

# **KUVEMPU UNIVERSITY**

## **SYLLABUS FOR MASTER OF ARTS IN EDUCATION**

### **MASTER OF ARTS IN EDUCATION PROGRAMME**

#### **UNDER CHOICE BASED CREDIT SCHEME**

Master of Arts in education (M.A in Education) is a two-year master's degree programme in the discipline of education. This programme comes under the faculty of Education. This programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding in the discipline of Education. The programme adds to the critical comprehension of theory and collective reflections, exploratory readings, and inquiry through research, both theoretical and empirical. In addition, it is designed to bring a coherent perspective of socio-historical, political-economic, philosophical, and psychological, educational administration and other pertinent aspects related to education to make sense of education: its policies, systems, institutions, practices and processes. The obvious disciplines that might directly contribute to such a perspective seem to be: philosophy of education, psychology of education, sociology of education, history of education and political economy of education and also the issues related to education at all the levels. The questions regarding notion of human being, ideas of desirable society, human knowledge and values (moral and aesthetic), capabilities and skills, and ways of their development; all have to be considered in an integrated manner in forming an adequate perspective on education.

The M.A. in education programme provides a strong theoretical basis for understanding the practice of education at different levels. It also helps the aspirants of job of educational administrators, policy makers, edupreneurs, entrepreneurs, teachers, teacher educators to gain an in-depth knowledge and understanding of education and the related matters.

(i). Eligibility and Intake : Candidates who have completed their three year Bachelor's degree in Arts/Science/Commerce/Social work/Business Administration/Business Management, B.Ed,(1 or 2 years) B.A.Ed, B.Sc.Ed, B.A.B.Ed(integrated), B.Com.B.Ed(integrated), B.Sc.B.Ed(integrated).

(ii). The maximum intake for the programme is 50. out of which 50% of the seats shall be reserved for the candidates who have completed their B.Ed,(1 or 2 years) B.A.Ed, B.Sc.Ed, B.A.B.Ed(integrated), B.Com.B.Ed(integrated), B.Sc.B.Ed(integrated) course and candidates who have studied Education as an option subject for their three year degree programme. In case of non-availability of such candidates, those seats will be allotted to the other candidates as per merit and reservation.

(iii). The Board of Studies and The Board of Examination shall be the same one that is constituted for M.Ed., Course.

(iv).The other regulations shall be as per the CBCS regulations 2010 of Kuvempu University.

The two year programme spread over in four semesters will be of 81 credits, with 16 Hard core courses(including 01 project work) and 06 soft core courses The elective courses will be offered at second and third semesters.The students have the choice of selecting one soft core course for second, third and fourth semesters.

**COURSE OUTLINE OF MASTER OF ARTS IN EDUCATION DEGREE PROGRAMME**  
**(M.A. IN EDUCATION)**

Course	Paper	Credits	Title Of The Paper	No. Of Teaching Hours Per Week	IA Marks	EA Marks	Total Marks
<b>I SEMESTER</b>							
Hard core	Paper 1	05	<b>Education in Emerging India</b>	05	25	75	100
Hard core	Paper 2	05	<b>Philosophical foundations of Education</b>	05	25	75	100
Hard core	Paper 3	05	<b>Psychological foundations of Education</b>	05	25	75	100
Hard core	Paper 4	05	<b>Educational Technology</b>	05	25	75	100
<b>TOTAL FOR I SEMESTER</b>	<b>04 HARD CORE PAPERS</b>	<b>20</b>			<b>100</b>	<b>300</b>	<b>400</b>
<b>II SEMESTER</b>							
Hard core	Paper 5	05	<b>Sociological Perspectives of Education</b>	05	25	75	100
Hard core	Paper 6	05	<b>Methodology of Educational Research</b>	05	25	75	100
Hard core	Paper 7	05	<b>Psychology of Learning and Development</b>	05	25	75	100
Soft core	Paper 8.1	04	<b>School Education</b>	04	25	75	100
Soft core	Paper 8.2	04	<b>Information and communication Technology in Education</b>	04	25	75	100
<b>Note: Any one paper is to be opted in soft core</b>							
Elective	Paper 9	02	<b>To be opted by the options provided by the other Departments of the University</b>	02	10	40	50
<b>TOTAL FOR II</b>	<b>03 HARD CORE + 01</b>	<b>21</b>			<b>110</b>	<b>340</b>	<b>450</b>

<b>SEMESTER</b>	<b>SOFT CORE + 01 ELECTIVE PAPERS</b>						
<b>III SEMESTER</b>							
Hard core	Paper 10	05	<b>Educational Administration and Management</b>	05	25	75	100
Hard core	Paper 11	05	<b>Educational Policy and Planning</b>	05	25	75	100
Hard core	Paper 12	05	<b>Statistics in Educational Research</b>	05	25	75	100
Soft core	Paper 13.1	04	<b>Teacher Education</b>	04	25	75	100
Soft core	Paper 13.2	04	<b>Instructional Technology</b>	04	25	75	100
<b>Note: Any one paper is to be opted in soft core</b>							
Elective	Paper 14	02	<b>To be opted by the options provided by the other Departments of the University</b>	02	10	40	50
<b>TOTAL FOR III SEMESTER</b>	<b>03 HARD CORE + 01 SOFT CORE + 01 ELECTIVE PAPER</b>	<b>21</b>			<b>110</b>	<b>340</b>	<b>450</b>
<b>IV SEMESTER</b>							
Hard core	Paper 15	05	<b>Inclusive Education</b>	05	25	75	100
Hard core	Paper 16	05	<b>Issues and trends in education</b>	05	25	75	100
Soft core	Paper 17.1	04	<b>Higher Education</b>	04	25	75	100
Soft Core	Paper 17.2	04	<b>Resources in Education</b>	04	25	75	100
<b>Note: Any one paper is to be opted in soft core</b>							
Project Work	Paper 18	<b>05</b>	<b>PROJECT WORK</b>	05	25	75	100
<b>TOTAL FOR III SEMESTER</b>	<b>02 HARD CORE + 02 SOFT CORE + 01 PROJECT WORK</b>	<b>19</b>			<b>100</b>	<b>300</b>	<b>400</b>
<b>GRAND TOTAL</b>		<b>81</b>			<b>420</b>	<b>1280</b>	<b>1700</b>

**LIST OF ELECTIVES OFFERED BY THE DEPARTMENT:**

1. Pedagogy of Science Education
2. Pedagogy of Social Science Education
3. Foundations of Distance Education
4. Education of the Disadvantaged groups

#### SCHEME OF EXAMINATION

<b>I SEMESTER</b>						
<b>Course No</b>	<b>Course Code</b>	<b>Title of the Course</b>	<b>Credits</b>	<b>I.A. Marks</b>	<b>Theory Exam</b>	<b>Total Marks</b>
<b>I Semester</b>						
1	(Hard Core) HC:1	Education in Emerging India	05	25	75	100
2	(Hard Core) HC:2	Philosophical Foundations of Education	05	25	75	100
3	(Hard Core) HC:3	Psychological Foundations of Education	05	25	75	100
4	(Hard Core) HC:4	Educational Technology	05	25	75	100
<b>Total for I Semester</b>			<b>20</b>	<b>100</b>	<b>300</b>	<b>400</b>
<b>II SEMESTER</b>						
8	(Hard Core) HC:5	Sociological Perspectives of Education	05	25	75	100
9	(Hard Core) HC:6	Methodology of Educational Research	05	25	75	100
10	(Hard Core) HC:7	Psychology of Learning and Development	05	25	75	100
11	(Soft Core) SC:1	i. School Education ii. Information and Communication Technology in Education (Any one paper shall be opted )	04	25	75	100
14	Electives	To be Chosen by the papers offered by other Departments	02	10	40	50
<b>Total for II Semester</b>			<b>21</b>	<b>110</b>	<b>340</b>	<b>450</b>
<b>III SEMESTER</b>						
15	(Hard Core) HC:08	Educational Administration and Management	05	25	75	100
16	(Hard Core) HC:09	Educational Policy and Planning	05	25	75	100
17	(Hard Core) HC:10	Statistics in Educational Research	05	25	75	100
18	(Soft Core) SC:02	i. Teacher Education ii. Instructional Technology (Any one paper shall be opted )	04	25	75	100
19	Electives	Chosen from options provided by other Departments	2	10	40	50
<b>Total for III Semester</b>			<b>21</b>	<b>110</b>	<b>340</b>	<b>450</b>
<b>IV SEMESTER</b>						
20	(Hard Core) HC:11	Inclusive Education	05	25	75	100
21	(Hard Core) HC:12	Issues and trends in education	05	25	75	100
22	(Soft Core) SC:03	i. Higher Education ii. Resources in Education (Any one paper shall be opted )	04	25	75	100
23	Project Work	Project Work	05	25	75	100
<b>Total for 4th Semester</b>			<b>19</b>	<b>100</b>	<b>300</b>	<b>400</b>

<b>Total for all the Semesters</b>	<b>81</b>	<b>420</b>	<b>1280</b>	<b>1700</b>
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**List of Elective Course offered by the Department.**

1. Pedagogy of Science Education
2. Pedagogy of Social Science Education
3. Foundations of Distance Education
4. Education of the Disadvantaged groups

**Semester End Written Examination Question pattern:**

*Hard core and Soft Core courses.*

**Duration: 3 hours**

**Maximum marks: 75**

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

**Electives**

**Duration: 1.5 hours,**

**Maximum marks: 40**

<b>Section</b>	<b>Type of Questions</b>	<b>Marks</b>	<b>Total</b>
<b>A</b>	Three long answer type questions with internal choice (Out of five)	<b>3x 10</b>	<b>30</b>
<b>B</b>	Question No. 6 is compulsory. With two short answer type questions (out of four)	<b>2x 5</b>	<b>10</b>
<b>Total</b>			<b>40</b>

**KUVEMPU UNIVERSITY**  
**SYLLABUS OF 2 YEAR (FOUR SEMESTER)**  
**CHOICE BASED CREDIT SCHEME**  
**MASTER OF ARTS IN EDUCATION PROGRAMME**  
**I SEMESTER**  
**HARD CORE-1**

**COURSE: 01-EDUCATION IN EMERGING INDIA**

**Marks: 75+25=100**

**64 Hours**

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

- Understand the nature of Indian Society as it has evolved from the past, as it is today and as it is likely to develop in the future.
- Understand the Educational heritage of India.
- Understand the Human rights, duties of citizens and their co-existence.
- Understand the legal foundations of Education; like Constitutional provisions in India and the various Education Acts.
- Understand Education in India after 1947
- Understand the emerging trends in Indian Education.

**UNIT-1: INTRODUCTION TO EDUCATION**

- 1.1 Concept of Education:
  - 1.1.1 Narrow and broader meaning
  - 1.1.2 Aims: Individual and Social
  - 1.1.3 Functions of Education-as a process and product
  - 1.1.4 As growth and development
  - 1.1.5 As self realization and initiation
- 1.2 National Education movements in India:
  - 1.2.1 Movement for compulsory education
  - 1.2.2 Development of a National system of Education
- 1.3 Agencies of Education: Informal, formal and non-formal

**UNIT-2: EDUCATIONAL HERITAGE OF INDIA**

- 4.1 Education in different periods pertaining to aims, curriculum, methods of Teaching, student-teacher relationship with reference to:
  - 2.1.1 Vedic period
  - 2.1.2 Buddhist Period
  - 2.1.3 Medieval Period (Islamic)
- 4.2 Education during British Period- an overview of the recommendations of:
  - 2.2.1 Woods Despatch
  - 2.2.2 Hunter Commission
  - 2.2.3 Hartog Committee
  - 2.2.4 Sargent Report
- 4.3 Impact of British rule on Indian Education

**UNIT-3: EDUCATION IN INDIA AFTER 1947**

- 3.1 Status of Education at the time of Independence
- 3.2 Milestones in the evolution of Indian Education after Independence
  - 3.2.1 University education commission-1948
  - 3.2.2 Secondary Education commission-1952
  - 3.2.3 Kothari Education Commission-1964

- 3.2.4 National Policy on Education-1986
- 3.2.5 Developments after National policy of education-1986, POA 1992, National Curriculum Framework-2005(with special reference to composition of commissions, terms of Reference, aims of education. Curriculum, teacher and methods of teaching.
- 3.2.6 National Policy on Education 2016 (Draft)

#### **UNIT-4: HUMAN RIGHTS, DUTIES AND CO-EXISTENCE**

- 4.1 Concept of Rights, duties and co-existence.
- 4.2 Concept of Human Rights, Universal declaration of Human Rights
- 4.3 Convention on the Rights of the Child
- 4.4 United Nation High commission for Human Rights
- 4.5 National Human Rights Commission
- 4.6 National Foundation for Communal Harmony
- 4.7 National Integration Council

#### **PRACTICUM:**

- 1. Studying different voluntary organizations involved in informal education
- 2. A brief study of different National movements related to education
- 3. A brief analysis of any one of the Education committee reports
- 4. Identifying the key areas of NCF 2005
- 5. The Department is free to assign any other task relevant to the Subject

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- 2. **Yadav and Yadav.,(1986)** *Education in the Emerging Indian society*. Tandon Publications
- 3. **Taneja, V.R., (1965)** *Educational Thought and Practice*. Prentice Sterling Publishers New Delhi
- 4. **Dash, B.N.,(1978)** *Theories of Education and Education in the Emerging Indian Society Vol-I and II* . Dominant Publishers and Distributors, New Delhi
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- 6. **Hiriyanna.,(1952)** *The Quest after Perfection*. Kavyalaya, Mysore
- 7. **HumayunKabir, .,(1961)***Indian Philosophy of Education*. Asia Publishing House, Bombay
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**HARD CORE-2**

**COURSE:02-PHILOSOPHICAL FOUNDATIONS OF EDUCATION**

*Marks: 75+25=100*

*64 Hours*

**Objectives: upon completion of the course, the student will be able**

- Understand the need and significance of philosophical framework to education;
- Know the fields of philosophy and their relevance to education
- Understand the perspectives of Indian and Western Schools of philosophy concerning education
- Appreciate the contribution of Indian philosophy and western philosophy to education
- Develop philosophical insight for resolution of educational issues.
- Critical appraisal of contributions made to education by prominent educational thinkers

**UNIT-1: INTRODUCTION TO PHILOSOPHICAL FOUNDATION OF EDUCATION**

- 1.1 Meaning and Importance of Philosophy
- 1.2 Concept, meaning and importance of educational philosophy
- 1.3 Need for philosophical framework for education
- 1.4 Philosophy of Life and education: Concept and implications of Individualism, Socialism, Democracy, totalitarianism

**UNIT-2: MAJOR SCHOOLS OF PHILOSOPHY**

- 2.1 Study of the below mentioned philosophical schools with special reference to their basic principles, Aims of Education, Curriculum, Methods of teaching, Teacher and Evaluation and their contribution to present day education
- 2.2 Western Schools of Philosophy: Idealism, Naturalism, Realism, Pragmatism, and Existentialism.
- 2.3 Indian Schools of Philosophy : Vedic , Buddhism, Jainism, Islamic, Veerashavism, Shad Darshanas and Yoga

**UNIT-3 : PHILOSOPHICAL SYSTEMS IN EDUCATION**

- 3.1 Epistemology and Education – epistemological analysis of sources, theories and validity of knowledge, epistemological bases of curriculum and their methodological implications of education
- 3.2 Axiology- concept, need and importance of Axiological foundations of education.
- 3.3 Meta-physics- concept, need and importance of Metaphysical foundations of education
- 3.4 Value education and its approaches

**UNIT-4 Indian and Western Philosophers**

- 4.1 Educational Thoughts of Indian Philosophers – Swami Vivekananda, Mahathma Gandhi, Rabindranath Tagore, Sri Aurobindo, Jiddu Krishnamurthy and Dr. B. R. Ambedkar.
- 4.2 Educational Thoughts of Western Philosophers – Maria Montessori, Froebel, John Dewey, Rousseau,

**PRACTICUM**

- Debates and Discussion on the nature of human nature.
- Various sources of knowledge, discuss on how to acquire knowledge

- Reading, Understanding, Reflections on Stories, Prominent Personalities & Religious Texts and Seminar Presentations.
- Review of Schools of Philosophy & Presentation: Understanding about the relationship between Ideologies and Aims of Education.
- Field Visits and Report writing: Educational Institutions based on practicing various philosophies like Ramakrishna Math, Rishi Valley School, Sri Aurobindo schools, Missionary schools etc. And Voluntary Organizations, UNICEF, MV Foundation.
- Exhibitions and Documents about philosophers, institutes, display of photographs, preparing albums etc.
- Collection from the news-papers, Magazine, Websites about good educational practices. 11. Collection of scholarly articles published and quotations related to education.

#### REFERENCES:

1. Bhatia and Bhatia, The philosophical and Sociological Foundation of Education, Dooba House, delhi, 1989
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4. BroudyS.H,(1962) Building a Philosophy of Education. Prentice Hall, New York
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8. Pandey R.S., An Introduction to major philosophies of Education, Vinod pustakMandir, Agra, 1982
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**I SEMESTER**  
**HARD CORE-3**

**COURSE:03-PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

*Marks: 75+25=100*

*64 Hours*

**Objectives: upon completion of the course, the student will be able to:**

- Acquire the understanding of meaning and importance of Education and Psychology and their interrelationship
- Gain knowledge of different schools of psychology and acquire insight into various methods of Psychology
- Acquire knowledge regarding the concept, nature and types of human abilities(cognitive, affective, and Psychomotor) and take measures to enhance human abilities and individual differences;

**Unit-1: PSYCHOLOGY AND EDUCATION**

- 1.1 Meaning and concept of Psychology. Interrelationship of Education and Psychology
- 1.2 Schools/Approaches of Psychology-
  - 1.2.1 Behaviourism,
  - 1.2.2 Gestalt,
  - 1.2.3 Humanism,
  - 1.2.4 Cognitivism,
  - 1.2.5 Psychoanalysis
- 1.3 Branches of Psychology (brief outline)

**Unit-2: METHODS OF PSYCHOLOGY**

- 2.1 Meaning Procedure and Educational implications of the following methods:
  - 2.1.1 Introspection,
  - 2.1.2 Observation,
  - 2.1.3 Case Study,
  - 2.1.4 Experimental Method.

**Unit-3: GROUP DYNAMICS**

- 3.1 Meaning, Characteristics of Class room,
- 3.2 Socio emotional climate,
- 3.3 Sociometry,
- 3.4 Leadership: characteristics, teacher as a leader.
- 3.5 Role of Psychology in teaching-learning process-
  - 3.5.1 defining objectives,
  - 3.5.2 organizing curriculum,
  - 3.5.3 promoting effective learning, healthy development,
  - 3.5.4 Maintaining classroom climate.

**UNIT-4: MOTIVATION**

- 4.1 Concept of Motivation
- 4.2 Types and components of Motivation

#### 4.3 Theories of Motivation with their educational implications

- 4.3.1 Instinct theory
- 4.3.2 Drive Reduction Theory
- 4.3.3 Arousal Theory
- 4.3.4 Psychoanalytic theory
- 4.3.5 Humanistic Theory
- 4.3.6 Maslow's need reduction Theory

#### PRACTICUM (ANY ONE TASK)

1. Conducting at least 02 Experiments on Educational Psychology in the areas of attention, Motivation,
2. Conducting Case Study and preparing a report
3. Preparing an observation report by conducting observation
4. Conducting sociometric study of any one group

#### References:

1. **Bruner, R.F.,(1978)** *Psychology Applied to Teaching*. Houghton Mifflin, Boston
2. **Dececco, J. P.,(1977)** *The Psychology of Learning and Instruction*. Prentice Hall, New Delhi
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13. **Barry and Johnson.,(1964)** *Classroom Group Behaviour*. Mc Millan, New York
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**HARD CORE-4**

**COURSE: 04-EDUCATIONAL TECHNOLOGY**

*Marks: 75+25=100*

*64 Hours*

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

- To understand the meaning, scope and concept of Educational Technology.
- To compare the software approach with the hardware approach to educational technology.
- To develop necessary skills in the use of media utilization and applications in the teaching-learning process.
- To develop awareness towards Education and System Analysis.
- To develop Skills regarding Cybernetics namely use of Internet and related services.

**UNIT 1: CONCEPT OF EDUCATIONAL TECHNOLOGY**

- 1.1 Educational Technology – Meaning, definitions, concepts; Technology of Education and Technology in Education, historical development of Educational Technology, scope and objectives of educational technology.
- 1.2 Hardware and Software Technology- Meaning, Educational usefulness.
- 1.3 Approach to Educational Technology: Physical, behavioral and system approach to Education.
- 1.4 Relevance and utility of Educational Technology to Distance Education.

**UNIT 2: FUNDAMENTALS OF COMPUTER**

- 2.1 Meaning, characteristics and fundamentals of computer.
- 2.2 Generation of computer.
- 2.3 Classification of Computer: Based on size and capacity (Micro, Mini, Mainframe and super computers). Based on working principle (Digital, Analog and Hybrid Computer).
- 2.4 Computer care- Virus, security and maintenance.

**UNIT 3: EDUCATION AND SYSTEM ANALYSIS**

- 3.1 Concept of System, Components and Types of System.
- 3.2 Systems Approach: Concept, Meaning, Definitions, Components of Systems Approach,
- 3.3 Need and Scope of Systems Approach to Education.
- 3.4 Role of the Teacher in the system approach.

**UNIT 4: TRENDS IN EDUCATION TECHNOLOGY**

- 4.1 Smart board: Nature, Functions, Utility and challenges.
- 4.2 Co-operative learning: Meaning, need, theoretical basis, social goals, advantages.
- 4.3 Social Media in the Classroom
- 4.4 Evaluation and Research in Educational technology.

**PRACTICUM / FIELD WORK:**

1. Survey and analyze the role of education technology in Distance Education.

2. Survey on the availability of Educational Technology equipment and their utility in B.Ed./ D.Ed. colleges, high schools.
3. Identifying appropriate media and material for effective use in the transaction of a lesson.
4. Critical analysis of an instructional system based on components of systems approach
5. Preparation of a trend report on researches in Educational technology.
6. Interventions of educational technology in the current practices of teacher training programmes in India.
7. Prepare a write up on features of Smart board.
8. A report on usage of Social Media in teaching learning.
9. Write a report on Research in Educational technology.
10. Any other related activities.

## REFERENCES

1. Adam, D.M. (1985): Computers and Teacher Training: A Practical guide, The Haworth Pren, Inc., New York.
2. Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalay Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.
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**MASTER OF ARTS IN EDUCATION PROGRAMME**  
**II SEMESTER**  
**HARD CORE-5**

**COURSE 05: SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

*Marks: 75+25=100*

*64 Hours*

**Objectives:**

- To understand the meaning of sociology and Education and realize its pertinence to education.
- To become aware of the different social factors that influence education.
- To become aware of the processes of social change and their impact on education.
- To critically examine the issues and concerns of education in the socio-economic context of India.
- Understand the sociological perspectives in education.
- Understand the essential Sociological background of Education
- Know the social processes and phenomena, which have bearing on education.
- Understand the importance of Globalization, privatization and liberalization on education

**UNIT-1 SOCIOLOGICAL FOUNDATION OF EDUCATION**

- 1.1 Meaning and Concept, development and scope of Educational Sociology, Methods of Sociological Enquiry, Relationship between Education and Sociology.
- 1.2 Society and Education- Society: its origin and factors and their influences on education (population, Location, religion, class, culture, technology, Economy).
- 1.3 Socialization: the role of the family and school.

**UNIT-2 SOCIAL SETTING AND EDUCATION**

- 2.1 Social stratification and Education
- 2.2 Social mobility and Education
- 2.3 Education and Culture: Acculturation and Enculturation.

**UNIT-3 SOCIAL CHANGE AND EDUCATION**

- 3.1 Meaning and Nature of Social Change, Concept of Urbanization, Modernization and Westernization with reference to Indian Society and their educational implications.
- 3.2 Internationalization of Education: Positive and Negative Impact
- 3.3 Liberalisation, Privatisation, Globalisation (LPG) and Education
- 3.4 Public-Private Partnership

**UNIT-4 ISSUES AND CONCERNS IN EDUCATION**

- 4.1 Equalization of Opportunities in the Education sector :Outreach, Access, Affordability, Quality
- 4.2 Constitutional provisions for ensuring Equity and Equality (Special Emphasis on Right to Education)
- 4.3 Democracy, Socialism and Secularism: Concept and Practice in Schools
- 4.4 National and Emotional Integration in the Indian Context: Concept and Need for Nurturing Diversity and Fostering Inclusion.
- 4.5 Employment market and 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 checklist/ questionnaire to measure the impact of acculturation / enculturation.
6. A survey of SES (Socio-economic Status) of any small village.

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**HARD CORE-06**

**COURSE 06-METHODOLOGY OF EDUCATIONAL RESEARCH**

*Marks: 75+25=100*

*64 Hours*

**Objectives: upon completion of the course, the student will be able to:**

- Develop the concept that Educational Research is a science
- Acquaint with the methods used for locating the problem areas of Research.
- Familiarise with the different methods of Research, tools and techniques of
- Sampling and conducting research.
- Prepare the research report and bring out the applicability of the research

**UNIT-1: INTRODUCTION TO EDUCATIONAL RESEARCH**

- 1.1 Educational Research-Meaning, scope, need and importance , characteristics.
- 1.2 Types of Research- Basic, Applied, Action Research and their inter-relatedness
- 1.3 Steps in Educational Research
- 1.4 Scientific Method and Educational Research
- 1.5 Areas of Educational Research- Content of education, Instruction, Learning and evaluation

**UNIT-2: RESEARCH PROBLEM**

- 2.1 Research Problem-Sources, criteria for selection, statement of the problem in different forms:
- 2.2 Review of related literature-purpose, need, sources and types
- 2.3 Variables-meaning, characteristics, types, and interrelationship among different variables
- 2.4 Hypothesis- meaning, importance, characteristics, types, formulation and testing of hypothesis
- 2.5 Sampling:
  - 2.5.1 Population and sample
  - 2.5.2 Probability sampling
  - 2.5.3 Simple random sampling
  - 2.5.4 Systematic sampling
  - 2.5.5 Cluster sampling
  - 2.5.6 Multistage sampling
  - 2.5.7 Sample size and sample errors
- 2.6 Research Blue-Print: its components

**UNIT-3: METHODS OF RESEARCH**

- 3.1 Methods of Research-its types
- 3.2 Historical Method-significance, sources, collection of data, analysis and interpretation of data
- 3.3 Descriptive-survey, correlation and causal comparative studies, case study, development studies-nature, use, steps and interpretations
- 3.4 Experimental Research- significance and nature
  - 3.4.1 Experimental designs-single group, parallel group and rotation group
  - 3.4.2 Role of control group
- 3.5 Ethnographic studies

**UNIT-4: TOOLS AND TECHNIQUES OF RESEARCH**

- 4.1 Questionnaire, interview schedule, check list, rating scale- construction, validity, reliability

- 4.2 Tests- ability tests, aptitude tests, achievement tests-construction, validity and reliability
- 4.3 Attitude Scale- Thurstone and Likert Method-construction, reliability and validity
- 4.4 Criteria for selection of a good tool
- 4.5 Computer Applications in Research
- 4.6 Research Reporting
  - 4.6.1 Research Report-format, concept and chapterisation and style of reporting
  - 4.6.2 Characteristics of a good research report
  - 4.6.3 Use of abbreviations in footnotes and bibliography.

#### **PRACTICUM/FIELD WORK**

1. Studying the Research methods through the research articles published in reputed journals
2. Reviewing the related literature selecting any one research problem,
3. Studying the different tools used by researchers in their Theses/Dissertations
4. Studying the different computer packages used for educational Research
5. Preparing a sample Research blueprint
6. Any other relevant activity

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**II SEMESTER**  
**HARD CORE COURSE 7**

**COURSE: 07-PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

**Marks: 75+25=100**

**64 Hours**

**Objectives:** Upon completion of the COURSE, the student will be able to;

- Gain knowledge about the theoretical foundations and practical educational Bearings concerning learning and information processing.
- Understand the theories underlying learning process and acquaint with different models and strategies of learning & in turn apply them for better learning.
- Gain insight into the concept of intelligence and its theories and apply them in psychological research.
- Acquire Knowledge about the theoretical foundations of Human Development.
- Understand the various theories of Development.
- Understand the dynamics of development.

**UNIT -1 LEARNING**

1.1 learning- Meaning, nature and process: Relationship with maturation and development

1.2 Theories of Learning

- 1.2.1 Thorndike's Trial and Error Learning
- 1.2.2 Pavlov's classical conditioning
- 1.2.3 Skinner's Operant conditioning
- 1.2.4 Piaget's Development theory of Learning
- 1.2.5 Bruner's Discovery Learning
- 1.2.6 Gagne's Cumulative Learning Model
- 1.2.7 Ausubel's Meaningful Verbal learning
- 1.2.8 Bandura's Modeling and observational learning
- 1.2.9 Blooms Mastery learning

**UNIT-2 INTELLIGENCE**

- 2.1 Concept, Definitions of Intelligence-Theories of Intelligence.
- 2.2 Guilford's structure of intellect model.
- 2.3 Gardner's theory of multiple intelligence.
- 2.4 Sternberg's triarchic theory of intelligence.
- 2.5 Carroll's three-stratum theory of intelligence.
- 2.6 Vygotsky's socio-cultural perspective of intelligence.
- 2.7 Emotional Intelligence: Concept, development of Emotional Intelligence.
- 2.8 Testing Emotional intelligence.

**UNIT-3 GROWTH AND DEVELOPMENT**

1.1 Growth, Development, Maturation-Meaning and interrelationship;

- 3.1.1 Principles and factors influencing development;
- 3.1.2 Dimensions of Development and their implications to Education
- 3.2 Cognitive development: Piaget and Bruner- features and stages of Cognitive development.
- 3.3 Psycho-social development: Erickson's stages of psychosocial development.

- 3.4 Moral development: Theories of Piaget, Kohlberg, and their Educational Implications.
- 3.5 Emotional Development, Concept of Emotion, stages,
  - 3.5.1 Bridges theory,
  - 3.5.2 Role of Education in developing emotional maturity
- 3.6 Adolescent Psychology:
  - 3.6.1 Significance and Characteristics:
  - 3.6.2 Social, moral and emotional problems:
  - 3.6.3 Challenges and responsibilities of education in solving these problems.

#### **UNIT-4 PERSONALITY AND ADJUSTMENT**

- 4.1 Personality: concept
  - 4.1.1 Approaches in analyzing personality: type, trait
  - 4.1.2 Eyesenck's biological typology
- 4.2 Structure of Personality-views of the following psychologists about personality
  - 4.2.1 Sigmund Freud
  - 4.2.2 Carl Jung
  - 4.2.3 Rogers
  - 4.2.4 Allport
  - 4.2.5 Kelly
- 4.3 Measurement of Personality-Projective and Non-projective techniques
- 4.4 Personality Adjustment-conflicts, frustration, stress.
  - 4.4.1 Characteristics of a well adjusted personality
  - 4.4.2 Defense mechanisms:
  - 4.4.3 Causes of maladjustment among children
  - 4.4.4 Role of teacher in helping the children to overcome maladjustment
- 4.5 Guidance and Counseling: concept and Types.
  - 4.5.1 Difference between counseling and guidance
  - 4.5.2 Psychotherapy and behaviour therapy.

**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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**SOFT CORE COURSE-1**

**COURSE: 8.1-SCHOOL EDUCATION (PRE-PRIMARY TO +2 STAGE )**

*Marks: 75+25=100*

*64 Hours*

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

- Acquire the knowledge of the development of school Education in India.
- Understand different types of institutions to provided variety of activities in school.
- Understand the structure and standard of school Education.
- Understand special projects and experiment of different levels of school Education.
- Understand the procedure of formed to train teachers of different levels.
- Understand the methods of improving teaching learning process.

**UNIT-1: UNDERSTANDING SCHOOL EDUCATION**

- 1.1 Development of school Education in India and its implications
- 1.2 Universalisation of primary Education: Focus, objectives, structure and Problems.
- 1.3 Experiments in School, Education.
  - 1.3.1 Public Schools, Multipurpose schools, Junior technical schools.
  - 1.3.2 National Open School, JawaharNavodayaVidyalayas,Kendriya Vidyalayas, Sri Morarji Desai Residential Schools.
  - 1.3.3 A brief study of the following-CBSE, CICSE, IGCSE

**UNIT-2: STRUCTURE AND STANDARDS**

- 2.1 The changing patterns.
- 2.2 Agencies of administration: Village, Taluka, District, Division and State level.
- 2.3 Qualitative and Quantitative Improvement: Meaning and relative importance.
- 2.4 Special projects : Single teacher school, non graded schools, rural and Residential schools, Anganawadis.

**UNIT- 3: CURRICULUM**

- 3.1 Analysis of present curriculum prescribed for pre-primary, primary, secondary And pre-university Education of State Government
- 3.2 National Curriculum Framework-2005: Objectives and brief analysis of the contents.
- 3.3 Nature of curriculum
  - 3.2.1 Experience centered, activity centered and Child centered
  - 3.2.2 Their principles and features
- 3.4 Competency based Education
  - 3.3.1 Background, Meaning, need and principles
  - 3.3.2 Components of minimum levels of learning

**UNIT - 4: TRAINING OF TEACHERS**

- 4.1 Pre-service training: need and importance
- 4.2 In-service training
  - 4.2.1 Need, nature and usefulness

- 4.2.2 Programmes organized by D.I.E.T., D.S.E.R.T., N.C.E.R.T., N.C.T.E And Pre University Education Board
- 4.2.3 Satellite based In service training programmes.
- 4.3 Special projects
  - 4.3.1 D.P.E.P., SOPT Chaitanya programme, Multi grade teaching and Sarva ShikshaAbiyan- their background, concepts and Programme.

### **PRACTICALS/ ACTIVITIES:**

1. carryout a review of two central Government or State Government projects related to school Education.
2. Study the local Montessori/Anganawadi in the region and analyse their effectiveness.
3. Study the innovative practices taken up in pre-primary, primary, secondary or junior colleges in the locality and suggestions for improvement.
4. Study the curriculum of any level of school Education and its relevance to the current issues and social needs.
5. And other relevant and practical or project work could be taken up.

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**II SEMESTER**  
**SOFT CORE-02**

**COURSE 8.2-INFORMATION AND COMMUNICATION TECHNOLOGY**

*Marks: 75+25=100*

*64 Hours*

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

- Understand the concept, need, forms and applications of ICT.
- Gain insight into the knowledge of computer literacy and apply in Teaching-Learning process.
- Understand the Concept & Approaches of E- Learning.
- Understand the Concept & Approaches of Ubiquitous Learning.
- Understand the web based resources in Education and Instruction.

**UNIT 1: INTRODUCTION TO ICT**

- 1.1. Information and Communication Technology: Meaning, Definitions, Nature and Revolution.
- 1.2. Need and forms of ICT in classroom, use of ICT for teachers.
- 1.3. Information and Communication Technologies in Teaching Learning: Teaching-learning contexts and the need for ICT devices and applications.
- 1.4. Applications of Information and Communication Technologies in Education: Classroom and ICT; Professional development and ICT; School management and ICT, Teacher's Role in the ICT Environment.

**UNIT 2: INFORMATION TECHNOLOGY**

- 2.1. Computer Programming Language –meaning, types and purposes.
- 2.2. 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.
- 2.3. Computer Applications in Education: Computer based testing, on line testing, Computer based Simulation.
- 2.4. Information Management: meaning and applications.

**UNIT 3: COMMUNICATION TECHNOLOGY**

- 3.1. Meaning and forms of communication, communication cycle, communication modal.
- 3.2. Class room communication: factors affecting class room communication.
- 3.3. Group Instruction: Characteristics and patterns, small group and large group Instruction.
- 3.4. Communication and information technology revolution.

**UNIT 4: INNOVATIONS IN INFORMATION AND COMMUNICATION TECHNOLOGY.**

- 4.1. Open Source Software: Concept, OSS In Education and Evaluation of OSS.
- 4.2. Pod Casting: Meaning, Characteristics & Advantages.
- 4.3. Collaborative Classroom: Characteristics & Advantages.

- 4.4. Virtual Classroom- Concept, Aims, Characteristics, Meaning, Definitions, Features and Advantages.

### **PRACTICAL / ACTIVITIES**

1. Developing Computer Programmes for data Processing
2. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations.
3. A study of status of Technology integration in teacher education institutions.
4. Collection of open source software in education.
5. School management and ICT
6. Creation of web page
7. Creation of email I.D.
8. A study on advantages of Pod Casting in Education.
9. Prepare a write up on Features of Virtual Classroom.
10. Any other Related Activities.

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**III SEMESTER**  
**HARD CORE-08**

**COURSE: 10-EDUCATIONAL ADMINISTRATION AND MANAGEMENT**

*Marks: 75+25=100*

*64 Hours*

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

- Understand the concept of Administration and Management and related factors of management;
- Understand the Administration and management of resources and personnel;
- Gain knowledge about the modern management techniques;
- Understand how to supervise the institution and improve teaching learning and evaluation; and
- Gain insight about the functions of head, staff and the management committee.

**UNIT-1: INTRODUCTION TO EDUCATIONAL MANAGEMENT**

- 1.1 Concept of administration and management.
- 1.2 Nature and Importance of management.
- 1.3 Basic principles of public administration; Objectives of management.
- 1.4 System approach to management: component systems or subsystems in educational management.
- 1.5 Purpose and activities in management; Levels in administration/management (Central, State, District, Institution).
- 1.6 Advisory, policy planning and executive bodies/authorities at different levels.

**UNIT-2: RESOURCE AND PERSONNEL MANAGEMENT**

- 2.1 Concepts and classification of resources (real, abstract, other, human, physical material, community, governmental financial etc.,).
- 2.2 Resource identification, mobilization, utilization, replacement etc.,
- 2.3 Resource allotment and crunch at different level.
- 2.4 Resource planning and management for maximizing gains.
- 2.5 Personnel Management; concepts, classification.
- 2.6 Recruitment, orientation and on the job training.
- 2.7 Motivation and guidance; amenities service conditions, job satisfaction and morale.
- 2.8 Career planning and prospects; professional growth.

**UNIT-3: EDUCATIONAL SUPERVISION AND LEADERSHIP**

- 3.1. Administration Inspection and Academic Supervision (concept, purpose, thrust, nature and function, scope)
- 3.2 Guidance in curriculum planning and implementation.
- 3.3 Improvement of teaching –learning and evaluation promoting innovation and change.
- 3.4 Resource build-up distribution, utilization.
- 3.5 Supervisory systems and practice, tools and techniques.
- 3.6 Co-operative projects and concerned efforts.
- 3.7 Maintenance of records and follow up.
- 3.8 Leadership roles in strategies.

#### **Unit-4: INSTITUTIONAL MANAGEMENT**

- 4.1 Functions of the head and other categories of staff.
- 4.2 Management committee; human relations and co-operative functioning, division of labour.
- 4.3 Participation, contribution, responsibility and commitment of management committee.
- 4.4 Democratic leadership and processes.
- 4.5 Atmosphere and discipline of Institutions.
- 4.6 Student participation and roles; parent-teacher association and school community relations; local support and reciprocal contributions.

#### **PRACTICUM/FIELD WORK**

1. Studying the admission criteria for teacher education courses of different Universities and preparing a report
2. Reporting the issues related to resources available in any one College
3. Studying the best practices in the Educational institutions and preparing a report
4. Visiting the Educational institutions and conducting a study of maintenance of administrative records.
5. Conducting interview of the Head of the institutions regarding the administrative aspects of the institution.
6. Any other relevant activity

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**III SEMESTER**  
**HARD CORE-09**

**COURSE: 11-EDUCATIONAL POLICY AND PLANNING**

*Marks: 75+25=100*

*64 Hours*

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

- Understand the basic concepts of educational policy and planning.
- Acquire the knowledge of structural framework of educational planning machinery in India;
- Understand the logic and mechanics of institutional planning and development in the education system;
- Appreciate and apply the approaches and models of educational planning
- Understand the basic concepts related to budgeting, accounting and auditing.

**UNIT-1: INTRODUCTION TO EDUCATIONAL POLICY AND PLANNING**

- 1.1 Concept of philosophy, vision, mission, aims, objectives, policy and planning.
- 1.2 Need and importance of policy and planning.
- 1.3 Principles of Educational Planning.
- 1.4 Historical development of Educational Planning in India.
- 1.5 Constitution provisions for educational planning.

**UNIT-2: STRUCTURAL FRAMEWORK OF EDUCATIONAL PLANNING IN INDIA**

- 2.1 Educational planning at the Central Government.
- 2.2 National Planning commission.
- 2.3 National Development Council.
- 2.4 Organization and process of educational planning in India.
- 2.5 Educational Planning at the State Government.
- 2.6 District Planning Committee (D.P.C.).

**UNIT-3: INSTITUTIONAL PLANNING AND DEVELOPMENT.**

- 3.1 Concept of Institution and Institutional Planning.
- 3.2 Perspective planning; long term and short term goals, time frame, targets and priorities (Dimension and components).
- 3.3 Scope of Institutional planning.
- 3.4 Steps of Institutional planning.
- 3.5 Institutional Implementation and monitoring evaluation (Objectives, Principles, Dimensions, components, Criteria, Procedure.
- 3.6 Merits and Limitations of Institutional Planning.

**UNIT-4: APPROACHES AND MODELS FOR EDUCATIONAL PLANNING**

- 4.1 Man power Planning Approach.
- 4.2 Human capital Formation Approach.
- 4.3 Cultural requirements Approach.
- 4.4 systems Approach.
- 4.5 Cost Benefit Analysis Approach.

#### 4.6 social demand Approach.

#### **PRACTICUM/FIELD WORK**

1. Studying the different [educational policies and writing a review on any one component
2. Reporting the issues related to implementations of constitutional provisions
3. Studying the best administrative practices in the educational institutions and preparing a report
4. Visiting the educational institutions and conducting an institutional study
5. Preparing an institutional plan for starting of a new educational institution
6. Any other relevant activity

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**III SEMESTER**  
**HARD CORE-10**

**COURSE: 12-STATISTICS IN EDUCATIONAL RESEARCH**

*Marks: 75+25=100*

*64 Hours*

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

- Develop computational skills
- Understand the various statistical method used in the analysis of Data.
- Develops an ability to evaluate critically the result of analysis of data.
- Understand statistical interpretations in educational research and to examine the scope of application of research.
- Gain insight into different statistical techniques.
- Use appropriate statistical calculations based on the objectives/hypotheses of the study and the nature of data.
- Demonstrate competence in the use of statistical packages for analysis of data.

**UNIT 1: STATISTICAL DATA**

- 1.1 Data types: Nominal, Ordinal, Interval and Ratio
- 1.2 Quantitative and Qualitative Data: Meaning, Nature and kinds of data –Classification and Tabulation of data
- 1.3 Graphical representation of data- Bar Char, Histogram, Frequency Polygon, Frequency Curve, Ogive.

**UNIT 2: DESCRIPTIVE STATISTICS**

- 2.1 Measures of Central Tendency- Mean, Median, Mode-Characteristics, Computations and Uses.
- 2.2 Measures of Variability- Range, Quartile Deviation, Average Deviation, Standard Deviation and Co-efficient of Variation- Characteristics, Computations and Uses.
- 2.3 Measures of Relative Positions- Quartiles, Deciles, Percentiles and Percentile Ranks.
- 2.4 Correlation- Concepts, types and uses; Computation of Spearman rank difference correlation, Pearson Product Moment Correlation.

**UNIT 3: NORMAL PROBABILITY CURVE**

- 3.1 Elementary Concepts of Probability, Normal Probability Distribution
- 3.2 Normal Probability Curve- its properties and applications in Educational Research
- 3.3 Skewness and Kurtosis- Meaning, Types, Properties and Computation
- 3.4 Standard scores: Z scores, T-scores and stanine scores- Nature, Calculation and their uses.

**UNIT 4: INFERENTIAL STATISTICS**

- 4.1 Concept of parameter, Statistic, sampling distribution, sampling error and standard error.
- 4.2 Tests of Significance between two Statistical Measures- Significance of difference between two means (Correlated, Independent, heterogeneous, homogeneous, large and small samples), Levels of significance, confidence limits and intervals, degrees of freedom, one tailed and two tailed tests. Errors in hypothesis testing- Type-I and Type-II Errors.
- 4.3 Elementary Ideas of F-Ratio(ANOVA)
- 4.4 Non-Parametric Statistics: Concept, uses of Chi square, Goodness of Fit, Chi square Test of Independence, Contingency Co-efficient.

### **PRACTICAL/ACTIVITIES:**

1. Designing/Choosing the appropriate Graphical representations for data in hand.
2. Choosing the appropriate statistical methods for the data in hand.
3. Choosing the appropriate statistical procedure for testing the hypotheses.
4. Choosing the appropriate statistical packages for the study proposed.
5. Any other Related Activities.

### **REFERENCES:**

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**SOFT CORE-3**

**COURSE:13.1-TEACHER EDUCATION**

**Marks: 75+25=100**

**64 Hours**

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

- Understand the meaning and Scope of Teacher Education.
- Appreciate the need for teacher education and identify the objectives of teacher education programmes.
- Acquire the Knowledge of historical review of teacher education in India.
- Reflect on the issues and Concerns related to teacher education in the country.

**UNIT – 1: CONCEPT OF TEACHER EDUCATION**

- 1.1 Teacher Education: Concept, functions and scope.
- 1.2 Objectives of Teacher Education: Pre primary, primary, Secondary, senior secondary and college level.

- 1.3 A brief review of historical perspective of development of teacher Education.
  - 1.3.1 Ancient, Medieval, Buddhist, Muslim and British Period.
  - 1.3.2 After independence.

## **UNIT – 2: STRUCTURE NORMS AND STANDARDS FOR TEACHER EDUCATION INSTITUTIONS.**

- 2.1 Four year integrated (B.A. B.Ed., B.Sc. B.Ed.,)
- 2.2 Two year undergraduate (B.Ed)
- 2.3 Two year post graduate (M.Ed.)
- 2.4 Three years integrated programme leading to B.Ed.-M.Ed (Integrated) degree

## **UNIT – 3: AGENCIES OF TEACHER EDUCATION: ROLE AND FUNCTIONS**

- 3.1 State Level : State Institute of Education, State council for Education, Centres of continuing Education for teachers State Boards of Teacher Education, University Department of Education.
- 3.2 National level: University Grants Commission (U.G.C.), National Council of Educational Research and Training (NCERT) National Council for Teacher Education (NCTE), Center of Advanced Studies in Education (CASE),
- 3.3 National Institute of Education Planning and Administration (NUEPA). Indian Council of Social Science Research (ICSSR). International Level – UNESCO

## **UNIT-4: CURRENT ISSUES AND CONCERNS IN TEACHER EDUCATION**

- 4.1 Issues in teacher education
- 4.2 Concerns of teacher education
- 4.3 Suggestions for improving the conditions of teacher education.
- 4.4 Quality management of teacher education: concept of quality and characteristics.
- 4.5 Principles: quality management in teacher education.
- 4.6 Improving quality of teacher education in the context of Indian and global scenario.

## **PRACTICUM/FIELD WORK**

1. Studying the admission criteria for teacher education courses of different Universities and preparing a report
2. preparing a report about the functions any one Department/College of education
3. Studying the best practices in the TE institutions and preparing a report
4. Visiting the TE institutions and conducting an institutional study
5. Attending in-service teacher education programme and preparing a report
6. Any other relevant activity

## **REFERENCES:**

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**SOFT CORE-04**

**COURSE: 13.2-INSTRUCTIONAL TECHNOLOGY**

*Marks: 75+25=100*

*64 Hours*

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

- Understand the Concept, meaning, nature and scope of instructional technology.
- Understand the process of teaching.
- Understand the role of instructional technology in modifying teacher behavior.
- Develop the skill of analyzing the teacher behavior by the use of different observation schedules.
- Acquaint with different instructional systems.

**UNIT 1: INSTRUCTIONAL TECHNOLOGY**

- 1.1 Instructional Technology – Concept, meaning, nature and scope
- 1.2 Modalities of Teaching – difference between teaching and instruction; Conditioning and training.
- 1.3 Stages of Teaching: pre-active, interactive and post active.
- 1.4 Teaching at different levels – memory, understanding and reflective.

**UNIT 2: PROCESS OF TEACHING**

- 2.1 Concept, principles and Maxims of teaching.
- 2.2 Meaning and importance of communication and teaching as communication.
- 2.3 Microteaching: meaning, microteaching cycle and Core- Teaching skills.
- 2.4 Teaching method: meaning, types and characteristics.

**UNIT 3: TEACHING BEHAVIOR**

- 3.1. Instructional Technology – Modifications of teaching behavior.
- 3.2. Flanders Interaction Analysis Categories system- description, procedure of observation, Ground rules, training in observation, establishing reliability of observation, Matrix tabulation and its interpretation.
- 3.3. Uses of FIACS and Critique of FIACS.
- 3.4. OSCAR BALES – Technique, procedure of observation and uses.

**UNIT 4: INSTRUCTIONAL SYSTEM**

- 4.1. Designing instructional system, types of instructional designs-Training psychology, cybernetic psychology and system approach.
- 4.2. Concepts and Experiences: abstract and concrete concepts, Psychology of using audiovisual aids classification. Dale's cone of experience, step learning experiences model, relationship of experiences and educational objectives.
- 4.3. Formulation of instructional objectives: Blooms taxonomy of educational objectives,
- 4.4. Content Analysis and Task – analysis

**Practical / Activities**

1. Differences between instruction Conditioning and training
2. Analyze teaching behavior using Flanders's interaction analysis.
3. Formulation of instructional objectives using Blooms taxonomy

4. Designing instructional system
5. Prepare a Micro teaching plan on a skill of your choice.
6. List out the examples for different learning experiences.
7. Any other related activities

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**SYLLABUS OF 2 YEAR (FOUR SEMESTER)**  
**MASTER OF ARTS IN EDUCATION**  
**HARD CORE COURSE- 11**  
**IV SEMESTER**

**COURSE -15: INCLUSIVE EDUCATION**

**Marks: 75+25=100**

**64 Hours**

**Objectives:** Upon completion of the COURSE, the student will be able to;

- Understand concept of inclusiveness and its difference from special and integrated education.
- Enumerate and explain different national and international policies and programmes for inclusive education.
- Organize resource room supplementary education to exceptional children
- Plan and implement special instruction to exceptional children.
- Construct an individualized educational programme for exceptional children.
- Render supportive services by coordinating specialists & therapists from various disciplines.

**UNIT – 1: INTRODUCTION TO INCLUSIVE EDUCATION:**

- 1.1 Concept and meaning of Inclusive Education
- 1.2 Concept and meaning of Special Education
- 1.3 Concept and meaning of Integrated Education

- 1.4 Differences between special education, integrated education and inclusive education.
- 1.5 Advantages and barriers of inclusive education

## **UNIT-2: LEGISLATIVE FRAMEWORKS AND PROGRAMMES**

- 2.1 Legal Provisions: Policies and Legislations (National Policy of Education (1986), Programme of Action of Action (1992) Persons with Disabilities Act (1995), National Policy of Disabilities (2006), National Curriculum Framework (2005), Concession and Facilities to Diverse Learners (Academic and Financial)
- 2.2 Rehabilitation Council of India Act (1992)
- 2.3 Inclusive Education under SarvaShikshaAbhiyan (SSA)
- 2.4 Features of UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) and its Implication

## **UNIT-3: PLANNING FOR INCLUSIVE EDUCATION**

- 3.1 Organization of inclusive education in schools.
- 3.2 Basic requirements and materials.
- 3.3 Setting up resource rooms.
- 3.4 Classroom organization and design

## **UNIT-4: SPECIAL GROUPS OF CHILDREN AND THEIR EDUCATION**

- 4.1 Definition and characteristics of children with sensory (hearing, visual and physically Challenged)
- 4.2 Intellectual (gifted, talented and children mentally challenged children),
- 4.3 social and emotional problems , scholastic backwardness, underachievement , slow learners
- 4.4 Role of teachers working in inclusive settings
- 4.5 Role of parents and other community members
- 4.6 Support Services: Hospital services, Guidance and counseling, Training and in service
- 4.7 Education of teachers and Specialists and therapists from various disciplines

## **PRACTICAL / ACTIVITIES:**

1. Design a plan of resource room with various centres like visual centre, audio centre and reading centre along with seating arrangement.
2. Diagnose children with learning difficulties and construct a remedial programme to overcome those difficulties
3. Conduct a survey to identify children with special education needs.
4. Identify children who require early intervention in your locality.
5. Reviewing Related Research Pertaining to Special Education

## **REFERENCES:**

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**MASTER OF ARTS IN EDUCATION PROGRAMME**  
**IV SEMESTER**  
**HARD CORE-12**

**COURSE: 16-ISSUES AND TRENDS IN INDIAN EDUCATION**

*Marks: 75+25=100*

*64 Hours*

**Objectives:** upon completion of the course, the student will be able to:

- Understand the problems and trends in contemporary Indian Education
- Know the elementary education system on India of India along with its issues and trends:
- Understand the system of secondary education along with its issues and trends;
- Know the problems and perspectives of higher education and teacher education in India; and
- Appreciate and apply the global trends in Indian Education.

**UNIT-1: ISSUES AND TRENDS IN ELEMENTARY EDUCATION**

- 1.1. Status of Pre-Primary and Primary Education in India
- 1.2. Universalization of Elementary Education (UEE)
  - 1.2.1 Universal Access
  - 1.2.2 Universal Retention
  - 1.2.3 Universal Achievement.
- 1.3. Impediments (Barriers) to UEE.
- 1.4. Major Schemes and programmes for UEE
  - 1.4.1 Operation Black Board (OBB)
  - 1.4.2 District Primary Education Programme (DPEP)
  - 1.4.3 SarvaShikshaAbhiyan (SSA)

**UNIT-2: ISSUES AND TRENDS IN SECONDARY EDUCATION**

- 2.1 Status of Secondary Education in India.
- 2.2 Streams of Secondary Education.
  - 2.2.1 General Secondary Education.
  - 2.2.2 Vocational Secondary Education.
- 2.3 Aims and Objectives of Secondary Education.
- 2.4 Role of CBSE, CICSE, KSEEB in Secondary Education.
- 2.5 International Secondary Schools in India.
- 2.6 Merits and Limitations of Indian Secondary Education.

**UNIT-3: ISSUES AND TRENDS IN HIGHER EDUCATION**

- 3.1 Status of Higher Education in India
- 3.2 Aims and Objectives of Collegiate and University Education
- 3.3 Role and responsibilities of UGC, RCI and NAAC.
- 3.4 Schemes and Programmes for Promotion of Higher Education in India.
- 3.5 Commercialization of Higher Education
- 3.6 Merits and Limitations of Indian Higher Education.

**UNITS-4: ISSUES AND TRENDS IN TEACHER EDUCATION**

- 4.1 Status of Teacher Education in India.

- 4.2 Aims and Objectives of Teacher Education.
- 4.3 Role and Responsibilities of NCTE.
- 4.4 Institutional trends in Teacher Education DIET's, CTE's and IASE,'s
- 4.5 Professional Organizations in the field of Teacher Education.
- 4.6 Merits and Limitations of Teacher Education in India.

#### **PRACTICUM/FIELD WORK**

1. Studying the admission criteria for teacher education courses of different Universities and Preparing a report
2. Reporting the issues related to quality in teacher education institutions
3. Studying the best practices in the TE institutions and preparing a report
4. Visiting the TE institutions and conducting an institutional study
5. Attending in-service teacher education programme and preparing a report
6. Any other relevant activity

#### **REFERENCES:**

1. A.C.R.C., University of Delhi, Primary Education in Rural India. Tata McGraw Hill Publishing Co. Ltd., Bombay, 1971.
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**II SEMESTER**  
**SOFT CORE-05**

**COURSE: 17.1-HIGHER EDUCATION**

*Marks: 75+25=100*

*64 Hours*

**Objectives :** Upon completion of the COURSE the students will be able to:

- Acquire the knowledge of historical perspective of higher Education in India.
- Understand the procedure of Manpower and financial planning in the area of higher Education.
- Understand the programmes organized to improve the quality of higher Education in India.
- Understand different methods and techniques used in higher Education institutions.
- Understand the objectives, scope and emerging areas of research in higher Education.

**UNIT – 1: HISTORICAL PERSPECTIVE**

- 1.1 Development of higher Education during pre – independence and post-Independence periods.
- 1.2 Recent trends in quantitative development.
- 1.3 Recommendations of deferent Commissions and NPE 1986 to establish new Colleges and Universities.

## **UNIT – 2: MANPOWER PLANNING AND FINANCING OF HIGHER EDUCATION IN INDIA**

- 2.1 Man power planning; Need and importance.
- 2.2 Financial Planning; Factors relating to demand and supply of financial resources.
- 2.3 Financial crunch; Causes and measures.
- 2.4 Self financing institutions and courses.

## **UNIT – 3: QUALITATIVE IMPROVEMENT**

- 3.1 Vocationalisation of Higher Education .
- 3.2 Distance Education; Objectives and development of qualitative courses.
- 3.3 Academic Staff Colleges; Objectives and programmes.
- 3.4 Deemed Universities, Autonomous Colleges; Objectives, courses offered and present status.
- 3.5 National Accreditation and Assessment Council(NAAC); objectives, process of accreditation and its impact.
- 3.6 Objectives and Functions of: Internal Quality Assurance (IQAC), AAA Committee, Planning Monitoring and Evaluation Board(PMEB), Students Grievances Cell
- 3.7 Private universities in India-Establishment, Objectives and Programmes.

## **UNIT – 4 : TEACHING AND RESEARCH IN HIGHER EDUCATION**

- 4.1 Methods of teaching; Lecture, Discussion seminar, project, brain storming and Small group activities, Importance and organization of tutorials.
- 4.2 Organizing field work and visits.
- 4.3 Use of ICT in teaching.
- 4.4 Objectives and scope of research in Higher Education.
- 4.5 Research gap in higher Education
- 4.6 Emerging area of research; The Indian and global contest.

### **PRACTICAL/ACTIVITIES:**

1. Carry out a review of the work completed by university in Karnataka state to increase number of different types of courses.
2. A study of financial position of any two local colleges.
3. A study on the methods of teaching used by the teachers of any two courses or post graduate departments.
4. Any other relevant and suitable project or practical work could be taken up.

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**IV SEMESTER**  
**SOFT CORE-06**

**COURSE: 17.2-RESOURCES IN EDUCATION**

*Marks: 75+25=100*

*64 Hours*

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

- Understand the concept of multi-media technology
- Understand the need and importance of Audio-video technology in Education
- Understand Educational Radio programmes and Educational television programmes
- Understand E-learning and also acquaints the skills of using them.
- Understand web based teaching-learning

**UNIT 1: MULTI-MEDIA RESOURCES**

- 1.1. Multi-media technology – concept, characteristics, Use of Multi-media Features; Text, Graphics, Animation, Audio and Video.
- 1.2. Multi-media packages in Education.
- 1.3. 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.
- 1.4. Multi-media approaches- concept, nature, use of multimedia approach in teaching and learning, Role of teacher in Multi-media approach, Educational implications.

**UNIT 2: AUDIOVISUAL RESOURCES**

- 2.1. Projected and Non Projected aids
- 2.2. Media sub-systems –CCTV, Projectors, Teleconference; application of above in class-room teaching.
- 2.3. Educational television programmes; 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.
- 2.4. Educational Radio programmes; 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 M-LEARNING AND U- LEARNING**

- 3.1. E-Learning: Conceptual Frame work, E-Learning strategies- Learning Courses, Types In E-Learning, Traditional V/S E-Learning Approaches, E-Learning Stake Holders, Features of E-Learning Environment.
- 3.2. E-Journals & Digital Libraries.
- 3.3. M-Learning: Features, Benefits, Challenges For M-Learning and 3G Net work.

### 3.4. Ubiquitous Learning: Features, Components, Characteristics, Types and Benefits.

## UNIT 4: WEB BASED TEACHING-LEARNING

- 4.1. Development of a Website: Meaning of website, nature of website, steps for development and Advantages.
- 4.2. Digital library: Meaning, definition, historical background, characteristics, need, advantages, dis-advantages, initiatives in India.
- 4.3. Digital portfolio: Meaning, creation of electronic portfolio, uses.
- 4.4. 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. Survey on the availability of multi-media equipments and their utility in schools.
4. Evaluating Educational broad casts in the Radio/T.V
5. Writing plan of action for integrating video/audio recorded lessons in the classrooms.
6. Critically evaluate Video /Tele conferencing programme.
7. Any other Related Activities.

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**CHOICE BASED CREDIT SCHEME**  
**MASTER OF ARTS IN EDUCATION PROGRAMME**  
**ELECTIVE-1**

**PEDAGOGY OF SCIENCE EDUCATION**

**Marks: 40+10=50**

**32 Hours**

**OBJECTIVES:**

- On completion of this course, the students will be able to:
- understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
  - know about and critically study innovative curricular efforts in India and abroad;
  - understand diversity of instructional materials, their role and the need for contextualization in science education;
  - appreciate the role of co-curricular activities in science education;

- understand the constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with innovative trends in assessment;

## **UNIT I - NATURE OF SCIENCE**

- 1.1 Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific knowledge; scientific methods explanations.
- 1.2 Complementarities between science and other disciplines; Mathematics, Social Sciences, Humanities and technology.
- 1.3 Characteristics of different disciplines of science, their interrelationship and integration.

## **UNIT II -CURRICULUM OF SCIENCE EDUCATION**

- 2.1 Trends in science education from the beginning of the nineteenth century to the present-at national and international level;
- 2.2 Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical.
- 2.3 Taxonomy for curriculum development in Science Education. Science curriculum at different stages of education-at primary, upper primary secondary, higher secondary and higher education

## **UNIT III- APPROACHES TO TEACHING-LEARNING OF SCIENCE**

- 3.1 Constructivist paradigm and its implications for science learning:
- 4.1 Constructivist approaches to science learning: inquiry method, problem solving strategies, concept development guided discovery approach; inductive method, project based learning, cooperative collaborative learning, learner centred activity-based participatory learning, role of experiments in science, integration of theories and experiments in science: development of laboratory design, planning and organisation of laboratory work reporting skills, procedural knowledge, improvisation in the laboratory and low cost science experiments, use of ICT in teaching-learning of science. Continuous and comprehensive evaluation in science

## **REFERENCES:**

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**MASTER OF ARTS IN EDUCATION PROGRAMME**  
**ELECTIVE-2**

**PEDAGOGY OF SOCIAL SCIENCE EDUCATION**

**Marks: 40+10=50**

**32 Hours**

**OBJECTIVES:**

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

- Develop an understanding about the meaning, nature, scope of social sciences and social science education.,
- Find out the distinction and overlap between social sciences, humanities and liberal arts
- Understand the role of various methods and approaches of teaching social sciences
- Employ appropriate for transaction of social science curriculum.
- Effectively use different media, materials and resources for teaching social sciences
- Construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

**UNIT I – CONCEPTUALISATION OF SOCIAL SCIENCE EDUCATION**

- 1.1 Concept, nature, and scope of social sciences: existing approaches of teaching-learning of social sciences; Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences.
- 1.2 Place of social sciences in school curriculum; aims and objectives of teaching social sciences at various stages of school education

**UNIT II –SOCIAL SCIENCE CURRICULUM**

- 2.1 Approaches to organization of social science curriculum; social science curriculum at various stages of school education Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials –their conceptualization and processes;
- 2.2 Criteria of validity of social science curriculum: content, ethical, environmental, process, cognitive, historical.
- 2.3 Taxonomy for curriculum development in Social Science Education. Social Science curriculum at different stages of education-at primary, upper primary secondary, higher secondary and higher education

**UNIT III – APPROACHES TO PEDAGOGY OF SOCIAL SCIENCE**

- 3.1 Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- 3.2 Critical appraisal of various teaching learning strategies viz., lecture cum-discussion, project method, investigative project, field survey problem solving, role-play, appraisal, field visits and case studies; action research etc.
- 3.3 Critical appreciation of various learning-strategies - SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning
- 3.4 Pedagogical analysis of social science
- 3.5 Use of Audio Media in teaching social science
- 3.6 Continuous comprehensive evaluation in social science.

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**KUVEMPU UNIVERSITY  
SYLLABUS OF 2 YEAR (FOUR SEMESTER)  
CHOICE BASED CREDIT SCHEME  
MASTER OF ARTS IN EDUCATION PROGRAMME  
ELECTIVE-3**

**FOUNDATIONS OF DISTANCE EDUCATION**

**Marks: 40+10=50**

**32 Hours**

**OBJECTIVES:**

On completion of this course the students will be able to:

- understand the concept of distance education,
- distinguish between correspondence education, distance education, and open learning
- reflect on the socio-economic and socio-political issues which the institutions of education in India are currently faced with
- discuss the socio-academic relevance of distance education,
- develop an insight and examine critically the objectives of distance education,

- understand the nature of distance learners and distance learning process,
- list the importance of self learning material and relevant comprehension skills,
- discuss various evaluation techniques and its relevance to distance learning.
- list different kinds of support to distance learners.
- describe the role of study centre in providing support to learners
- Describe the broad structure and management of any DE&OL institutions.
- Analyse the issues involved in the management of DE & OL systems/institutions in the context of programme evaluation

## **UNIT I-GROWTH AND PHILOSOPHY OF DISTANCE EDUCATION**

- 1.1 Distance Education: significance, meaning, concept and epistemology. Goals and objectives of distance education. Philosophy of distance education. Growth of distance learning system in India, International Council of Correspondence Education, International Council of Distance Education.
- 1.2 Issues in Distance Education-quantity, quality, relevance and effectiveness. Conventional mode of distance learning, relative effectiveness of conventional distance mode of learning.
- 1.3 Present status of distance education system. Quality assurance and challenges in distance education.

## **UNIT II- LEARNING PROCESS AND SELF-LEARNING MATERIALS (SLM) IN DISTANCE EDUCATION**

- 2.1 Distance learners: nature and characteristics and types of learners-successful, non-starter and mid-course dropouts.
- 2.2 Distance Education process: nature of adult learning, Andragogy of distance learning: role of self-learning in distance education.
- 2.3 Significance of study skills in distance learning. Problems of distance learners.
- 2.4 Types of SLM in distance learning-print, audio, video, interactive, online, and web-based.
- 2.5 Instructional materials in distance education-SLMs, assignment, audio-visual aids, use of ICT.
- 2.6 Self-learning materials: meaning, scope, importance and characteristics. Role of SLM in distance education (print and non print). Learning Support Services: Concept, need and importance of student support services and Organisation of student support services

## **UNIT-III INSTRUCTIONAL PROCESS AND EVALUATION PROCEDURE IN DISTANCE EDUCATION AND OPEN LEARNING**

- 3.1 Distance tuition concept, distance tutor-difference between a classroom and distance tutor.
- 3.2 Tutor comments-significance of tutor comments, levels of tutor communication-academic, personal and supplemental communication.
- 3.3 Types of Tutor comments-positive comments, constructive comments, null comments, hollow comments, harmful comments, misleading comments, negative comments, global comments and personal comments. Two way communication in distance education and open learning.

- 3.4 Supplementary communication in distance education and open learning-need, significance, type and importance.
- 3.5 Concept, and need of evaluation in distance education. Difference between evaluation in traditional learning and distance learning. Comprehensive and continuous evaluation in distance learning.
- 3.6 Formative evaluation in distance learning role of tutor comments in motivation of distance learners.
- 3.7 Summative evaluation. Techniques of evaluation in distance education. Management Information System (MIS) in DE & OL Management Issues in DE & OL System

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**CHOICE BASED CREDIT SCHEME**  
**MASTER OF ARTS IN EDUCATION PROGRAMME**  
**ELECTIVE-4**

**EDUCATION OF THE DISADVANTAGED GROUPS**

*Marks: 40+10=50*

*32 Hours*

**OBJECTIVES:** *On completion of this course the students will be able to*

- Understand the policy perspectives related to education of socially disadvantaged section in India,
- Analyse the status of education of the socially disadvantaged children in the country
- develop knowledge and skill to address issues like social group inequality in schools and, society
- Understand the schemes and programmes for education of socially disadvantaged groups
- Identify research priorities and conduct researches in the area of education of socially disadvantaged groups
- Understand the concept and importance of gender justice and equality, analyse the status of education of girls in schools: access, enrolment, achievement develop an insight into policy, perspectives, issues and concerns of girl's education in India
- Reflect on various schemes programmes for girls' education
- Identify research gaps in the area of girls' education

**UNIT I- SOCIALLY DISADVANTAGED CHILDREN IN INDIA: STATUS AND PROVISIONS**

- 1.1 Meaning of socially disadvantaged children: socially disadvantaged section in India-the scheduled castes, scheduled tribes, educationally backward minorities and slum children.
- 1.2 Provisions in the Constitution of India for social group equity and education of socially disadvantaged sections, National Policy on Education (1986), POA, 1992, National Curriculum Framework, 2005.
- 1.3 Relevance of International perspectives Status of enrolment dropout and retention of children belonging to socially disadvantaged groups at elementary and secondary stage with reference to social group equity,

## **UNIT II-PROBLEMS OF EDUCATION OF DISADVANTAGED SECTIONS AND ADDRESSING SOCIAL GROUP INEQUALITY**

- 2.1 Problems/constraints in education of socially disadvantaged children.
- 2.2 Multicultural education. Organisation and management of schools to address socio-cultural diversity.
- 2.3 Programmes for education of socially disadvantaged section

## **UNIT III-STATUS , PROBLEMS AND ISSUES OF GIRLS' EDUCATION IN INDIA**

- 3.1 Positions of India in Status of girls'/women in Indian society Status of access, enrolment, retention of girls' at pre-school, elementary and secondary stages, Status of access enrolment,
- 3.2 Retention and achievement of girl's coming from disadvantaged sections and first generation school goers.
- 3.3 Gender inequality in schooling: organisation of schooling, gender bias in text books, curricular choices and the hidden curriculum Co-education-its educational implications.

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