEC)

Paper Code:
Time: 1 Hours

Paper Title:

Max. Marks: 30

Note: Answer all the sections

Section -A

Q1. Answer all the following question each question carries **one** marks 5x1=5

- (a).....
- (b).....
- (c).....
- (d).....
- (e).....

Section -B

Answer any five of the following questions, each question carries two marks. 5x2=10

- Q2.....
- Q3.....
- Q4.....
- Q5.....
- Q6.....
- Q7.....
- Q8.....

Section -C

Answer any Three of the following questions, each question carries five marks. 3x5=15

- Q9.....
- Q10.....
- Q11.....
- Q12.....
- Q13.....



VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY
JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in Education

SYLLABUS

(Revised)

Master of Education

(IV Semester)

(CBCS)

With effect from

2024-25



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	24EDU4C14L	Advanced Educational Measurement and Evaluation	30	70	100	4	-	-	4	3
	DSC15	24EDU4C15L	Community Engagement Teaching	30	70	100	4	-	-	4	3
	DSE3	24EDU 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	24EDU4E4LA	A. Resources Management in Education	30	70	100	4	-	-	4	3
			B. Open Educational Resources in Education								
			C. Peer Review of Teaching								
	GEC2	24EDU4G2LA	A. e-Learning	20	30	50	2	-	-	2	1
			B. Educational Leadership								
			C. Value Education								
DSC15P3	24EDU4C15P	21EDU4C15P Practicum-3: Community Engagement Teaching	20+30	-	50	-	-	4	2	-	
Project	24EDU4C1R	Research Project*	100	-	100	-	-	8	4	-	
Total Marks for IV Semester						600				24	

Note:* There will be no theory examination for 24EDU4C1R: Research Project only viva-voce examination.

M.Ed. Semester-IV

DSC14: ADVANCED EDUCATIONAL MEASUREMENT AND EVALUATION

Course Title: Advanced Educational Measurement and Evaluation	Course code: 24EDU4C14L
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:

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

Unit	Description	Hours
1	<p>INTRODUCTION TO EDUCATIONAL EVALUATION</p> <p>1.1 Historical and Philosophical perspectives of Educational Evaluation: Beginning of psychological measurement, Measurement in 21st 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>TYPES AND MODELS OF EVALUATION</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>ASSESSMENT, MEASUREMENT AND EVALUATION</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 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>	12
4	<p>TEST CONSTRUCTION AND ITS STANDARDIZATION</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 & process of Test Standardization</p>	10
5	<p>NEW TRENDS IN EDUCATIONAL EVALUATION</p> <p>5.1 Recent trends in evaluation (National & international).</p> <p>5.2 Review of researches in Educational evaluation (National & 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

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M.Ed. Semester-IV**DSC15: COMMUNITY ENGAGEMENT TEACHING**

Course Title: Community Engagement Teaching	Course code: 24EDU4C15L
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:**

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

Unit	Description	Hours
1	INTRODUCTION OF COMMUNITY ENGAGEMENT TEACHING 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	COMMUNITY ENGAGEMENT IN HIGHER EDUCATION 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	COMMUNITY ENGAGEMENT MODELS 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	12

	3.6 Managing Organizational Support for Community Engagement 3.7 Challenges and Benefits in Improving Community Engagement in Research	
4	BEST PRACTICES IN COMMUNITY ENGAGED TEACHING 4.1 Building Relationships with Communities 4.2 Critical Reflection-Generating Learning through Community and Civic Engagement 4.3 Strategies for Integrating Reflection 4.4 Models of Critical Reflection 4.5 Faculty learning communities 4.6 Past communities of practice 4.7 Initiatives by states for community participation 4.8 Suggestions for improvement in community participation 4.9 Suggested Indicators of Success in Community Engagement	12
5	COMMUNITY PARTICIPATION IN SCHOOL EDUCATION 5.1 Pedagogies & Strategies 5.2 Challenges & Opportunities 5.3 Community Engaged Strategic Public Health Plan: 5.4 Essentials of Instructional and Curricular Design for Community Engagement 5.5 Integrating technology in Community Participation 5.6 Current status in community participation in school education 5.7 Problems in community participation in school education 5.8 The Value of Social Networking in Community Participation	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 :

- Identify and determine communication channels
- Create a project/course agreement
- Identify capacity building programmes for Community Engagement
- Provide syllabi, roles, and schedules to students and community partners.
- Provide course resources and trainings to students.
- Engage in site visits and orientations.
- Incorporate community partners into the course.
- Ensure regular progress reports and assessments of student and project development.
- Maintain regular contact with the community agency.
- Include reflection and formative evaluative moments throughout the course.
- Host final student presentations or dialogues with community partner.
- Celebrate student and community achievements.

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M.Ed. Semester-IV

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

Course Title: A. Blended and Online Learning Design (BOLD)	Course code: 24EDU4E3LA
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:

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)

Unit	Description	Hours
1	INTRODUCTION OF BLENDED AND ONLINE LEARNING 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	MODELS AND DESIGN OF BLENDED LEARNING 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	ICT TOOLS & INITIATIVES 3.1 Tools and Resources for Blended Learning 3.2 OER : NMEICT, NPTEL, ePG, NDL	12

	3.3 Swayam, MOOCs as Resources 3.4 Platforms: Learning and Evaluation: LMS 3.5 Methods for using a learning management system (LMS) 3.6 ICT Innovative Initiatives	
4	DESIGNING CURRICULUM FOR BLENDED LEARNING 4.1 Designing Curriculum for Blended Learning 4.2 Development Assessments and Learning Activities 4.3 Assessment tasks and learning activities 4.4 Integrating Web 2.0 technologies into curriculum design 4.5 Learning design checklist 4.6 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	ESSENTIAL PEDAGOGICAL FRAMEWORK FOR BL 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

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. Collect the Blended Learning Instructional Activities
2. Review any Plans for Blended Learning
3. Collect any five problems and critically reflect on the Assessment Timelines in Blended Classrooms
4. Developing the Week Plan Template about Technology and Blended Learning
5. Prepare Blended Classroom Management Strategies
6. Analysis of the Blended Learning Challenges
7. E-learning: 5–6 hours individual work, learning concepts of critical thinking with data in interactive tutorials and exercises
8. Action Planning: 8–12 hours of individual work, applying critical thinking with data principles to the classroom
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)

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Semester-IV

DSE3: B. EDUCATIONAL PLANNING AND MANAGEMENT

Course Title: B. Educational Planning and Management	Course code: 24EDU4E3LB
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:

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

Unit	Description	Hours
1	EDUCATIONAL PLANNING 1.1 Educational Planning: Meaning, Nature, Need, Characteristics, Objectives, Principles and Approaches. – 1.2 Education in Five year plan - Different levels of Educational Planning: Long term plan, Short term plan. – 1.3 Institutional Planning: Meaning, Definition, Scope, Need and Characteristics. 1.4 Educational Finance: Meaning, importance and principles. Cost of education: Social and individual cost, Recurring and non-recurring. National and international funding agencies.	10
2	EDUCATIONAL ADMINISTRATION 2.1 Educational Administration: Meaning, Nature, Elements, Scope and Principles. 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).	12
3	EDUCATIONAL MANAGEMENT 3.1 Educational Management: Meaning, Objectives, Administration Vs Management. 3.2 Historical perspective of Educational Management in India 3.3 Models and Practices of educational Management	12

	<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 Beaucratic model and Henry Fayol's administrative management.</p> <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 & 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>HUMAN RESOURCE DEVELOPMENT</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>QUALITY IN EDUCATION</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 & Accountability</p>	10
<p>MODE OF TRANSACTION:</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,</p>		

REFLECTIVE PRACTICUM :

1. Review and reflect on structure and functioning of CUBE, UGC, NAAC, NCTE, NIEPA in Educational Management
2. Critically reflect on the educational programmes in India to develop human resources.
3. Review NAAC's SSR reports of different universities placed on the university's website & write your critical reflections.
4. Critically reflect on the Institutional Autonomy & Accountability in the existing autonomous colleges.
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.
6. Observe the school or college for the availability of academic resources and their optimum utilization and write a report.
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: C. Professional Ethics, Academic Integrity And Honesty	Course code: 24EDU4E3LC
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:

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

Unit	Description	Hours
1	<p>INTRODUCTION TO PROFESSIONAL ETHICS</p> <p>1.1 Basic Concepts, Personal & 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>PROFESSIONAL PRACTICES IN EDUCATION</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 & 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 & editing .</p> <p>2.3 Role of Teachers, Organizations in promoting professional ethics among teachers</p> <p>2.4 Professional ethics of teachers: International Perspectives</p>	14
3	<p>HARMONY ON PROFESSIONAL ETHICS</p> <p>3.1 Implications of the above Holistic Understanding of Harmony on Professional Ethics and Implications</p> <p>3.2 Definitiveness of Ethical Human Conduct, Basis for Humanistic Education, Humanistic, Constitution and Humanistic Universal Order</p> <p>3.3 Competence in professional ethics: professional competence for augmenting universal human order,</p> <p>3.4 Scope and characteristics of people-friendly and eco- friendly production systems and management patterns</p> <p>3.5 Dimensions of Professional Ethics for Teachers</p>	14
4	<p>ACADEMIC INTEGRITY AND VALUE EDUCATION</p> <p>4.1 Concept, Meaning and Definitions and Nature and Importance Academic Integrity and value education</p> <p>4.2 Difference between Academic Integrity and Value Education</p> <p>4.3 Academic Integrity Values: Honesty and Trust, Fairness and Respect, Responsibility and Courage</p> <p>4.4 Academic Integrity Policy & Procedures</p> <p>4.5 Academic Honesty: Concept, Meaning and Definitions Nature and Importance- Roles And Responsibilities, Academic Honesty Policy and Academic Dishonesty And Misconduct.</p>	10
5	<p>UNDERSTANDING PLAGIARISM</p> <p>5.1 Concept, Meaning and Definitions and Nature and Importance of Plagiarism</p> <p>5.2 Types of Plagiarism</p> <p>5.3 Misrepresentation: Contract Cheating, Collusion, Copying and Pasting, Recycling, Plagiarism and Intellectual Output</p> <p>5.4 Features and Functionalities of Anti- plagiarism</p> <p>5.5 Plagiarism Policies, Penalties and Consequences</p>	08
<p>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.</p> <p>REFLECTIVE PRACTICUM :</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.

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M.Ed. Semester-IV

DSE4: A. RESOURCES MANAGEMENT IN EDUCATION

Course Title: A. Resources Management in Education	Course code: 24EDU4E4LA
Total Contact Hours: 56	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 1 Hour
Summative Assessment Marks: 70	

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	SYSTEM APPROACH TO THE MANAGEMENT OR RESOURCES 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	CLASSIFICATION OF RESOURCES AND THEIR USES 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	12

	<p>2.5 Opportunity cost-Economic or Real Cost.</p> <p>2.6 Human Resources: teachers, students, parents, ex-students, peon, clerks, trustees.</p> <p>2.7 Physical Resources: Buildings, playground, furniture, laboratory, garden.</p> <p>2.8. Instructional Material & Information: Curriculum, textbooks, reference books, work books.</p> <p>2.9. Community: Informal Agencies of education, Functions & Festivals.</p> <p>2.10 Government & 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>MANAGEMENT OF BUDGET</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>MANAGEMENT BY OBJECTIVE (MBO)</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>PROCESS OF RESOURCE MANAGEMENT</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

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 some success schools & interview the heads of the institutions on their planning & execution of the programme.
2. Visit some residential, Social welfare & Tribal welfare schools and interview the heads of the institution about the programme implementation and Preparation of Budget
3. Critically review the Preparation of Budget of the government schools.
4. Project Report writing
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. Open Educational Resources in Education	Course code: 24EDU4E4LB
Total Contact Hours: 56	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

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	INTRODUCTION TO OPEN EDUCATIONAL RESOURCES 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	SUSTAINABILITY ISSUES FOR OPEN EDUCATIONAL RESOURCES INITIATIVES 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	POLICY IMPLICATIONS AND RECOMMENDATIONS OF OER 3.1 Copyright and Open Licenses- Copyright and Open Licenses, Barriers,	12

	<p>Policy recommendations.</p> <p>3.2 Arguments for government involvement in open educational resources</p> <p>3.3 Reasons for institutional involvement</p> <p>3.4 Policy issues regarding the sustainability of open educational resources projects</p> <p>3.5 Policy implications and recommendations</p> <p>3.6 Policy Initiatives for use of OERs in Education</p> <p>3.7 Public policy interventions to improve teaching and learning through open educational resources (OER)</p>	
4	<p>IMPROVE ACCESS TO AND USEFULNESS OF OPEN EDUCATIONAL RESOURCES</p> <p>4.1 Validation of quality of open educational resources</p> <p>4.2 Translation and localization of content</p> <p>4.3 Web access for disabled people</p> <p>4.4 Technical issues related to accessibility</p>	10
5	<p>OPEN EDUCATIONAL RESOURCES IN INDIA</p> <p>5.1 OER's in India: Present Scenario</p> <p>5.2 Fostering new forms of learning for the 21st century Fostering teachers' professional development</p> <p>5.3 Improving the quality of educational resources OER's Initiatives at IGNOU</p> <p>5.4 OER's in Distance Education</p> <p>5.5 OER as a special type of innovation in the teaching and learning environment and Educational Research</p> <p>5.6 Challenges in the Use of OER's</p>	12
<p>MODE OF TRANSACTION:</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>REFLECTIVE PRACTICUM:</p> <ul style="list-style-type: none"> ➤ Prepare an open educational resource project or initiative, please give name and/or URL to the project. ➤ Create Production of Open Educational Content subject of your choice ➤ Search educational institutions for Producing open educational content and prepare a report. ➤ Barriers to the engagement of other colleagues in the Production of OER ➤ Conduct a case study on open educational content for use by other instructors and researchers. ➤ License to claim copyright for resources you have Produced ➤ Open educational content in your teaching/course delivery <p>REFERENCES:</p> <p>1. Abeywardena, I.S., Tham, C.Y. & Raviraja, R (2012). Conceptual framework for parametrically measuring the desirability of open educational resources using D-index.</p>		

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M.Ed. Semester-IV

DSE4: C. PEER REVIEW OF TEACHING

Course Title: C. Peer Review of Teaching	Course code: 24EDU4E4LC
Total Contact Hours: 56	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: 70	

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

Unit	Description	Hours
1	INTRODUCTION TO PEER REVIEW OF TEACHING 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	DESIGN OF PEER REVIEW OF TEACHING 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	METHODS OF PEER REVIEW OF TEACHING 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	<p>FORMATIVE AND SUMMATIVE PEER REVIEW OF TEACHING</p> <p>4.1 Prerequisites For A Summative Peer Review of Teaching</p> <p>4.2 Elements of A Summative Peer Review of Teaching</p> <p>4.3 Formative/Summative Interaction</p> <p>4.3 Criteria for Peer Evaluation</p> <p>4.4 Protocol for a Peer Review Of Teaching</p> <p>4.5 process for formal peer observation of teaching</p> <p>4.6 Models of Peer Review of teaching</p> <p>4.7 Best Practices for Peer Review and Feedback</p>	10
5	<p>LESSONS IN DESIGNING AND IMPLEMENTING A PEER REVIEW OF TEACHING</p> <p>5.1 Challenges in implementing peer review</p> <p>5.2 Developing Peer Review of Teaching instruments</p> <p>5.3 Resources – Peer Review Tools, Instruments and Guidelines</p> <p>5.4 Peer Evaluation of Teaching Effectiveness</p> <p>5.5 Peer Review of Practicum Teaching</p> <p>5.6 Best Practices for Peer Review: Differentiating Between Observation, Interpretation, and Evaluation</p>	10
<p>MODE OF TRANSACTION:</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>REFLECTIVE PRACTICUM:</p> <ol style="list-style-type: none"> 1. Analyze overview of Reciprocal Peer Review 2. Critically overview of Small-Group Instructional Diagnosis (SGID) 3. Collect Sample questions for End-of-Semester Student Evaluation and prepare report 4. Review of Teaching Materials (E.G. Syllabi, Lesson Plans, Assignments, Course Shells) 5. Review of Student Artifacts (E.G. Examples Of Student Work) 6. Review of a Teaching Portfolio 7. Classroom observations 8. Peer review faculty members and colleague(s) <p>REFERENCES:</p> <ol style="list-style-type: none"> 1. Barnard, A., Nash, R., McEvoy, K., Shannon, S., Waters, C., Rochester, S. & Bolt, S. (2015). “LeaD-in: A Cultural Change Model for Peer Review of Teaching in Higher Education.” <i>Higher Education Research & Development</i> 34:1, 30–44. 2. Barnard, A., Harvey, T., Theobald, K., Tippett, V. & Rider, T. (2016) Supporting clinical facilitators through peer review of teaching, <i>Australian Nursing & Midwifery Journal</i>, 24:4, 34-35. 3. Bell M. (2002) Peer observation of teaching in Australia. York: LTSN Generic Centre. Bell, M. & 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 4. Bell, A., & Mladenovic, R. (2015) Situated learning, reflective practice and conceptual 		

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M.Ed. Semester-IV

GEC2 : A. e- LEARNING

Course Title: A. e- Learning	Course code: 24EDU4G2LA
Total Contact Hours: 26	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hours
Summative Assessment Marks: 30	

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

Unit	Description	Hours
1	CONCEPT OF E-LEARNING 1.1 Meaning, evolution of e-Learning – Components of e-Learning – Virtual classroom: Tele conferencing, Audio and Video conferencing tools. Advantages & disadvantages, e-learning in education versus corporate sector. 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. 1.3 Types of e-Learning	08
2	MODELS OF e-LEARNING 2.1 Role of Web-Based Instruction in Learning – Definition, Models of Instructional Design ISD Model & Hyper Media Design Model (HMD) –Tools for web based instruction. 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. 2.3 e-learning: initiatives in India, weaving e-learning into classroom. 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.	10

3	<p>CURRENT TECHNOLOGIES IN e-LEARNING</p> <p>3.1 Augmented Reality, Artificial Intelligence, Internet of Things, Learning Management System, School Management, systems, cloud computing, remote virtual laboratories.</p> <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>	08
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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. Educational Leadership	Course code: 24EDU4G2LB
Total Contact Hours: 26	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hours
Summative Assessment Marks: 30	

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	LEADERSHIP IN EDUCATION & THEORIES OF LEADERSHIP 1.1 Concept of Leadership, Leader and Manager, Leadership Traits and Styles of Leadership 1.2 Approaches of Leadership: Trait, Transformational, Transactional, Value Based, Cultural, Psychodynamic, Charismatic, Community based and Social 1.3 Leadership: Functions and Dynamics 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)	10
2	SCHOOL LEADERSHIP 2.1 Curriculum framework, outline key areas for leadership development in secondary schools: - (capacity building to transform function at managers to school leaders) 2.2 Leading partnership, developing self, transforming teaching learning process, building and leading teams and leading Innovation 2.3 School leadership: - Multiple Roles, Identities & grass root level (field) administrators working closely with schools at cluster, block and district levels 2.4 School & Community: - Inter-linkage, Role and responsibilities	08
3	RESEARCH AND INNOVATION IN LEADERSHIP 3.1 Innovation and research in leadership: school developmental plan towards better schooling 3.2 Culture of innovation in school: - At all levels of school, at classroom, student & teacher as innovators	08

	<p>3.3 Professional development of teachers: -Issues, concerns, programmes and practices at International, National & Local level.</p> <p>3.4 Leadership programs of MHRD, NUEPA, NCSL with reference to goal, vision and strategy</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:

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: C. Value Education	Course code: 24EDU4G2LC
Total Contact Hours: 26	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hours
Summative Assessment Marks: 30	

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	CONCEPTUAL FRAMEWORK: VALUE EDUCATION 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	APPROACHES AND TEACHING STRATEGIES FOR INCULCATION OF VALUES. 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	<p>ROLE OF DIFFERENT SOCIAL AGENCIES IN VALUE FORMATION</p> <p>3.1 Role of Parents, Peer Group, School, Teachers, Religion and Media</p> <p>3.2 Need of Orientation in Value Education to Prospective Teachers</p> <p>3.3 Professional Values: Knowledge thirst, sincerity in profession, regularity, punctuality and faith.</p> <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>	08
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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.

REFERENCES:

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M.Ed. Semester-IV

DSC15P3 : EDU4C15 Practicum-3: Community Engagement Teaching

Course Title: EDU4C15 Practicum-3: Community Engagement Teaching	Course code: 24EDU4C15P - PRACTICUM -3
Total Contact Hours: 26	Course Credits: 02
Formative Assessment Marks: 20	Duration of ESA/Exam: -----
Summative Assessment Marks: 30	

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

Unit	Description	Hours
1	COMMUNITY ENGAGEMENT TEACHING 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	08
2	SERVICE LEARNING FOR COMMUNITY ENGAGEMENT 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	10
3	COMMUNITY ENGAGEMENT IN EDUCATION 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	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:

- 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

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For 50 Marks Assessment of Practicum :

1. Internal Test & Practical examination : 30 Marks (Include Record)
2. Viva-voce : 20 Marks

M.Ed. Semester-IV

Project: Research Project

Course Title: Project : Research Project	Course code: 24EDU4C1R
Total Contact Hours: 56	Course Credits: 04
Formative Assessment Marks: 30	Duration of ESA/Exam: Viva-voce
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	First	Identifying a problem Reviewing related literature Preparation & presentation of Research proposal Designing a tool (selection of a standardized tool & presentation of tool
2	Second	Finalization & Standardization of the tool (s) Administration of the tool (s) Collection of data
3	Third	Analysis of Interpretation of Data Draft report – Pre-submission
4	Fourth	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:

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Department of Studies in Education
CBCS Question Paper Pattern for PG Semester End Examination with
Effect from the AY 2024-25

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.(a).....
(b)..... 7+7 =14 Marks
- Q2.(a).....
(b)..... 7+7 =14 Marks
- Q3.(a).....
(b)..... 7+7 =14 Marks
- Q4.(a).....
(b)..... 7+7 =14 Marks
- Q5.(a).....
(b)..... 7+7 =14 Marks
- Q6.(a).....
(b)..... 7+7 =14 Marks
- Q7.(a).....
(b)..... 7+7 =14 Marks
- Q8.(a).....
(b).....
(c).....5+5+4=14 Marks

Note: Question No.1 to 5, one question from each unit i.e. (Unit I, Unit II,). The Questions may be a sub questions such as a, & b,

Q6. 14 Marks

Note : Question No.6, shall be from Unit II and III, the Question it may consists of sub questions such as a, & b,

Q7. 14 Marks

Note: Question No.7, shall be from Unit IV and V, the Question it may consists of sub questions such as a, & b,

Q8. 5+5+4=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.

Studies in Education
CBCS Question Paper Pattern for PG Semester End Examination
with Effect from the AY 2024-25

Generic Elective Course (GEC)

Paper Code:

Paper Title:

Time: 1 Hours

Max. Marks: 30

Note: Answer all the sections

Section -A

Q1. Answer all the following question each question carries **one** marks 5x1=5

- (a).....
- (b)**.....
- (c).....
- (d)**.....
- (e).....

Section -B

Answer any five of the following questions, each question carries two marks. 5x2=10

- Q2.....
- Q3.....
- Q4.....
- Q5.....
- Q6**.....
- Q7.....
- Q8**.....

Section -C

Answer any Three of the following questions, each question carries five marks. 3x5=15

- Q9.....
- Q10.....
- Q11.....
- Q12.....
- Q13.....