KUVEMPU UNIVERSITY

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REGULATIONS FOR
COURSE OF STUDY AND
SCHEME OF EXAMINATION
FOR TWO YEAR MASTER OF EDUCATION (M.ED.)
PROGRAMME

Post-Graduate Master of Education (M.Ed.) Programme of Kuvempu University under Choice Based Credit System (CBCS)

Preamble

The Master of Education (M.Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers. The completion of the programme shall lead to M.Ed. degree with specialization either in elementary education (up to class VIII) or in secondary education up to class XII). 2- year M.Ed. Programme aims to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in selected areas, and also develop research capacities, leading to specialization in either elementary education or secondary and Higher secondary education.

To develop in prospective teacher educators skills related to independent study of literature, research, academic writing, professional communication and team work. It endeavor to develop in the future practitioners a deep and critical awareness of professional ethics and an ability to critically engage in and reflect on practice.

Based on the 2014 Regulations of National Council for Teacher Education (NCTE) which is the apex body of recognizing M.Ed programme, it necessitated to frame the following additional regulations for the course of study and scheme of examination of Master of Education (M.Ed) programme. These regulations are to be read in addition to the Kuvempu University Regulations Governing the Post-Graduate Programmes under Choice Based Credit System, 2010.

1. Duration of Programme

The M.Ed. programme shall be of duration of four semesters (two academic years) including field attachment for a minimum of 8 weeks and research dissertation. Students shall be permitted to complete the programme requirements of the two-year programme within a maximum period of three years from the date of admission to the programme. The inter-semester breaks should be used for field attachment/practicum/other activities.

2. **Working Days**

There shall be at least two hundred working days each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination. The department shall work for a minimum of thirty six hours in a week (six days) during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

The minimum attendance of students shall be 75% for theory Courses and Practicum, and 90% for Field Attachment.

3. **Eligibility to Apply for Admission**

3.1) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in the following programmes:

(i) B.Ed.

(ii) B.A.B.Ed./B.A.Ed./ B.Sc.B.Ed./B.Sc.Ed.

(iii) B.El.Ed.

(iv) D.El.Ed /D.Ed. with an undergraduate degree (with 50% marks in each).

3.2)Reservation and relaxation for SC/ST/OBC/PWD and other applicable categories shall be as per the rules of the Central Government/State Government/Kuvempu University, whichever is applicable.

4. **Admission Procedure**

Admission shall be made on merit on the basis of marks obtained in the qualifying examination or any other selection process as per the policy of the University/NCTE. The selection of candidates having D.El.Ed/D.Ed. with an undergraduate degree will considered on the marks obtained in the UG course and D.El.Ed/D.Ed. in the ratio of 50:50

5. **Medium of Instruction**

The medium of instruction shall be English. However students may write the answers in the internal tests and semester end examinations in Kannada.

6. Type of Courses

There shall be four categories of courses viz., *Hard Core Courses* which include Perspective, tool and teacher education courses. *Soft Core Courses*, which include Courses in any one of the school levels / areas (such as elementary or secondary and senior secondary) and further thematic specializations. *Elective Courses* and *Engagement with field courses/Field attachment* which include *Inter semester break courses (ISB)* (Soft Skills), Internship Courses for the M.Ed Course.

6.1   Hard and Soft Core Courses shall be the courses offered by the concerned Department. Hard core courses are the courses which include perspective, tool and teacher education courses are compulsory courses. Soft core courses include Courses in any one of the school levels/areas (such as elementary, or secondary and Higher secondary) and further thematic specializations. Each student shall select either elementary or secondary and higher secondary education and the thematic specializations under each specialization area. Each student shall compulsorily undertake Dissertation work leading to a report. The Inter semester break courses (ISB) called as soft skill courses namely, **Computer Application, Communication Skills, Life Skills Personality Development, shall be conducted by the University. However the courses**, Yoga Education shall be conducted by the Department of Physical Education of the University, and Expository Writing shall be conducted by Department of Education of the University. The ISB/Soft skill courses, namely Expository Writing and Yoga Education shall carry two credits and the other (ISB) called as soft skill courses namely, **Computer Application, Communication skills, Life Skills Personality Development, shall have one credit each,** and there shall be no semester-end examination for these courses. **The ISB Courses Expository Writing and Yoga Education shall Contain 10 marks for internal assessment (Attendane-05 Marks and Seminar 05 marks) and 40 marks for a written report valued internally by the concerned departments conducting those courses.**

6.2 Further, the credits of these courses namely Computer Application, Communication skills, Life skills Personality Development, shall not be considered for computing the Cumulative Grade Point Average (CGPA) which is the base for the declaration of result of the students. Elective Courses are the courses offered for the students of other departments. Further, these courses, offered by Science departments, shall be without laboratory practical as the group of students taking these courses is diverse, Each department of P. G Studies shall offer, for the students of   other departments, a minimum of one and a maximum of two Elective Courses with two credits per course in the II

(even) and III (odd) Semesters, Students shall select, study and successfully complete at least one Elective Course (out of a number of Elective Courses offered by other departments) each in II and III Semester earning at least four credits, and Students from the same department shall not be eligible to select the courses offered as Elective Courses by their department.

6.3 Internship for a minimum of eight weeks (four weeks in one semester and another four weeks in next semester) duration shall be facilitated with organizations and institutions working in education/teacher education. These would aim at engaging the students with field based situations and work in elementary/secondary and elementary levels of education/teacher education, and to provide an opportunity for writing and reflection on the same. Systematically planned field internship/attachment in a teacher education institution, and in the specialization area chosen by the student shall be organized during the programme. Close mentorship of the faculty should be arranged by the department in the form of observations, tutorials, guided reading groups, field visit. The observation of field internship for every10studentsorless each day will be considered for maximum of 6 hours of work load for the faculty assigned with the observation work for a period of maximum four weeks.

7. Continuous Assessment Programmes and Evaluation

7.1 Out of the total marks for each course, 25 marks shall be earmarked for Continuous Assessment (Internal Assessment) and the remaining75 marks for the semester-end examination.

7.2 In case of Dissertation-1 and 2 for 2nd and 3rd Semester shall be evaluated for 40 marks and the viva-voce through presentation shall be conducted by internal examiners for the remaining 10 marks. In the 4th semester The Dissertation

(Report) shall be evaluated for 75 marks and the viva-voce examination by the Board of Examiners for the remaining 25marks.

7.3 In the case of Internship for the 3rd and 4th Semester shall be evaluated for 100 marks in the third and fourth semesters by the internal examiners based on the quality of engagement and performance in the internship.

7.4 In the case of elective courses, each elective course shall carry a maximum of 50 marks comprising of 40 marks for semester-end examination and 10 marks for internal assessment. Internal Assessment marks shall be awarded to the students based on a test (5 marks), assignment-cum-group discussion (2.5marks), and regularity of the students in attending the classes (2.5 marks as per regulation 7.10 below).

7.5 Each course/semester shall have continuous evaluation which shall include tests, seminars/group discussion, internship, field work- based/library-based assignments and regularity to the class work,

7.6 Session Tests (minimum of two for each course per semester) for the internal assessment at regular interval shall be conducted. Any student who could not attend any of the session tests due to medical reason or due to extra-ordinary circumstances, a separate test shall be conducted before the end of semester classes by the course teacher under intimation to the chairperson of the department,

7.7 For the purpose of uniformity, first session test shall be conducted during 9th Week of the semester for the syllabi covered till then. And the second session test shall be conducted during the 16th week of the semester for the entire syllabi

7.8 The marks obtained in the tests shall be displayed on the notice board of the department. The tests and assignments for each course shall be written in a separate book and after evaluation; the same should be shown to students,

7.9 25 marks are marked for continuous assessment in each of the Hard Core and Soft Core Courses shall be distributed among different activities as follows:

Sl. No	Continuous Assessment Programme	Maximum Marks
1.	Two Session Tests (5 marks per test)	10
2.	Seminar/Group Discussion (to be assessed on the basis of writing, comprehension, communication, articulation and presentation skills)	05
3.	Fieldwork and /or Assignments	05
4.	Regularity and Attendance	05

7.10   Five marks in each course earmarked for regularity in attending the Classes shall be awarded as follows,

%age of Class Work Attended	Marks to be Awarded	
	Hard and Soft Core Courses	Elective Courses
<75	00	00
≥75<80	01	0.5
≥ 80<85	02	1.0
≥ 85<90	03	1.5
≥ 90<95	04	2.0
≥95	05	2.5

7.11 However, if a student represents his/her Institution, University, State or Nation in Sports, NCC, NSS or Cultural or any other officially sponsored activities, he/she shall be eligible for the attendance benefit for the actual number of days participated subject to a maximum of 20 days in a semester based on the specific recommendations of the chairperson of the department concerned. This facility (attendance benefit) shall also be extended to the students who were absent due to accident/serious illness leading to actual hospitalization. In both the cases, the percentage (%) of classes attended shall be determined by dividing the number of hours of classes attended by the number of hours of classes engaged

(excluding the classes held on the days he/she was not present due to hospitalization or participation in sports, etc.)

7.12   A student who does not satisfy the requirements of attendance (at least 75% in each course) shall be ineligible to appear for the examination of that course/s. And the student shall repeat that course in the subsequent year/s as regular student at his/her own risk.

7.13   Students seeking the attendance benefit/ condones of attendance shortage (as under Regulation 6.5) shall produce attendance/medical certificate/s from the concerned authority and that period shall be considered for the award of marks as under Regulation

7.14   In each of the activities pertaining to the internal assessment marks, complete transparency shall be ensured by the course teacher, and the student who is not satisfied with the marks awarded to him/her can make an appeal to the chairperson of the Department with justifiable reasons. On receipt of appeal, the chairperson of the Department shall convene a meeting of the Departmental Council and redress the grievances of the student appropriately, and

7.15   In case of candidates who appear for improvement examination, the marks obtained in the internal assessment shall not be revised. There shall be no improvement for internal assessment.

8. Semester-end Examination and Evaluation

8.1   There shall be semester-end examination of three-hour duration for 75 marks for each of Hard and Soft Core Courses. However, in the case of Elective Courses, the semester-end examination shall be conducted for 40 marks for 1½ hours for each course,

8.2   Dissertation of the 4th semester and answer scripts of all the semester-end examination shall be evaluated by two examiners (preferably, one internal and another external; however, under no circumstances a script of all the semester end examinations/Dissertation of 4th semester shall be valued onlyby two internal examiners). The marks awarded to that answer script/Dissertation shall be the average of these two evaluations,

8.3 If the difference in the marks between two evaluations exceeds 20% of the maximum marks, such a script/Dissertation shall be valued by a third external examiner. The marks awarded to that answer script or Project Report shall be the average of two nearer marks out of the three evaluations,

8.4 In the fourth semester, the Dissertation shall be evaluated for 75 marks by both internal and external examiners. And for the remaining 25 marks of Dissertation viva-voce examination shall be conducted by the Board of Examiners,

9. Challenge Evaluation:

A student who desires to challenge the marks awarded to him/her in the semester-end examination may do so by submitting an application along with the prescribed fee to the Registrar (Evaluation) within 15 days from the date of announcement of the result. Such candidates shall be provided with a photo copy of the answer book after concealing the name and signature of the examiners. The challenged valuation script shall be got valued by another external examiner. The marks awarded to that answer script or Project Report shall be the average of two nearer marks out of the three/four evaluations.

10. Carry-over Facility

10.1 CBCS is a fully carry-over system,

10.2 However, the M.Ed. programme should be completed by the students within double duration of the normal course period,

10.3 During the normal course period, the candidates shall normally be permitted to take examination of odd semester courses at the end of odd semester, and examination of even semester courses at the end of even semester, and

10.4 However, in the case of the students who have completed the course period and also those who are in the final semester shall be permitted to appear in the cross semester examination (i.e., odd semester courses with even semester course examination and vice-versa) after paying an additional fee per course as prescribed by the University from time to time.

11.   **Minimum for Pass and Provision for Improvement of the result**

11.1   Minimumforpassineachcourseshallbe45%(both the internal assessment marks and semester-end examination marks put together), out of which at least 35%(26marks out of 75) shall be from semester-end examination,

11.2   A candidate shall be exempted from re-appearing for the examination in a course in which he/she has secured not less-than 45% in the previous examinations as above (Regulations11.1),

11.3   A candidate who has secured at least 45%marksineachof the courses prescribed for the academic programme and who has earned the minimum credits (as specified in common CBCS Regulations 2010 8.5.4,8.7,8.8and8.10.2) shall be considered to have passed the Master's Degree, and

11.4   The candidates who seek to improve the results of any of the semesters shall do so by submitting a representation along with a prescribed fee to the Registrar (Evaluation) and surrendering the Degree Certificate/Provisional Pass Certificate/Original Marks Cards of that semester/s within the maximum period as specified common CBCS Regulations 2010. 5.1to5.3)

12.   **Grading and Declaration of Result**

12.1   Grade means an index of conversion of marks secured by a candidate after Completing the prescribed credits and relevant examination in each course.

12.2   Grade and Credit Points are computed for each course considering the Marks secured and the credits earned in each course. Grade Points shall be computed by dividing the marks secured by the candidate in each course by 10% of the maximum marks for that course. And **Credit Points** are determined by multiplying the Grade Points in each course by the credits of that course. Both the Grade Points and Credit Points shall be computed for each course in each semester,

12.3   **Grade Point Average** (GPA) shall be computed and given to each candidate Based on his/her semester performance. This shall be determined by dividing the

sum of credit points earned by the student in all the courses of a semester by the total number of credits for which the candidate has taken examination in that semester,

12.4 **Cumulative Grade Point Average**(CGPA) is computed for the whole academic programme considering the aggregate of Credit Points of all these masters earned by the student and dividing this sum by the total credits of all the semesters,

12.5 The CGPA obtained as above (14.4) shall be the base for the determination of Grade and for the declaration of the result as follows. However, the overall percentage of marks shall be shown in the marks statement of final semester.

CGPA	Result Grade	Description of Result Grade
<4.50	D	Fail
≥4.50<5.00	C	Pass
≥ 5.00<5.50	B	Second Class
≥ 5.50<6.00	B$^+$	High Second Class
≥ 6.00<6.50	A	First Class
≥ 6.50<7.50	A$^+$	High First Class
≥7.50	A^{++}	First Class with Distinction

13. Structure of Academic Programmes and Min-Max Credits

Semester	Course	Paper	Credits	Title of the paper	No. of Teaching Hour /week	Marks		
						IA	EA	Total
I S M E S T E R	Hard Core	Paper-1	4	Philosophy of Education	5	25	75	100
		Paper-2	4	Psychology of learning and Development	5	25	75	100
		Paper-3	4	Educational Technology	5	25	75	100

		Paper-4	4	Methodology of Educational Research	5	25	75	100
	Engagement with Field	ISB-1	1	Communication Skills*	1	-	-	-
		ISB-2	2	Expository writing	2	10	40	50
Total for I Semester	**4 Hard Core + 02 ISB courses**	**Total 4 +2 Papers**	**19**	**Total**	**23**	**110**	**340**	**450**
II SEMESTER	Hard Core	Paper-5	4	Sociology of Education	5	25	75	100
		Paper-6	4	Perspectives of Teacher Education	5	25	75	100
		Paper-7	4	Statistics in Educational Research	5	25	75	100
	Soft Core-1	Paper-8	4	**Specialization - 1.Elementary Education**: a) *policies and practices at Elementary Level* b)*Information and Communication Technology at Elementary level* c) *Systems and Structures of elementary Education*	5	25	75	100
	Soft core-2	Paper-9	4	**Specialization -2.Secondary and Higher Secondary Education**:	5	25	75	100

				a*). policies and practices at Secondary and Higher Secondary Level.* b) i*nformation and communication Technology at secondary and higher secondary level* c*) Systems and Structures of secondary and higher secondary Education* (Any two paper to be chosen under the specialisation)				
	Dissertation-1	Paper-10	2	Dissertation-1	3	10	40	50
	Electives	Paper-11	2	To be Chosen by the papers offered by other Departments	2	10	40	50
	Engagement with Field	**ISB-3**	**1**	**Computer Application***	**1**			
		ISB-4	**1**	**Personality Development - Life Skills***	**1**			
Total for II Semester	**4 Hard Core + 2 Soft Core + 1 Elective+ ISB-2**	**Total 6 Papers**	**26**	**Total**	**32**	**145**	**455**	**600**

	Hard Core	Paper-12	4	Inclusive Education	5	25	75	100
III S E M E S T E R	Soft Core-1	Paper-13	4	**Specialization -1. Elementary Education** *a) Resources for education at Elementary Level* *b) Management of elementary education institution* *c) Curriculum Development at Elementary Education*	5	25	75	100
	Soft Core-2	Paper-14	4	**Specialization -2. Secondary and Higher Secondary Education:** *a). Resources for education at Secondary and Higher Secondary.* *b). Management of Secondary and Higher Secondary education institution* *c) Curriculum Development at Secondary and Higher Secondary Education* *(Any two*	5	25	75	100

			papers to be chosen under the specialization selected in the 1st semester)				
Internship-1 (4 weeks)	Paper-15	4	In Schools as per specialization	5	100	-	100
Dissertation-2	Paper-16	2	Dissertation- 2	2	10	40	50
Electives	Paper-17	2	Chosen from options provided by other Departments	**2**	10	40	50
Engagement with Field	ISB-5	2	Yoga Education	**2**	10	40	50
Total for III Semester	**1Hard Core + 2 Soft Core + 1 Elective + 1 Dissertation + 1 ISB.**	**Total 4 Papers + 1 Dissertation proposal**	**22**	**Total**	**26**	**205**	**345**	**550**
	Hard Core	Paper-18	4	Issues and Trends in Teacher Education	5	25	75	100
		Paper-19	4	Guidance and Counseling	5	25	75	100
	Soft Core-3	Paper-18	4	**Specialization -1. Elementary Education** *a). Skills and Strategies at Elementary*	5	25	75	100

IV *S* *E* *M* *E* *S* *T* *E* *R*				*level* *b). Evaluation of Teaching and Learning at elementary education level* **Specialization -2. Secondary & Higher Secondary Education** *a). Skills and Strategies at Secondary & Higher Secondary education level* *b) Evaluation of Teaching and Learning at secondary and higher secondary education level* *(Any one paper to be chosen under the specialization selected in the 1st semester)*				
	Internship-2 (4 weeks)	Paper-19	4	**Specialization -1. Elementary Education Specialization -2. Secondary & Higher Secondary Education** (Internship	5	100	-	100

			should be taken up as per specialization)				
Dissertation-3	Paper-20	4	Dissertation -2	5	25	75	100
Total for IV Semester	**2Hard Core + 1 Soft Core + Internship + 1Dissertation**	**Total 5 Papers + 1Dissertation**	**20**	**Total**	**25**	**200**	**300**	**500**
TOTAL			**87**		**106**	**660**	**1440**	**2100**

14. SCHEME OF EXAMINATION

		I SEMESTER				
Course No	*Course Code*	**Title of the Course**	**Credits**	**I.A. Marks**	**Theory Exam**	**Total Marks**
		I Semester				
1	HC:1	Philosophy of Education	4	25	75	100
2	HC:2	Psychology of Learning and Development	4	25	75	100
3	HC:3	Educational Technology	4	25	75	100
4	HC:4	Methodology of Educational Research	4	25	75	100
6	ISB-1	Communication Skills	1	-	-	-
7	ISB-2	Expository writing	2	10	40	50
Total for I Semester			**19**	**110**	**340**	**450**
		II SEMESTER				
8	HC:5	Sociology of Education	4	25	75	100
9	HC:6	Perspectives in Teacher Education	4	25	75	100
10	HC:7	Statistics in Educational Research	4	25	75	100

11 12	SC:1 SC:2	**Specialization -1.Elementary Education**: a) *policies and practices at Elementary Level* b)*Information and Communication Technology at Elementary level* c) *Systems and Structures of elementary Education* **Specialization -2.Secondary and Higher Secondary Education**: a). *policies and practices at Secondary and Higher Secondary Level.* b) *Information and Communication Technology at secondary andhigher secondary level* c) *Systems and Structures of secondary and higher secondary Education* (Any two paper to be chosen under the specialisation)	4 4	25 25	75 75	100 100
13	Dissertation- 1	Dissertation-1	2	10	40	50
14	Electives	To be Chosen by the papers offered by other Departments	2	10	40	50
15	ISB-3	**Computer Application**	**1**	--	--	--
	ISB-4	**Personality Development**	**1**	--	--	--
Total for II Semester			**26**	**145**	**455**	**600**
III SEMESTER						
16	HC:08	Inclusive Education	4	25	75	100
	SC:03	**Specialization-1. Elementary Education** a). *Resources for education at Elementary Level* b). *Management of*	4	25	75	100

17	SC:04	*elementary education institution* *c) Curriculum Development at Elementary Education* **Specialization-2. Secondary and Higher Secondary Education:** *a). Resources foreducation at Secondary and Higher Secondary.* *b). Management of Secondary and Higher Secondary education institution* *c) Curriculum Development at Secondary and Higher Secondary Education* (Any two papers to be chosen under the specialization selected in the 1ˢᵗ semester)	4	25	75	100
18	Internship-1 (4 weeks)	In Schools as per Specialisation	4	100	-	100
19	Dissertation	Dissertation- 2	2	10	40	50
20	Electives	Chosen from options provided by other Departments	2	10	40	50
21	ISB-5	**Yoga Education**	2	10	40	50
Total for III Semester			**22**	**205**	**345**	**550**
IV SEMESTER						
22	HC:09	Issues and Trends in Teacher Education	4	25	75	100
23	HC:10	Professional Ethics and Values of Teacher Educators	4	25	75	100
24	SC:05	**Specialization-1. Elementary Education** *a).Skills and Strategies at Elementary level* *b). Evaluation of Teaching and Learning at elementary*	4	25	75	100

		education level **Specialization-2. Secondary &** **Higher Secondary Education** *a). Skills and Strategies at Secondary & Higher Secondary education level* *b) Evaluation of Teaching and Learning at secondary and higher secondary education level* *(Any one paper to be chosen under the specialization selected in the 1st semester)*				
	Internship-2 (4 Weeks)	**Specialization-1. Elementary Education** **Specialization-2. Secondary & Higher Secondary Education** (Internship should be taken up as per specialization)	4	100	-	100
26	Dissertation-2	Dissertation -3	4	25	75	100
Total for 4th Semester			**20**	**200**	**300**	**500**
Total for all the Semester			**87**	**660**	**1440**	**2100**

* Subject to the regulations/ decisions of University.

15. List of Soft Core Subjects(Specialisation)

I. *Specialization: I Elementary Level:*

1. Curriculum policy and practices at Elementary Level

2. Information and Communication Technology at Elementary level

3. Systems and Structures of elementary Education

4. Resources for education at Elementary Level

5. Management of elementary education institution

6. Curriculum Development at Elementary Education

7. Teacher Educator as Trainer: Skills and Strategies at Elementary level

8. Evaluation of Teaching and Learning at elementary education level

II. *Specialization -2. Secondary and Higher Secondary Education:*

1. Curriculum policy and practices at Secondary and Higher Secondary Level.

2. Information and Communication Technology at secondary and higher secondary level

3. Systems and Structures of secondary and higher secondary Education

4. Resources for education at Secondary and Higher Secondary.

5. Management of Secondary and Higher Secondary education institution

6. Curriculum Development at Secondary and Higher Secondary Education

7. Teacher Educator as Trainer: Skills and Strategies at Secondary & Higher Secondary education level)

8. Evaluation of Teaching and Learning at secondary and higher secondary education level

List of Elective Course offered by the Department.

1. Indian Education

2. Instructional Design

3. Education for Art of living

4. Methodology of Teaching

16. Semester End Written Examination Question pattern:

Hard core and Soft Core Papers.

Duration: 3 hours   **Maximum marks: 75**

Section	Type of Questions	Marks	Total
A	Four long answer type with internal choice (out of Six)	4 x 15	60
B	Question no 7 is compulsory with three short answer type questions out of 5	3 x 5	15
Total			**75**

Electives

Duration: 1.5 hours,   **Maximum marks: 40**

Section	Type of Questions	Marks	Total
A	Three long answer type questions with internal choice (Out of five)	3 x 10	30
B	Question No. 6 is compulsory. With two short answer type questions (out of four)	2 x 5	10

17. Any other things not mentioned in these regulations will be followed as per the provisions made in the Kuvempu University Regulations Governing the Post-Graduate Programmes under Choice Based Credit System, 2010.

18. Repeal and Savings

18.1   Not with standing anything contained in this Regulations, the Provisions of any Order, Rule or Regulations in force shall be inapplicable to the extent of the inconsistency with this Regulations,

18.2   The University shall issue such orders, instructions, etc. and prescribe such Format, procedure, etc. as it may deem fit to implement the Provisions of this Regulations, and

18.3   If any difficulty arises in the implementation of this Regulations, the Vice-Chancellor shall, in consultation with the Deans, be competent to issue necessary clarification. And he/she shall, at the earliest possible opportunity thereafter, report the action taken by him/her to the Academic Council for ratification.

KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
<u>I SEMESTER</u>

HARD CORE PAPER 1

PHILOSOPHY OF EDUCATION

COURSE DESCRIPTION: This course provides an overview of nature, scope, importance and functions of Philosophy. It is concerned mainly with the relationship of philosophy of education and educational theory. It describes the contributions of philosophical thinkers to educational practice. Analyze the impact of philosophy on different on different aspects of education. The Domains of philosophy explores the empirical thinking and critical thinking among the students. The Vision of Philosophy of Education is to progressively empower the students, teachers and stakeholders with the Materialistic Spiritual, ethical and logical Knowledge.

COURSE OBJECTIVES: Upon completion of this course the students:
1. Understand the need and significance of philosophical framework of education;
2. Know the fields of philosophy and their relevance to education;
3. Differentiate the perspectives of Indian and Western Schools of philosophy concerning education;
4. Acquire and analyze the concepts and principles of philosophy;
5. Identify the relationship between Philosophy and Education and their implications on education;
6. Appreciate the contribution of Western philosophy and Indian Philosophy to the field of teacher education in particular and education in general.

LEARNING OUTCOMES:
1. Understand the meaning, nature and scope of philosophy and educational philosophy.
2. Analyze the need of philosophical framework for education as given by different philosophers.
3. Describe the Salient features of Shaddarshanas & applies the knowledge of shaddarshanas to Education.
4. Identify the difference between philosophies of Indian & western Educationists.
5. Different philosophers views on various aspects of Education.
6. Appreciate the educational philosophers and contributions to the field of Education.

UNIT-1: ELEMENTS OF PHILOSOPHICAL LIFE AND EDUCATION
  1. Meaning and Importance of Philosophy
  2. Philosophies of Life and Education: Concept and implications of Individualism, Socialism, Totalitarianism, Democracy, Idealism, Realism, Naturalism, Pragmatism, Existentialism, Humanism, Buddhism, Veerashaivism, ,Shad-Darshanas, Charvaka Darshana

UNIT-2: PHILOSOPHICAL INQUIRY AND EDUCATION
  1. Domains of Philosophical Inquiry and Education: Metaphysics and Education, Epistemology and Education: Epistemological Analysis of sources, Theories and validity of Knowledge. Epistemological bases of curriculum and their methodological implications for Education.
  2. Axiology and Education: Concept of Axiology, Need and Importance of Axiological

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Foundations of Education.

3. Values: Concept, Nature, Types, Hierarchy of Values in Indian and Western context. Value- Education and its approaches.

UNIT-3: PHILOSOPHY AND EDUCATION

1. Philosophy as theory and Education as practice: Theory into Practice.
2. Aims of Education and Philosophy.
3. Curriculum and Philosophy.
4. Methods of Teaching and Philosophy.
5. Educational Evaluation and Philosophy.
6. Educational Management and Philosophy

UNIT-4: THINKERS OF EDUCATION

1. Indian Thinkers of Education:
1. Aurobindo Ghosh
2. Swami Vivekananda,
3. Mahatma Gandhi,
4. Jiddu Krishnamurthy,
5. Ambedkar B.R.

2. Western Thinkers of Education:
1. John Dewey,
2. Maria Montessori,
3. Rousseau,
4. Froebel

PRACTICUM /FIELD WORK:-

1. Drama or Play on Indian and western thinkers.
2. Identify the common factors between Indian & western philosophies.
3. Analyze the contribution of philosophy in the light of child centered Education
4. Frame a draft curriculum on any of the philosophical thought for elementary/Secondary- Higher secondary education
5. Any other relevant activity

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
<u>**I SEMESTER**</u>

HARD CORE PAPER 2

<u>PSYCHOLOGY OF LEARNING AND DEVELOPMENT</u>

COURSE DESCRIPTION: This course provides an overview of learning concepts with its different theories, along with intelligence and its various theories, as well as emotional intelligence. It also reveals human growth & development with the concept of personality with its theories.

COURSE OBJECTIVES: *Upon completion of this course the student will be able to;*

1   Gain knowledge about the theoretical foundations and practical educational bearings concerning dearning and information processing.
2   Understand the theories underlying learning process and acquaint with different models andstrategies of learning & in turn apply them for better learning.
3   Gain insight into the concept of intelligence and its theories and apply them in psychological research.
4   Acquire Knowledge about the theoretical foundations of Human Development.
5   Understand the Various Theories of Development.
6   Understand the dynamics of development.

LEARNING OUTCOMES:

1   Understand the concept of learning with its implementation in the classroom setup as a Best practice.
2   Maximize the idea of intelligence among the learners by administering different Intelligence tests.
3   Bring awareness about the growth & development with its different stages & dimension along with maturation.
4   Make the learners to shape their personality with social context.

UNIT -1 LEARNING AND INFORMATION PROCESSING
1. Learning: Definitions and Theories
2. Piaget's developmental theory of learning.
3. Bruner's discovery learning.
4. Gagne's cumulative learning model.
5. Ausubel's meaningful verbal learning.
6. Rogers Theory of Learning
7. Atkinson- Schifrin model of information processing.

UNIT-2 INTELLIGENCE
1. Concept, Definitions of Intelligence-Theories of Intelligence.
2. Guilford's structure of intellect model.
3. Gardner's theory of multiple intelligence.
4. Sternberg's triarchic theory of intelligence.
5. Carroll's three-stratum theory of intelligence.
6. Vygotsky's socio-cultural perspective of intelligence.

7. Emotional Intelligence: Concept, development of Emotional Intelligence.
8. Testing Emotional intelligence.

UNIT-3 DYNAMICS OF DEVELOPMENT
1. Concept of Human Development, General Principles of Development.
2. Understanding the Process of Individual Development in a Social Context.
3. Growth, Development, Maturation-Meaning and Interrelationship.
4. Development of Knowledge, Understanding, Skills, Competencies, Value Orientation.
5. Development of Attitude, Interest, and Aptitude.
6. Importance of Individual Differences.

UNIT-4 HUMAN DEVELOPMENT AND PERSONALITY-RELEVANCE TO EDUCATION
1. Stages of human development: Significance and characteristics of childhood, Adolescence, adulthood.
2. Concept and development of Personality.
3. Neo-analytical perspective: Fromm's humanistic psychoanalysis.
4. Trait perspective: Eysenck's biological typology.
5. Cognitive perspective: Kelly's theory of personal constructs.
6. Existential perspective: May's existential analytic position.
7. Social behaviorist perspective: Rotter's expectancy-reinforcement value model & Attribution theory.

PRACTICUM: *The students may undertake any one of the following activities:*

1. Administer any one personality test/inventory and interpret the data
2. Case study of one student with adjustment problems.
3. Studying the personality characteristics of some successful individuals.
4. Visiting institutes dealing with mental health problems of individuals, interaction with faculty and preparation of report.
5. Administering any one test on emotional intelligence and interpreting the results
6. Project work on identified themes.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
I SEMESTER
HARD CORE PAPER -3

EDUCATIONAL TECHNOLOGY

COURSE DESCRIPTION: This course provides an overview of concept of educational technology with its different approaches, along with the working knowledge of hardware and software. It also develops awareness about the system analysis and skills of cybernetics namely the use of internet and related services. It also helps to utilize the media and its applications in teaching learning process.

COURSE OBJECTIVES: *Upon completion of this course the student will be able to;*
1 To understand the meaning, scope and concept of Educational Technology.
2 To compare the software approach with the hardware approach to educational technology.
3 To develop necessary skills in the use of media utilization and applications in the Teaching learning process.
4 To develop awareness towards Education and System Analysis.
5 To develop Skills regarding Cybernetics namely use of Internet and related services.

LEARNING OUTCOMES:
1 Understand the concept of educational technology with its implementation in the Classroom setup as a best practice.
2 Maximize the idea of hardware and software among the learners by administering different skills of educational technology
3 Bring awareness about the education and system analysis with its different stages & dimensions
4 Make the learners to shape their skills regarding the use of internet and cybernetics.

UNIT-1: CONCEPTUAL BASES OF EDUCATIONAL TECHNOLOGY
1. Educational Technology – Meaning, definitions, concepts; Technology of Education and Technology in Education, historical development of Educational Technology, scope and objectives of educational technology.
2. Committees and commission: Global and Indian Perspective
3. Hardware and Software Technology-meaning, Educational usefulness.
4. Approach to Educational Technology: Physical, behavioral and system approach to education.
5. Relevance and utility of Educational Technology to Distance Education.

UNIT- 2: COMMUNICATION TECHNOLOGY
1. Concept, Meaning, Definitions and forms of communication, communication cycle, communication model: David Berol and Wilber Shramm's model.
2. Need of Communication: To communication Information, to communicate Idea, To Communicate Attitude, and To Communicate Feelings.
3. Class room communication: factors affecting class room communication.
4. Group Instruction: Characteristics and patterns, small group and large group Instruction.
5. Communication and information technology revolution.

UNIT-3: EDUCATION AND SYSTEM ANALYSIS

1. Concept of System, Components and Types of System.
2. Systems Approach
3. Systems Approach-Concept, Meaning, Definitions,
4. Components of Systems Approach
5. Systems Approach to Education
6. Need and Scope of Systems Approach to Education
7. A systematic Approach to Instruction flow diagram, advantages
8. Role of the Teacher in the system approach

UNIT -4: TRENDS IN EDUCATION TECHNOLOGY

1. Open Source Software: Concept, OSS In Education, And Evaluation Of OSS.
2. Smart board: Nature, Functions, Utility and challenges.
3. Podcasting- Meaning, History, Types, Process, Creating, Pedagogical Implications.
4. Collaborative Classroom: Characteristics & Advantages.
5. Co-operative learning: Meaning, need, theoretical basis, social goals, advantages.
6. Evaluation and Research in Educational technology.
7. INSAT Programmes.

PRACTICUM / FIELD WORK:

1. Studying various e-mail providers and creating mail ID's-preparing the Report.
2. Developing Computer Programmes for data Processing
3. Effectiveness of training programme for teachers in ICT.
4. Prepare a flow diagram on any Secondary School topic using systems approach.
5. Survey and analyze the role of education technology in Distance Education.
6. Survey on the availability of Educational Technology equipment and their utility in B.Ed. / D.Ed. colleges, high schools.
7. Preparing e Audio-video Synchronization lesson by using transparencies/slides.
8. Identifying appropriate media and material for effective use in the transaction of a Lesson.
9. Preparation of a trend report on researches on instructional design.
10. Visit to local educational technology institute (EMMRC/AVRC/any other institution) to explore the various stages on media production.
11. Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
12. Interventions of educational technology in the current practices of teacher training Programmes in India.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
I SEMESTER
HARD CORE PAPER -4

METHODOLOGY OF EDUCATIONAL RESEARCH

COURSE DESCRIPTION: This course provide an overview of nature, scope and importance of research. It is concerned mainly Meaning and Nature of Educational Research with their Different Characteristics, Research Problems. This course provides an overview of learning concepts with its different theories, Make the learner to involve in the field of research.

COURSE OBJECTIVES: Upon completion of the course the student will be able to;
1.   Describe the Meaning and Nature, Need and Importance and Scope of Educational Research.
2.   Explain the characteristics of quantitative, qualitative and mixed research.
3.   Identify research problems, variables and formulation of Hypotheses.
4.   Explain various sampling designs appropriate for a research study
5.   Conduct a literature search and develop a research proposal
6.   Familiarize with different methods and approaches of educational research.
7.   Make them understand different techniques of data collection and the preparation of research report.

 LEARNING OUTCOMES:
1.   Understand the concept of educational research with its implementation in the research setup.
2.   Maximize the idea of different methods of conducting research in the field of education;
3.   Bring awareness about various sampling designs to conduct research in education;
4.   Make the learners to utilize different techniques of data collection.
5.   Develop the skills of preparing a research proposal and report writing of a research conducted.

UNIT –1: INTRODUCTION TO EDUCATIONAL RESEARCH
1.   Meaning and Nature, Need and Importance and Scope of Educational research.
2.   Kinds of educational research: basic & applied research, Programme evaluation and action research-their characteristics, importance and interrelationship.
3.   Sources of knowledge, the scientific approach to the knowledge generation: basic
4.   assumptions of science, scientific methods-Theory, nature and functions, The principle of evidence.
5.   Ethical Considerations in Educational Research.

UNIT –2: RESEARCH PROBLEM, HYPOTHESIS AND SAMPLING
1.   Defining and formulating the research problem; selecting the problem, Necessity of defining the problem, Importance of literature review in defining a problem, defining operationally the related terms of research problem.
2.   Literature review – Primary and secondary sources, reviews, treatise, monographs-patents, web as a source – searching the web, Critical literature review – Identifying gap areas from literature review.

3. Variables: i) Meaning of Variables ii) Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator) –Nature, Importance and their relationship.
4. Hypotheses: i) Concept of Hypothesis ii) Sources of Hypothesis iii) Characteristics of a good hypothesis iv)Types of Hypothesis (Research, Directional, Non-directional, Null, Statistical and Question-form) v) Formulating Hypothesis vi) Hypothesis Testing and Theory vii) Errors in Testing of Hypothesis.
5. Sampling: i)Concepts of Universe and Sample (ii) Need for Sampling (iii) Characteristics of a good Sample (iv) Techniques of Sampling (a) Probability sampling methods – simple random sampling, stratified sampling, cluster sampling (b) Non-probability sampling method – convenience sampling, judgment sampling, quota sampling.(v) Choice of Sampling Techniques (vi) Sample Size (vii) Sampling and Non-Sampling Errors.
6. Preparation of a research proposal: framework of the research proposal and strategies for writing the research proposals

UNIT -3: TYPES AND METHODS OF EDUCATIONAL RESEARCH

1. Historical Research-meaning, nature, significance, steps, primary and secondary sources of information, external and internal criticism of the source.
2. Simple cases of Casual-Comparative and Co-relational research; steps and necessary conditions for causation.
3. Classification by Time: Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory. Nature of experimental research, Variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables. Experimental Research designs- Single-Group, Pretest-Posttest Design, Pretest-Posttest Control-Group Design, Posttest only Control-Group Design, and Factorial Design, Internal and external validity of results in experimental research, Techniques of control: matching, holding the extraneous variable constant and statistical control
4. Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design.
5. Qualitative Research: meaning, steps and characteristics, Qualitative research approaches Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing.
6. Mixed Research-meaning, fundamentals principles, strength and weaknesses, types and, limitations

UNIT -4: METHODS OF DATA COLLECTION AND RESEARCH REPORT

1. Tests, Inventories and scales: types and their construction and uses, identifying a tool using reliability and validity information, Projective and socio-metric techniques and their uses.
2. Questionnaire: forms, principles of construction and their scope in educational research, administration of questionnaires.
3. Interview: types, characteristics and applicability, guidelines for conducting Interviews.
4. Qualitative and quantitative observation: use of the checklist and schedules, time Sampling, field notes, role of researcher during observation, focus group discussion.
5. The Research Report: Need for reporting, the formal, and style of writing the reports, the level of discussions; Bibliography and Reference Books – APA Format of reporting research

publication of Research Reports in Research Journals.

PRACTICAL WORK: (any one)

1. Review of Educational research report/article.
2. Data analysis using computer
3. Development of a Research Proposal on an identified research Problem
4. Preparation, Try Out and finalization of a tool
5. Preparation of a review article
6. Use of computers in literature review /review of a dissertation
7. Sampling Procedure: Random/Lottery Sampling, stratified sampling, Quota sampling,
8. Formation of Groups for Experimental Study.
9. Preparing Reference Materials: Bibliographical Cards, Analytical Cards, Compilation of related materials, Format of References.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
<u>**I SEMESTER**</u>
INTER-SEMESTER BREAK (ISB) – I

<u>*COMMUNICATION SKILLS*</u>

COURSE DESCRIPTION: This course introduce the students to the field of Communication, Enhance the ability to listen, converse speak, present and explain ideas in groups before audiance. Makes to understand the meaning, nature, scope and importance of communication in the classroom, skills of writing in daily walks of life.

COURSE OBJECTIVES: *Upon completion of the course the student will be able to;*
1. Enhance the ability of the students to listen, converse, speak, present and explain ideas in groups and before an audience.
2. Use of ICT in effective communication.
3. Understand about writing skill and enhance their expository writing skill.
4. Implement their knowledge of communication in classroom discussion and daily life.

LEARNING OUTCOMES:
1. Listen, speak, narrate, converse, present and explain the ideas.
2. Maximize the idea of different methods of communication in the field of education;
3. Develop awareness about importance of communication;
4. Make the learners to utilize different techniques of Communication including ICT.

ACTIVITY – 1
1. Listening skill: meaning, concept and importance of listening skills academic listening- (lecturing) listening to talk and presentation. Listening to announcements (Railway/bus station/ airports/ stadium announcement) Listening to radio and television. Telephone Skill: Basics of Telephone communication: How to handle calls telephone manners, leaving a message, making requests, greeting and leave taking over phone, asking for and giving information, giving instruction, listening for tone/mood and attitude at the other end, handling the stations especially trouble shooting, tele-conference, tele interviews handling.
2. Communication skills: Meaning, concept and components of effective communication
3. Strategy of effective communication.
4. Role of ICT in effective communication.

   Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, presentations by students

PRACTICUM
1. Workshop on Development of Expository Writing skills for seven days.
2. Workshop on Communication skills for ten days.

REFERENCES
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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
I SEMESTER
INTER-SEMESTER BREAK (ISB) – II
EXPOSITORY WRITING

COURSE DESCRIPTION: This course introduce the students to the field of Communicative behavior, Enhance the ability to build the capacities of self-criticism, listening and writing skills. Improve the ability to assess the information in the classroom, skills of proof reading, editing interviewing.

COURSE OBJECTIVES: *Upon completion of the paper the student will be able to;*
1. Sensitize to their communicative behavior.
2. Enable to reject and improve their communicative behavior performance
3. Build capacities for self-criticism and facilitate growth.
4. Enhance their listening & writing skill.
5. Present effective lecture after enhancing their listening skills.
6. Develop and improve their ability to assess information.
7. Learn the fundamentals of proofreading, editing, interviewing and numerous other skills
8. Choose their own topics and meet deadlines, and evaluate and critique their own writing,

LEARNING OUTCOMES:
1. Self criticise and facilitate growth
2. Maximize the idea of communicative behaviour in the field of education;
3. Present effective lecture after listening or reading a material;
4. Make the learners to utilize different techniques of Communication including ICT.

ACTIVITY – 1

PREPARATION OF REPORT ON:-
1. Development of pre-academic skills pre-reading, pre-writing and number
2. Expository writing: Meaning, concept, Types and tips for effective expository writing.
3. Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
4. Write a paragraph on any topic of your interest, then acknowledge the source & edit One's own writing. Prepare a report on the entire programme.

ACTIVITY – 2

1. Students will be introduced to different types of stories and the various styles of reporting that best represent those types of stories. Students will have the opportunity to examine news, feature, sports, and opinion pieces, in addition to editorials and reviews. Students will be assessed on their own original article writing, which will become part of their writing portfolio.

ACTIVITY – 3
1. Prepare a Programme on SMS case writing and documentation.
2. Attend a seminar/workshop or conference and write a report on entire programme.

   3. Workshop on e-mail drafting.

ACTIVITY – 4

   1. Career Skills: Applying for job, covering letters, resume and effective profiling, interviews, group discussion intra personal/ interpersonal skills problem solving, reflective thinking critical thinking, negotiation skill.

ACTIVITY – 5

   1. Prepare a programme on reflective thinking and negotiation skill and conduct it in school.
   2. Prepare your resume/effective profile for an interview.

Mode of Transaction: Lecture-cum-discussion, workshop sessions, assignments, Presentations by students

PRACTICUM

   1. Workshop on expository writing skill.
   2. Workshop on listening, conversing, speaking, presenting, explaining and expositing ideas in groups and before an audience.
   3. Write a paragraph on any topic of your interest, then acknowledge the source & edit one's own writing. Prepare a report on the entire programme.

REFERENCES:

   1. http//gujarat-education gov.in/education-citizen act-rules. Html
   2. www.ugc.ac.in
   3. www.ncte-india.org
   4. www.ngu.ac.in
   5. www.education.nic.in
   6. www.scribid.com
   7. HNGU Handbook-I
   8. HNGU Handbook-II

KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER
HARD CORE PAPER-1

SOCIOLOGY OF EDUCATION

COURSE DESCRIPTION: This course introduce the students to the field of Educational Sociology. Makes to understand the meaning, nature, scope and importance of Sociology and Educational Sociology. The course also explores nature of education as a social system and highlights the role of Education in society. It brings an overview of the agencies of socialization and the role of education in social progress. Analyze the need and nature of theories in societal context and promoting in education field.

COURSE OBJECTIVES: Upon completion of the course the student will be able to;
1. Understand the sociological perspectives in education.
2. Understand the essential Sociological background of Education.
3. Comprehend the taxonomy of social theories.
4. Understand certain current Educational issues in Social Context
5. Make students aware about the relationship and impact of society, economy,
6. Polity/politics, religion and culture on education.
7. Know the social processes and phenomena which have bearing on education.
8. Understand the importance of Globalization, privatization and liberalization on Education .

LEARNING OUTCOMES:
1. Understand the relationship between education and sociology.
2. Understand the societal, cultural, aspects that are to be considered while framing the curriculum.
3. Know about the agents of the society and the great influence they impart in the process of the socialization.
4. Identify the role of the teacher is determining the nature and needs of the society.
5. Learn about the meaning of culture, its importance, Enhancing of culture, adoption, Transformation of culture, also the relationship between education and culture.
6. Understand the sociological theories and approaches in education.
7. Understand the Social realities of Indian society.
8. Know the relationship between social change & education.

UNIT-1: SOCIOLOGICAL PERSPECTIVES IN EDUCATION:
1. Sociology and Education: Relationship of Sociology and Education, Meaning and Nature of Educational Sociology, Education as a process of Social System and Socializations.
2. Social organization and its concepts.
3. Sociological approaches to Education and their limitations.
4. Theories of Social learning: Functionalism, Conflict Theory and Interactionism (with special reference to Durkheim, Karl Marx and C. H. Cooley).
5. Education and Different aspect of society: Education and Community, Education and Politics, Education and Values, Education in relation to secularism.

UNIT-2: SOCIAL PROCESSES AND EDUCATION

1. Social Stratification, Social Mobility, Social Change, Enculturation, Acculturation – Their influence on education.
2. Agents of socialization - Family, School, Religion, Community;
3. Education as a social system, as a social process and a process of social progress;
4. Technological change - Industrialization and Modernization.

UNIT-3: PRESENT FEATURES OF EMERGING INDIAN SOCIETY

1. Democracy – Its meaning, importance and Relation with Education.
2. Human Right – Meaning, its development in India and impact on Indian Society.
3. World Peace – Concept, Indian efforts for development of world peace.
4. Values of the present Indian Society.
5. Concept of Urbanization, Modernization and Westernization with reference to Indian.
6. Society and their Educational Implications, Educational Ability.

UNIT-4: GLOBALIZATION AND EDUCATION

1. Meaning and importance Globalization, Liberalization and Privatization.
2. Globalization and the changing society.
3. Impact of Globalization on Education.
4. Commodification and the corporate takeover of Education.
5. Globalization and the Governance of Education.
6. Globalization and the Incorporation of Education

PRACTICUM:

1. Visit to an Educational Institution known for some Sociological Ideology and conduct an institutional survey
2. Survey of a SC/ST habitation to examine their educational status
3. Case studies on upward social mobility as a result of education.
4. A field study to study the awareness of globalization among school students.
5. Prepare check list/ questionnaire to measure the impact of acculturation / enculturation.
6. A survey of SES (Socio-economic Status) of any small village.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER
HARD COREPAPER-2

PERSPECTIVES OF TEACHER EDUCATION

COURSE DESCRIPTION: This course introduce the students to the field of teacher education. Makes to understand the meaning, nature, scope and importance of teacher education and its perspectives. The course also explores nature of teacher education and its historical review in India. It brings an overview of the issues and concerns of teacher education in India. It discusses the new experiments in teacher education and their impact in education field.

COURSE OBJECTIVES: *Upon completion of this course, the student will be able to;*

1. Understand the meaning and Scope of Teacher Education.
2. Appreciate the need for teacher education and identify the objectives of teacher education programmes.
3. Acquire the Knowledge of historical review of teacher education in India.
4. Reflect on the issues and Concerns related to teacher education in the country.
5. Discuss the new experiments and its impacts on teacher education.

LEARNING OUTCOMES:
1. Understand the Scope of teacher education in Indian context.
2. Understand the objectives, need of teacher education;
3. Develop an awareness about the historical perspective of Teacher Education
4. Identify the role of the teacher is determining the issues and concerns of Teacher Education;
5. The experiments going on teacher education and their impact on the quality of learning will be understood

UNIT – 1: INTRODUCTION TO TEACHER EDUCATION

1. Meaning and Scope of teacher education.
2. Objectives of Teacher Education Programme at Pre Primary, Primary, Secondary and Higher.
3. Secondary Levels as Recommended by the NCTE.
4. Knowledge Base in Teacher-Education.
5. Philosophical Base for Teacher-Education.
6. Social and Cultural Dimensions in Teacher Education

UNIT – 2: HISTORICAL REVIEW OF TEACHER EDUCATION

1. A brief review of historical perspective of development of teacher Education: Ancient, Medieval and British Period.
2. Historical background of teacher education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) – Chattopadhaya Commission (1983-85) and National Policy on Education (1986- 1992).
3. Recent recommendations in teacher Education- NCFTE-2009, Justice Verma Committee, NCTE-2014

UNIT -3: SYSTEMIC CONCERNS, NEEDS AND NEW VISIONS.

1. Need to Enhance the Professional Identity of School Teachers.
2. Need to Establish Meaningful Links Between Pre-service and In-service Teacher Education.
3. Need for Professionally Qualified Teacher Educators.
4. The Design and Practice of Teacher Education: Underlying Assumptions.
5. Needed Focus in the Newly Visualized Teacher Education Programme :Learning , Learner, Teacher ,Knowledge, Social Context, Appraisal

UNIT- 4: CURRENT ISSUES AND CONCERNS IN TEACHER EDUCATION

1. Issues in teacher education
2. Concerns of teacher education
3. Suggestions for improving the conditions of teacher education.
4. Quality management of teacher education: concept of quality and characteristics.
5. Principles: quality management in teacher education.
6. Improving quality of teacher education in the context of Indian and global scenario.

PRACTICUM/FIELD WORK:

The students may undertake any one of the following activities:
1. Organization and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
2. Interviewing two pass outs each of one year and four year programme of PSTE to elicit their perceptions regarding organization of PSTE.
3. Interaction with the faculty of Elementary/Secondary teacher education Institutions to ascertain their roles and responsibilities.
4. Interaction with the faculty of Elementary/Secondary teacher education Institutions to assertion the strategies they use for their professional development.
5. Preparation of a plan based on any model of teaching for teaching any topic/concept included in the curriculum.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER
HARD CORE-3

STATISTICS IN EDUCATIONAL RESEARCH

 COURSE DESCRIPTION: This course focuses on Statistics in Educational Research about analysing quantitative data with types & graphical representation. It focuses on the Normal probability Curve (NPC) with its features & implementations. It strengthens the computation of the data through different descriptive statistics. It also focuses on inferential methods & Non-Parametric statistics with different tests & significances. It also shows light on Data Base Software by using SPSS.

 COURSE OBJECTIVES: *Upon completion of the paper the student will be able to;*

 1. Develop computational skills.
 2. Convey the essential characteristics of a set of data by representing in tabular and graphicalforms
 3. Examine relationship between and among different types of variables of a Research study
 4. Explain or predict t h e values of a dependent variable based on the values of one or moreindependent variables
 5. The student learns the various statistical methods used in the analysis of Data
 6. Develops an ability to select proper statistics with various data.
 7. Understand statistical interpretations in educational research and to examine the scope ofapplication of research
 8. Develop an ability to evaluate critically the results of data analysis.
 9. Gain insight into different statistical techniques.
 10. Develop the skill of construction of tests and tools by using appropriate Statisticalprocedures.
 11. Use appropriate statistical calculations keeping in mind the objectives/ Hypotheses of thestudy and the nature of data.
 12. Interpret the statistical results appropriately to realize the objectives and to test thehypotheses.
 13. Demonstrate competence in the use of statistical packages for analysis of data

 LEARNING OUTCOMES:

 1. Acquaint the knowledge of statistics in educational research.
 2. Understand the concepts of quantitative data & descriptive statistics with its types & significances.
 3. Understand the different tools & techniques in descriptive statistics with different types.
 4. Adopt the computation procedures of different tests.
 5. Apply the SPSS Software Application in research analysis.

UNIT-1: ANALYSIS OF QUANTITATIVE DATA

1. Data types: Nominal, Ordinal, Interval and Ratio; Data Levels: individual and group
2. Meaning, Nature and Kinds of data – Classification and tabulation of data.
3. Graphical representation of Data – Bar chart, Histogram, Frequency polygon, Frequency

Curve, Ogive and Pie chart.

4. Normal Distribution: Theoretical and empirical distributions, Deviation from normality and underlying causes, Normal probability Curve – its properties and applications in Educational Research
5. Skewness and Kurtosis-Meaning, Types, Properties and Computation.
6. Standard Scores: Z-scores, T-scores and stanine scores- Nature, Calculation and their uses.

UNIT-2: DESCRIPTIVE STATISTICS

1. Measures of Central tendency – Mean, Median, Mode- Characteristics, Computation and Uses
2. Measures of variability – Range, Quartile Deviation, Standard Deviation and Coefficient of Variation -Characteristics, Computation and Uses
3. Measures of relative positions: Quartile, Deciles, Percentile and percentile Rank- computation and uses
4. Correlation – Concepts, types and uses; computation of rank difference correlation , Direct and Scatter plots and their interpretation of Product Moment Method, Bi-serial, Point Bi-serial- Partial and Multiple Correlation, Tetra Choric and Phi-Coefficient.
5. Linear Regression Analysis-concept of regression, regression equation, regression line and their uses, accuracy of prediction, Path Analysis – concept, Structural Equation Modeling, uses.

UNIT-3: INFERENTIAL METHODS AND NON-PARAMETRIC STATISTICS

1. Concept of parameter, statistic, sampling distribution, sampling error, and standard error.
2. Levels of significance, confidence limits and intervals, degrees of freedom, types of error- Types I, Type II, one and two tailed tests.
3. Tests of significance of mean and of difference between means- t test (Pooled Variance model, Correlated, Independent-Heterogeneous and Homogeneous both large and small samples)
4. F-test (one way and ANOVA , ANOCOVA and MANOVA)
5. Chi Square Goodness of Fit, Chi Square Test of Independence, Sign test and Mann Whitney U test

UNIT-4: DATA ANALYSIS BY USING DATABASE SOFTWARE

1. Creating a database file in Database software (Spread sheet and Access and other equivalent in Open Office);
2. Editing of database file; Formatting, Data filtering, Input range and output range, data filtering, data analysis, using of logical commands for recoding, ranking etc., descriptive statistics and inferential statistics.
3. Creating graphs and charts. Creating a table by using wizard.
4. Introduction to SPSS, Creating a database file in SPSS;
    1. Editing of data, insert variable, insert cases, merge a file with same variables and different variables,
    2. Importing and exporting data file, working with output,
    3. Creating graphs and interactive graphs,
    4. Creating tables, Creating Cross tables,
1. Descriptive statistics and inferential statistics.
    2. Correlation and Regression,

PRACTICAL ACTIVITIES / USING SPSS

1. Creating a New Dataset, Using an Existing Dataset, Manipulating and Merging

   Datasets, Importing and Exporting Data, Printing Datasets, Cross Tabulation
2. Reliability and Validity of scale-Cranach's alpha, test-retest and split-half.
3. Graphs and Charts: Scatter plots, Histograms, Box Plots and Other Charts,
4. Correlations: computation of rank difference correlation and Product Moment Method
5. Computation of Two-sample t-test (Independent-sample t-test and Paired-sample t-test),One- way ANOVA and post-hoc tests ,Two-way ANOVA and ANCOVA
6. computation of Regression, Path Analysis and Non-parametric statistics

REFERENCES:

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER
SPECIALISATION PAPER (ELEMENTARY EDUCATION)
SOFT CORE-1A
POLICIES AND PRACTICES AT ELEMENTARY LEVEL

COURSE DESCRIPTION: This course focuses on policies and practices at elementary education level. Mainly about the meaning, concept and need of elementary education. It mainly deals with the structure, programmes of elementary education. Along with that it critically examines the concept of universalization of elementary education in India. It focuses on the aspects of curriculum development and analysis the importance of administration and management and evaluation of elementary education.

COURSE OBJECTIVES: *Upon completion of the paper the student will be able to;*
1. Understand meaning, concept, need and scope of elementary education.
2. To develop an idea about the structure of elementary education in India.
3. Critically examine the programmes of elementary education.
4. Analyze the concept of UEE.
5. Develop an understanding about the curriculum development and evaluation at elementary education stage.
6. Analyze the concept and Importance of Administration and Management.

LEARNING OUTCOMES:
1. Acquaint the knowledge of meaning and concept of elementary education.
2. Understand the concept of UEE.
3. Understand the different tools & techniques of developing the curriculum of Elementary Education
4. Adopt the different tools of evaluating the curriculum at elementary stage
5. Develop the knowledge and understanding of administration and management of Elementary Education.

UNIT-1: INTRODUCTION TO ELEMENTARY EDUCATION

1. Concept, Meaning, Need, Scope and Objectives.
2. A brief review of historical perspective of development of Elementary Education: Ancient, Medieval and British Period.
3. Historical background of elementary education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) Ishwari Bhai Patel Committee. National Policy on Education (1986-1992), Ramamurthy committee, Yashpal Committee, Recent recommendations in elementary Education- NCF-2005, NCFTE-2009 and 2014.
4. Implications for Modern Practices in Elementary Education: Contributions of Rousseau, Frobel, John Henrik, Pestalozzi, Maria Montessori and Gandhi.
5. Constitutional provisions.

UNIT-2: UNIVERSALSATION OF ELEMENTARY EDUCATION (UEE): OBJECTIVES AND CHALLENGES.

1. Concept, objectives, meaning and justification of UEE.
2. Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population.
3. Access and enrolment of different types of learners-issues and challenges.
4. Dropout rate-meaning and computation; reasons for drop out.
5. Achievement levels of different types of learners-status and issues.
6. Differently able children-types, access, issues and challenges; critical appraisal of inclusive education as a solution

UNIT 3: CURRICULUM AND EVALUATION FOR ELEMENTARY EDUCATION

1. Concept and Importance.
2. Curriculum for School Readiness – Physical, Cognitive, Socio-Emotional Dimensions; Characteristics of Learning Experiences and Approaches.
3. Anganwadi Centre, different types of Preschool Curriculum like Montessori, Kindergarten, and Balawadi etc.
4. Support of workforce: Teachers' helpers, parents and community support in functioning of ECCE centers.
5. CCE in teacher education.
6. Formative and summative evaluation; norm referenced and criterion reference evaluation.
7. Evaluation of school experience/internship programmes.

UNIT-4: CONCERNS IN ELEMENTARY EDUCATION

1. School Effectiveness, Classroom Climate and Teacher Attributes, Rewards an Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School.
2. Types of schools within different administration bodies.
3. Roles and responsibilities of Education functionaries.
4. Relationships between support organizations and the school.
5. District primary education programme-goals and strategies.
6. Systemic Reform- Strengthening Community Participation; Role of PTC/SMC.
7. Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School.
8. Inspection, Supervision and Monitoring.
9. Classroom management and the teacher.

PRACTICUM/FIELD WORK:

1. Conduct a play in school to generate awareness among students & teachers on Child Right.
2. Case study of a school or some innovative practice under SSA
3. Preparation of research design on a theme, discipline and RTE act. 2009
4. Students will be required to critically analyze any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Global Monitoring; Report of UNESCO
5. Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
6. Critical Analysis of Research Studies on programs and policies related to elementary education.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER

SPECIALISATION PAPER (ELEMENTARY EDUCATION)
SOFT CORE-1B
INFORMATION AND COMMUNICATION TECHNOLOGY AT

ELEMENTARY EDUCATION

COURSE DESCRIPTION: This course focuses on needs, forms and applications of ICT at elementary education. It mainly deals with gaining insights into the application of computer literacy in teaching learning process of elementary education. This course makes the learners to understand the approaches of e-learning and ubiquitous learning. It also focuses on the aspects of web based resources in elementary education.

COURSE OBJECTIVES: *Upon completion of the course the student will be able to;*
1. Understand the concept, need, forms and applications of ICT.
2. Gain insight into the knowledge of computer literacy and apply in Teaching- Learning process.
3. Understand the Concept & Approaches of E- Learning.
4. Understand the Concept & Approaches of Ubiquitous Learning.
5. Understand the web based resources in Education and Instruction.

 LEARNING OUTCOMES:

1. Acquaint the knowledge of meaning and concept and forms of ICT in Elementary Education.
2. Understand the concept of Computer literacy in Elementary education
3. Understand the different approaches of e- learning and ubiquitous learning in Elementary Education
4. Adopt the different tools of web based instruction at Elementary stage

UNIT-1: INTRODUCTION TO ICT

1. Information and Communication Technology: Meaning, Definitions, Nature and Revolution.
2. Need, and forms of ICT in Elementary classroom, ICT implementation in teaching learning, use of ICT for Elementary teachers- strategies.
3. Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications.
4. Critical analysis of Teaching aids and their applications in instruction and learning.
5. Applications of Information and Communication Technologies at Elementary Education:
6. Classroom and ICT; Professional development and ICT; School management and ICT.
7. Teacher's Role in the ICT Environment.

UNIT – 2: INFORMATION TECHNOLOGY

1. Computer Programming Language – Abbreviation, meaning and purposes, machine Language ,high level language (HLL) and low level language (LLL) ,Operating System(OS).

2. Network: Internet , LAN-WAN, – Concept, Meaning and Application, WWW, Browser, Web Search Engines, Internet Service Providers, Web page, E-mail, Protocols, Chatting, News groups.–Meaning and Applications.
3. Computer care-Virus, Security and Maintenance
4. Computer Applications in Elementary Education: Computer based testing, on line testing, virtual classroom, Computer based Simulation.
5. Information Management: meaning and applications.

UNIT-3: E-LEARNING

1. E-Learning: Conceptual Frame work, E-Learning strategies- Learning Courses, Types in E-Learning.
2. Attributes of Learning: Learner Centered, Knowledge Centered, Assessment Centered, Community Centered.
3. Affordances of the Net, Role of Interaction in E-Learning:
4. Student-Student Interaction, Student-Teacher Interaction, Student- Content Interaction, Teacher-Teacher Interaction, Teacher-Content Interaction, Content-content Interaction.
5. A Model of E-Learning, E-Learning and the semantic Web, Toward a Theory of E-Learning.
6. Traditional V/S E-Learning Approaches, E-Learning Stake Holders, Features of E-Learning Environment.

UNIT – 4: UBIQUITOUS LEARNING

1. M-Learning: meaning, Features, need of M-learning, Pedagogical affordances offered by M-learning, the various activities through M-learning, emerging pedagogies for M-learning, Challenges For M-Learning, benefits of M-learning, modes of M-learning, Misconceptions about M-learning, challenges to the implementation of M-learning, future of M-learning in Elementary Education.
2. Ubiquitous Learning: Features, Components, Characteristics, Types, Benefits.
3. Web based learning: Meaning, advantages, disadvantages, Impact of web based teaching, Web authoring tools for developing instructional material.
4. E-resources: Overview, Meaning, E-resources, need of e- resources, full text electronic resources, types, future of electronic publishing-E-books, E-journals, types of E-journal, current trends in E-journal, E-databases challenges facing the e-information sources management.
5. E-journal consortia: Library E-consortia- Definition Access of E-journals, Consortia based resource sharing, Indian scenario-UGC INFONET, INDEST, J-Gate.

PRACTICAL / ACTIVITIES:
1. Developing Computer Programmes for data Processing
2. Preparing a web page.
3. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
4. Develop the news groups and report.
5. Write a report on E-Library consortia.
6. Developing Educational blog in www.blogger.com , www.wordpress.com
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. A study of status of Technology integration in teacher education institutions.
9. Any other Related Activities.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER
SPECIALISATION PAPER (ELEMENTARY EDUCATION)
SOFT CORE-1C

SYSTEMS AND STRUCTURES OF ELEMENTARY EDUCATION

COURSE DESCRIPTION: This course focuses on the concept & meaning of elementary education and historical perspectives. It also showers light on educational constitutional provisions with its educational context. It reveals on structure & programme of this level along with policies and issues of Elementary Education.

COURSE OBJECTIVES: *Upon completion of the course the student will be able to;*
 1. Understand elementary Education's meaning, concept, need, and scope.
 2. To develop an idea about the structure of elementary critically examine the Programmes of elementary education.
 3. Analyze the concept of RMSA
 4. Develop an understanding about the curriculum development and evaluation at elementary stage
 5. Analyze the concept and Importance of Administration and Management.

LEARNING OUTCOMES:
 1. Bring awareness about the concepts of elementary Education at the state & central Context.
 2. Understand the different policies of education pertaining to NCF-2005 & educational Constitutional provisions.
 3. Critically analyze the concepts of UEE and ECCE at the school level.
 4. Analyze the views of different educational thinkers about education.
 5. Explain the role of Panchayat Raj & community involvement in educational planning & management.

UNIT 1- DEVELOPMENT OF ELEMENTARY EDUCATION

 1. Nature and focus of Elementary Education after independence.
 2. Relevance of educational thought of Mahatma Gandhi and Tagore to Elementary education.
 3. Constitutional provision for education and Directive Principles related to Elementary Education and their implications. Right to education (Education as a fundamental right)
 4. Elementary education as referred to in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005
 5. Developmental characteristics and norms – physical, cognitive, language, Socio-Emotional during preliminary stage.
 6. Child nearing practices and their influence on child development and construction of Knowledge
 7. Attitude of parents and society towards Elementary Education
 8. Transition from home to school – Socio-cultural context in schools, issues and concerns.

UNIT-2: STRUCTURE OF ELEMENTARY EDUCATION

1. Structure of elementary education in India.
2. Vision and Mission of Elementary Education
3. Decentralization of elementary education.
4. 12th Five-Year Plans –Objectives, key issues and focus.
5. Quality Assurance in Elementary Education ECCE programme, women empowerment as support services.
6. Universalization of Elementary Education (UEE) - Universal Access, Universal Retention and Universal Achievement.
7. Major Schemes and programmes for UEE - Operation Black Board (OBB), District Primary Education Programme (DPEP), Sarva Shiksha Abhiyan (SSA)
8. Responsibility between the Union Government and the States.

UNIT -3: PROGRAMMES IN ELEMENTARY EDUCATION

1. Decentralized educational planning and management. Community mobilization, micro planning, district primary education programme – goals and strategies, involving local bodies and community in educational planning and management, village education committees – roles and functions and Operation Black Board (OBB)
2. Sarva Shiksha Abhiyan – goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement.
3. Monitoring, research and evaluation of specific schemes like midday meals, incentive schemes, etc.

UNIT 4- STRATEGIES IN ELEMENTARY EDUCATION

1. Panchayatraj and community involvement in educational planning and management related issues
2. Participation of NGOs in achieving goals of UEE
3. ECCE programme, women empowerment as support services
4. Providing minimum facilities, improving internal efficiency of the system- teacher empowerment and incentive schemes; managing learning in multi-grade contexts.

PRACTICUM/FIELD WORK

1. Critical study of existing teacher education curriculum of a state
2. Study of present status of ECCE in a State/District
3. Collection of information on infrastructure of ECCE centers
4. preparation of status report of performance of teachers in contextual curriculum transaction
5. Case study of Anganwadi and pre-school centers
6. Preparation of supervision report of an institute.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER
SPECIALISATION PAPER (SECONDARY AND HIGHER EDUCATION)
SOFT CORE-2A
POLICIES AND PRACTICES AT SECONDARY AND
HIGHER SECONDARY LEVEL

COURSE DESCRIPTION: This course focuses on policies and practices at secondary and higher secondary education level. Mainly about the meaning, concept and need of Secondary and higher secondary education. It mainly deals with the structure, programmes of secondary and higher secondary education. Along with that it critically examines the concept of univerzalition of secondary and higher secondary education in India. It focuses on the aspects of curriculum development and analysis the importance of administration and management and evaluation of secondary and higher secondary education.

COURSE OBJECTIVES: *Upon completion of the course the student will be able to;*
1. Understand meaning, concept, need and scope of elementary education.
2. To develop an idea about the structure of elementary education in India
3. Critically examine the programmes of elementary education
4. Analyze the concept of programmes in elementary level
5. Develop an understanding about the curriculum development and evaluation at secondary and higher secondary stage

LEARNING OUTCOMES:
1 Acquaint the knowledge of meaning and concept of elementary education.
2 Understand the concept of UEE.
3 Understand the different tools & techniques of developing the curriculum of elementary Education
4 Adopt the different tools of evaluating the curriculum at elementary stage
5 Develop the knowledge and understanding of administration and management of Elementary education.

UNIT-1: INTRODUCTION TO SECONDARY AND HIGHERSECONDARY EDUCATION

1. Concept, Meaning, Need, Scope and Objectives.
2. A brief review of historical perspective of development of Secondary Education: Ancient, Medieval and British Period.
3. Historical background of secondary and higher secondary education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66) Ishwari Bhai Patel Committee. National Policy on Education (1986- 1992), Ramamurthy committee, Yashpal Committee, Recent recommendations in secondary Education- NCF-2005, NCFTE-2009.

UNIT-2: STRUCTURE OF SECONDARY AND HIGHER SECONDARY   EDUCATION

1. Structure of secondary and higher secondary education in India.
2. Vision and Mission of secondary and higher secondary Education

3. Decentralization of secondary and higher secondary education.
4. 12th Five-Year Plans –Objectives, key issues and focus.
5. Constitutional Provisions, Right to Education and its implications
6. Quality Assurance in secondary and higher secondary Education, women empowerment as support services.
7. Universalization of Secondary and higher secondary education (UEE) - Universal Access, Universal Retention and Universal Achievement.
8. Major Schemes and programmes for secondary and higher secondary education, RMSA and other programmes
9. Responsibility between the Union Government and the States.

UNIT 3: QUALITY IN SECONDARY AND HIGHER SECONDARY EDUCATION

1. Concepts, indicators of quality, setting standards for performance
2. Present status of quality education in India (status and prospects) - Delor's Commission Report regarding quality- Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - different agencies - SCERT – NCERT – CIET – NUEPA– IASE etc.

UNIT-4: CONCERNS IN SECONDARY AND HIGHER SECONDARY EDUCATION

1. School Effectiveness, Classroom Climate and Teacher Attributes, Rewards and Punishment/ Order and Discipline, Law and Order in the Society and its Effect on School
2. Types of schools within different administration bodies –State Government, CBSE, CICSE
3. Roles and responsibilities of Education functionaries
4. Relationships between support organizations and the school
5. Pre-University Education in Karnataka-goals, Structures and strategies.
6. Systemic Reform- Strengthening Community Participation; Role of PTC/SMC
7. Management of Resources: Manpower Planning, Recruitment; Budget Constraints Planning for School
8. Inspection, Supervision and Monitoring
9. Classroom management and the teacher

PRACTICUM/FIELD WORK:

1. Conduct a play in school to generate awareness among students & teachers on Child Right.
2. Case study of a school or some innovative practice under RMSA
3. Preparation of research design on a theme, discipline and RTE act. 2009.
4. Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Global Monitoring;   Report of UNESCO
5. Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
6. Critical Analysis of Research Studies on programs and policies related to secondary and higher secondary education.
7. Visit a Pre University College/Central syllabus schools and report the access, enrolment and curriculum designs
8. Any other relevant activity.

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INFORMATION AND COMMUNICATION TECHNOLOGY
AT SECONDARY EDUCATION

COURSE DESCRIPTION: This course focuses on needs, forms and applications of ICT at secondary and higher secondary education .It mainly deals with gaining insights into the application of computer literacy in teaching learning process of secondary and higher secondary education. This course makes the learners to understand the approaches of e-learning and ubiquitous learning. It also focuses on the aspects of web based resources in secondary and higher secondary education.

COURSE OBJECTIVES: *Upon completion of the course the student will be able to;*
1. Understand the concept, need, forms and applications of ICT.
2. Gain insight into the knowledge of computer literacy and apply in Teaching- Learning process.
3. Understand the Concept & Approaches of E- Learning.
4. Understand the Concept & Approaches of Ubiquitous Learning.
5. Understand the web based resources in Education and Instruction.

LEARNING OUTCOMES:
1. Acquaint the knowledge of meaning and concept and forms of ICT in secondary and higher secondary education.
2. Understand the concept of Computer literacy in secondary and higher secondary education
3. Understand the different approaches of e- learning and ubiquitous learning in secondary and higher secondary education
4. Adopt the different tools of web based instruction at secondary and higher secondary stage

UNIT-1: INTRODUCTION TO ICT

1. Information and Communication Technology: Meaning, Definitions, Nature and Revolution.
2. Need, and forms of ICT in classroom, ICT implementation in teaching learning, use of ICT for teachers- strategies.
3. Information and Communication Technologies in Teaching Learning: Teaching learning contexts and the need for ICT devices and applications.
4. Critical analysis of Teaching aids and their applications in instruction and learning.
5. Applications of Information and Communication Technologies At Secondary Education: Classroom and ICT; Professional development and ICT; School management and ICT.
6. Teacher's Role in the ICT Environment.

UNIT – 2: INFORMATION TECHNOLOGY

1. Computer Programming Language – Abbreviation, meaning and purposes, machine Language ,high level language (HLL) and low level language (LLL) ,Operating System(OS).
2. Network: Internet , LAN-WAN, – Concept, Meaning and Application, WWW, Browser, Web Search Engines, Internet Service Providers, Web page, E-mail, Protocols, Chatting, News groups.–Meaning and Applications.
3. Computer care-Virus, Security and Maintenance
4. Computer Applications in Secondary Education: Computer based testing, on line testing,

     virtual classroom, Computer based Simulation.
5. Information Management: meaning and applications.

UNIT-3: E-LEARNING

1. E-Learning: Conceptual Frame work, E-Learning strategies- Learning Courses, Types in E- Learning.
2. Attributes of Learning: Learner Centered, Knowledge Centered, Assessment Centered, Community Centered.
3. Affordances of the Net, Role of Interaction in E-Learning: Student-Student Interaction, Student-Teacher Interaction, Student- Content Interaction, Teacher-Teacher Interaction, Teacher-Content Interaction, Content-content Interaction.
4. A Model of E-Learning, E-Learning and the semantic Web, Toward a Theory of E-Learning.
5. Traditional V/S E-Learning Approaches, E-Learning Stake Holders, Features of E-Learning Environment.

UNIT – 4: UBIQUITOUS LEARNING

1. M-Learning: meaning, Features, need of M-learning, Pedagogical affordances offered by M-learning, the various activities through M-learning, emerging pedagogies for M-learning, Challenges For M-Learning, benefits of M-learning, modes of M-learning, Misconceptions about M-learning, challenges to the implementation of M-learning, future of M-learning in secondary and Higher secondary Education.
2. Ubiquitous Learning: Features, Components, Characteristics, Types, Benefits.
3. Web based learning: Meaning, advantages, dis-advantages, Impact of web based teaching, Web authoring tools for developing instructional material.
4. E-resources: Overview, Meaning, E-resources, need of e- resources, full text electronic resources, types, future of electronic publishing-E-books, E-journals, types of E-journal, current trends in E-journal, E-databases challenges facing the e-information sources management.
5. E-journal consortia: Library E-consortia- Definition Access of E-journals, Consortia based resource sharing, Indian scenario-UGC INFONET, INDEST, J-Gate.

PRACTICAL / ACTIVITIES:

1. Developing Computer Programmes for data Processing
2. Preparing a web page.
3. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and video files related to educational technology)
4. Develop the news groups and report.
5. Write a report on E-Library consortia.
6. Developing Educational blog in www.blogger.com , www.wordpress.com
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations.
8. A study of status of Technology integration in teacher education institutions.
9. Any other Related Activities.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II EMESTER
SPECIALISATION PAPER (SECONDARY AND HIGHER EDUCATION)
SOFT CORE-2C
SYSTEMS AND STRUCTURES OF SECONDARY AND
HIGHER SECONDARY EDUCATION

COURSE DESCRIPTION: This course focuses on the concept & meaning of secondary and higher historical perspectives. It also showers light on educational constitutional provisions with its educational context. It reveals on structure & programme of this level along with policies and issues of secondary education.

COURSE OBJECTIVES: *Upon completion of the course the student will be able to;*

1. Understand Secondary and Higher SecondaryEducation's meaning, concept, need, and scope.
2. To develop an idea about the structure of Secondary and Higher Secondary Education in India
3. Critically examine the programmes of Secondary and Senior Secondary Education.
4. Analyze the concept of RMSA
5. Develop an understanding about the curriculum development and evaluation at secondary and higher secondary stage
6. Analyze the concept and Importance of Administration and Management.

LEARNING OUTCOMES:

1. Bring awareness about the concepts of Secondary and Higher SecondaryEducation at the state & central context.
2. Understand the different policies of education pertaining to NCF-2005 & educational constitutional provisions.
3. Critically analyze the concepts of UEE and ECCE at the school level.
4. Analyze the views of different educational thinkers about education.
5. Explain the role of Panchayat Raj & community involvement in educational planning & management.

UNIT-1: INTRODUCTION TO SECONDARYAND SENIOR SECONDARY EDUCATION

1. Concept, Meaning, Need, Scope and Objectives.
2. A brief review of historical perspective of development of Secondary Education: Ancient, Medieval and British Period.
3. Historical background of Secondary Education in India with special reference to the recommendations made by various committees and commissions – Kothari Commission (1964-66), National Policy on Education (1986-1992), Ramamurthy committee.
4. Constitutional Provisions.

UNIT-2: STRUCTURE AND PROGRAMMES OF SECONDARY AND HIGHER SECONDARY EDUCATION

1. Structure of Secondary Education in India (10+2+3 pattern of Education)
2. Concept, Objectives, Meaning and Justification of Universalization of Secondary Education (USE).
3. Critical appraisal of current status of USE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially

disadvantaged groups including first generation learners and migrant population.
4. Differently able children-types, access, issues and challenges; critical appraisal of inclusive education as a solution.
5. Nature and forms of Inequality including dominant and minor groups, gender inequality in schooling; public private schools, rural urban schools and different school systems-schools for education of the challenged

UNIT-3: POLICIES OF SECONDARY EDUCATION

1. Right to Education Policies of medium of instruction
2. Rashtriya Madhyamik Shiksha Abhiyan and Continuous Comprehensive Evaluation
3. Vocationalisation of Secondary Education
4. Quality Education: Standards for Performance, Enhancement of Quality in Secondary Education

UNIT-4: ISSUES OF SECONDARY EDUCATION

1. Enrolment of students, lack of Community Life, Defective Examination System, Lack of Guidance and Counseling. Drag addition
2. Diversification of Subjects, Peace Education, Environment Education
3. Education for the sustainable Development
4. School Complex and Common School

PRACTICUM/FIELD WORK
1. Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest improvement there of
2. Visits of different types of secondary schools and preparation of school profiles
3. Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education
4. Observation of in-service teacher education programme at secondary☐ level and preparation of a report
5. Visit to alternative education centers at secondary level and preparation of a report
6. Preparation of supervision report of an institute.
7. Any other relevant activity.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II EMESTER

DISSERTATION-1

Course Objectives

1. Students will explore the areas of educational research.

2. The chosen topic must be from the area of specialization.

3. Identification of the problem and defining the problem in operational terms.

4. Preparation & Presentation of the Proposal before the Department council

KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
II SEMESTER
ELECTIVE PAPER

INDIAN EDUCATION

COURSE DESCRIPTION: This course is attempt to meaning, concept and agencies of education. It is explain the relationship of philosophy of education. Know about the education system in ancient era, Buddha era and Muslim era. The course also understand the commissions for development of education in British period. Develop understanding of the issues in contemporary India like Environment Education, Language Problem, and Population Education. It is acquire knowledge about the Indian Constitution and constitutional provisions to protect diversities in Education.

COURSE OBJECTIVES: *Upon Completion of the course the student will be able to,*
1. Understand the meaning and aims of Education.
2. Understand the process of development of Education during different periods.
3. Understand the provisions of Education provided to Indian Citizens.
4. Understand recent development and issues relation to different levels of
5. Education.
6. Understand the role of administrators and teachers in transaction of   curriculum.

LEARNING OUTCOMES:
1. Describes the education system in India with reference to Vedic, Buddhist & Muslim Education.
2. Understand & analyze the education policy during British period.
3. Understand the relationship between Philosophy and Education and the implication of Philosophy on education;
4. Acquire knowledge about the provisions of education in Indian constitution.
5. Analyze the current issues and trends in Indian Education.
6. Appreciate Innovations and new measures towards universalization of education.

UNIT – 1: INTRODUCTION TO EDUCATION

1. Introduction to education.
2. Concept of Education, Meaning, individual and social aims of education.
3. Agencies of Education – Formal and Informal.
4. Philosophy and Education: Meaning of Philosophy and its relation to Education.
5. Education in Ancient Period-Vedic and Buddhist.
6. Education in Ancient Period – Vedic and Buddhist.
7. Education in Medieval period-Islamic.
8. Education during British Period.

UNIT- 2: PROVISIONS OF EDUCATION

1. Provision of education in Indian constitution
2. Equalization of educational opportunities at different levels
3. Educational provisions provided for disadvantaged children.
4. Different provisions under National System of Education for all levels.

UNIT – 3: CURRENT ISSUES AND TRENDS IN INDIAN EDUCATION

  1. Environmental Education
  2. Population Education
  3. Students unrest
  4. Language problem
  5. Universalization of primary Education
  6. Non-formal Education
  7. Distance Education
  8. International understanding

PRACTICAL / ACTIVITIES:

  1. Survey of Problems of SC/ST/OBC/ Minorities group of Children in the rural and urban Areas.
  2. Critical analysis of present language policy of the State & Central Government.
  3. Participation in any of the social and cultural programmers organizes in the region.
  4. Survey of programmers organized by Educational Institutions relating to
  5. Environmental Education.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)

II SEMESTER
ELECTIVE PAPER

INSTRUCTIONAL DESIGN

COURSE DESCRIPTION: This course is attempt to meaning, concept of instruction and education. It provides an insight into the components of education. Develops Knowledge about the systems approach to instruction education, instructional systems design, its components, aims and objectives. It provides an in-depth idea about sequencing content in instructional design.

COURSE OBJECTIVES: *Upon Completion of the paper the student will be able to,*
1. Understand and apply systems approach to instruction.
2. Gain insight into the components of Instructional design.
3. Acquaint with various models of instruction and apply in the instruction context.
4. Provide3 a frame of reference and arrange the context of Instructional design using various models.
5. Develop a programme and analyze the tasks, context, and effective in the learning process.

LEARNING OUTCOMES:
1. Describes the system approach about education, instruction and training
2. Understand & analyze the components of instructional design.
3. Understand the relationship between various components of instruction
4. Acquire knowledge about the sequencing content in instructional design.
5. Analyze the current issues and trends in effective learning.
6. Appreciate Innovations and new measures towards evaluation in education.

UNIT – 1: SYSTEMS APPROACH TO INSTRUCTION

1. Concept of Instruction, Education, Training
2. Meaning and Definition of a system
3. Parameters of systems
4. Flow diagram designing a system
5. Systems approach, Concept, steps, Systems approach to learning and instruction
6. Analyses in Instructional Design, components, need analysis, Task analysis, Content analysis, and Topic analysis

UNIT – 2: INSTRUCTIONAL SYSTEMS DESIGN

1. Curriculum & syllabus – Concept, Characteristics and difference
2. Components of Instructional Design
3. Aims and objectives of Instruction
4. Syllabus for instruction
5. Methods and Techniques of Instruction
6. Instructional materials
7. Testing and evaluation
8. Instructional Strategies; Models of Instruction

UNIT – 3: SEQUENCING CONTENT IN INSTRUCTIONAL DESIGN

1. Structure of knowledge
2. Selection of content
3. Sequencing of content

4. The Linear syllabus model
5. The Spiral syllabus model
6. The Pyramidal syllabus model.

UNIT-4 PROGRAMMED INSTRUCTION

1. Meaning, Definition, Characteristics, Principles & importance Styles of programmed text designing
2. Development of Programme; Inductory concepts, Task analysis, Task description, entering behavior and terminal behaviors
3. Types of programming
4. Evaluation of a programme

PRACTICAL/ ACTIVITIES:

1. Select a topic of your choice and develop an Instrumental Design including all the components.
2. Try out the effectiveness of any one model of Instruction to Secondary School students.
3. Construct Programmed Instructional Test material for Secondary School students.
4. Construct Programmed Instructional Test material for Secondary School students using Branching Type.
5. Evaluate the effectiveness of the Programmed Instructional materials by administering it to Secondary School students.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER
HARD CORE PAPER-1
INCLUSIVE EDUCATION

COURSE DESCRIPTION: This course provides the major focal areas of inclusive education. It encompasses the nature & needs of children with diverse needs in an inclusive educational setup physically academic and emotional and the role of teachers in addressing these needs. It includes general introductory framework of inclusive, special and integrated education. It also discussed resources & diversity in classroom with respect to various learning styles, methods of teaching and instructional & physically barriers. It includes policies, frameworks facilitating inclusive education in particular to persons with disabilities, adoption techniques to include children with disabilities to mainstream education.

COURSE OBJECTIVES: *Upon Completion of the course the student will be able to,*
1. Understand Inclusive, need of inclusive education and its practices.
2. Understand Diverse learner and Diverse Learner's needs and challenges related to Diverse Learners.
3. Develop awareness of learner towards inclusive education and its practices.
4. Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel

LEARNING OUT COMES:
1. Understand the basic principles and Historical perspectives of inclusive education.
2. Know the concepts, difference and significance of Inclusive Education, Special
3. Education, and Integrated Education.
4. Understand the Basic requirement human and material resources in the classroom.
5. Use specific strategies in teaching, methods of teaching and modify appropriate learner Friendly evaluation patters.
6. Acquaint the implementation of policies and contribute to implementation of laws Pertaining to education of CWSN.

UNIT-1: INTRODUCTION TO INCLUSIVE EDUCATION

1. Definition, concept and need of inclusive education.
2. Historical perspectives on education of children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Advantages of inclusive education for education for all children.
5. Concept and meaning of diverse needs-Educational approaches and measures
   For meeting the diverse needs- concept of remedial education, special
   Education, integrated   education and inclusive education.
6. Brief account of existing special, integrated and inclusive education services in India.
7. Building inclusive learning friendly classrooms, overcoming barriers for inclusion.

UNIT-2: PLANNING FOR INCLUSIVE EDUCATION

1. Organization of inclusive education in schools.
2. Basic requirements and materials.
3. Setting up resource rooms.
4. Classroom organization and design.
5. Provisions for Inclusive Education : Sarva Shiksha Abhiyan, Initiatives for the gifted and talented children, National Curriculum Framework, 2005 NCERT

UNIT-3: POLICIES, LAWS AND PRACTICES OF INCLUSIVE EDUCATION

1. Integrated Education for Disabled Children (IEDC, 1974).
2. Project Integrated Education for disabled children (PIED, 1987).
3. District Primary Education Programme (DPEP).
4. The Persons with Disabilities Act (PWD Act, 1995).
5. Recent Laws: The Mental Health Act 1987, Rehabilitation Council of India Act, 1992 , The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995), The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.
6. Recommendations of the Indian Education Commission (1964-66).
7. Recommendations of National Policy on Education (NPE, 1986-92).

UNIT-4: UNDERSTANDING LEARNER DIFFERENCES

1. Definition and characteristics of children with sensory(hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children), developmental disabilities(cerebral palsy and learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.
2. Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
3. Role of parents and other community members for supporting inclusion of children with diverse needs.
4. Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.
5. Support Services: Hospital services, Guidance and counseling, Training and in service education of teachers and Specialists and therapists from various disciplines.

PRACTICAL WORK/ASSIGNMENT:

The students may undertake any one of the following activities:

1. Observation of inclusive teaching strategies and discussion.
2. Planning and conducting multilevel teaching in the DMS (two classes).
3. Critical analysis of N. C. F 2005 for planning quality teacher preparation programme Identify suitable research areas in inclusive education.
4. Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with diverse needs.
5. Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER
SPECIALISATION PAPER (ELEMENTARY EDUCATION)
SOFT CORE-1A

RESOURCES FOR EDUCATION AT ELEMENTARY LEVEL

COURSE DESCRIPTION: This course provides the major focal areas of resources for education at elementary level namely multimedia technology, audio video technology. It encompasses the nature & needs of e-learning modules and tools and the skills of using them. Developing web page and web based teaching learning.

COURSE OBJECTIVES: *Upon completion of the course, the students will be able to;*
1 Understand the concept of multi-media technology and write plan of action by using multi-media approach.
2 Understand the need and importance of Audio-video technology in Education and writes   scripts for TV and Radio lessons At Elementary level.
3 Understand the E-learning modules and tools and also acquaints the skills of using them.
4 Acquaint the different strategies of web based teaching-learning.
5 Inculcate the skill of web page development.

LEARNING OUT COMES:

1 Understand the basic principles multi-media technology
2 Know the concepts of different technologies related to multimedia.
3 Understand the Basic requirements needed to develop web pages. E-learning modules and tools
4 Use specific strategies in web based teaching, methods

UNIT – 1: MULTI-MEDIA TECHNOLOGY

1. Multi-media technology – concept, characteristics, Use of Multi-media Features; Text, Graphics, Animation, Audio and Video.
2. Multi-media packages in Elementary Teacher training. Multimedia laboratory – meaning, need for multi-media laboratories in India, Functions of multi-media laboratory, setting up of multi-media laboratory in the Class room.
3. Multi-media approaches- concept, nature, use of multimedia approach in teaching and learning, illustration from Elementary school syllabus, Role of teacher in MM approach, Educational implications.

UNIT – 2: AUDIOVISUAL TECHNOLOGY

1. Projected and Non Projected aids: ; Hardware and software approach
2. Media sub-systems –CCTV, Projectors, Teleconference; application of above in Elementary class-room teaching.
3. Educational television programmes for Elementary Education; development of educational television in India, some recent developments, production of educational programs, script writing, steps for program production, advantages and limitations of educational programs, scope of educational television, Role of Teacher.
4. Educational Radio programmes for Elementary Education; development of educational radio in India, History, types of programs, production of radio programs, characteristics of educational radio, Role of Teacher and limitations.

UNIT-3: E-LEARNING MODULES AND TOOLS

1. E-learning: initiatives in India, weaving e-learning into classroom
2. E-learning modules: 3-tier review model, learning-Open source technologies, e-learning basic frame work, e-learning advantages, e-learning models, free and open source software-meaning and characteristics.
3. E-Learning tools: E-Shikshak-LMS, nature, features, different stake holders and advantages, open source E-learning tools-Moodle, A Tutor, Bazaar, eduPlone and Caroline. Brihaspati: LMS-open source E-learning system.
4. Course Management System: Nature, Functional requirements, and open sources.

UNIT-4: WEB BASED TEACHING-LEARNING

1. Development of a Website: Meaning of website, nature of website, steps for development and Advantages.
2. Digital library: Meaning, definition, historical background, characteristics, need, advantages, disadvantages, initiatives in India.
3. Digital portfolio: Meaning, creation of electronic portfolio, uses.
4. Virtual Class Room- Concept, Aims, Characteristics, Meaning, Definitions, Features and Advantages.
5. Web-1 and web-2 technologies: meaning, nature and Applications.

PRACTICAL / ACTIVITIES:

1. Write plan of action by using multi-media approach.
2. Prepare a plan for setting up of multi-media laboratory in classroom
3. Prepare a T.V / Video lesson script for at least one lesson / unit.
4. Survey on the availability of Educational Technology equipment's and their utility in D.Ed. colleges, and Elementary schools.
5. Evaluating Educational broad casts in the Radio/T.V
6. Creating website and Reporting.
7. Evaluation of websites related to educational programmes.
8. Writing plan of action for integrating video / audio Recorded lessons in the classrooms.
9. A critical study of some e-learning courses and enrolling and completing some free e-learning courses.
10. Critically evaluate Video /Tele conferencing programme.
11. Preparing Audio-video Synchronization lesson by using transparencies/slides.
12. Write the features and uses of E-Shikshak (LMS).
13. Write the features and uses of Brihaspati (LMS).
14. Creating an account in Wikipedia/wiki-educator/wiki-spaces and adding/editing content.
15. Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint. View and comment on others contributions.
16. Any other Related Activities.

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MANAGEMENT OF ELEMENTARY EDUCATION INSTITUTIONS

COURSE DESCRIPTION: This course provides the major focal areas of management of elementary educational institutions. It encompasses the nature & needs of administration and management. The need and knowledge of modern management techniques of elementary education.

COURSE OBJECTIVES: *Upon completion of the course, the student will be able to:*
1. Understand the concepts of Administration and Management and their related factors
2. Understand the techniques of Administration and management of Elementary educational institutions.
3. Acquire the knowledge about the modern management techniques of elementary educational institutions;

LEARNING OUT COMES:

1. Understand the basic principles of management of elementary educational institutions
2. Know the concepts of different technologies related to administration and management.
3. Understand the techniques of modern management of elementary education
4. Use specific strategies in management of elementary education

UNIT-1: INTRODUCTION TO EDUCATIONAL MANAGEMENT
1. Concept of administration and management.
2. Nature and Importance of management.
3. Basic principles of public administration; Objectives of management.
4. System approach to management: component systems or subsystems in educational management.
5. Purpose and activities in management; Levels in administration/management of Elementary education (Central, State, District, Institution).
6. Advisory, policy planning and executive bodies/authorities at different levels of elementary education.

UNIT-2: RESOURCE AND PERSONNEL MANAGEMENT
1. Concepts and classification of resources (real, abstract, other, human, physical material, community, governmental financial etc.).
2. Resource identification, mobilization, utilization, replacement etc.,
3. Resource allotment and crunch at different levels of elementary educational.
4. Resource planning and management for maximizing gains.
5. Personnel Management; concepts, classification.
6. Recruitment, orientation and on the job training for elementary teachers.
7. Motivation and guidance; amenities service conditions, job satisfaction and morale.
8. Career planning and prospects; professional growth of elementary teachers.

UNIT-3: MODERN MANAGEMENT TECHNIQUES
1. Management by objectives (MBO)
2. Organizational compliance (OC)
3. Programme Evaluation and Review Technique (PERT). Bench Marking.
4. Total quality management (TQM)

5. Systems approach.
6. Supervision and Inspection, Assessment and Accreditation.

UNIT-4: EDUCATIONAL SUPERVISION AND LEADERSHIP ELEMENTARY LEVEL

1. Administration Inspection and Academic Supervision of elementary education (concept, purpose, thrust, nature and function, scope)
2. Guidance in curriculum planning and implementation at elementary level.
3. Improvement of teaching –learning and evaluation promoting innovation and change.
4. Resource build-up distribution, utilization.
5. Supervisory systems and practice, tools and techniques.
6. Co-operative projects and concerned efforts.
7. Maintenance of records and follow up.
8. Leadership roles in strategies.

UNIT-5: INSTITUTIONAL MANAGEMENT

1. Functions of the head and other categories of staff.
2. Management committee; human relations and co-operative functioning, division of labor.
3. Participation, contribution, responsibility and commitment of management committee.
4. Democratic leadership and processes.
5. Atmosphere and discipline of Institutions.
6. Student participation and roles; parent-teacher association and school community relations; local support and reciprocal contributions.

PRACTICUM/FIELD WORK

1. Prepare a report on the existing structure and function of educational administration at National level.
2. Make a comparative study of management and administration of Kendriya Vidyalaya and State Government school.
3. Interview some school administrative staff and local authorities to find out the status of Local administration in elementary school.
4. What special obstacles did they encounter, and how were they overcome?
5. Write a report on the best theory of leadership in the light of RTE act 2009,

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBC'S)
<u>**SEMESTER-3**</u>
SPECIALISATION PAPER (ELEMENTARY) EDUCATION)
SOFT CORE-1C

<u>**CURRICULUM DEVELOPMENT AT ELEMENTARY EDUCATION**</u>

COURSE DESCRIPTION: This course provides the major focal areas of curriculum development in elementary. It identifies the different types, nature and principles of curriculum. This course explains and compares various approaches to curriculum in elementary education, this course explains various determinants of curriculum.

COURSE OBJECTIVES: Upon completion of this course the students will be able to:

1. Define curriculum,
2. Identify the components of curriculum,
3. Describe the various principles of curriculum, explain various determinants of curriculum,
4. Describe and analyze various approaches to curriculum,
5. Explain and compare various types of curriculum

LEARNING OUT COMES:

1. Understand the basic principles of curriculum of elementary educational institutions
2. Know the concepts of different components of elementary education
3. Understand the various approaches of elementary education
4. Use specific strategies in curriculum of elementary education

UNIT I- NATURE AND PRINCIPLES OF CURRICULUM

1. Meaning and concept of curriculum
2. Curriculum as a body of socially organized knowledge, inert and live curriculum
3. Components of Curriculum Objectives, Content, Learning Experiences and Evaluation System Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological) Principles of curriculum construction Students centered, Activity centered, Community centered, Forward looking principle, Principles of integration.

UNIT II-DETERMINANTS OF CURRICULUM AT ELEMENTARY LEVEL

1. Objectives-Values enshrined in the Constitution such as social justice, equality and secularism; Core elements as reflected in the NPE-1986 and POA.
   Curriculum concerns as reflected in NCF 2005
2. Explosion of knowledge, Information vs Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children Society, social forces, revolutionary change in the society ICT, change in value system, Localization, Privatization and Globalization, Learner growth and development.

UNIT III: - TEACHERS AND CURRICULUM TRANSACTION STRATEGIES AT ELEMENTARY LEVEL

1. Teachers and Pedagogical Attributes
2. Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System, building accountability
3. Analysis of Elementary Education Curriculum Role of I.C.T.

4 Research Trends in Elementary Education

5 Nature of subject matter/content

UNIT IV- PEDAGOGY

1 **Child centered pedagogy:** Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving.

2 **Forms of learner's engagement:** observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.

3 **Pedagogical analysis of the subject contents:** Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Socrates (dialogue), John Dewey, Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, and Gijubhai with special reference to their relevance in teaching-learning

4 Innovative Educational Programmes in India

5 programme & EKALAVYA (Madhya

6 Pradesh), Mirambika Elementary Teacher Education programme (Gujarath)

7 "The Anveshana experience", Lok Jambush" Rajasthan.

PRACTICUM/FIELD WORK: The students may undertake any one of the following activities

1 Reading of original documents 1e. National Curriculum Frameworks developed by NCERT (NCF 2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same

2 Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.

3 Make a critical review on schemes and programmes to achieve UEE in your state

4 Conduct a survey in a school to assess quality issues, and make an action plan to resolve it

5 Visit DIET of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)

6 Conduct an orientation program on building accountability

7 Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyses the effectiveness of used pedagogy

8 Find out the best learning engagement method of elementary level student, after experience with them.

9 Prepare a report after analysing the innovative educational programmes in India

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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER
SPECIALISATION PAPER (SECONDARY AND HIGHER
SECONDARY EDUCATION)
SOFT CORE-2A
RESOURCES FOR EDUCATION AT SECONDARY
HIGHER SECONDARY LEVEL

COURSE DESCRIPTION: This course provides the major focal areas of resources for education at Secondary and Higher Secondary level namely multimedia technology, audio video technology. It encompasses the nature & needs of e-learning modules and tools and the skills of using them. Developing web page and web based teaching learning.

COURSE OBJECTIVES: *Upon completion of the paper, the students will be able to;*

1. Understand the concept of multi-media technology and write plan of action by using multi-media approach.
2. Understand the need and importance of Audio-video technology in Education and writes scripts for TV and Radio lessons At Secondary level.
3. Understand the E-learning modules and tools and also acquaints the skills of using them.
4. Acquaint the different strategies of web based teaching-learning.
5. Inculcate the skill of web page development.

LEARNING OUTCOMES

1. Understand the basic principles multi-media technology
2. Know the concepts of different technologies related to multimedia.
3. Understand the Basic requirements needed to develop web pages. E-learning modules and tools
4. Use specific strategies in web based teaching, methods

UNIT – 1: MULTI-MEDIA TECHNOLOGY

1. Multi-media technology – concept, characteristics, Use of Multi-media Features; Text, Graphics, Animation, Audio and Video.
2. Multi-media packages in Secondary Teacher training.
3. Multimedia laboratory – meaning, need for multi-media laboratories in India, Functions of multi-media laboratory, setting up of multi-media laboratory in the Class room.
4. Multi-media approaches- concept, nature, use of multimedia approach in teaching and learning, illustration from Secondary school syllabus, Role of teacher in MM approach, Educational implications.

UNIT – 2: AUDIOVISUAL TECHNOLOGY

1. Projected and Non Projected aids
2. Hardware and software approach
3. Media sub-systems –CCTV, Projectors, Teleconference; application of above in Secondary class-room teaching.
4. Educational television programmes for Secondary Education; development of educational television in India, some recent developments, production of educational programs, script writing, steps for program production, advantages and limitations of educational programs, scope of educational television, Role of Teacher.
5. Educational Radio programmes for Secondary Education; development of educational radio in India, History, types of programs, production of radio programs, characteristics of educational radio, Role of Teacher and limitations.

UNIT-3: E-LEARNING MODULES AND TOOLS

1. E-learning: initiatives in India, weaving e-learning into classroom.
2. E-learning modules: 3-tier review model, learning-Open source technologies, e-learning basic frame work, e-learning advantages, e-learning models, free and open source software-meaning and characteristics.
3. E-Learning tools: E-Shikshak-LMS, nature, features, different stake holders and advantages, open source E-learning tools-Moodle, A Tutor, Bazaar, eduPlone and Caroline. Brihaspati: LMS-open source E-learning system.
4. Course Management System: Nature, Functional requirements, and open sources.

UNIT-4: WEB BASED TEACHING-LEARNING

1. Development of a Website: Meaning of website, nature of website, steps for development and Advantages.
2. Digital library: Meaning, definition, historical background, characteristics, need, advantages, disadvantages, initiatives in India.
3. Digital portfolio: Meaning, creation of electronic portfolio, uses.
4. Virtual Class Room- Concept, Aims, Characteristics, Meaning, Definitions, Features and Advantages.
5. Web-1 and web-2 technologies: meaning, nature and Applications.

PRACTICAL / ACTIVITIES:

1. Write plan of action by using multi-media approach.
2. Prepare a plan for setting up of multi-media laboratory in classroom
3. Prepare a T.V / Video lesson script for at least one lesson / unit.
4. Survey on the availability of Educational Technology equipments and their utility in D.Ed. colleges, and Secondary schools.
5. Evaluating Educational broad casts in the Radio/T.V
6. Creating website and Reporting.
7. Evaluation of websites related to educational programmes.
8. Writing plan of action for integrating video / audio Recorded lessons in the classrooms.
9. A critical study of some e-learning courses and enrolling and completing some free e- learning courses.
10. Critically evaluate Video /Tele conferencing programme.
11. Preparing a Audio-video Synchronization lesson by using transparencies/slides.
12. Write the features and uses of E-Shikshak (LMS).
13. Write the features and uses of Brihaspati (LMS).
14. Creating an account in Wikipedia/wiki-educator/wiki-spaces and adding/editing content.
15. Creating an Account in Teacher tube/slide share and sharing your video/PowerPoint. View and comment on others contributions.
16. Any other Related Activities.

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SYLLABUS FOR 2 YEAR M.ED. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER
SPECIALISATION PAPER (SECONDARY AND HIGHER
SECONDARY EDUCATION)
SOFT CORE-2B
MANAGEMENT OF SECONDARY AND HIGHER SECONDARY EDUCATION
INSTITUTIONS

COURSE DESCRIPTION: This course provides the major focal areas of management of Secondary and higher secondary educational institutions. It encompasses the nature & needs of administration and management. The need and knowledge of modern management techniques of Secondary and higher secondary.

COURSE OBJECTIVES: *Upon completion of the paper, the student will be able to:*

1. Understand the concepts of Administration and Management and their related factors
2. Understand the techniques of Administration and management of Secondary and Higher Secondary educational institutions.
3. Acquire the knowledge about the modern management techniques of Secondary and Higher Secondary educational institutions;
4. Understand the methods of supervision of the educational institutions to enable effective teaching learning and evaluation at secondary and higher secondary;
5. Gain insight about the functions of the management committee and other administrative bodies at secondary and higher secondary level.

LEARNING OUT COMES:

1. Understand the basic principles of management of Secondary and higher secondary educational institutions
2. Know the concepts of different technologies related to administration and management.
3. Understand the techniques of modern management of Secondary and Higher Secondary
4. Use specific strategies in management of Secondary and Higher Secondary

UNIT-1: INTRODUCTION TO EDUCATIONAL MANAGEMENT

1. Concept of administration and management.
2. Nature and Importance of management.
3. Basic principles of public administration; Objectives of management.
4. System approach to management: component systems or subsystems in educational management.
5. Purpose and activities in management; Levels in administration/management of Secondary and higher secondary education (Central, State, District, Institution).
6. Advisory, policy planning and executive bodies/authorities at different levels of secondary and higher secondary education.

UNIT-2: RESOURCE AND PERSONNEL MANAGEMENT

1. Concepts and classification of resources (real, abstract, other, human, physical Material, community, governmental financial etc.).
2. Resource identification, mobilization, utilization, replacement etc.,
3. Resource allotment and crunch at different levels of secondary and higher secondary Educational.
4. Resource planning and management for maximizing gains.
5. Personnel Management; concepts, classification.
6. Recruitment, orientation and on the job training for secondary and higher secondary

teachers.

7. Motivation and guidance; amenities service conditions, job satisfaction and morale.
8. Career planning and prospects; professional growth of secondary and higher secondary teachers.

UNIT-3: MODERN MANAGEMENT TECHNIQUES

1. Management by objectives (MBO)
2. Organizational compliance (OC)
3. Programme Evaluation and Review Technique (PERT). Bench Marking.
4. Total quality management (TQM)
5. Systems approach.
6. Supervision and Inspection, Assessment and Accreditation.

UNIT-4: EDUCATIONAL SUPERVISION AND LEADERSHIP AT SECONDARY AND HIGHER SECONDARY LEVEL

1. Administration Inspection and Academic Supervision of secondary and higher secondary education (concept, purpose, thrust, nature and function, scope)
2. Guidance in curriculum planning and implementation at secondary and higher secondary level.
3. Improvement of teaching –learning and evaluation promoting innovation and change.
4. Resource build-up distribution, utilization.
5. Supervisory systems and practice, tools and techniques.
6. Co-operative projects and concerned efforts.
7. Maintenance of records and follow up.
8. Leadership roles in strategies.

UNIT-5: INSTITUTIONAL MANAGEMENT

1. Functions of the head and other categories of staff.
2. Management committee; human relations and co-operative functioning, division of labor.
3. Participation, contribution, responsibility and commitment of management committee.
4. Democratic leadership and processes.
5. Atmosphere and discipline of Institutions.
6. Student participation and roles; parent-teacher association and school community relations; local support and reciprocal contributions.

PRACTICUM/FIELD WORK

1. Prepare a report on the existing structure and function of educational administration at national level.
2. Make a comparative study of management and administration of Kendriya Vidyalaya and state Government school.
3. Interview some school administrative staff and local authorities to find out the status of local administration in secondary and higher secondary school.
4. What special obstacles did they encounter, and how were they overcome?
5. Write a report on the best theory of leadership in the light of RTE act 2009,
6. Compile articles from newspapers, magazines, and the internet discussing Present policies and operational strategies of central & state Govt. for secondary Education prepare a report of entire activity.
7. Review research on educational management or management of secondary education which are used in other countries but not in India.

REFERENCES:

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2. Admas & Dickey, basic principles of Supervision.
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CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER
SPECIALISATION PAPER (SECONDARY AND HIGHER
SECONDARY EDUCATION)
SOFT CORE-2C
CURRICULUM DEVELOPMENT AT SECONDARY AND
HIGHER SECONDARY LEVEL

COURSE DESCRIPTION: This course focuses on the nature & principles of curriculum with its components & foundations. It reveals the determinants of the curriculum at the Secondary and higher secondary level about the knowledge of learner's growth & development. It lights on the role of ICT and, the teacher's pedagogical attributes. Moreover, it critically analyzes the thoughts about pedagogy with innovative educational programmes in India.

COURSE OBJECTIVES: *Upon completion of the course, the student will be able to:*

1. Define curriculum,
2. Identify the components of the curriculum,
3. Describe the various principles of curriculum,
4. Explain various determinants of curriculum,
5. Describe and analyze various approaches to curriculum,
6. Explain and compare various types of curriculum.

LEARNING OUT COMES:

1. Understand the basic principles of curriculum of Secondary and higher secondary educational institutions
2. Know the concepts of different components of Secondary and higher secondary education
3. Understand the various approaches of Secondary and higher secondary education
4. Use specific strategies in curriculum of Secondary and higher secondary education.

UNIT-1: NATURE AND PRINCIPLES OF CURRICULUM

1. Meaning and concept of curriculum.
2. Curriculum as a body of socially organized knowledge, inert and live curriculum.
3. Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System.
4. Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological).
5. Principles of curriculum construction:
6. a.Students Centered, b.Activity Centred, c. Community Centred, d. Forward looking principle e. Principles of integration

UNIT-2: DETERMINANTS OF CURRICULUM AT SECONDARY LEVEL

1. Objectives-Values enshrined in the constitution such as social justice, equality and
2. secularism;
3. Core elements as reflected in the NPE-1986 and POA;
4. Curriculum concerns as reflected in NCF 2005.
5. Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children, society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization.
6. Learner: growth and development.

UNIT-3: TEACHERS AND CURRICULUM TRANSACTION STRATEGIES AT SECONDARY LEVEL

1. Teachers and Pedagogical Attributes
2. Wastage, Stagnation, Culture, Capability Capacity, Reform Needs and Improvement of the System; building accountability
3. Analysis of Secondary Education Curriculum.
4. Role of I.C.T.
5. Research Trends in Secondary Education
6. Nature of subject matter/content.

UNIT-4: PEDAGOGY

1. Critical analysis of the pedagogy prescribed in the educational thoughts of Great Educationists viz., Socrates (dialogue), John Dewey, Rabindranath Tagore, Mahatma Gandhi, J. Krishnamurthy, Sri Aurobindo, with special reference to their relevance in teaching-learning.
2. Innovative Educational Programmes in India

PRACTICUM/FIELD WORK:

The students may undertake any one of the following activities:

1. Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same.
2. Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum.
3. Make a critical review on schemes and programmes to achieve UEE in your state.
4. Conduct a survey in a school to assess quality issues, and make an action plan to resolve it.
5. Visit DIET of your district to review on types and trends of research, actual practices in the institution and prepare a report on variation, between national or international trend (if any)
6. Conduct an orientation program on building accountability
7. Prepare a lesson on any arduous topic child centered pedagogy, present it in class, and analyse the effectiveness of used pedagogy
8. Find out the best learning engagement method of secondary level student, after experience with them.
9. Prepare a report after analysing the innovative educational programmes in India

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1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
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KUVEMPU UNIVERSITY
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CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER
DISSERTATION-2

1. Students will review the related literature conducted in India and Abroad. And classify them and arrange them according to area and chronological order.

2. Formulate the design of the study.

3. Identification of the variables and operationally defining them. Preparation /selection of the tool/s for the study.

4. Presentation of the work done.

KUVEMPU UNIVERSITY
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CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER

ELECTIVE PAPER-3

EDUCATION FOR ART OF LIVING

COURSE DESCRIPTION: This course aims at to develop a stress free life among students and inculcate the values of life non-religiously. Harmony in life plays a very important role in one's individual life. It includes the contents that can help to bring harmony in living.

COURSE OBJECTIVES: *Upon completion of the course the students will be able to,*
1. To make one stress free.
2. To bring awareness on social responsibilities.
3. Inculcating human values.
4. As this programme is non-religious one, helps to bring harmony in diversity.
5. Build a good relationship between the teachers and students.

LEARNING OUT COMES:
1. Understand the basic principles of stress free living
2. Know the concepts of different components of social responsibility
3. Understand the various approaches of bringing harmony in a non-religious way
4. Use specific strategies in developing better relationship between students and teachers.

UNIT – 1: INTRODUCTION TO ART OF LIVING:
1. Introduction
2. Art of listening.
3. Art of questioning.
4. Knowledge points- science of breath, four sources of energy and seven layers of existence.
5. Group discussion on assignments and explanation.
6. Importance of food, breathe, sleep and meditation.
7. Question and answers.

UNIT – 2: CONCEPTS OF BREATHING AND ITS USES:
1. Group discussion on assignment pertaining to your subject and talk on knowledge points.
2. Introduction, explanation and demonstration of Sudharshanakriya – purifying
3. Stress eliminating breathing technique.
4. Explanation – talk on knowledge points
5. Assignments

UNIT – 3: IMPORTANCE OF SATSANG AND OTHER FACTORS:
1. Story telling Grace and gratitude, Importance service and Satang.
2. Knowledge Points
3. Question and answers.
4. Revision of the knowledge points.
5. Film show on Art of Living service projects – Health, Hygiene, Home, Human Values and harmony in diversity.
6. Rural development programme.

PRACTICAL/ ACTIVITIES:

1. Practice 0f breathing techniques.
2. Demonstration of three stages breathing
3. 'Panchakosha Meditation'- a technique to relax the mind.
4. Practice of three stages breathing.
5. Learning and practice of forceful breathing (Bhastrika Pranayama)
6. Meditation by labeling the thoughts – a technique to relax the mind
7. Practice of Sudharshanakriya – which makes one stress free.
8. Repetition of Sudharshanakriya.
9. Eye gazing process – an ancient technique to acclimatize the new students to the new Environment.
10. Immortality process/Bowing down process.
11. Aura meditation.
12. Satsang.
13. Feedback and Experience sharing

FIELD WORK:

1. Conducting hygiene awareness programme in the campus.
2. Social responsibility to maintain peace and harmony in the campus.
3. Supporting kitchen staff in serving and cleaning.
4. Supporting the library staff in sorting out the books.
5. Educate the uneducated workers of the campus (adults and their children) and educating the same for human values.
6. Creating and performing skits to uplift the human values and develop cordial relationship between the teacher and student community.
7. Supporting in the maintenance of gardening of the campus.
8. Counseling and conducting awareness programme about the effects of tobacco chewing, smoking and consumption of alcohol habits.
9. Adaptation of a village around campus for the upliftment of the village folk.
10. Organising medical campus for the nearby villages.
11. Identification and recognition of traditional and ancient cultures of village folk.
12. Conducting awareness programme for the farmers on organic forming.
13. Soil fertility testing camp for the farmers of villages around the campus.
14. Conducting Nav Chetan Shibiras for the villages and school children.
15. Creating awareness programmes on rainwater harvesting and promoting techniques.

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CHOICE BASED CREDIT SCHEME (CBCS)
III SEMESTER

ELECTIVE PAPER

<u>**METHODOLOGY OF TEACHING**</u>

COURSE DESCRIPTION: This course aims to provide pre-service teachers with knowledge about Teaching as a Profession and effective teaching principles and methods. Students are learn the comprehensive view of the lesson plans, Micro-teaching and various models of teaching. The Over the course, students will study various teaching approaches and strategies, instructional objectives and assessment, classroom management, and instructional materials and technology.

COURSE OBJECTIVES: *Upon completion of the course the students will be able to,*
1. Acquire the knowledge of meaning, principles, structure and phases of teaching.
2. Understand the procedure writing a plan for a lesson/lecture.
3. Understand different devices and methods of teaching.
4. Understand different models of teaching
5. Analyse different behaviours of a teacher.

LEARNING OUT COMES:
1. Understand the basic principles of teaching
2. Know the concepts of different components of lesson planning
3. Understand the various approaches and devices of teaching
4. Use specific strategies in developing better relationship between students and teachers

UNIT – 1: MEANING AND DEFINITIONS OF TEACHING

1. Teaching: Meaning and definitions; Teaching as a process
2. General principles, psychological principles and maxims of teaching
3. Attributes of good teaching
4. Structure and phases of teaching
5. Competency based teaching
6. Lesson planning: Meaning and significance; Principles and stages

UNIT – 2: TEACHING DEVICES AND METHODS OF TEACHING

1. Teaching Devices: Hardware Devices & Software Devices; Online & Mobile Devices
2. Computer Based Learning
3. Methods of teaching.
    1. Lecture
    2. Demonstration
    3. Project
    4. Problem solving

UNIT – 3: MODELS AND SKILLS OF TEACHING

1. Models of teaching; Definitions, Meaning, Elements, Families
2. Skills of Teaching; Meaning and definition, Components of core teaching skills
3. Microteaching: Meaning, definition and features and phases.
4. Micro Teaching skills: Questioning, explaining, illustrating, using blackboard.
5. Motivation: Meaning, definition and place of motivation in learning; Methods of enhancing motivation in classroom learning.

PRACTICAL/ ACTIVITIES:

1. Carry out a survey of methods of teaching used in primary or secondary schools /Pre- University or degree colleges.
2. Visit to any two Pre-university or degree colleges to observe any four lecture classes of lecturers teaching a particular subject, (A subject in which the student has completed his post-graduation)
3. Visit a D.Ed. and B.Ed. college to observe the procedure of writing lesson plans
4. Visit the computer center to observe the methods of teaching theory and practical classes.
5. Participate in the academic programmes conducted by different education institutions.
6. Conduct a survey to find out what motivates students to learn.

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III SEMESTER

INTERSEMESTER BREAK (ISB-5)
YOGA EDUCATION

COURSE DESCRIPTION: This course aims to provide pre-service teachers with knowledge yoga education. Students learn the benefits of yoga in daily life, Learn various types of yoga, they get insights about classic yogic texts and their educational implications. It enables the learners to understand the concept of holistic health through yoga.

COURSE OBJECTIVES: *Upon completion of the course the students will be able to;*
1. The pupil – teachers to know the historical and philosophical background of Yoga.
2. To learn about the deferent types of Yoga and understand their educational implications.
3. To know about major classical Yogic texts.
4. To give them an insight into the practical aspect of Yoga in contemporary times.
5. To understand to concept of holistic health and contribution of Yoga in promoting holistic health.
6. To apply Yogic knowledge in educational and stress related situations.
7. To acquaint them with major Yogic practices.

LEARNING OUT COMES:
1. Acquire thorough understanding of the yogic process.
2. Understand different types of yoga.
3. Comprehend various teaching methods and techniques of maintaining physical and mental health
4. Describe the types of teaching methods of yoga. .
5. Recognize the role & significance of benefits of yoga

UNIT -1 INTRODUCTION TO YOGA

1. Yoga : Historical and philosophical background, Meaning, Definitions,
2. Types of Yoga: Raj Yoga (Ashtang Yoga), Hath Yoga, Jnana Yoga, Bhakti Yoga, Karam Yoga – their main features, nature and educational implications.
3. Major Yogic texts :
4. Patanjli's Yoga Sutra : Nature of Chitta – Vritties, Concept of Ishwar, Concept and Causes of Kleshas, Concept of Vidya and Moksha, Nature of a true Yogi.
5. Hatha Yoga Pradipika: Asanas, Shatkriyas and Pranayamas – Types and benefits.

UNIT-2 YOGA AND HEALTH EDUCATION

1. Modern Age Yoga: Traditional vs. Modern Practices of Yoga, Major Misconceptions, Renowned Yoga Centers (History, activities and contribution to Yoga) – India and Abroad.
2. Health and Yoga: Yogic Concept of Holistic Health, Yogic vs. Non-Yogic Diet (Elements and effects on health) ; Meditation – Meaning, Types and Effects; An Ideal Yogic module for Children, Adolescents , Youth, Adults and Old-aged people .
3. Human abilities and Yoga:
4. Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class–rooms (Primary, Secondary and Higher education levels).
5. Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life; Yogic Management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

PRACTICAL WORK/FIELD WORK:

1. Practice of Followings: Yogic Activities Contents Yogic Exercises Surya Namasakar and Pawan mukat series. Shatkriyas Jal Neti – Vaman Dhauti, Kapalbhati and Trataka. Asanas
2. Pranayama: Correct Breathing Exercise, Anuloma-vilom, Surya-bhedhan and Bhramhari.
3. Meditation: Yoga Nidra, Vipasana T.M.
4. Preparation of a file related to above mentioned Yogic activities (Preferably showing your own pictures in action), steps, benefits and contra-indications.
5. Any other relevant activity
    1. STANDING POSE
        a. Tadasana,
        b. Hastpadasana,
        c. Konasana,
        d. Natrajasana.

    2. SITTING POSE
        a. Vajrasana
        b. Vakrasana
        c. Paschimottanasana
        d. Gomukhasana

    3. LYING POSE (SPINE FACING GROUND)
        a. Sarvangasana
        b. Ardhmatsyasana
        c. Halasana
        d. Uttanpadasana.

    4. LYING POSE (STOMACH FACING GROUND)
        a. Bhujangasana,
        b. Shalabhasana
        c. Dhanurasana
        d. Makarasana

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CHOICE BASED CREDIT SCHEME (CBCS)

IV SEMESTER

HARD CORE -1

ISSUES AND TRENDS IN TEACHER EDUCATION

   COURSE DESCRIPTION: This course examines current and emerging issues and trends impacting Teacher education. It is include socially and culturally responsive teaching, emerging   E-technologies, flexible classrooms, cultivating creativity and professional standard of teacher education. Examine the role of various bodies for strengthening teacher education and trends in teacher education and agencies to develop and implement the concerned policies in India. Emphasis on developing, analyzing, and clarifying beliefs and practices as they relate to teacher education.

 COURSE OBJECTIVES: *Upon completion of the course, the student will be able to;*
 1 Reflect on the issues and Challenges related to teacher education in the country.
 2 Understand the recent trends in Teacher Education
 3 Understand the role of various bodies for strengthening teacher education.
 4 Acquaint the students the various statutory bodies regarding Teacher Education.
 5 Appreciate the need for research in Teacher Education.
 6 Understand roles and responsibilities of teachers and teacher educators,
 7 Develop an understanding in the students about various modalities used for teachers,
    Teacher educators and educational administrators for different levels of education.
 8 Acquaint the students with the various aspects of student teaching programmers
    Prevailing in the country.
 9 Enable the students to understand the trends in teacher education and agencies to
    develop and implement the concerned policies in India.
10 Develop awareness in the students about the important research findings in teacher's education.

LEARNING OUTCOMES:
 1 Analyze and discuss current issues, challenges and trends in education.
 2 Describe research and innovative practice relating to select issues and trends.
 3 Understand the Research for quality improvement in Teacher Education.
 4 Reflect on personal beliefs and professional practice in select issues and trends.
 5 Design and develop action plans to address issues and trends in an education
    Environment.
 6 Know the preparing teacher for Inclusive classroom and Methodological issues of
    research in teacher education.

UNIT-1: MAJOR ISSUES AND CHALLENGES OF TEACHER EDUCATION

   1. Maintaining Standards in Teacher Education – Admission Policies and Procedures, Recruitment
      of Teacher Educators
   2. Quality Management of Teacher Education
   3. Privatization, Globalization and Autonomy in Teacher Education
   4. Teacher Education and practicing schools
   5. Teacher Education and UGC, NCTE, University.
   6. Preparing teacher for special school
   7. Preparing teacher for Inclusive classroom.

UNIT-2: RECENT TRENDS IN TEACHER EDUCATION

1. Teaching and learning perspective [E-learning and teaching Developing an inclusive approach to a teacher training for people with disabilities].
2. Innovations in teacher education the role of NCERT, NCTE, IASE and CTE for strengthening teacher education.
3. E-Teacher Education
4. Value oriented Teacher Education
5. A comparative study of developments, -Teacher education, Computer education, Population education, Environment education with special reference to USA, UK and INDIA.

UNIT-3: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

1. Need of Research in Teacher Education
2. Innovative practices at primary and secondary level.
3. Action Research for quality improvement in Teacher Education
4. Trends of research in Teacher Education
5. Methodological issues of research in teacher education- direct verses indirect, Inference, Generalizability of findings, scope and limitations of classroom observations.

UNIT-4: PROFESSIONAL STANDARDS FOR TEACHER EDUCATION

1. Service Conditions of Teacher Educators
2. Role and Responsibilities of Teacher Educators
3. Cooperative Approach in Teacher Education
4. Collaborative Approach in Teacher Education
5. Constructivist and Reflective Approaches in Teacher Education
6. Social responsibility and engagement of Teacher Educators

PRACTICUM/FIELD WORK

i. Studying the admission criteria for teacher education courses of different Universities and preparing a report
ii. Reporting the issues related to quality in teacher education institutions
iii. Studying the best practices in the TE institutions and preparing a report
iv. Visiting the TE institutions and conducting an institutional study
v. Attending in-service teacher education programme and preparing a report
vi. Any other relevant activity

REFERENCE:

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2. NCTE, Discussion Document on Curriculum Framework (1998) Competency Based and Commitment Oriented Teacher Education for Quality School Education YOJANA, Sepatemeber-2005.
3. R.C. Srivastava and Dr. (Miss) K. Bose (1973) Theory and Practice of Teacher Education in India, Chug Publications, Allahabad, India
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6. The Teacher and Society, Chatopadayaa Committee Report (1983-95) MHRD. GOI.
7. V.K. Rao and R.S. Reddy (1992) Instructional Objectives and Teacher Education, Commonwealth Publishers, New Delhi.

GUIDANCE AND COUNSELLING

COURSE DESCRIPTION: This course focuses on concept of guidance with its bases, aims & objectives with guidance of differently abled students with providing support. It also aims to have different tools & techniques of guidance. It lights on concept of counselling with different approaches & services. It clears the role of counsellor in various fields & difference between guidance, counselling & psychotherapy.

COURSE OBJECTIVES: *Upon completion of the course, the student will be able to:*

1. Grasp the concept, need, scope & principles of guidance.
2. Acquaint with concept& needs of guidance for the children with special needs.
3. Acquaint the knowledge about various tools & techniques will be used in guidance
4. Expand the knowledge about different theories & services of guidance.
5. Acquaint with the concept & process of counselling.
6. Understand about the necessity of vocational guidance.
7. Acquire the skills of counselling for differently abled children.
8. Understand the difference between guidance, counselling& psychotherapy.

LEARNING OUTCOMES:

1. Acquaint the knowledge of guidance & counselling with different approaches
2. Understand the role of teachers as a counsellor.
3. Acquaint the knowledge to guide differently abled students.
4. Understand the different tools & techniques of guidance,
5. Adopt the procedures of counselling with its different types.
6. Adopt the role & responsibilities of counselling in different context.

UNIT – I CONCEPT OF GUIDANCE

1. Guidance: Concept, need, scope, assumptions, issues and problems. Difference between Guidance and Counselling.
2. Bases of Guidance - Philosophical, Psychological and Sociological; Types of Guidance - Educational, Vocational & Personal, Group and Individual guidance.
3. Aims and Objectives of Guidance; the recommendations of Kothari Commission.
4. Organizing Guidance services in School: Principles and Importance; Role of Heads, Teachers and Parents
   1. Guidance of the Differently - Abled Students - Gifted, Slow Learners, Learning Disabilities (Dyslexia, Dysgraphia, Dyscalculia)
   2. Identification, Mainstreaming and providing support services to Differently - Abled Students.

UNIT – II TOOLS, TECHNIQUES AND THEORIES OF GUIDANCE

1. Tools: Intelligence, Aptitude, Achievement, Personality and Interest-Nature, Administration, scoring and interpretation.
2. Techniques: Inventories, Observation, Interview, Cumulative Record, Case Study, Autobiography, Projective Techniques, Anecdotal Records-Meaning, Procedure, Merits & Demerits.
3. Theories of Vocational Guidance –Ginsberg's theory and Super's Vocational Choice Theory.

4. The Student Information Services, The guidance Services, Placement Service, Occupation Information Service, Individual Inventory Service.

UNIT – III COUNSELLING

1. Counselling: concept, steps, Individual and Group; Counselling as a learning function
2. Approaches of Counselling: Directive Counselling, Non Directive Counselling, and Electic Counselling and their utility, Role of the Career Master,
3. Vocational Counselling Services: Nature, Qualification of the vocational counsellor.
4. Place of Counselling in a vocational guidance programme, Teacher Counsellor, vocational counsellor, characteristics of a coordinator

UNIT – IV ROLE OF COUNSELLING IN VARIOUS FIELDS

1. Counselling for differently abled: Emotionally Disabled and Learning Disabled; Students with Autism Spectrum Disorder (ASD); Students with Attention Deficit Hyperactivity Disorder (ADHD);
2. Counselling for different cognitive abilities: Students with moderate to low cognitive ability; Gifted and Slow learners; parents of gifted children and slow learners; School refusal, scholastic backwardness
3. Counselling in different context: Counselling a mother prior to her child's joining school for the first time; Counselling a student before going to change his/her school; Counselling a student while selecting his/her subjects at the Higher Secondary level; Counselling a student before entering technical school or college; Counselling a student before seeking a job; Occupational counselling for selecting a job;
4. Difference between Guidance, Counselling & Psychotherapy.

PRACTICUM/FIELD WORK/ASSIGNMENT AND TESTS:
Assignment on any ONE of the following topic to be done:

1. Conduct a case study on any related topic.
2. Conduct an interview with students of any school/college to find out the burden/psychological effects of practical/other programme & mention how to counsel/guide them and write a report.
3. Study the problems and barriers faced by the schools in providing guidance Services and write a report.
4. Prepare a Rating scale to study the students' opinion on career opportunities.
5. Conduct a survey on out-of-school boys/girls belonging to SC and ST and Find out the reasons for their non-attendance in schools and analyze the reasons and report.
6. Examine & report any one of the school text books in your teaching subjects and mark the portions which have gender biases.
7. Conduct Job Analysis and prepare a report there on.
8. Visit a guidance Centre and write a report thereon.
9. Conduct a Case Study of a differently able student and prepare a report.
10. Administration of a standardized intelligence test/attitudinal scale/achievement Test.
11. Visit & report residential or non-residential centers' students counselling needs.
12. Conduct a study on the guidance and counselling programmes organized for Students at schools/colleges.

13. Impact of Guidance & Counselling services on students' achievement and overall Personality.

SUGGESTED READINGS:

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SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
IV SEMESTER
SPECIALISATION PAPER (ELEMENTARY EDUCATION)
SOFT CORE-1A
SKILLS AND STRATEGIES AT ELEMENTARY LEVEL

COURSE DESCRIPTION: This course focuses on skills and strategies at elementary education level including different learning technologies and their uses in elementary schools. It also aims to have different tools & techniques of designing programmed learning materials at elementary level. It acquaints with different instructional systems. It helps the learners to design themselves with different instructional strategies for elementary education.

COURSE OBJECTIVES: *Upon completion of the course, the students will be able to;*

1. Understand the difference between educational and instructional technology.
2. Understand different types learning technologies and their uses in Elementary schools.
3. Acquaint with E-learning skills
4. Develop the skill of designing programmed learning materials at Elementary level.
5. Understand the role of instructional technology in modifying teacher behavior.
6. Develop the skill of analysing the teacher behavior by the use of different observation schedules.
7. Acquaint with different instructional systems.
8. Design themselves with different instructional strategies for elementary Education.

LEARNING OUTCOMES:

1. Acquaint the knowledge of educational and instructional technology
2. Develop various skills of designing learning technologies at elementary schools.
3. Analyse the teacher behaviour by using different observation schedules.
4. Explain the role of different instructional systems in elementary schools,
5. Adopt the procedures of e-learning skills.
6. Adopt the role & responsibilities of counselling teacher in promoting the skills of educational technology.

UNIT – 1: INSTRUCTIONAL TECHNOLOGY

1. Instructional Technology – Concept, meaning, nature and scope
2. Modalities of Teaching – difference between teaching and instruction; Conditioning and training.
3. Stages of Teaching at elementary level: pre-active, interactive and post active.
4. Teaching at different levels – memory, understanding and reflective.
5. Educational Technology and Instructional Technology.

UNIT – 2: LEARNING TECHNOLOGY AND E-LEARNING SKILLS

1. Learning technology – concept, meaning, types and Scope with special reference to elementary education.
2. Individualized Instruction: Programmed Instruction –meaning, definitions, characteristics, steps, rules and principles.
3. Styles of programming: Linear, branching and Mathetics.
4. Programme Development and evaluation.
5. Programme development- selection of the topic, stating assumptions of the learner, writing objectives in behavioral terms; Frames, its characteristics, types.
6. Prompting-meaning, characteristics and classification, Editing review of the program.

7. Testing and program evaluation- Individual and group try out, error rate, program density, sequence progression, process of validation, percentage gain and pupil acceptance.
8. Sequencing and structuring: Ruleg and Egrule, operator matrix, construction procedure.
9. CAI: Principles and Development, role in Elementary class-room instruction and research.
10. Keller plan (PSI): Nature, Steps and Educational Uses.
11. E-learning skills:
12. MOOC: Concept, tools , advantages and limitations
13. Concept map (free mind, VUE)
14. Animation-2d animation(Pencil,Tupi)
15. E-book Tools(Sigil, caliber) for creating and editing books

UNIT – 3: TEACHING BEHAVIOR

1. Instructional Technology – Modifications of teaching behavior.
2. Micro – Teaching Techniques.
3. Flanders Interaction Analysis Categories system- description, procedure of observation, Ground rules, training in observation, establishing reliability of observation, Matrix tabulation and its interpretation. Calculation of indices- Subscription of categories, Uses of FIACS and Critique of FIACS.
4. Reciprocal Category System–Technique, procedure of observation and uses.
5. Equivalent Talk Category System–Technique, procedure of observation and uses.
6. OSCAR BALES – Technique, procedure of observation and uses.

UNIT – 4: INSTRUCTIONAL SYSTEM

1. Designing instructional system Types of instructional designs-Training psychology, cybernetic psychology and system approach. Objectives based, skill based, competency based, learner style based, model based, value oriented.
2. Concepts and Experiences: abstract and concrete concepts, Psychology of using audio- visual aids classification. Dale's cone of experience, step learning experiences model, relationship of experiences and educational objectives, modes of instruction (enactive, iconic and symbolic) and experiences(direct and mediated and vicarious),
3. Formulation of instructional objectives: Blooms taxonomy of educational objectives, writing performance objectives-Mager and Miller. Digitized Lesson Planning.
4. Content Analysis and Task – analysis
5. Designing instructional strategies for Elementary Education such as lecture, team teaching, discussions, Seminars, Tutorials, Brain-storming, Simulation and Gaming, Concept mapping-learning strategy: Meaning, steps, instructional planning, learning strategy, evaluation.

PRACTICAL / ACTIVITIES:

1. Preparation and tryout of programmed learning frames on a unit from elementary Syllabus.
2. Preparation of CAI for classroom learning.
3. Use one of the Concept map tool (free mind, VUE) and write a report.
4. Use one of the 2d animation software (Pencil, Tupi) and write a report.
5. Use one of the E-book Tool (Sigil, caliber) for creating and editing books and report.
6. Analyse teaching behavior using Flanders's interaction analysis.
7. Analyse teaching behavior using Reciprocal category system.
8. Analyse teaching behavior using Equivalent talk Category System
9. Digitized Lesson Planning.
10. Conduct a Brain storming session in a class on a Elementary school topic and Report the outcomes of the session.
11. Write a plan of action on concept mapping.

REFERENCES:

1. Ackeremann E. (1996) Tools for Teaching, The World Wide Web and a web browser.
2. Aggarwal, J. C. (2007) Educational technology and management. Vinod Pusthak Mandir. Agra.
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5. Dange, Jagannath. K. (2014) Learning and Experiences. Lambert publication, Germany.
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9. Indira Madhukar(2002) Internet Based Distance Learning, Author Press, New Delhi.
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13. M. Kommers (ED), Cognitive support for Learning. Imaging The Unknown. Amslerdam: IOS press.
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15. Novak, J.D. and Govin, D.B.(1984)Learning How to Learn. New York: Cambridge University press.
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20. Ruhala S.P. (1966), Essentials of Educational Technology, Indian Publishers and Distributors, New Delhi.
21. Sampath K.(1981) Introduction to Educational Technology, Sterling Publishers Pvr. Ltd. New Delhi.
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23. Sharma, A.R. (2000) Educational Technology. Vinod Pusthak Mandir. Agra.
24. Sharma, R.A. (2000) Technological Foundations of Education. R. Lall Book Depot. Meerut.
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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
IV SEMESTER
SPECIALISATION PAPER (ELEMENTARY EDUCATION)
SOFT CORE-1B
EVALUATION OF TEACHING AND LEARNING AT ELEMENTARY LEVEL

COURSE DESCRIPTION: This course focuses on evaluation of teaching learning at elementary education level including different techniques of evaluation and their uses in elementary schools. It also aims to have an awareness about evaluation, its model, designs and applications at elementary level. It acquaints with different evaluation techniques. It helps the learners to issues and concerns of evaluation at elementary education level.

COURSE OBJECTIVES: *Upon completion of the course, the students will be able to;*

1. Give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent evaluation concepts
2. Creative awareness among students regarding the relationship between instructional objectives and evaluation ; evaluation model and designs and their application for assessment of performance
3. Help students to gain a practical insight into the evaluation of instructional design, teacher, student, and to utilize the evaluative data for improvement
4. Develop in the student's capacity and skills to analyze instructional issues and concerns on the basis of sound evaluation principles.

LEARNING OUTCOMES:

1. The learners develop the knowledge of different concepts of evaluation
2. Develop various skills of evaluation at elementary schools.
3. Identify the suitability of evaluation techniques.
4. Explain the role of evaluation data in improving the performance of learners in elementary schools,
5. Adopt the procedures of sound principles of evaluation
6. Adopt the role & responsibilities of teacher in promoting the skills of evaluation techniques at elementary schools.

UNIT – 1: INTRODUCTION TO EVALUATION

1. Concept of Evaluation, Assessment and Measurement
2. General principles of Evaluation
3. Types of Evaluation Procedures
4. Classification of Evaluative Methods
5. Evaluation of the Teaching – Learning Process

UNIT – 2: INSTRUCTIONAL OBJECTIVES AND EVALUATION

1. Instructional Objectives as Learning Outcomes at elementary level
2. Mager's Specifications of Instructional Objectives
3. Taxonomy of Instructional Objectives
4. The Cognitive Domain – Bloom's Taxonomy
5. The Affective Domain – Krathwohl's Taxonomy
6. The Psychomotor Domain – Harrow's Taxonomy

UNIT – 3: TECHNOLOGY OF EDUCATIONAL EVALUATION

1. Evaluation Model Building – Theory and Technology
2. Models of Evaluation
3. Goal Attainment Model
4. Judgmental Model – Intrinsic Criteria
5. Judgmental Model – Extrinsic Criteria
6. Decision – Facilitation Model

UNIT – 4: LEARNER EVALUATION

1. Diagnosis and Remediation of Learning Difficulties
2. Nature and Characteristics of good diagnosis
3. Diagnostic Test – meaning, purpose planning, administration and interpretation
4. Remedial Instruction – meaning, principles, and organization
5. Techniques in Evaluating Learning and Development (Anecdotal records, rating
6. scales, checklists, peer appraisal, self-report observation, focused group
   Discussion)
7. Student Assessment in : The Inductive Model ; The Concept – Attainment Model ;
8. The Integrative Model ; The Direct – Instruction Model ; The Lecture –   Discussion Model; The Inquiry Model

PRACTICUM/FIELD WORK

1. Collect a cumulative record of a student and analyses it
2. Construct diagnostic test in reading/writing / arithmetic
3. Construct and Standardize an achievement for elementary level
4. Construct and standardize an attitude scale
5. Any other relevant activity

REFERENCES

1. Dave, R. H. (1969) Specimen of Unit Tests in Science and Mathematics. New Delhi: National Institute of Education.
2. Harrow, A. J. (1972) A Taxonomy of the Psychomotor Domain. New York : McKay
3. Krathwohl, D. R. Bloom, B. S. And Mussia, B. (1964) Taxonomy of Education Objectives. Hand Book – II, New York : McKay.
4. Mager, Rober, F. (1962) Preparing Instructional Objectives.   California   :   Fearon Publishers, 60 xii
5. Mehrens, W. A. And Lehman, I. J. (1978) Measurement and Evaluation in Education and Psychology. New York : Holt Rinehart and Winston, 7.

KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
<u>**IV SEMESTER**</u>
SPECIALISATION PAPER (SECONDARY AND HIGHER SECONDARY EDUCATION)
SOFT CORE-2A
<u>*SKILLS AND STRATEGIES AT SECONDARY AND HIGHER SECONDARY EDUCATION*</u>

COURSE DESCRIPTION: This course focuses on skills and strategies at Secondary and higher secondary level including different learning technologies and their uses in Secondary and higher secondary schools. It also aims to have different tools & techniques of designing programmed learning materials at Secondary and higher secondary level. It acquaints with different instructional systems. It helps the learners to design themselves with different instructional strategies for Secondary and higher secondary education.

COURSE OBJECTIVES: *Upon completion of the course, the students will be able to;*
1. Understand the difference between educational and instructional technology.
2. Understand different types learning technologies and their uses in Secondary schools.
3. Acquaint with E-learning skills
4. Develop the skill of designing programmed learning materials at Secondary level.
5. Understand the role of instructional technology in modifying teacher behavior.
6. Develop the skill of analysing the teacher behavior by the use of different observation schedules.
7. Acquaint with different instructional systems.
8. Design themselves with different instructional strategies for secondary Education.

LEARNING OUTCOMES:
1. Acquaint the learners with knowledge of educational and instructional technology
2. develop various skills of designing learning technologies at Secondary and higher Secondary schools.
3. Analyse the teacher behaviour by using different observation schedules.
4. explain the role of different instructional systems in Secondary and higher Secondary schools,
5. Adopt the procedures of e-learning skills.
6. Adopt the role & responsibilities of teacher in promoting the skills of Educational technology.

UNIT – 1: INSTRUCTIONAL TECHNOLOGY
1. Instructional Technology – Concept, meaning, nature and scope
2. Modalities of Teaching – difference between teaching and instruction; Conditioning and Training.
3. Stages of Teaching at secondary level: pre-active, interactive and post active.
4. Teaching at different levels – memory, understanding and reflective.
5. Educational Technology and Instructional Technology.

UNIT – 2: LEARNING TECHNOLOGY AND E-LEARNING SKILLS
1. Learning technology – concept, meaning, types and Scope with special reference to secondary education.
2. Individualized Instruction: Programmed Instruction –meaning, definitions, characteristics, steps, rules and principles.
   1. Styles of programming: Linear, branching and Mathetics.

2. Programme Development and evaluation.
3. Programme development- selection of the topic, stating assumptions of the learner, writing objectives in behavioural terms; Frames, its characteristics, types.
4. Prompting-meaning, characteristics and classification, Editing review of the program.
5. Testing and program evaluation- Individual and group try out, error rate, program density, sequence progression, process of validation, percentage gain and pupil acceptance.
6. Sequencing and structuring: Ruleg and Egrule, operator matrix, construction procedure.

3.CAI: Principles and Development, role in Secondary class-room instruction and research.
4.Keller plan (PSI): Nature, Steps and Educational Uses.
5.E-learning skills:
   1. MOOC: Concept, tools , advantages and limitations
   2. Concept map (free mind, VUE)
   3. Animation-2d animation(Pencil,Tupi)
   4. E-book Tools(Sigil, caliber) for creating and editing books

UNIT – 3: TEACHING BEHAVIOR

1. Instructional Technology – Modifications of teaching behavior.
2. Micro – Teaching Techniques.
3. Flanders Interaction Analysis Categories system- description, procedure of observation, Ground rules, training in observation, establishing reliability of observation, Matrix tabulation and its interpretation. Calculation of indices- Subscription of categories, Uses of FIACS and Critique of FIACS.
4. Reciprocal Category System–Technique, procedure of observation and uses.
5. Equivalent Talk Category System–Technique, procedure of observation and uses.
6. OSCAR BALES – Technique, procedure of observation and uses.

UNIT – 4: INSTRUCTIONAL SYSTEM

1. Designing instructional system Types of instructional designs-Training psychology, cybernetic psychology and system approach. Objectives based, skill based, competency based, learner style based, model based, value oriented.
2. Concepts and Experiences: abstract and concrete concepts, Psychology of using audio- visual aids classification. Dale's cone of experience, step learning experiences model, relationship of experiences and educational objectives, modes of instruction (enactive, iconic and symbolic) and experiences(direct and mediated and vicarious),
3. Formulation of instructional objectives: Blooms taxonomy of educational objectives, writing performance objectives-Meager and Miller. Digitized Lesson Planning.
4. Content Analysis and Task – analysis
5. Designing instructional strategies for Secondary Education such as lecture, team teaching, discussions, Seminars, Tutorials, Brain-storming, Simulation and Gaming, Concept mapping-learning strategy: Meaning, steps, instructional planning, learning strategy, evaluation.

PRACTICAL / ACTIVITIES:

1. Preparation and tryout of programmed learning frames on a unit from secondary syllabus.
2. Preparation of CAI for classroom learning.
3. Use one of the Concept map tool (free mind, VUE) and write a report.
4. Use one of the 2d animation software (Pencil, Tupi) and write a report.
5. Use one of the E-book Tool (Sigil, caliber) for creating and editing books and report.
6. Analyse teaching behavior using Flanders's interaction analysis.
7. Analyse teaching behavior using Reciprocal category system.
8. Analyse teaching behavior using Equivalent talk Category System
9. Digitized Lesson Planning.
10. Conduct a Brain storming session in a class on a Secondary school topic and report the Outcomes of the session.

11. Write a plan of action on concept mapping.

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16. PathV.T(2002) Virtual Education: Dimensions of Educational Resources, Authors press, New Delhi.
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21 Sampath K.(1981) Introduction to Educational Technology, Sterling Publishers Pvt. Ltd. New Delhi.
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23. Sharma, A.R. (2000) Educational Technology. Vinod Pusthak Mandir. Agra.
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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
IV SEMESTER
SPECIALISATION PAPER (SECONDARY AND
HIGHER SECONDARY EDUCATION)
SOFT CORE-2B

EVALUATION OF TEACHING AND LEARNING AT SECONDARY AND HIGHER SECONDARY
LEVEL

COURSE DESCRIPTION: This course focuses on evaluation of teaching learning at secondary and higher secondary education level including different techniques of evaluation and their uses in secondary and higher secondary schools. It also aims to have an awareness about evaluation, its model, designs and applications at secondary and higher secondary. It acquaints with different evaluation techniques. It helps the learners to issues and concerns of evaluation at secondary and higher secondary education level.

COURSE OBJECTIVES: *Upon completion of the course, the students will be able to;*

1 Give knowledge of theoretical foundations, recent developments and practical educational bearings concerning prominent evaluation concepts
2 Creative awareness among students regarding the relationship between instructional objectives and evaluation ; evaluation model and designs and their application for assessment of performance
3 Help students to gain a practical insight into the evaluation of instructional design, teacher, student, and to utilize the evaluative data for improvement
4 Develop in the student's capacity and skills to analyze instructional issues and concerns on the basis of sound evaluation principles.

LEARNING OUTCOMES:

1. The learners develop the knowledge of different concepts of evaluation develop various skills of evaluation at Secondary and higher secondary schools.
2. Identify the suitability of evaluation techniques.
3. explain the role of evaluation data in improving the performance of learners in Secondary and higher secondary schools,
4. Adopt the procedures of sound principles of evaluation
5. Adopt the role & responsibilities of teacher in promoting the skills of evaluation techniques at Secondary and higher secondary schools.

UNIT – 1: INTRODUCTION TO EVALUATION
  1. Concept of Evaluation, Assessment and Measurement
  2. General principles of Evaluation
  3. Types of Evaluation Procedures
  4. Classification of Evaluative Methods
  5. Evaluation of the Teaching – Learning Process

UNIT – 2: INSTRUCTIONAL OBJECTIVES AND EVALUATION
  1. Instructional Objectives as Learning Outcomes at secondary level
  2. Mager's Specifications of Instructional Objectives
  3. Taxonomy of Instructional Objectives
  4. The Cognitive Domain – Bloom's Taxonomy
  5. The Affective Domain – Krathwohl's Taxonomy
  6. The Psychomotor Domain – Harrow's Taxonomy

UNIT – 3: TECHNOLOGY OF EDUCATIONAL EVALUATION

1. Evaluation Model Building – Theory and Technology
2. Models of Evaluation
3. Goal Attainment Model
4. Judgmental Model – Intrinsic Criteria
5. Judgmental Model – Extrinsic Criteria
6. Decision – Facilitation Model

UNIT – 4: LEARNER EVALUATION

1. Diagnosis and Remediation of Learning Difficulties.
2. Nature and Characteristics of good diagnosis
3. Diagnostic Test – meaning, purpose planning, administration and interpretation
4. Remedial Instruction – meaning, principles, and organization
5. Techniques in Evaluating Learning and Development (Anecdotal records, rating scales, checklists, peer appraisal, self-report observation, focused group discussion)
6. Student Assessment in : The Inductive Model ; The Concept – Attainment Model ; The Integrative Model ; The Direct – Instruction Model ; The Lecture – Discussion Model ; The Inquiry Model

PRACTICUM/FIELD WORK

1. Collect a cumulative record of a student and analyses it
2. Construct diagnostic test in reading/writing / arithmetic
3. Construct and Standardize an achievement for secondary level
4. Construct and standardize an attitude scale
5. Any other relevant activity

REFERENCES

1. Dave, R. H. (1969) Specimen of Unit Tests in Science and Mathematics. New Delhi: National Institute of Education.
2. Harrow, A. J. (1972) A Taxonomy of the Psychomotor Domain. New York : McKay
3. Krathwohl, D. R. Bloom, B. S. And Mussia, B. (1964) Taxonomy of Education Objectives. Hand Book – II, New York : McKay.
4. Mager, Rober, F. (1962) Preparing Instructional Objectives.California : Fearon Publishers, 60 xii
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KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
<u>**IV SEMESTER**</u>

DISSERTATION-3

Preparing a Report based on the study taken up in the earlier semester

1. Collecting and Quantifying of data

2. Tabulation of data

3. Analysis and Interpretation of Data

4. Result, Conclusion and findings

5. Summary of the Research Study

6. Educational Implications

7. Bibliography

8. Write a research report

KUVEMPU UNIVERSITY
SYLLABUS FOR 2 YEAR M.Ed. COURSE
CHOICE BASED CREDIT SCHEME (CBCS)
SEMESTER - 3
INTERNSHIP-1
(ELEMENTARY OR SECONDARY / SENIOR SECONDARY LEVEL)

Course Description: This is aimed at providing fields experiences for the learners. Especially in the field of teaching -learning, educational administration and school management. It also develops the skills needed for teacher educators to prepare qualitative teachers in elementary, secondary and higher secondary teachers. It also caters the learner's needs for becoming educational administrators at all levels of education.

Prepare a report after analysis of private/innovative/alternative schools which develop their own curricular or co-curricular activities/material or any innovation.
A journal should be maintained by the student in which he/she records one's experiences, observations and reflections during internship,
Working with community based on any project of social welfare. (submission of activity report)
Preparing a suggested comprehensive plan of action for some aspects of school improvement
The student-teacher shall also maintain a portfolio, including detailing of teaching – learning plans, resource used ,assessment tools ,student observation and records
Exhibition of work done by the students during the internship programme. (Seeking reactions of students, headmasters/ principals/ co-operating teachers and supervisors)
Interaction with head teacher, management, teachers and non-teaching staff for preparation of a report on school environment
Analysis of text book from peace perspective
Preparation, administration analysis of diagnostic test (s) followed by remedial teaching
Make lesson plans at least 10-different methods in which 5 must involve students, Student could develop their own method (fusion based) with the help on teacher educator and deliver in school
Delivery of Four lessons in a school teaching subject (After each Lesson of practice teaching student teacher need to discuss with subject teacher on their pedagogy and new practices. It must be seconded by the subject teacher)
Learning achievement surveys (baseline, midterm and end term) "would be made to track children's performance over the period.
"Collect information about the background of children, their learning difficulties, and challenges related to their performance along with the total number of children to be covered.
Type of materials to be developed for students. Analyze quality and prepare a suggestive report.
Identify role and functions of key personnel like teachers, CRCs, BRCs, DIETs, community and others who will implement the programme and strategies for their capacity building.
Laying down of minimum levels of learning and their incorporation in curricula, textbooks and teaching process.
Monitoring learner achievement via-a-via diagnostic test and action for improving attainment levels in any school subject.
Analyze any one course curriculum /text book in the light of reflecting sensitivity to gender, caste and class parity, peace, health and needs of children with disabilities/ Link school knowledge in different subjects and children's everyday experiences

Prepare a report on teacher/ community participation in material preparation and in developing a school vision with plan of action for enhancement of the participation,
Conduct a programme in school within association of local artisans/workmen in school activities.
On the basis of QMTs (developed by Govt of India with the help of NCERT) examine the quality aspect of a school, prepare a report with suggestion
Development of strong resource pools by inviting resource persons from nearby teacher education institutions, NGOs, Colleges/ University and resourceful individuals form Resource Groups in different subject areas of school,
Regular school visits at least 2 weeks for addressing emerging pedagogic issues and issues related to school development
On the basis of recommendations of Department council (RAC) at national level to discuss research issues and to suggest new studies to be undertaken in education and allied areas,