

M.ED CBCS REGULATIONS & SYLLABUS

Semester scheme

2014-15

BANGALORE UNIVERSITY

**Department of Education, Jnana Bharathi,
Bangalore 560 056**

BANGALORE UNIVERSITY

Department of Education, Janna Bharathi, Bangalore 560 056
CBCS, Master of Education programme (M. Ed) courses, 2014

PREAMBLE

Quality and excellence, flexibility for working students to complete the programme over an extended period of time, standardization and comparability of educational programmes across are one of the important steps that the UGC has taken relates to Academic Reforms in the university and college system. These reforms mainly include introduction of semester system, grading system, **choice-based credit-system**, regular curriculum development, transparent admission procedures, reform of examination system with switch over to continuous internal evaluation and reducing the written examination component, credit transfer, and credit accumulation. This has been welcomed by universities, and many of them have initiated changes in their academic practices.

Choice-Based Credit System

Choice-based credit system (CBCS) has several unique features: Enhanced learning opportunities, ability to match students' scholastic needs and aspirations, inter-institution transferability of students (following the completion of a semester), part-completion of an academic programme in the institution of enrolment and part-completion in a specialized (and recognized) institution, improvement in educational the country, etc.

The CBCS imminently fits into the emerging socio-economic milieu, and could effectively respond to the educational and occupational aspirations of the upcoming generations. In view of this, institutions of higher education in India would do well to invest through and resources into introducing CBCS. Aided by modern communication and information technology, CBCS has a high probability to be operationalised efficiently and effectively - elevating students, institutions and higher education system in the country to newer heights.

How is a Credit Measured?

- Every one hour of lecture session/week amounts to 1 credit per semester
- A minimum of two hour session of Tutorial or Practical/Practice session/week amounts to 1 credit per Semester
- A course of study may have only lecture component or only Practical/practice component or combination of any two or all the three components
- The total credits earned by a student at the end of semester upon successfully completing the course is L+T+P

REGULATIONS FOR THE M.Ed. (REGULAR) UNDER CBCS SEMESTER SCHEME

1. Duration of the Course:

The course for the Master's Degree in Education is CBCS pattern, (Regular) shall be of one academic year having two Semesters. The faculty of education has 38 Credits for the first semester and 42 Credits for the Second Semester with a grand total of 80 Credits for the M. Ed programme. The Terms and Vacations to the course would be as prescribed by the University from time to time.

2. Eligibility for Admission:

- a. A candidate who has passed the B. Ed., examination of this University or any other University recognized as equivalent thereto shall be eligible for admission to the course, provided he/she has secured at least 50% of the marks in the aggregate. In the case of SC/ST students his percentage of marks shall be at least 45% However candidates who are deputed by the Government of Karnataka to the course are exempted from the above eligibility condition
- b. The intake for the course shall be as prescribed by the NCTE and as approved by the
the University in this respect from time to time.
- c. The procedure followed in respect of calendar of admissions shall be in conformity with the guidelines issued by the University in each year.
- d. The course shall be completed by the candidates admitted to this course in two semesters as per the Provisions laid down in the regulations. Each Semester shall be taken as a unit for the purpose of calculating attendance.
- e. Students shall attend lecture classes, seminars, Tutorials /Practicum/Internship make visits and take tests during each semester as prescribed by the Department and no student absent himself from work without adequate reasons.

3. Course of Study:

Each student shall study the following 4 Hard core (compulsory) papers –and Soft Core two papers from the Chosen specialization. He has to attend practicum, internship and also submit a dissertation after pursuing research on a problem as per the course structure finalized for the first and second semesters. The two Soft Core papers chosen from a specialization shall be the first paper in the specialization that bares the title of the specialization and any other paper from the specialization.

A compulsory Dissertation work started in first semester shall be submitted by every student towards the end of second semester as per the date notified in this respect by the Department. The instruction for the course shall be by way of lectures delivered, seminars, Practical/Tutorials and visits conducted.

I - HARD CORE COURSES:

- Course - I: Philosophical and Psychological Foundations of Education
- Course - II: Sociological and Historical Foundations of Education
- Course - III: Methodology of Educational Research and Statistics.
- Course - IV: Computer Education

II - SOFT CORE COURSES; SPECIALIZATION; Any two

- Course- V (a) Educational Administration and planning
- Course-VI (b) Educational Leadership and Group Dynamics

- Course-VII (a) Teacher Education
- Course-VIII (b) Advance Methods of Teaching

- Course-IX (a) Educational Technology
- Course-X (b) Curriculum Development

Practicum I and II (Semester I & Semester II)
Internship (SEM -I)
Dissertation and (SEM -II)
Viva-Voce (SEM)

III - OPEN ELECTIVE-(SEM-II)

- Course-XI Pedagogy of Teaching

3. FACULTY OF EDUCATION

SCHEME OF EXAMINATION:

- i. The following shall be the scheme of M. Ed CBCS examination for the Hard core, Soft core, and open elective papers of I and II semester

subjects	paper	Instruction hrs/week	Duration of exam(hrs)	IA	Marks Exam	Total	Credits
(a) I Semester of the Postgraduate Program in Education							
Hard Core Course	4T*	4x4	4x3	4x30	4x70	4x100	4x4 =16
	4P	4X4	Internal Report Evaluation	4X25	-	4X25	4x2=08
Soft Core course	2T	2x4	2x3	2x30	2x70	2x100	2x4=08
	2P	2x4	Internal report Evaluation	2x25	-	2x25	2x2=04
	Internship	10days(50hrs)	Report Evaluation	1x50	-	1x50	1x2
				Semester total 38 (credits) = 38			
b) II Semester of the post graduate program in education							
Core Hard course	3T	3x4	3x3	3x30	3x70	3x100	3x4=12
	3P	3X4	Internal Report Evaluation	3X25	-	3X25	3X2=06
Soft Core course	2T	2x4	2x3	2x30	2x70	2x100	2x4=08
	2P	2X4	Internal Report Evaluation	20X25	-	2X25	2X2=04
Field based Dissertation	Dissertation work	1x16	Report evaluation	1x50	1x150	1x200	1x8=08
Open elective	1T	1x4	1x3	1x30	1x70	1x100	1x4=04
				Semester total 42 (credits) = 42			
T =Theory P=Practicum				Program Grand total Credits =80 credits			

- ii. There shall be a University examination at the end of each Semester.
- iii. First Semester will have six papers, 6 practicum and Internship and the Second Semester shall have 5 papers, 5 practicums, Dissertation and Viva - Voce.
- IV. Duration of examination per theory paper of 70 marks shall be for 3 hours.
- v. In case of theory papers the Internal assessment will be for 30 marks covering tests; seminar, Visits, practicum and assignment etc., as decided by the Department from time to time.
- VI. The Department shall notify in the first week of each semester, scheme of internal assessment, containing the details of tests, assignments and seminars.
- VII. At least one week prior to the last working day, Internal Assessment marks secured by the candidates shall be displayed on the notice board.
- VIII. The Department council may decide to give test/seminar to candidates who absent themselves for the above, only if the Departmental council is convinced that the absence of the candidate is on valid grounds: However, the Council will allow the candidate to avail this provision within the duration of that semester.
- ix. The statement of internal assessment shall be sent to the Registrar (Evaluation) at least one week prior to the commencement of that particular semester examination.
- x. Viva - Voce: The Viva - Voce shall be for 50 marks and it is a comprehensive viva covering dissertation work. There shall, be a minimum of 40% marks in Viva-Voce and 40% in dissertation with an aggregate of 50% in both.

4. Practicum, Dissertation and Internship

- I. There shall be practical examinations on Hard Core Course-IV .Computer Education at the end of the first Semester. A 4 hours of practicum in Hard core and Soft Core Courses shall be treated as equivalent to 2 hours of theory teaching per teacher per week.
- II. Each guide shall have seven (07) students for Dissertation Guidance. The contact hours

for Dissertation Guidance for each teacher shall have 08 hours of work a load per week.

Dissertation Guidance shall be treated as work load on par with practicum and theory teaching.

III. There shall be internship programme for 50 hrs spread over 10 working days. The internship programme shall be conducted in colleges of education affiliated to Bangalore University. It shall be treated as equivalent to 2 hrs of theory teaching per teacher per week. The following activities shall be conducted during Internship with 15, 20 and 15 marks respectively.

1. Participation in all the activities of the college (B. Ed)
2. A student should give a minimum of 4 lessons to B. Ed students in any subject of his/her choice.
3. Report preparation and submission (Reflective Journal)

6. Maximum period for completion of the programmes:

The candidate shall complete the M.Ed programme within 03 (three) years the period as prescribed in the regulation governing the maximum period for completing various programmes from the dates of admissions. The term completing the programme means passing all the prescribed examinations of the programme to become eligible for the degree.

7. Attendance:

Each course (theory/practical) is treated as an independent unit for the purpose of attendance. A student shall attend a minimum of 75% of the total instruction hours in a course (theory/practical) including tutorials and seminars in each semester. There shall be no provision for condonation of shortage of attendance and a student who fails to secure 75% attendance in a course shall be required to repeat that semester.

8. Course pattern:

In the Faculty of Education, the credits are based on the number of instructional hours per week, generally 1 credit per hour of instruction in theory and 1 credit for 2 hours of practical/tutorials or Dissertation work or internship per week.

9. The scheme of examination:

There shall be examinations at the end of each semester ordinarily during November/December for odd semesters and during April/May for even semesters.

Dissertation is offered as per the scheme prescribed in the programme. It shall be evaluated by two examiners, one external and one internal appointed by the University. The viva-voce shall be conducted by the BOE constituted by the university consisting of the internal examiners and one/two external experts from the panel of examiners as approved by the Registrar (Evaluation).

10. Internal assessment: Marks for internal assessment shall be awarded on the basis of seminars, field work, tests, assignments etc. as determined by the Board of Studies in the respective subject. The internal assessment marks shall be notified on the department / college notice board for information of the students and they shall be communicated to the Registrar (Evaluation) before the commencement of the University examinations, and the Registrar (Evaluation) shall have access to the records of such internal assessment evaluations.

11. Registering for the examinations: A candidate shall register for all the papers in the subject of a semester when he/she appears for the examination of that semester for the first time.

12. Valuation of answer scripts:

12.1 Each written paper shall be valued by one internal examiner and one external examiner.

If the difference in marks between two valuations is more than 15% of the maximum marks, the Registrar (Evaluation) or his nominee shall check the entries and the total marks assigned by the two valuers. If there is any mistake in totalling, it shall be rectified. While checking the total, if it is observed that any one or more of the answers is not valued by one of the valuers, the Chairman, BOE shall advise internal members of the Board of Examiners to value that answer. After receiving the marks, the Chairman, BOE shall make the necessary corrections. Despite all these corrections, if the difference between the two valuations is still more than 15%, the Chairman, BOE shall arrange for third valuation by examiners from the approved panel of examiners.

12.3 In case of two valuations, the average of the two valuations and if there are three valuations, the average of the nearest two valuations shall be taken for declaring results. The candidates not satisfied with the results may apply for photocopies of the answer scripts and / or challenge valuation.

13. Classification of successful candidates:

The results of successful candidates at the end of each semester shall be declared on the basis of Percentage of Aggregate Marks and in terms of Grade Point Average (GPA) and alpha – sign grade. The results at the end of the second semester shall also be classified on the basis of Percentage of Aggregate Marks and on the basis of the Cumulative Grade Point Average (CGPA) obtained in all the two semesters and the corresponding overall alpha – sign grade. An eight point grading system, alpha – sign grade as described below shall be adopted.

First Class with Distinction	70% and above (A+, A++ or O)
First Class	60% and above but less than 70% (A)
High Second Class	55% and above but less than 60% (B+)
Second Class	50% and above but less than 55% (B)
Pass Class	40% and above but less than 50% (C)

Eight Point Alpha – Sign Grading Scale:

Grade Point Average	<4	4-<5	5-<5.5	5.5-<6	6-<7	7-<8	8-<9	9-10
Alpha-Sign Grade:	D	C	B	B+	A	A+	A++	O

The Grade Point Average (GPA) in a Semester and the Cumulative Grade Point Average (CGPA) at the end of second semester shall be computed as follows:

13.1 **Computation of Grade Point Average (GPA):** The grade points (GP) in a course shall be assigned based on the basis of actual marks scored in that course as per the table below. They shall be generally percentages divided by 10. The Grade Point Weights (GPW) shall then be calculated as the product of the grade points earned in the course and the credits for the course. The total GPW for a semester is obtained by adding the GPW of all the courses of the semester.

1.3.2 Calculation of Cumulative Grade Point Average (CGPA):

The Cumulative Grade Point Average (CGPA) at the end of the second semester shall be calculated as the weighted average of the semester GPW. The CGPA is obtained by dividing the total of GPW of all the two semesters by the total credits for the programme.

14. Minimum for a pass:

- 14.1 A candidate shall be declared to have passed the PG program if he/she secures at least a CGPA of 4.0 (Course Alpha-Sign Grade C) in the aggregate of both internal assessment and semester end examination marks put together in each unit such as theory papers / practicals / dissertation / viva-voce / internship.
- 15.2 The candidates who pass all the semester examinations in the first attempts are eligible for ranks provided they secure at least CGPA of 6.0 (or Alpha-Sign Grade A).
- 15.3 The results of the candidates who have passed the second semester examination but not passed the lower (first) semester examinations shall be declared as NCL (Not Completed Lower semester examinations). Such candidates shall be eligible for the degree only after completion of all the lower semester examinations.
- 15.4 A candidate who passes the semester examinations in parts is eligible for only Class / CGPA and Alpha-Sign Grade but not for ranking.
- 15.5 There shall be no minimum in respect of internal assessment.
- 15.6 A Candidate who fails in any of the unit / dissertation / viva-voce shall reappear in that unit /dissertation / viva-voce and pass the examination subsequently.

16. Carry over provision: Candidates who fail in a lower semester examinations may go to the higher semesters and take the examinations.

17. Rejection of results:

- i. A candidate who fails in one or more papers of a semester may be permitted to reject the result of the whole examination of that semester. Rejection of result paper wise shall not be permitted. A candidate who rejects the results shall appear for the examination of that semester in the subsequent examination.
- ii. Rejection shall be exercised only once in each semester and the rejection once exercised shall not be revoked.
- iii. Application for rejection along with payment of the prescribed fee shall be submitted to the Registrar (Evaluation) through the department/college together with the original statement of marks within 30 days from the date of publication of the result.
- iv. A candidate who rejects the result is eligible for only class and not for ranking.

18. Improvement of results:

- i) A candidate who has passed in all the papers of a semester may be permitted to improve the result by reappearing for the whole examination of that semester.
- ii) The reappearance could be permitted twice during double the period without restricting it to the subsequent examination only. The regulation governing maximum

- period i.e. 03 years for completing M.E.d programme notified by the University from time to time shall be applicable for improvement of results also.
- iii) The student could be permitted to apply for the improvement examination 45 days in advance of the pertinent semester examination whenever held.
 - iv) If the candidate passes in all the subjects in reappearance, higher of the two aggregate marks secured by the candidate shall be awarded for that semester. In case the candidate fails in the reappearance, candidate shall retain the first appearance result.
 - v) A candidate who has appeared for improvement is eligible for class only and not for ranking.
- 19.** Internal assessment marks shall be shown separately in the marks card. A candidate who has rejected the result or who, having failed, takes the examination again or who has appeared for improvement shall retain the internal assessment marks already obtained.
- 20.** A candidate who fails in any of the semester examinations may be permitted to take the examinations again at a subsequent appearance as per the syllabus and scheme of examination in vogue at the time the candidate took the examination for the first time. This facility shall be limited to the following two years.
- 21. Power to remove difficulties**
- i) If any difficulty arises in giving effect to the provisions of these regulations, the Vice-Chancellor may by order make such provisions not inconsistent with the Act, Statutes, Ordinances or other Regulations, as appears to be necessary or expedient to remove the difficulty.
 - ii) Every order made under this rule shall be subject to ratification by the Appropriate University Authorities.

Prof.HASEEN TAJ
Chairperson, BOS (PG) in Education

**CHOICE BASED CREDIT SYSTEM (CBCS)
M.Ed SYLLABUS**

Semester scheme

2014-15

**BANGALORE UNIVERSITY
Department of Education, Jnana Bharathi, Bangalore -56**

BANGALORE UNIVERSITY

Department of Education, Jnana Bharathi, Bangalore 560 056

CBCS, Master of Education programme (M. Ed) courses, 2014

FIRST SEMESTER					
HARD CORE COURSES					
1	HCC-01	Philosophical and Psychological Foundations of Education			
2	HCC-02	Sociological and Historical Foundations of Education			
3	HCC-03	Methodology of Educational Research and Statistics			
4	HCC-04	Computer Education			
5		PRACTICUMS – 04			
SOFT CORE COURSES					
6	SCC-05	Educational Administration and planning			
7	SCC-06	Educational Leadership and Group Dynamics			
8	SCC-07	Teacher Education			
9	SCC-08	Advance Methods of Teaching			
10	SCC-09	Educational Technology			
11	SCC-10	Curriculum Development			
12		PRACTICUMS – 02			
13		Internship			
SECOND SEMESTER					
14	HCC-01	Philosophical and Psychological Foundations of Education			
15	HCC-02	Sociological and Historical Foundations of Education			
16	HCC-03	Methodology of Educational Research and Statistics			
		PRACTICUMS – 03			
SOFT CORE COURSES					
17	SCC-05	Educational Administration and planning			
18	SCC-06	Educational Leadership and Group Dynamics			
19	SCC-07	Teacher Education			
20	SCC-08	Advance Methods of Teaching			
21	SCC-09	Educational Technology			
22	SCC-10	Curriculum Development			
		PRACTICUMS – 02			
OPEN ELECTIVE					
23		Pedagogy of Teaching			
24		Dissertation			
25		Viva-Voce			

FACULTY OF EDUCATION

SCHEME OF EXAMINATION:

The following shall be the scheme of M. Ed CBCS examination for the Hard core, Soft core, and open elective papers of I and II semester

subjects	paper	Instruction hrs/week	Duration of exam(hrs)	Marks			Credits
				IA	Exam	Total	
(b) I Semester of the Postgraduate Program in Education							
Hard Core Course	4T*	4x4	4x3	4x30	4x70	4x100	4x4 =16
	4P	4X4	Internal Report Evaluation	4X25	-	4X25	4x2=08
Soft Core course	2T	2x4	2x3	2x30	2x70	2x100	2x4=08
	2P	2x4	Internal report Evaluation	2x25	-	2x25	2x2=04
	Internship	10days(50hrs)	Report Evaluation	1x50	-	1x50	1x2
				Semester total 38 (credits) = 38			
b) II Semester of the post graduate program in education							
Core Hard course	3T	3x4	3x3	3x30	3x70	3x100	3x4=12
	3P	3X4	Internal Report Evaluation	3X25	-	3X25	3X2=06
Soft Core course	2T	2x4	2x3	2x30	2x70	2x100	2x4=08
	2P	2X4	Internal Report Evaluation	20X25	-	2X25	2X2=04
Field based Dissertation	Dissertation work	1x16	Report evaluation	1x50	1x150	1x200	1x8=08
Open elective	1T	1x4	1x3	1x30	1x70	1x100	1x4=04
				Semester total 42 (credits) = 42			
T =Theory P=Practicum				Program Grand total Credits =80 credits			

Department of Education, Jnana Bharathi, Bangalore 560 056

M.Ed. Degree--Choice Based Credit System (CBCS)

**Hard core course – I: Philosophical and Psychological Foundations of Education
(Course code: HCC - 01)**

Credits: 06

First semester

Objectives:-

1. To familiarize student with some significant philosophical perspectives on education and implication for education.
2. To make the student to understand the nature, functions, branches and its implication
3. To enable the students to understand the scope and application of psychology to education and also to enable the students to understand the developmental stages and tasks of adolescents.
4. To make the students understand the nature and relationship of individual differences with reference to intelligence and creativity.

Unit-1: Essence of Philosophy and Education

Philosophy: Meaning, scope and functions, analytical, speculative and normative.
Relationship between philosophy and education, need of philosophy in life.

Unit –II: Fundamental thoughts and issues in Philosophy

Fundamental thoughts and issues in philosophy, metaphysics, epistemology, axiology and ontology: - meaning, importance and implications on education. Relationship of values and education. Nature of values, spiritual values, moral values. Mahatma Gandhi, Swami Vivekananda, Rabindranath Tagore, Aurobindo, J. Krishnamurthi, Dr.S.Radhakrishna, Plato, Aristotle, John Dewey, Herbert Spencer.

Unit-III: Psychology and Education

Relationship between education and psychology; Major school of psychology and its relevance to education-Behaviorism, Gestalt Psychology, Psycho-analysis, Humanism and Constructivism. Process of growth and development- physical, social, emotional, moral and intellectual development-Freud's psycho-sexual development and Erickson's psycho-social development, factors affecting growth and development.

Unit- IV: Individual differences

Intelligence-Concept and theories; Guilford's Model of intellect, Multiple intelligence theory- its implication to education, Measurement of intelligence, Creativity-concept and measurement, Relationship between intelligence and creativity.

Practicum:

1. The student-teacher may undertake any one of the following activities:

2. Analyze of text books different philosophers and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
3. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.
4. Visit to a Ramakrishna Ashrama and other religious centres and observation of activities and Dhyana, Yoga and Meditation.
5. The student teachers may undertake any one of the following activities: Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report. Project work on identified themes. Measurement and interpretation of intelligence and creativity. Preparation of learners profile based on cognitive and non-cognitive characteristics in order to depict individual differences at primary or secondary stage

Tutorials Mode:

1. Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;
2. Seminar reading- presentation by students on selected themes individually and collectively leading to discussion;
3. Workshops, seminars, assignments and group discussion around issues and concepts studies in theory
4. Lecture-cum-discussion; peer Group discussion on identified themes; observation of various instructional situations in real classrooms, seminar reading; critical analysis of events in classroom, reflective discussion in a group; library work and, presentation/panel discussion, case study of a student and presentation in seminar, projects and arraignment focusing on observation and interaction with children and adolescents; workshops, seminar, assignments and group discussion around issues and concepts studied in theory.

Reference:

1. Atkinson, Richard C., et.al (1983). *Introduction to Psychology*, Harcourt Brace Jorantovich Inc., New York.
2. Bandura, A. (1977). *Social Learning Theory*. Cliff, N.J.; Prentice Hall.
3. Barry and Johnson (1964). *Classroom Group Behaviour*. New York: Macmillan.
4. Broudy, H.S. (1977) *Types of knowledge and purposes of education*. In R.C. Anderson,
5. R.J., Spiro and W.E. Montaque (eds) *Schooling and the acquisition of knowledge* (PP. Hillsdale, NJ: Erlbaum.
6. Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
7. Dr. S. Radhakrishnan (1930) - *Indian Philosophy*; D.R. Bhagi for Blackie & son (Publishers) Pvt. Ltd. Bombay.
8. Earle F. Zeigler (1964) - *Philosophical foundations for physical, health and*

- recreation education; Prentice-Hall, Inc. Englewood Cliffs, N. J.
9. Eson, Moris, Psychological Foundation of Education, New York, Holt Rinehalt, 1972.
10. G.T.W. Patrick and F.M. Chapman (1978) – Introduction to philosophy; Sujeet Publications, Delhi.
11. Gage R.M., Learning and Individual Differences, Mc Hill Publications, 1973.
12. Gage, NL and Beshine, Educational Psychology, Chicago, Macrally Publishing Company, 1975.
13. Guildford, J.P., Analysis of Intelligence, New York, Mc Graw Hill Book Co., 1971.
14. Nikunja Vihari Banerjee (1974) – The Spirit of Indian Philosophy; Arnold-Heinemann Publishers (INDIA) Pvt. Ltd., New Delhi.
15. Norton. Klausmeier, Herbert J (1985). *Educational Psychology*. Harper and Row, Pub. New York.
16. P. Nagaraja Rao – Fundaments of Indian Philosophy; Indian Book Company, New Delhi.
17. Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
18. Peters, R.S. (ed), (1975). *The Philosophy of education*. Oxford University Press, London.
19. Piaget, J. (1999). Judgment and reasoning in the child. London: Routledge.
20. Piaget, J. and Inhelden, B. (1969). Psychology of the child, New York: Basic Books.
21. Prof. S.P. Chaube and Dr. Akhilesh Chaube (1981) - Philosophical and Sociological foundations of education; Vinod Pustak Mandir, Agra.
22. Thomas O. Buford (1969) - Toward a Philosophy of Education; Holt, Rinehart and Winston, Inc. New York

M.Ed. Degree--Choice Based Credit System (CBCS)

**Hard Core Course – I: Philosophical and Psychological Foundations of Education
(Course Code: HCC—01)**

Credits: 06

Second semester

Objectives:-

1. To make the student acquaint with different philosophical system and their implications to education.
2. To make the student to understand the different schools of philosophy and their approaches to education.
3. To enable students to understand and assess personality and adjustment.
4. To enable students to understand the need and importance of theories of learning and also to establish the relationship between learning and motivation.

Unit-1: Indian philosophy and Education

The thematic content of Upanishads and Bhagavathgeetha, Buddhism, Jainism, Charvaka, Christianity and Islam ideas of education and its implication.

Unit-II: Influence of Western Philosophy on Education

Naturalism, pragmatism and idealism their aims, methods, curriculum and its implication in education, democracy secularism, socialism, Marxism and their implications in educational systems.

Unit-III: Personality

Personality-meaning and structure, development of personality, theories of personality, Allport, Eysenck, Freud and Erickson, Factors affecting growth and personality, Methods of personality assessment- projective and non-projective techniques. Personality and adjustment, problems and mechanics of adjustment.

Unit-IV: Learning and Motivation

Learning-concept and types, Gagne's Hierarchy of learning-Types and conditions, Cognitive Field theories of Tolman, Hull, Lewin and Wertherimer, Ausubel's Reception learning, Bandura's Observational learning, Mastery learning and self learning. Motivation-concept, classification of motives, kinds of motivation, relationship between motivation and learning, classroom motivational techniques.

Practicum:

1. The student-teacher may undertake any one of the following activities:
2. Analyze of text books different philosophers and presentation on various innovative concepts in the context of teaching-learning in schools followed by group discussion.
3. Assignments based on self-study on identified themes such as policy perspectives and status of education of socio-economically disadvantaged children of India/of a particular State, vision of school education in India, process of socialisation of the child, critical analysis of the ways in which schooling, teaching-learning and curriculum contribute to social inequality, young children and social policy etc and presentation in a seminar followed by discussion.

4. Visit to Mahabodhi Society, Spoorthidhama and other Buddhist centres, observation of Buddhist educational activities and collect information about Buddhist literature.

5. Visit to rural/tribal school, observation of activities and preparation of a reflective diary and interaction in a group.

6. The students may undertake any one of the following activities and present the report: Studying the personality characteristics of some successful individuals. Personality assessment using projective and non-projective techniques. Analysis of a case of maladjusted adolescent learner. Case study of students with adjustment problems.

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

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

Identification of learning difficulties of the students in any subject area through administration of diagnostic test and development of remedial instruction. Identification of strategies for motivating learners. Analysis of learning situations through case study, presentation before a group followed by discussion

Tutorials Mode :

1. Observational studies-Observation of various instructional situations in real classrooms, various activities in the school, the role of teachers etc; preparation of reflective diaries and discussions with the peers and teachers;

2. Workshops, seminars, assignments and group discussion around issues and concepts studies in theory

3. Seminar reading- presentation by students on selected themes individually and collectively leading to discussion;

4. Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, observation of learning situation in a schools and out of the schools, preparing reflective diaries, interpretation, analysis and reflection on observation in a group self-study in a library, interaction with classroom teacher, observation and then reflective discussion in a group; library study and project work, projects and assignments focusing on observation and interaction with children and adolescent, workshop, seminar, assignments and group discussion around issues and concepts studied in theory.

References:

1. Bigner, J.J., Human Development, New York, Mac Millan Publishing Company, 1982.

2. Bower, G., and Higand, E.A., Theories of Learning, New York, Prentice Hall, 1981.

3. Butcher, James, Personality Assessment, New York, Academic Press, 1981.

4. Dececco John., the Psychology of Learning and Instruction, New Delhi, Prentice Hall, 1988.

5. Dr. S. Radhakrishnan (1930) - Indian Philosophy; D.R. Bhagi for Blackie & son (Publishers) Pvt. Ltd. Bombay.

6. Earle F. Zeigler (1964) - Philosophical foundations for physical, health and recreation education; Prentice-Hall, Inc. Englewood Cliffs, N. J.

7. Eysen ck, K.J., The Structure of Human Personality, London, Methuent Company, 1970.

8. G.T.W. Patrick and F.M. Chapman (1978) – Introduction to philosophy; Sujeet Publications, Delhi.

9. Gagne, R.M., Learning and Individual Differences, New York, Mc Hill Publications, 1973.
10. Hall, C.S and Lindzey, G., Theories of Personality, New Delhi, Wiley Eastern Limited, Third Edition, 1985.
11. Ismail Thamarasseri (2008) – Education in the Emerging Indian Society; Kanisha Publishers, Distributors, New Delhi.
12. Kakkar, S.B., Perspectives in Educational Psychology New Delhi, Atlantic Publishers, 1996.
13. Nikunja Vihari Banerjee (1974) – The Spirit of Indian Philosophy; Arnold-Heinemann Publishers (INDIA) Pvt. Ltd., New Delhi.
14. P. Nagaraja Rao – Fundamentals of Indian Philosophy; Indian Book Company, New Delhi.
15. Peter (1975) – Equalities and Inequalities in Education, Academic Press, London.
16. Sharma, Ramnath and Sharma, R. K., Advanced Educational Psychology, New Delhi, Atlantic Publishers, 1996.
17. Thomas O. Buford (1969) - Toward a Philosophy of Education; Holt, Rinehart and Winston, Inc. New York.
18. Thorpe, L.P., and Schmuller, A.M., Personality-An Interdisciplinary Approach, New York, D. Van Nostrand Company.
19. UNESCO (1982) – Inequalities in Educational Development; An IIEP Seminar, Paris, UNESCO.
20. Unithan T.K.N. (1965) – Towards a Sociology of culture in India; Prentice Hall of India, New Delhi.

M.Ed. Degree--Choice Based Credit System (CBCS)

Hard Core Course –II Social and Historical Foundations of Education

Course Code – HCC - 02

First Semester

Objectives:

Credits 06

1. To enable the student to understand social structure and social stratification in Indian context.
2. To enable the student to apply the knowledge of social foundation of education in their class room situation.
3. To enable the student to understand the relationship between culture and education, the need and importance of composite culture in India.
4. To familiar the students with concepts like equality, social justice as democratic values.
5. To enable the students to understand modern education in emerging Indian society.
6. To enable the students to understand western social and historical educational thought & practice

Unit-1: Meaning and Scope of Sociology of Education

Meaning of Sociology, Distinction between Sociology of Education and Educational Sociology; Scope and importance of Sociology of Education; Methods of Sociological Enquiry.

Unit-II: Social Structure and Education

Social Structure: Components, Class and Caste Structure In India, Changing Structure and Religious Groups, The Causes of Social Stratification and Social Mobility, Meaning, concept and definitions of family- educational role of the family-types of families- joint family , nuclear family, single parent family-their advantages and disadvantages, influence of family on system of education. Culture: Definition, meaning, need and importance - Characteristics of culture, Relationship between Culture and Education.

Unit-III: Western Sociological Thought : Historical background.

Greek Social Traditions and Education: Liberal Education, Education in Sparta and Athens, Contribution of Socrates, Plato and Aristotle; Roman Education; Interest of State in Education, The Grammar School and School of Rhetoric.

Unit-IV: Western Educational Thought: Historical background.

Quintillion ideas on elementary education: Christian contribution to universal education: medieval European education: Contribution of St. Augustine, development of Monastic Education, Development of Scholasticism, Contribution of St. Thomas Aquinas: Renaissance and reformation of education.

Practicum:

1. Students shall work in group and study selected families to find out the attitude of family members on their social mobility.
2. Identification and finding reasons for single parent families. The group has to suggest measure for making single parent families into full fledged families.

3. To study the relevance of Roman Grammar and Rhetoric Schools with reference to study the contribution of Christian missionaries in Karnataka for educational development.

Tutorials:

1. Critical Analysis of RTE Act 2009 in respect of Karnataka State.
2. Preparation of questionnaire for micro-level educational survey on community participation in the educational activities of their locality.
3. To undertake a school mapping exercise for the schools of specific locality.
4. Preparation of a report on socio cultural activities with educational values performed in a particular locality.
- 5.

References:

1. Ruhela S.P. and Vyas K C (1970)- Sociological Foundation of Education In the Contemporary India, D Rai and Sons, New Delhi.
2. Hansen Donald A and Gers –T Joel E (ED)- (1967) : on Education Sociological Perspectives – John wiley and Some Inc. New York.
3. Shivakumar (1991) – Education, Social Change In Karnataka- International Book House , New Delhi.
4. Sruinivas N.N. (1966)- Social Change In Modern India, Allied Publishers, Bombay.
5. Thirtha N.V. (1964) – National Integration, University Publishers, Jullunder.
6. Tumin M. M. (1938) – Social Stratification: The Forms and Functions of Inequality – Prentice Hall of India Pvt. Ltd., New Delhi.
7. Bell Rebert R (Ed.) 1962 – The Sociology of Education A Source Book : Harawood, Diorsey Press Illinois.
8. Bremback Goels (1966) – Social Foundations of Education- A Cross Cultural Approach- John Wiley , New York.
9. Demaine Jack (1981) – Contemporary Theories in the Sociology of Education, Mac Millan Press Ltd., London.
10. Jayaram N (1990) – Sociology of Education In India- Rawat Publications, Jaipur.
11. Gore M.S., Desai I.P., Chitmis S (Ed) – 1967: Papers in the Sociology of Education in India, NCERT, New Delhi.
12. Swift (1991)- Sociology Of Education ,International Book House, New Delhi.
13. Brockcolin And Tyula Siewiez (Ed) 1985- Cultural Identity- Educational Policy- Groombelm, London.
14. Unesco (1982)- Inequalities In Educational Development – An IIEP Seminar, Paris, UNESCO.
15. Unithan T.K.N. (1965)- Towards A Sociology of Culture In India- Prentice Hall of India, New Delhi.
16. William – Son Bill (1979)- Education, Social Structure and Development – Max Millan Press Ltd. London.
17. Farire, Edger Et Al. (1972) – Learning To Be – Unesco, Pam.
18. Rao M.S.A. Education, Social Stratification and Mobility NCERT, New Delhi.

M.Ed. Degree--Choice Based Credit System (CBCS)

Hard Core Course –II Social and Historical Foundations of Education

Course Code – HCC- 02

Second Semester

Objectives:-

Credits 06

1. To enable the students the current educational situations and interpret that knowledge for practical use..
2. To make the students to use the knowledge of social and educational thought for developing an outlook towards education in future.
3. To enable the student to know Indian educational thought from social perspective.
4. To make student familiar with current trends and issues in Indian society and education

Unit-1: Social Change and Education

Social Change- The Essence of Theories of Social Change, Factors Influencing Social Change, Relationship between Social Change and Education, , Conflict between Traditionality and Modernity In India, Modernization, Significance, Education and Modernization, Need for Promoting Universal and Egalitarian Values.

Unit-II: Equality and Education

Nature and Causes of Inequality, Education and Equality, Equalization of Educational Opportunity In India,-Constitutional Provisions For Promoting Social Justice In India; Education In Relation to Democracy and Secularism; Emerging Indian Society; Influence of Communist , Capitalist and Socialist Ideologies, Alienation Groups Tension, Violence, Poverty, Regionalism Concept of Residential Education; Need and Importance, Social Demand for Residential Education; Jawahar Navodaya Vidyalayas, Morarji Desai Navodaya Vidyalayas,, Ashrama Schools.

Unit-III: Indian Education Thoughts

Vedic Periods: Curriculum, Teacher-Pupil Relationship and Institutionalization of Education, Taxla University.

Buddhist Period: Institutionalization of Education Monasteries and Open Accessibility, Nalanda Monastery.

Medieval Period: Concept of Education, Demand for Education and Organization of Education, Rise Of Muktabs And Madrasa- Their Sailable Feature

Unit-IV: Recommendations of different Committees

Salient features of the main recommendations of different Commissions on Educational issues in India: Secondary Education Commission(1952-53), Kothari Commission (1964-66), New policy on Education and programme of Action (1986), Acharya Ramamurthy Committee (1989).

Practicum:

- Preparation of status report on education (elementary/secondary) of socially disadvantaged groups in a district/state/region.
- Evaluation of text books to identify bias against socially disadvantaged groups.
- Field visit to residential schools like Ashrama schools, Jawahar Navodaya Vidyalayas and minorities schools and preparation of a critical report.
- Identification of research topics in the area of education of socially disadvantaged sections and preparation of research proposals.
- Documentation/preparation of report on institutions/schools practicing innovations in the area of education for socially deprived groups.

Tutorials:

1. Teacher concerned shall make groups consisting of 4-5 students each to prepare the plan and execute on the influence of poverty in the process of equalization of educational and employment opportunities.
2. Analysis of existing educational institutions having communist, capitalist and socialist ideologies.
3. The implications of New Education Policy-1986 on education system with special reference to Karnataka – the success and failure through the debates/discussions etc.
4. Visit to nearest Jawahar Navodaya Vidyalayas and prepare a report on the functioning of the school.

References:

1. Monroe Paul (1947)- A Brief Course In The History of Education , The Mac Millan Co., London.
2. Ulich Robert (1967) – History of Educational Thought – Educational Publishing House Pvt. Ltd. New Delhi.
3. Saini Shivakumar (1980) – Development of education in India -Sai Economic and Political Perspectives, Cosmo publication, Delhi.
4. Mookerji Radhakumud (1969)- Ancient Indian education (Bramanical and Buddhists) Motilal Benarasidars, Varanasi.
5. Ruhela (1991) – Trends in modern Indian education- International Book House New Delhi.
6. Seabrane (1991)- History of Education Vol-II-International Book House New Delhi.
7. James (1991)- Development of Education System In India, International Book House New Delhi.
8. Power Edward J (1970)- Main Current In The History Of Education , Mc Graw Hill Book Co., London.
9. Wilds Elimen Hand Ulich Kenneth V (1961)- The Foundation of Modern Education- Holt Rinenert Winstion, New York.
10. Good Henry Gand Teller James D (1969)- A History Of Western Education- The Mac Millan Co., London.
11. Curtis S J and Boulwood HEA (1975) – A History of Educational Ideas- University Tutorial Press Ltd., London.
12. Thomas Merriti M (1873)- The History of Education Topical Summary With Chronology From Ancient Times to The Present Barnes and Novle Inc., New York.

- 13.** Cohen Alan And Garner Norman (1967) – Readings In The History F Educational Thought – University of London Press Ltd., London.
- 14.** Report Of The Education Commission (1964-66) – 1970: Education And National Development – NCERT , New Delhi.
- 15.** Graves (1991)- History of Education; Before Middle Ages (2 Volumes) , International Book House, New Delhi.
- 16.** Ahmed (1991)- Islamic Education- International Book House, New Delhi.
- 17.** Bagardus, Bonodus Emory S (1969)- The Development of Educational Thought, Nakils, Feffer and Sinions, Bombay.

M. Ed Degree –Choice Based Credit System (CBCS)

Hard Core Course – III: Methodology of Educational Research and Statistics.

(Course code: HCC -03)

Credits-06

First semester

Objectives:

To enable the student to;

1. Know and understand the different sources for acquiring knowledge apart from understanding the use of scientific method in educational research.
2. Understand the purposes of conducting educational research and ethical issues to be handled with professionalism.
3. Learn to select from various sources a research problem, variables and formulation of hypothesis.
4. Become aware of using appropriate quantitative and qualitative research methods based on their purpose of study.

Unit-1: Sources of Knowledge

Methods of acquiring knowledge: Traditional Methods of acquiring knowledge: Authority; meaning & importance, types of authority; traditions; ancient scholars, religious organizations, state and expert opinion. Experience; meaning, importance and limitations .Deductive Reasoning method; meaning, importance ,types of Deductive Reasoning and limitations .Inductive Reasoning method; meaning , importance ,types of Inductive Reasoning and limitations. Modern method of acquiring knowledge :Scientific Method; meaning, importance and steps.

Unit-II: Educational Research

Educational research: meaning & concept, nature, scope and purpose of educational research. Limitations of educational research. Types of educational research; Basic, applied & action research and their interrelationship. Ethical issues and professionalism in educational research. Preparation of research proposal.

Unit-III: Sources of Problem Selection

Problem selection; Sources of problem selection and criteria for problem selection. Review of related literature; meaning, Importance and sources of related literature. Variables; meaning, importance & types of variables (Independent, Dependent, Moderate, Intervening and Extraneous), selection criteria. Hypothesis; meaning, importance, characteristics, types, formulation and testing.

Unit-IV: Research Methods

Methods of research: Meaning, importance and categories of research methods; Quantitative Methods; Descriptive research method; meaning, importance, steps and types of descriptive research studies (survey study method and co relational study method). Experimental research method; meaning, importance, steps, components of experimental research. Methods of control of extraneous variables. Sources of invalidation. Research designs; one group pre-test & post test design. Pre-test & post test equivalent group design. Qualitative research

Methods: Historical research Method; Meaning, nature, importance and steps, primary and secondary sources of information, external and internal criticism of the sources. Case study research method; Meaning, nature, importance, steps and limitations.

Practicum

1. Preparation of book cards
2. Identification of variables of a research study and their classification in terms of functions and level of measurement
3. Preparation of a sampling design given the objectives and research hypotheses of a research study
4. Use of computers in literature review
5. Review of research report

Tutorials

Lecture-cum-Discussion, brain storming, group discussion, presentations; Panel discussion; Seminar presentations and workshops ,demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, study of published empirical research articles. And development of a statistical analysis plan on the topic selected for dissertation.

References:

1. Best W.John (1982), *Research in Education*, Prentice Hall of India Private Ltd., NewDelhi.
2. Festinger L and Katz D (eds) (1953), *Research Methods in Behavioral Sciences*, Holt,Rinehart and Winston Inc., New York.
3. George A Ferguson (1981), *Statistical analysis in Psychology and Education*. McGraw-Hill, Kogakusha Ltd., London, Tokyo.
4. Gilbert Sax (1979), *Foundations of Educational Research*, Prentice Hall Incorporation, Englewood Cliffs, New Jersey.
5. Good, G.V. and Hatt (1965), *Research Methods in Social Sciences*, New Delhi: TataMcGraw Hill Book Company.
6. Keeves, P., (1990), *Educational Research, methodology and Measurement: An International Handbook*, Oxford, New York, and Pergamum Press.
7. Kerlinger, Fred N (1969), *Foundations of Behavioral Research. Educational and Psychological Inquiry*, Holt Rinehart and Winston, New York.
8. Moser and Kalton, (1980), *Survey Methods in Social Investigation*, London, Heinemann Educational Books Ltd.
9. Singh A. K. (1997), *Tests; Measurement and Research Methods in BehavioralSciences*,BharathiBhavan Publishers, Patna.
10. Turney, L. Billy and P.Robb George (1971), *Research in Education: an introduction*, Dryden Press Inc., Illinois.
11. Van, Dalen, Deobold, B., and Meyer, William J., (1979), *Understanding Educational Research: An Introduction*. New York, McGraw Hill Co.

M. Ed degree –choice based credit system (CBCS)

Hard core course – III: Methodology of Educational Research and Statistics.

(Course code: HCC-03)

Credits-06

Second semester

Objectives:

To enable the student to

- 1. Understand the different types of sampling techniques in drawing the representative sample.**
- 2. Learn to use reliable and valid quantitative and qualitative tools of research.**
- 3. Learn to use the different statistical techniques of data analysis in educational research.**
- 4. Understand the procedure of preparing a research report technically**

Unit-1: Sampling Techniques

Population and sample: probability samples; simple random sample, systematic sample, cluster sample, stratified and multi-stage sample. Non-probability samples; quota, Judgmental and purposive sample. Criteria for determining the sample size. Sampling and non-sampling errors, systematic and random errors. Control of different types of errors

Unit-11: Quantitative and qualitative tools and techniques of data collection.

Scales of measurement: nominal, ordinal, interval and ratio scales. Quantitative tools of data collection: Achievement tests; meaning, purpose, construction and standardization procedure. Attitude scales; meaning and purpose, construction and standardization using likert procedure. Questionnaires: forms, principles of construction and their scope in educational research, administration of questionnaires and limitations. Qualitative techniques of data collection: content' analysis, observation, interview, socio- metry and projective techniques.

Unit-111: Validity and Reliability

Validity; meaning and purpose, different types of validity; content validity, construct validity (convergent & divergent validity) and criterion related validity (concurrent and predictive validity).

Reliability; meaning and purpose, different types of establishing reliability statistically; test-re- test reliability, split half reliability (odd-even, first half-second half & first half-random half) and Kuder Richardson reliability (KR-20).

Unit-1V: Statistical Techniques and Reporting

Types of data: Quantitative and Qualitative. Types of Statistics; Descriptive and Inferential statistics; computation of standard scores (z and t scores). Normal probability curve; characteristics and uses. Product moment coefficient of correlation; assumptions, uses, computation and interpretation. Prediction: simple regression

(two variables).parametric versus non-parametric statistics. One tailed and two tailed test. Assumptions underlying the technique of t- test and one way ANOVA, computation of t -test and one way ANOVA. Type 1 and Type 11 error. Chi-square test; concept, uses and computation.

Report writing; characteristics and format, footnote, citations and bibliography.

Practicum:

1. Review of two published research papers: one quantitative and the other Qualitative
2. Review of an M. Ed or an M.phil, dissertation
3. Construction of one tool for data collection.
4. Preparation of graphic designs of data obtained in a research study
5. Selection and description of appropriate statistical technique(s) for analyzing a research data.
6. Analysis of data using statistical packages

Tutorials

Lecture-cum-discussion, brain storming, group discussion, presentations; panel discussion; seminar presentations and workshops.,demonstration and discussion, reading additional resources provided on web-based students study sites, individual and group exercises, and development of a statistical analysis plan on the topic selected for dissertation.

References:

Downie, N.M. and heathr.W. (1959), *Basic Sta(istical Methods*, Harper and Row, newyork.

Edwards, Allen (1969), *Techniques of Attitude scale Construc-tion*, Vakils, fefferandsimsons, Bombay.

Englehart, Max b (1972), *Methods of Educational Research*, Chicago Ran mcnally&Co.

Fox, David, J. (1969), *The Research Process in Education*, Hoit, Rinehart and Winston,newyork.

George A Ferguson (1981), *Statistical analysis inpsychologyand Education*, mcgrawhill, Kogakusha Ltd., London, Tokyo.

Guilford J.P. and Benjamin Frnchter (1971), *Fundamentals of Statistics in Psychologyand Education* newyork.

. Henry E.Garret (1967), *Statistics in Psychology and Education*.,Vakils, fefferandsimsons Pvt., Ltd. Bombay.

John P.Keeves, (1990), *Educational Research, Methodology and measurement: ainternational Hand book*, Pentagon Press, New York;

Kerlinger, Fred N. (1969), *Foundations of behavioral Research, Educational and Psychologicalinquiry* Holt,' Rinehart and Winston; New York .

Popham, James. W (1967), *Educational Statistics Use and interpretation*, Harper and Row Publications, New York'

Singh A:K. (1997), *Tests; Measurement and Research Methods in Behavioural Sciences*,-bharathibhavan publishers, Patna.

Tuckman, Bruce W. (1972), *Conducting educational research*, Harcourt Brace,

M.Ed Degree-Choice Based Credit System (CBCS)

Hard Core Course: IV-Computer Education

Course Code: HCC: 04

First Semester

Credits: 06

Objectives:

1. To enable the students to acquire knowledge and skill of using computer.
2. To create awareness among students to improve teaching, learning with the aid of computers.
3. To appreciate the growing trends in computer applications.
4. To enable the students to effectively use computers at different stages of conducting educational researcher.

Unit-I: Computer Fundamentals

Organisation and working of a computer, Computer evolution, computer hardware and software, internals and externals, network peripherals, computer languages-types and uses, computer memory-types, systems software, application Software, operating system-types, MS office software packages-MS Word, MS Exel, MS Power Point, Popular computer brands-specification and selection criteria.

Unit-II: Computers in Education

Need and scope of computer in education, computer awareness and literacy, uses and application of computers in Education, Computers in teaching, learning and testing, Multi-media packages and other software for classroom use, role and functions of teachers, database and question banks, RDBMS and its use in education, integration of computer technology into teacher education programmes.

Unit- III: Role of computers in Educational Research

Computer skills for conducting research in education, Qualitative and quantitative data analysis by using computers, SPSS-its application, selection of appropriate statistical package for testing hypotheses, graphical representation of data, Compilation of report using appropriate software packages.

Unit- IV: Internet and E-Education

Internet and networking-applications and relevance to education, components of networking-E-mail, file transfer, web pages, web sites for accessing information, E-education, online education, Virtual technology, smart classroom,web-based learning and

cloud computing-concept and its role in education, virtual classroom-the future of education.

Practicum

The students may undertake any one of the following activities:

Critical analysis of a computer based media packages with reference to its use in learning process. Critical analysis of the different instructional packages developed by different agencies/institutions. Interventions of educational technology in the current practices of teacher training programmes in India. Preparation and presentation of slides for teaching any topic at the school level. Critical analysis of database software including open source. Critical analysis of the different research reports based on data analysis and interpretation. Preparation and presentation of research report based on empirical data.

Tutorials

Lecture cum demonstration and hands on experiences on the use of Personal computer / Laptop / Palmtop; Participation in computer based media production projects. Analysis of the different application software packages with reference to its use in education. Preparation of a project report by using various application software packages and its critical appraisal. Lecture cum demonstration and hands on experiences on the preparation of data-base using spread sheet and other statistical software like SPSS, demonstration and practical experience in use of various statistical software, discussion with data analysis experts creating database and working with data base files, preparation and presentation of research data analysis and its interpretation.

Note: The students shall attend computer Education practicals 2 hours every week at the Cyber Centre, Jnana Bharathi Campus, BUB.

Web-addresses:

<http://www.libraries.psu.edu/>

<http://www.searchenginewatch.com>, (ALTA VISTA, EXCITE, HOTBOT, INFOSEEK).

<http://www.teacher.net>

References:

1. Rajaraman, V., Fundamentals of Computer, Prentice Hall, India, 1999.
2. Christian Crumlish, The ABC's of Internet, BPB Publication, New York, 1998.
3. Rejeseakaran S. (2007) Computer Education and Educational Computing, New Delhi: Neel Kamal Publishing Pvt. Ltd.
4. Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall.
5. Richard Scott., PB Learning Lab Teaches, BPB Publication, New York, 1995.
6. Sanders, D.H., Computers Today, Mc Graw Hill International Edition. 1999.
7. Leon, Internet for Everyone, Vikas Publications, New Delhi, 2000.
8. Suresh, K.B., Computers Today, Galgotia Publication, India, 2005.
9. Desmode W.E., Computers and their Uses, Prentice Hall, India, 1985.
10. Dayton, D.K., Computer Assisted graphics as Instructional Innovatot, 1989.
11. Dauglas S., and Gary Naights., Instructional Software Selection-A guide to Instructional Micro Computer Software, Harrisburge, 1981.
12. Taylor, R .P., Computers in School Tutor, Tool and Tutee, Teachers College Press, New York, 1980.
13. Adam, D.M. (1985) *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
14. Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers.
15. Bose K Sanjay (1996): Hardware and Software of Personal Computer.
16. Conrad, Kerri (2001) Instructional Design for web – based Training HRD Press.
17. Intl Teach to the Future –beginner's Curriculum. 2000.
18. Mallik, Utpal et al. (2001): Leaning with Computers Level – III. NCERT, New Delhi.
19. Lee, William W; Diana L Owens (2001) Multimedia – Based Instructional Design: Computer – Based Training. Jossey – Bass.

M.Ed Degree-Choice Based Credit System (CBCS)

Soft Core Course Area-I: Educational Administration & Planning and Educational Leadership & Group Dynamics

Educational Administration and Planning (Course Code: SCC—05)

Credits: 06

First semester

Objectives:-

1. To make the students to understand the concepts involved in the process of educational management and administration.
2. To enable the students to understand the constitutional provisions for education in India.
3. To enable the students to understand the issues of education after Independence.
4. To enable the students to understand the significance of the academic of bodies of educational administration and management.

Unit-1: Fundamental Concept of Educational Administration and Administration

Meaning, scope and importance educational administration, growth of education administration, historical perspectives, objectives of educational administration and planning. Concepts of scientific management and Human oriented management.

Unit-II: Indian Constitution and Education

Provision for need rural education opportunity, pre and compassion education RTE, provisions for SC's and ST's and minorities education, universal primary education, education in the state list, union and concurrent list and its implications.

Unit-3: Education after Independence

Commissions of education and its recommendations, educational policy of 1986. M.H.R.D. and its functions and its activities, role and programmes of private organizations in educational administration.

Unit-4: Academic Bodies of Educational Administration

UGC, NCERT, NCTE, NAAC, Nation of university educational planning and administration DSERT, duties and responsibilities of DDPI, educational administrative structure in Karnataka – Block level to Secretariat level, Educational administration and professional development.

Practicum:

1. Case Study (documenting best practices for in Educational Management and Leadership)
2. Panel Discussions and Group Discussions, Weekly Seminars, Role Plays and Simulation Exercises, Personality Development Workshops.
3. Preparation of an institutional plan.
4. Evaluation of management of RMSA activities in a district.
5. Assignments on role of PTA in Unverisalization of elementary education.
6. Project report on issues of educational finance based on data collected from educational administrations.
7. Visit to DIET and observation of activities of DIETs and prepare a report.

Tutorials Mode

1. The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.
2. A study of the functioning contribution of a Parent-Teacher Association (PTA).
3. Prepare a plan for the mobilization of different types of resources for a school form the community.
4. Case studies of School Education Act of states with better results at the secondary levels.

References:

1. Aggarwal, J.C. : Educational Administration
2. Bn.J. Mukerji : History of Education in India
3. Vidya Aggrwal : Educational Administration, Supervision, Planning and Finance
4. Hicks, H.J.: Educational Supervision in Principle and Practice. New York: The Ronald Press Company, 1960.
5. Mort, P.R.: Principles of School Administration. New York: McGraw Hill Book Company Inc., 1946.
6. Sargent, C.G. and Eugene Belisle: Educational Administration Cases and Concepts. Cambridge: Mass, Houghton Mifflin Company, 1955.
7. Sears, J.B.: The Nature of the Administrative Process. New York: McGraw Hill, 1950.
8. Speers Harold: Improving the Supervision of Instruction. Englewood Cliffs: N.L. Prentice Hall Inc., 1953.

M.Ed Degree-Choice Based Credit System (CBCS)

Educational Administration and Planning (Course Code: SCC—05)

Second Semester

Objectives:-

1. To make the students to understand the planning and educational administration.
2. To enable the students to understand the theories of management and administration.
3. To enable the students to understand the concept of Management of Human Resource.
4. To enable the students to understand the concept of institutional appraisal and accountability.

Unit-1: Educational Planning and Administration

Meaning, scope of educational planning, goals of educational planning, approaches of educational planning- social demand approach, perspective of planning, quality management in education.

Unit-II: Theories of Management and Administration

The Theoretical contributions of Henry Foyal, Luthar Gullick and Urwick, Meaning, concept and process of decision making. Douglas Mcgregar – Theory ‘X’ and Theory ‘Y’, Gernerall system approach to educational administration, leadership behavior and styles of leadership.

Unit-III: Management of Human Resource

Management of human resource, role of management in developing quality of leadership, major components of collaborative supervision, role of management in human growth in the educational institutions.

Unit-IV: Institutional appraisal in educational administration

Concepts need and scope of appraisal in educational institutions, meaning, nature and importance of accountability in educational administration and implications. Concept and scope of personal administration and human relation in educational administration.

Practicum

- It involves Case study, Sessional Tasks such as Group Discussions, Simulation Exercises, Role Plays, Personality Development.
- Workshops and Weekly Seminars in order to equip the students with the leadership and management skills needed to emerge as Leaders who ignite minds and set path breaking trends in Institutional Management.
- The students may undertake any one of the following activities:
- Critical Analysis of School Education Act of a State.
- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.
- Formulation of a school mapping exercise for location of schools in an identified area.
- Preparation of plan for instructional management in a secondary school.
- Preparation of an institutional plan.

- Critical of an educational project.
- Evaluation of management of RMSA activities in a district.
- Assignments on role of PTA in Unverisalization of elementary education.
- Project report on issues of educational finance based on data collected from educational administrations.
- Evaluation of management of SSA/RMSA activities in a district
- Assignment on any of the themes discussed in the paper. Study of Conflict Resolution technique adopted by Heads of two schools.
- Critical review of present.
- Visit to IASE and observation of activities of IASE and prepare a report.

Tutorials Mode

- The course would be transacted through participatory approach including group discussion; self study, seminar/presentations by students etc.
- A study of the functioning contribution of a PTA.
- Panel discussion on corporate punishment in schools.
- Prepare a plan for the mobilization of different types of resources for a school form the community.
- Analysis of School Education Act of a state.
- Case studies of School Education Act of states with better results at the secondary levels.

References:

1. Jagannath Mohanty : Educational Administration, Management, Planning, Inspection of School Organization, Maneka Prakashak, Sambalpur
2. Kulbhi Singh Sidhu : School Organization & Administration B.N. Dash : Educational Administration
3. Bn.J. Mukerji : History of Education in India
4. Culbertson, J.A., Paul, B.J. and Theodore, L.R.: Administrative Relationships-A Case Book. Englewood Cliffs, N.J.: Prentice Hall Inc., 1960.
5. Griffiths, D.W. (Ed.): Behavioural Sciences and Educational Administration. Chicago: Chicago University Press of Chicago, 1964.
6. Mishra,A.(Ed.): The Financing of Indian Education. Delhi : Asia Publishing House, 1967.
7. Naik, C.: Leadership and Educational Administration. New Delhi : Ministry of Education, 1957.

**M.Ed. Degree--Choice Based Credit System (CBCS)
Educational Leadership and Group Dynamics (Course Code – SCC- 06)**

First Semester

Objectives:

Credits 06

- 1) To make them understand the concept of leadership and its application in educational situations.
- 2) To make them understand the concept of leadership effectiveness, dynamics of power and their application to education.
- 3) To help the students to understand the theories of leadership and their suitability in education.
- 4) To make them understand the techniques of Evaluation in Leadership.

Unit- I: Basic Concepts of Leadership

Nature and Definitions of Leadership: Functions of Leader: Characteristics of Leaders: The Concept of Leadership Effectives: Education Leadership:

Unit- II: Leadership and Group Effectiveness

Leadership and Group Motivation; Leadership and Group Morale; Leadership styles- their educational implications.

Unit- III: Theories of Leadership

Trait Theories: Great Men/ Great Women Theory; Behavioral Theories: Authoritarian, Democratic and Laissez faire Approach, situational/ Contingency Theories: The Contingency Model of Fielder, The path Goal Theory of House, Application of the Theories of Leadership to Educational Situations.

Unit- IV: Power and Influence In Groups

Concept and Types of power; Basis of Power; Developing Sources of power; by- product of power: Dynamics of power; power in the Classrooms.

Practicum

1. Assignment/term paper on selected theme from the course.
2. Panel discussion on corporal punishment in schools.
3. Prepare a plan for the mobilization of different types of resources for a school from the community.
4. Case studies of teacher absenteeism and their implications on school administration.
5. Student shall visit special institutions like Indian Institute of Management Studies (IIM), Institute For Social And Economic Change (ISEC), located in Bangalore.

Tutorials

1. Undertaking a comparative study of leadership styles among male and female heads of the institutions.
2. To critically examine characteristics of leaders of government and private educational institutions.
3. Identifications of features advocated in Great man/women area of leadership among selected secondary school heads.
4. A study of the functioning contribution of a Village education committee (VEC), School Monitoring Committee (SMC), Parent- Teacher Association (PTA) etc.

References:

1. Answathappa K (1998), Organizational Behavior-Text and Cases, Himalaya publishing House, Bombay.
2. Barbara Kellermen (ed.) (1985), Leadership: Multidisciplinary Perspectives, New Jersey: Englewood Cliffs, Prentice Hall.
3. Cartwright Dorwin, Zander Alvin (Ed.)(1968), Group Dynamics: Research and Theory, Harper and Row Publishers, New York, Evanston and London.
4. Fiedler F.Frod(1967),A Theory of leadership Effectiveness, New York: Mc Graw Hill Book Co.
5. Fred Luthans (1989), Organizational Behavior, New York, Mc Graw Hill.
6. James A.F.Stonmer (1984), Management , New Delhi; Prentice Hall Of India.
7. Joe Kelley (1987) Organizational Behavior; New Delhi, Surjit Publications.
8. Ronald C. Doll (1972); Leadership to Improve School. Richmond College, The City University, New York:Charles A Jones Publishing Co. , Ohio.
9. Stephen P.Robins(1989) , Dimensions of Organization Behavior: New Delhi: Prentice Hall of India.
10. Stogdill Ralph (1981); Hand Book of Leadership-A Survey of Theory and Research, New York, The Free Press.

M.Ed. Degree--Choice Based Credit System (CBCS)
Educational Leadership and Group Dynamic (Course Code – SCC – 06)

Second Semester

Objectives:

Credits 06

- 1) To make them to know the nature of group dynamics and their applications to education.
- 2) To enable them understand the concept and structure of small groups and their applications to class room situations.
- 3) To enable the students to know the concepts of group membership and the role of performance in groups.
- 4) To make them understand the theoretical models of group interaction.

Unit-1: Introduction to Group Dynamics

Theoretical Orientation of Group Dynamics; Group Dynamics and Society; Definitions of a Group; Relation Between Person and Group; Formation of Groups; Characteristics of a Group; Nature and Structure of Small Group; Class Room as a Small Group; Importance of The Study of Group Dynamics to Class Room Situations.

Unit-II: Group Cohesiveness

Meaning of Group Cohesiveness; Approaches To Measuring Group Cohesiveness; Determinates of Attraction to A Group; Incentive Properties of Group; Consequences of Group Cohesiveness; Dissonance- Concept and Meaning; Group Interaction as a Sources of Dissonance.

Unit-III: Human Relations

Meaning of Human Relations- Factors Affecting Human Relations- Conflicts of Group Members- Multiple Group Membership; Resolution of Conflict; Relationship Enhancement- Report Building, Empathetic Listening; Reflective Thinking.

Unit- IV: Theoretical Models of Group Dynamics

Bale's Interaction Process Analysis, Moreno's Sociometric Model, Bandura-Simon Theory of Organizational Equilibrium- and Their Implications of Education.

Practicum

1. A critical study on formation of groups in a secondary school and the styles of their functioning.
2. The case studies to identify sources for dissonance among secondary school students.
3. Study on Conflict Resolution adopted by Heads of the secondary school of your locality.
4. Designing a training program for rapport building among members of teaching and non teaching faculty in a school.

Tutorials

1. Discussion on the impact of Moreno's Sociometric Model in a school situation.
2. A debate on consequences of group cohesiveness in a school situation.
3. Discussion on multiple group membership nature in boys and girls school students.

References

1. Abraham Zaleanik, David Moment (1964); *The Dynamics Of Interpersonal Behavior*, New York; John Wiley & Sons. Inc. London.
2. Bany & Johnson (1964) ; *Class Room Group Behavior* , New York; The Mac. Milan Co. London.
3. David Keith (1967), *Human Relations at Work*, New York: Mc Graw Hill Book Co.
4. David Krech & R.S. Crutchfield (1948), *Theory And Problems Of Social Psychology*, Tata Mc Graw Hill Publishiling Co. Pvt. Ltd. , Bombay, New Delhi.
5. Freedman J. L., J.M. Carlesmith, D. O. Sears (1974), *Social Psychology*, Prentice Hall Inc. New Jersey: Englewood Cliffs.
6. Ham Gerith & C W Mills (1961), *Character and Social Structure- The Psychology of Social Institutions*, London: Routeledge & Kegan Paul Ltd.
7. Hersey Pail And Kenneth H. Blanchard (1988), *Management Of Organization Behavior- Utilizing Human Resources (5th Edition)*, New Delhi, Prentice Hall Of India, Pvt. Ltd.
8. Liphan M. James (1964), *Leadership and Administration in Behavioural Sciences and Educational Administration*, NSSE, 63rd Edition Year Book, Part II, The University Of Chicago Press.
9. Lindzey G. (1969), *Handbook of Social Psychology*, New Delhi, Amerend Publioshing Co. Ltd.
10. Micheal Argyle (1961), *Social Interaction*, Methuen and Co. Ltd.
11. New Comb T. M. (1961) *Social Psychology*, New York, Hart, Rinehart and Minston.
12. Vinacks W. E., W. R. Wilson And G. M. Meredith (1973), *Dimensions Of Social Psychology*, Bombay, D.B. Taraporevala Sons And Co. Pvt. Ltd.

M.Ed Degree-Choice Based Credit System (CBCS)

Soft Core Course Area-II: Teacher Education and Advanced Methods of Teaching

Teacher Education (Course Code - SCC -07)

First semester

Objectives:

Credits: 06

1. To understand the growth and development of teacher education.
2. To enable the students to understand the concept and objectives of teacher education.
3. To acquaint students with the structure and curriculum in teacher education at different levels.
4. To familiarise students with different national and state level agencies of teacher education and their roles and functions.

Unit –I: Conceptual bases of Teacher Education

Teacher education – meaning, concept and scope, Brief review of historical perspective of development of teacher education, ancient period, medieval period, Buddhist period, Muslims period and British period.

Unit –II: Need for Teacher Education

Need and importance of teacher education at primary, secondary and college level. Role of Professional Organisations. Accountability in education; concept, components, objectives, teacher accountability.

Unit –III: Structure and Curriculum of Teacher Education at different levels

structure of teacher education – two years undergraduate, one year postgraduate and four year integrated, salient characteristics of teacher education curriculum – relevancy, flexibility, integration and interdisciplinary teacher education curriculum at primary, secondary and college levels. Practice teaching – meaning, objectives.

Unit –4: Agencies of Teacher Education – role and functions

national level agencies – University Grants Commission (UGC), National Council for Educational Research and Training (NCERT), National Council for Teacher education (NCTE), Center for Advanced Studies in Education (CASE), National University for Educational Planning and Administration (NUEPA)

State level agencies – state Institute of Education, State Councils for education, Centers for Continuing Education for teachers, State Boards of teacher education, University department of education. International level – UNESCO

Practicum

1. Visit to different professional organisations and institutions to learn their objective and activities
2. Preparation of resource materials on any teaching unit of teacher education.
3. A critical study of any one aspect of teacher educa

Tutorials

Preparation and presentation of seminar on the relevant topics related to teacher education. Conduction of group discussions on advancement of teacher education at Indian and international scenario. Development of values among the Students and general public by conducting awareness programmes. Problems faced by teachers regarding special education.

References:

1. Anderson, Edmund J. and Hunter Eligabeth, Improving the Teaching analysis of Classroom Verbal Instructions, New York, Halt Rinehart and Winston, Inc.
2. Biddle Bruce J. and Ellina, Contemporary Research on Teacher Effectiveness, Hoet Rine hart and wins for New York.
3. Bruner J S., Towards a Theory of Instruction Massachusetts, Harward University Press.
4. Flenders, Analysing Teaching Behaviour, California, London, Addision – Wesley Publishing Company, 1970.
5. Kothari D S, Education Commission (1964-66), Ministry of Education, New Delhi, 1966.
6. Sharma R A, Technology of Teaching, International Publishing House, Meerut, 1988.
7. Skinner B F, Technology of Teaching, International Publishing House, Meerut, 1988.

M.Ed Degree-Choice Based Credit System (CBCS)

Teacher Education (Course Code - SCC -07)

Second semester

Objectives:

1. To create awareness among the students about the issues and problems of teacher education.
2. To enable the students to understand and analyse teacher behaviour.
3. To acquaint students with research trends and experimentation in teacher education.

Unit –1: Status of Teacher Education

Status of Teacher –Meaning and recommendations for raising status of Teacher Education Commission (1964-66), National commission on teachers, Professional Ethics, working conditions – provision for necessary facilities and equipment. Economic status – salary system, service conditions, promotional policy – service security, social status – recognition, participation in the decision making bodies, provision of awards.

Unit –2: Major issues and Problems of Teacher Education

admission policies and procedures, standards in teacher education, isolation of Teacher Education Institutions, issues pertaining to in-service training programmes.need and importance of distance teacher training, programme of IGNOU.

Unit –3: Evaluation in Teacher Education

use of observational systems – flenders, Reciprocal Category system, equivalent talk category system, use of observational schedules – rating scale, competency scales and attitude scales, self and student evaluation of Teacher Performance.

Unit – 4: Research and Innovation in Teacher Education

Purpose of Research in Teacher Education, scope of teacher education research, trends in teacher education research, innovative practices at secondary and elementary levels – micro teaching, simulated social skill training, team teaching.

Practicum

1. Observation of teaching learning process
2. To practice different types of teaching.
3. To develop assessment skills

Tutorials:

Preparation and presentation of seminar on the relevant topics related to teacher education. Conduction of group discussions on advancement of teacher education at Indian and international scenario. Development of values among the Students and general public by conducting awareness programmes. Problems faced by teachers regarding special education.

References;

1. Anderson, Edmund J. and Hunter Eligabeth, Improving the Teaching analysis of Classroom Verbal Instructions, New York, Halt Rinehart and Winston, Inc.
2. Biddle Bruce J. and Ellina, Contemporary Research on Teacher Effectiveness, Hoet Rine hart and wins for New York.
3. Bruner J S., Towards a Theory of Instruction Massachusetts, Harward University Press.
4. Flenders, Analysing Teaching Behaviour, California, London, Addision – Wesley Publishing Company, 1970.
5. Kothari D S, Education Commission (1964-66), Ministry of Education, New Delhi, 1966.
6. Ryan, Drauid, G., Charecteristics of Teachers, Delhi Sterling Publishers (P) Ltd, 1969.
7. Sharma R A, Technology of Teaching, International Publishing House, Meerut, 1988.
8. Skinner B F, Technology of Teaching, International Publishing House, Meerut, 1988.

M.Ed Degree-Choice Based Credit System (CBCS)

Advanced methods of teaching (Course Code - SCC -08)

First semester

Objectives:

1. To enable the students to understand about the theories of teaching.
2. To create the desired learning structure and condition among learners.
3. To enable the students to develop skills of analyzing interaction in teaching and learning situation.
4. To select the strategy of teaching in order to bring desirable change in the behavior of the Lerner.

Unit – I: Theories of teaching: Teaching, Concept, Structure, objectives and characteristics of good teaching, phases of teaching, importance of teaching Theories of teaching: scope, types, formal theory of teaching and descriptive theory of teaching

Unit – II: Organisation of teaching: Meaning and selection of teaching tactics, learning structure, teaching strategies, selection of appropriate communication media, communication strategies, mass media approaches, formal and non-formal media, satellite instructional television experiment.

Unit – III: Interaction teaching: meaning and definition of systematic observation, sign system, category system, Flander’s verbal interaction analysis, characteristics of interaction analysis technique, uses and limitations of interaction teaching.

Unit – IV: Teaching strategies: meaning, types, autocratic: lecture, demonstration, and tutorial, democratic: discussions question and answer strategy, brain storming, independent study, group discussions, role playing. Instructional designs: skill based, competency based, learners’ style based, model based.

Practicum

1. Analysis of theories.
2. To identify the appropriate media for information dissipation.
3. Conduction of Observation in classroom teaching and learning process
4. Conduction of Practice Tutorial classes.
5. Observe, interact with different students in natural settings in and outside the school, in diverse socioeconomic, cultural, linguistic and regional contexts.
6. Observe and analyze learning and thinking processes of different age groups. Examine their thoughts, questions and observations of natural and social phenomena in order to appreciate the developmental process as a continuum.

Tutorials

Conduction of seminars related to latest advances in the methods of teaching, conduction of brain storming sessions in groups in different topics related to advanced methods of teaching, observe the teaching learning situation and categories the activities according to FICS and interpret the 10x10 matrix.

References

1. Bellack, Arno et al., "The language of the classroom", Teachers' College Columbia University, New York, 1996.
2. Bruce R Joyce and Marsha Weil, Models of Teaching, Prentice Hall of India Pvt Ltd, 1985.
3. Gage N L, Hand book of Research on Teaching, Rand Mc Naly and Co., Chicago, 1968.
4. Howard Nicholls and Andray Nicholls, "Creative Teaching – An approach to achievement of Educational Objectives", George Allen and Unwin, London, 1975.
5. James L. Mursell, "Successful Teaching – Its Psychological Principles", Mc Graw Hill Book Co., Inc Tokyo, 1954.
6. Joseph Lawmen, "Mastering the techniques of teaching", Jossey Boss, London, 1985.
7. Sharma R A, "Technology of Teaching", Loyal Book Depot, Meerut, V Edition, 1991.
8. Siddiqui M S., and Khan M S., Models of Teaching – Theory and Research, Manas Publication, New Delhi, 1991.
9. Thomas C Louit, "Tactics for Teaching", Charles E. Merrilal Publishing Company London, 1978.

M.Ed Degree-Choice Based Credit System (CBCS)

Advanced methods of teaching (Course Code - SCC -08)

Second semester

Objectives:

1. To help the students to understand the theory behind different models of teaching.
2. To evaluate the success of the planning, organising and leading activities related to teaching - learning approaches.
3. To enable the students to develop skills of using and interpreting the different tools of teacher assessment.
4. To apply the theoretical knowledge in planning and administering the lesson plan.

Unit – I: Models of Teaching: Meaning, assumption, role of teaching model, types of teaching model. Social interaction model: jurisprudential model, group investigation model, social enquiry model, laboratory model.

Unit – II: Evaluation of the learning system: meaning of evaluation, functions, techniques of evaluation, classification of evaluation techniques, quantitative and qualitative techniques, measuring learning: meaning, functions, test for measuring learning, summative and formative tests.

Unit – III: Designs of lesson planning: meaning, need and importance of lesson plan, approaches of lesson plan, herbartian lesson plan, types of lesson plans, uses of lesson plans.

Unit – IV: Tools and techniques of teacher assessment: use and interpretation of observation technique, rating scale, attitude scale, inventories, performance tests and achievement tests in teacher assessment.

Practicum

1. Conduction of workshops/seminars related to Educational fields. Record and analyse observations to interpret reality within varying theoretical and experiential frameworks.
2. Engagement with research relating to different aspects of learning in languages, mathematics, environmental education, history, geography, followed by discussion, records of observation and analysis.
3. A critical examination of and engagement with teaching methods such as concept formation, enquiry-based teaching, problem solving, discovery and activity-based learning.

Tutorials

Conduction of seminars related to latest advances in the methods of teaching, conduction of brain storming sessions in groups in different topics related to advanced methods of teaching. Writing lesson plans for advanced methods according to models of teaching. Searching gaps in the research in the area of teaching.

References

1. Bruce R Joyce and Marsha Weil, Models of Teaching, Prentice Hall of India Pvt Ltd, 1985.
2. Gage N L , Hand book of Research on Teaching, Rand Mc Naly and Co., Chicago, 1968.
3. Sharma R A, Technology of Teaching, International Publishing House, Meerut, 1988.
4. Siddiqui M S., and Khan M S., Models of Teaching – Theory and Research, Manas Publication, New Delhi, 1991.

M.Ed Degree-Choice Based Credit System (CBCS)

Soft core course: Area-III; Educational Technology and Curriculum Development

Educational Technology (Course Code: SCC-09)

First Semester

Objectives:

Credits-06

To enable the student to

1. Understand meaning, forms and approaches of educational technology.
2. Understand the meaning, importance and Barriers to communication apart from Need for effective's classroom communication.
3. Know and understand the different types of multimedia technology in teaching and learning.
4. Understand the various types of projected and non projected aids

Unit-I: An Introduction to Educational Technology

Educational technology- concept, forms of educational technology; teaching technology, Instructional technology and behavioral technology. Approaches of educational technology: Hardware and Software approach. Transactional usage of educational technology: Integrated, complementary, Supplementary and standalone (Independent).

Unit-II: Communication in Teaching and Learning

Communication: Concept, Need and importance, forms and process of communication. Barriers to communication. Methods to over come Barriers in communication. Effective Communication in classroom.

Unit-III: Multi-Media in Teaching and Learning

Multi-Media: Meaning and Concept, function and types of Multi-Media

Audio Media-Meaning, importance and various forms. Radio: Broadcast, merits and Limitations. Use of Radio broadcast in teaching, Audio conferencing and interactive Radio conference. Video Media-educational Television: Need and Importance, merits and limitations. Use of TV in instruction SITE and Multi-Media packages in teacher training. Tele Conferencing. Films: Techniques of using films in teaching, types of films, merits and limitations.

Unit-IV: Projected & Non Projected Aids.

Projected Aids-preparation and use of filmstrips, over head projections and power point slides. Non projected Aids: preparation and use of graphic aids –maps, charts and pictures. Display Aids(boards):flash cards, Black Board and Bulletin Board. Three Dimensional aids: objects, Specimens and models.

Activity Aids: Language laboratory; meaning, need and importance, features and types of language laboratories and Advantages.

PRACTICUM

1. The students may undertake any one of the following activities:
2. Identifying appropriate media and material for effective use in the transaction of a lesson.
3. Preparation of a trend report on researches on instructional design.
4. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
5. Design intervention programme of educational technology in the current practices of teacher training programmes in India.

TUTORIALS

Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Lecture cum demonstration and hands on experiences on the use of Personal computer / Laptop / Palmtop; Participation in computer based media production projects. Analysis of the different application software packages with reference to its use in education. Preparation of a project report by using various application software packages and its critical appraisal. Lecture cum demonstration and hands on experiences on the preparation of data-base using spread sheet and other statistical software like SPSS.

REFERENCES

- Adam, D.M. (1985): *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Behera, S.C. (1991): *Educational Television Programmes*, Deep and Deep Publications, New Delhi.
- Coburn, P. and et. al. (1985): *Practical Guide to Computers in Education*, Addison – Wesley Publishing Company, Inc.
- Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Haseen Taj (2006): *modern Educational Technology*, Agra : *H.P Bhargava Book House*.
- Kumar, N. and Chandiram, J. (1967): *Educational Television in India*, New Delhi : Arya Book Depot.
- Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.

Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
Sharma, B.M. (1994): *Media and Education*, New Delhi: Commonwealth Publishers.
Sharma, B.M. (1994): *Distance Education*, New Delhi: Commonwealth Publishers.
Sharma, K.D. and Sharma, D.V. (1993): *Open Learning System in India*, Allied Publishers Ltd.,
New Delhi.
Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.

M.Ed Degree-Choice Based Credit System (CBCS)

Educational Technology (Course Code: SCC-09)

Second Semester

Objectives

To enable the student to

1. Understand the media selection process and factors affecting
2. Understand the use of ICT in teaching -learning, professional development. Institutional management apart from Technology laboratory.
3. Understand the different types of Individualized instruction models.
4. Understand the new Horizons of educational technology.

Unit-I: Media Selection Process

Selection of Media-process of media selection, factors affecting selection of media: Teacher factors, Learner factors, Task factors, cost and time factors.

Unit-II: Individualized Instruction Methods.

Programmed instruction- concept, Origen features, types and Advantages.

Personalized system of instruction. Meaning and concept Origen, features, Researches on PSI, advantages and limitations. Learner Controlled instruction-Meaning and concept, Origen, Assumptions, advantages and Limitation. Computer Assisted Instruction-Meaning and concept, Assumptions, types of Computer Assisted Instruction, Role of teacher, Advantages and Limitations.

Unit- III: ICT in Teaching and Learning

ICT-Meaning and Concept, Applications of ICT in teaching and learning, ICT and professional development, ICT and institutional management. Educational Technology laboratory: Meaning, functions and components of Educational Technology laboratory.

Unit-IV: New Horizons of Educational Technology

Recent innovations in educational Technology: Interactive - video, Hypertext, video-texts,

Computer conferencing, laser disc. Technology in Distance education; Meaning and concept of Distance Education, forms of Distance Education, use of technology in distance education, Advantages of use technology in Distance education

PRACTICUM

- 1.The students may undertake any one of the following activities:
- 2.Critical analysis of Teaching aids and their applications in instruction and learning
- 3.Critical analysis of a computer based media packages with reference to its use in learning process.
- 4.Critical analysis of the different instructional packages developed by different agencies/institutions.
- 5.Preparation and presentation of slides for teaching any topic at the BE.d level.
- 6.Critical analysis of database software including open source.
- 7.Critical analysis of the different research reports based on data analysis and interpretation.
- 8.Preparation and presentation of research report based on empirical data.

TUTORIALS

Visit to local institute where the Courseware is in practice for online learning and face-to-face learning. Creating web resources by using Wikipedia and Wiki educator. Analysis of Courseware developed by various organizations. Critical analysis of Courseware developed for various e-Learning projects with reference to its evaluation

REFERENCES

- Adam, D.M. (1985) *Computers and Teacher Training: A Practical guide*, The Haworth Pren, Inc., N.Y.
- Alexey Semenov, UNESCO, (2005): *Information and Communication Technologies in Schools: A Handbook for Teachers*.
- Conrad, Kerri (2001), *Instructional Design for Web – Based Training* HRD Press.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) *Principles of Instructional Design* Wodworth Publishing Co.
- Horton, W (2001): *Designing web-based Training* John Wiley & Sons.
- Haseen Taj (2006): *modern Educational Technology, Agra : H.P Bhargava Book House*.
- Lee, William W; Diana L Owens (2001) *Multimedia – Based Instructional Design: Computer – Based Training*. Jossey – Bass.
- Phillips. R (1997) *Interactive Multimedia* London: Kogan Page.
- Morey, D; Maybury M & Bhavani, Th. (2001) *Knowledge Management* University Press (India) Ltd: Hyd.
- Rosenberg, M.J. (2001) *e-learning* New York: McGraw Hill.
- Schank, R.C. (2001) *Virtual Learning* McGraw Hill.
- Sallis, E & Jones, G (2002) *Knowledge Management in Education* London: Kogan Page Ltd.
- T.M. Srinivasan (2002), *Use of Computers and Multimedia in Education* Horton, W (2001).
- Vaughan, T. (1999) *Multimedia making it work*, New Delhi: Tata McGraw Hill [Fourth Edition].

M.Ed Degree-Choice Based Credit System (CBCS)

Curriculum Development (Course Code: SCC: 10)

First Semester

Credits: 06

Objectives:

1. To enable the students to understand the nature meaning and components of curriculum.
2. To enable the students of develop an understanding of important principles of curriculum construction
3. To develop in students the ability and skills needed to plan and develop curriculum for different levels of education
4. To Acquint students with curriculum content, curriculum implementation and process of curriculum.

Unit I: Introduction to Curriculum.

Curriculum- concept, meaning, nature and scope, components of curriculum, foundations of curriculum-philosophical, sociological and psychological, Historical perspective of curriculum in India, Commissions and Committees on Secondary Education Curriculum related to issues and recommendations.

Unit II: Styles of Theorizing Curriculum

Role of culture, society, child and knowledge in evolving a theory of curriculum, Disciple style, analytic style, humanistic style and futuristic style-basic concepts.

Unit III: Principles of Curriculum Construction

Formulation and validation of educational objectives, deduction of curriculum from aims and objectives of education, administrative consideration, gross root planning.

Unit IV: Process of Curriculum Construction

Curriculum construction process steps of curriculum construction, criteria for selection of content,scope, sequence and relevance, Integration of content, presentation and development of content; grade placement and distribution, allotment of time.

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

- Critical appraisal/analysis of existing syllabi and textbooks on Secondary education and teacher education developed by various agencies at national/state/local levels.
- Critical analysis of secondary school curriculum.

- Evolving criteria for development of syllabi and text books.

Tutorials: panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CABE reports, Commissions and Committees on Secondary Education and Curriculum related issues and reflective discussion on the recommendations..

References:

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
4. Baur, G.R & others (1976): Helping Children Learn Mathematics: A Competency Based Laboratory Approach. Cummings Publishing Co.
5. Chastain, K. (1970): The Development of Modern Language Skills – Theory to Practice. Rand Menally & Co., Chicago.
6. Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
7. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
8. Erickson, H.L. (2002): Concept-based Curriculum and Instruction. Crown Press, Inc. California.
9. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
10. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
11. McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
12. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
13. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
14. NCTE (2009) National Curriculum Framework of Teacher Education, New Delhi
15. Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
16. Reddy, B. (2007): Principles of curriculum planning and development.
17. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.

M.Ed Degree-Choice Based Credit System (CBCS)
Curriculum Development (Course Code: SCC: 10)
Second Semester

Credits: 06

Objectives

1. To make students understand the contributions of psychologists to the field of curriculum.
2. To enable the students understand systems approach to curriculum designing.
3. To acquaint students the need and urgency to renew and change the existing curriculum at different levels of education with changing trends in society.
4. To help students understand the implementation and evaluation of curriculum.

Unit I: Curriculum Design.

Components and dimensions of curriculum design, principles and approaches of curriculum designing-Bruner, Ausubel, Gagne, Skinner and Piaget- their contribution. Types of curriculum design- Subject-centred, Activity centred and learner centred, core curriculum.

Unit II: Systems Approach to Curriculum Designing

System concept-meaning, nature, types, characteristics and steps in system analysis, different models and principles, a basic system with feedback, self regulating and adaptive systems with subsystem, Curriculum as a system- rationale, a conceptual system-subsystems of a instructional system.

Unit III: Curriculum Renewal and Change

Need and justification for curriculum renewal, dimensions of curriculum change- Substantive, organisational and instrumental-new trends and implications for school curriculum, grouping variation, non-graded classes, flexible curricular content, broad fields, choice based subjects, credit based system, open schools, online learning, web-based instruction, digital and electronic libraries, role of electronic media in renewing curriculum.

Unit IV: Implementation and evaluation of Curriculum

Principles and criteria of effective curriculum implementation, Formative, summative and Continuous comprehensive evaluation, overall assessment of planning and organisation of school programmes, evaluation of instructional system and evaluation of student performance, role of norm reference and criterion test, interpretation of evaluation results.

Practicum

The students may undertake any one of the following activities: Students will prepare an observation schedule for curriculum transaction in any one-school subject. Student will and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education. Student will integrate ICT for particular unit in teacher education course to transact the same. Student will identify various issues in transacting Curriculum in Teacher Education Institute. Identify various criteria to evaluate textbook / programme /course. Based on the criteria, evaluate any course/programme/curriculum Identify various issues involved in evaluation of course/programme/ curriculum

Tutorials

Students are expected to study criteria/steps of Curriculum/Evaluation programme by consulting various books. Panel discussion, symposium be used by students after enough library work. Students should locate the research studies related to Curriculum/Evaluation programme to have a familiarity with the process of evaluation. After arriving at definite criteria, they should try to evaluate a course/programme/textbook; some can be presented in the form of seminar.

References

1. Bhatt, B.D and Sharma S.R, "Principles of Curriculum Construction", Kanishka publishing House, New Delhi, 1992.
2. Danis Lawton, Peter Darden, et. al., "Theory and Practice of curriculum Studies", Routledge and Kagen Paul, London, 1978.
3. Das R.C., et. al., "Curriculum and Evaluation", NCERT, 1984.
4. David, Hamilton, "Curriculum Ealuation", Open Books Press, London 1976.
5. Davis, K.I, "Objectives in curriculum Designs", Mc Graw Hill Book Company, London, 1978.
6. Davis, K.I,"Objectives in Curriculum Design" , Mc Graw Hill Book Company, London, 1976.
7. Doll Ronald C. (1986) Curriculum Improvement: Decision Making Process, London, Allyon and Bacon Inc.
8. Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
9. Whecker D.K. (1967) Curriculum Process, University of London Press.
10. Faunce and Bossing,"Developing the core Curriculum", Prentice Hall of India Pvt. Ltd, New Delhi, 1977.

11. Gail N. Inlaw, "The Emergent in Curriculum", John Wiley and Sons Inc. New York, 1966
12. Hilda Taba, "Curriculum Development – Theory and Practice", Harcourt, Brace and World, Inc.
13. Hooper R (Ed.), "The Curriculum content, Design and Development", The Open University Press, 1997.
14. Kenneth Richard, "The School Curriculum", Methuen and Co. Ltd, London, 1971.
15. Krug, E.A. "Curriculum Planning", Harper and Row, New York, 1966.
16. NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi. NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
17. Robert W.H, "New Curriculum", Harper and Row, New York, 1964.
18. Robert, M.M, "The Curriculum Retrospect and Prospects", National Society for the study of education, Chicago, 1971.
19. Ross, L.N and Dean Evans, "Handbook for Effective Curriculum Development", Prentice Hall, Inc, Englewood cliffs, New Jersey, 1967.
20. UNESCO (1981) Curriculum and Life Long Education, UNESCO, Paris. Verduin J.R. (1967) Cooperative Curriculum Improvement, Prentice Hall.

M. Ed Degree-Choice Based Credit System (CBCS)

Open Elective Course: Pedagogy of Teaching (Course Code: OE – 11)

Second Semester

Objective:

Credits: 04

- 1.To familiarize the students with scope, types and importance of teaching.
- 2.To make the acquaint students with latest techniques of teaching
- 3.To understand the teaching models and their role in class room situation.
- 4.To enable the students to understand the concept, form, types and evaluation of Media Technology

Unit-I: Introduction to teaching of teaching

Meaning Nature, definition, scope and importance and teaching. Types of teaching. Society and teaching, Research in teaching, Modern trends in teaching, creativity and teaching,

Unit-II: Teaching Skill and Methods

Skills based approach to teaching. Micro-teaching, Macro teaching. methods of teaching, lecture method project method and discussion method.

Unit-III: Models of Teaching

Meaning, Definition of teaching model, Assumptions, Importance, Role and type of teaching models. Historical teaching model, Philosophical model of teaching and teaching models for teacher education.

Unit-IV: Technology in Teaching

Meaning and concept of Technology, forms of Technology, Integration of technology in teaching and learning. Evaluation of technology-Meaning and purpose, types of technology evaluation; formative, summative, feasibility and maintenance.

PEACTICUM

- 1.Develop an observation performance to assess the class-room techniques of teaching.
- 2.Preparation and presentation of a seminar using technology.
- 3.Preparation and presentation of a seminar using technology

REFERENCES

- Das, R.C. (1993): *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969): *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990): *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Haseen Taj (2006):modern Educational Technology,Agra : *H.P Bhargava Book House*.

Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).

Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.

Bruce R Joyce and Marsha Weil, *Models of Teaching*, Prentice Hall of India Pvt Ltd, 1985.

Gage N L , *Hand book of Research on Teaching*, Rand Mc Naly and Co., Chicago, 1968.

Sharma R A, *Technology of Teaching*, International Publishing House, Meerut, 1988. Siddiqui M S., and Khan M S., *Models of Teaching – Theory and Research*, Manas

Publication, New Delhi, 1991.

Prof. HASEEN TAJ

Chairperson, BOS (PG) in Education

Filename: Copy of CBCS#M.Ed# Syllabus#2014-15.docx
Directory: F:\CBCS-ME.d title & abstract\PDF FILE Dr. Hasentaj#CBCS#FINAL#COPY
Template: C:\Documents and Settings\USER\Application
Data\Microsoft\Templates\Normal.dotm
Title:
Subject:
Author: User
Keywords:
Comments:
Creation Date: 1/4/1980 4:15:00 AM
Change Number: 624
Last Saved On: 1/1/2005 1:20:00 AM
Last Saved By: User
Total Editing Time: 585 Minutes
Last Printed On: 1/1/2005 1:22:00 AM
As of Last Complete Printing
Number of Pages: 61
Number of Words: 17,063 (approx.)
Number of Characters: 97,262 (approx.)