

**KARNATAK**



**UNIVERSITY**

**DHARWAD**

**DEPARTMENT OF POST-GRADUATE STUDIES IN  
EDUCATION M.Ed. Course  
(I to IV Semesters)**

**REGULATIONS AND SYLLABUS**

**(CHOICE BASED CREDIT SYSTEM)  
(CBCS)**

With effect from 2015-2016  
and onwards

KARNATAK UNIVERSITY, DHARWAD

DEPARTMENT OF POST-GRADUATE STUDIES IN EDUCATION

SEMESTER (CBCS) COURSE

**REGULATIONS GOVERNING THE 2 - YEAR M.Ed. PROGRAMME PREPARED AS PER THE NCFTE & NCTE NORMS AND STANDARDS OF KARNATAKA UNIVERSITY UNDER (CBCS)**

In exercise of the powers conferred under Sec. 44 (1(c)) of the Karnataka State Universities Act, 2000, the Academic Council of Karnatak University frames the following Regulations :

**1.0 TITLE :**

The Regulations shall be cited as Karnatak University's Regulations 2015-2016 governing the 2 year Semesterised Post-Graduate Programme under Choice Based Credit System.

**2.0 COMMENCEMENT :**

These Regulations shall come into force with effect from the academic year 2015-2016 and onwards

**EXTENT OF APPLICATION :**

These Regulations shall also cover the Post-Graduate Programme in education leading to M.Ed. degree being conducted in the Colleges/Institutes, and P.G. Centres and all such institutions recognized for the purpose and affiliated to Karnatak University.

**COMMENCEMENT :**

These Regulations shall come into force from the date on which they are approved by the Chancellor or on such other date as directed by the Chancellor.

**3.0 DEFINITIONS**

In these Regulations, the expressions, "University", "University Area", "Department", "College", "Teachers" and "Principal" shall bear the same meaning as assigned to them under Sec. 2 of the Karnataka State Universities Act, 2002, NCTE Guidelines and Gazette of India, Extraordinary Notification December-2014.

The connotations 'Elementary Education' and 'Secondary Education' presently mean to cover respectively Standards I-VIII and Standards IX-XII of school education in Karnataka. The coverage has stood all along invariably connotations to two successive levels of school education.

**POST - GRADUATE SEMESTER COURSE REGULATIONS  
DEPARTMENT OF STUDIES IN EDUCATION**

**1.0 Courses Offered and Duration of the Course :**

- 1.1** M. Ed. course is 2 year professional course with Four Semesters. Each semester shall extend over a period 16 - 18 weeks, i.e., minimum 100 working days per year. The intervening summer vacation (1) and winter vacation (2) summer should be used for field attachment /practicum/other activities.

**4.0 Eligibility Criteria for Admission:  
M.Ed. DEGREE COURSE**

- a) Candidates seeking admission to the M.Ed. programme should have obtained at least 50% marks or an equivalent grade in any one of the following teacher preparation/degree/diploma programmes:
- i. B.Ed. with any undergraduate degree (with 50% marks in each).
  - ii. B.A, B.Ed., B.Sc.B.Ed.
  - iii. B.El.Ed.
  - iv. D.El.Ed/D.Ed with any Undergraduate Degree i.e. B.A. B.Sc, B.Com etc., (with 50% marks in each).
- b) Candidate with B. Ed. degree of this University or degree of any other University recognized as equivalent thereto with not less than 50 % of marks in the aggregate, and 45% marks if he/she belongs to SC/ST/Cat-I categories are eligible to seek admission to the M.Ed. course.

Admission shall be as per Government of Karnataka Reservation Policy and the directions issued in this regard from time to time.

**5.0 Working Days :**

The M.Ed. 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 institution shall work for a minimum of thirty six hours in a week during which faculty and students concerned with the conduct of the programme shall be available for interaction, dialogue, consultation and mentoring students.

**6.0 Admission Procedure :**

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and in the entrance examination or any other selection process as per the policy of the State Government/Central Government/University/UT Administration.

However, who discontinue the programme after one or more semesters due to extraordinary circumstances are allowed to continue the programme with the

approval from the Registrar. Candidates shall not register for any other regular course other than Diploma and Certificate courses being offered on the campus during the duration of the P.G. Programme.

#### **7.0 Medium of Instruction :**

The medium of instruction shall be English. However, candidates may be permitted to write their answers in the examination in Kannada if explicitly approved by the University passed on the options exercised by the students within 15 days from the date of commencement of the course during the academic year. This provision shall apply to all the assignment, dissertation, formal/periodical tests and semester end examinations to be attended by the candidate during the course.

#### **8.0 Programme Structure :**

**8.1** The students of Post-Graduate Programme shall study the courses as may be approved by the concerned Board of Studies, Faculty and the Academic Council of the University from time to time subject to minimum and maximum credits as outlined in these regulations.

**8.2** There shall be three categories of courses namely, compulsory Courses, Specialization Courses and Open Elective Courses.

**8.3** Each programme shall have a set of Compulsory Courses, as stipulated in the regulations governing the concerned programme, that a student must complete to get the concerned degree.

**8.4** In those programmes that offer specialization courses, the students shall choose the prescribed number of Specialization Courses offered within the Department.

**8.5** The Department of Education offers Two Open Elective Course for students of other Departments. The Students of the Department of Education shall choose Open Elective Course from among those prescribed by the University and selected by the Department of Education from time to time.

**8.6** The credits for Compulsory courses shall be 4 and 8 Credits for Dissertation and for Open elective course it shall be 4.

**8.7** A student shall register for 18 credits in first semester , 26 credits in second semester, 28 credits in third semester and 16 credits in Fourth semester. A student shall earn 88 credits in total during the two academic year.

**8.8** The students shall undertake and commence dissertation work for the M.Ed. programme as a compulsory course from the First, Second, Third and Fourth semesters.

**8.9** The detailed programme structure for M.Ed. shall be as prescribed and shown in Annexure-1.

**9.0 Attendance :**

- 9.1 Each semester shall be taken as a unit for purpose of calculating attendance.
- 9.2 Each student shall sign in the attendance register maintained by the Department of Education for each course for every hour/unit of teaching. The course teacher shall submit the monthly attendance report to the Chairperson of the Department of Education who shall notify the same on the notice board of the Department during the second week of the subsequent month.
- 9.3 Marks shall be awarded to the student for attendance as specified in the regulations concerning evaluation.
- 9.4 A student enrolled in the M. Ed. programme shall be deemed to have satisfied the requirement of attendance if he has attended not less than 80% of the total number of the actual working hours which include lectures, seminars, dissertation guidance, practical taken together during each semester.  
The minimum attendance of students shall be 80% for Theory and Practicum, and 90% for Field Attachment.
- 9.5 Students should have 80% of attendance in each semester. There shall not be, however, any condonation where the attendance is less than 80%.
- 9.6 Students who do not satisfy the prescribed attendance requirements shall not be eligible to appear for the ensuing examination. Such candidates may seek admission afresh to the respective semester within a year so long the existing system prevails.
- 9.7 Such of the candidates who have participated in State / National level Sports, NSS, NCC, Cultural activities and other related activities as stipulated under the existing regulations shall be considered for giving attendance for actual number of days utilized in such activities (including travel days) subject to the production of certificates from the relevant authorities within two weeks after the event.
- 9.8 Candidate who discontinue the programme after one or more semesters due to extraordinary circumstances is allowed to continue the programme with the approval from the Registrar.

**10.0 Examination :**

- 10.1 There shall be an examination at the end of each semester. The odd semester examinations shall be conducted by the P.G. Department of Education/ P.G. Courses in affiliated colleges of education. The even semester examinations shall be conducted by the University.
- 10.1.1 There shall be semester-end examination of 3 hours duration for 75 marks for compulsory and specialization courses. For open elective, there will be 75 marks and examination duration of 3 hours.
- 10.1.2 Every student shall register for each semester-end examination as per the University Notification by submitting duly completed application form through the

Chairman/Chairperson of Department of Education and shall also pay the fees prescribed.

- 10.1.3** The Office of the Registrar (Evaluation) shall allot the Register Number to the candidate at the 1<sup>st</sup> semester-end examination. That will be the Register number of the candidate for all subsequent appearances and semester-end examinations.
- 10.1.4** The answer scripts shall be in the safe custody of the University for a maximum period of six months from the date of announcement of results. These shall be disposed off after six months.
- 10.1.5** The M.Ed. programme under CBCS is a fully Carry-Over System. A candidate reappearing for either the odd or even semester examinations shall be permitted to take examinations as and when they are conducted (Even Semester Examination in Even Semester and Odd Semester Examination in Odd Semester).
- 10.1.6** Candidates who have failed, remained absent or opted for improvement of performance in any papers/papers shall appear for such examination in the two immediate successive chances that are permitted. However, in the case of the candidates appearing for improvement of their marks, the marks secured in the previous examination shall be retained, if the same is higher. The rules and the regulations of the University which are in force shall be considered.
- 10.1.7** Candidates who desire to challenge the marks awarded to them, in the even semester-end examination may do so by submitting the application along with the prescribed fee to the Registrar (Evaluation) within 15 days from the announcement of results.  
The Candidates who desire for Revaluation or Re-totaling subject to the provisions made by the University which are in force.  
The rules and the regulations of the University which are in force shall be considered.

**10.2 Odd Semesters Examination (I & III semesters) :**

- 10.2.1** There shall be a Board of Examiners to set, scrutinize and approve question papers.
- 10.2.2** The BOE shall scrutinize the question papers submitted in two sets by the paper setters and submit the same to the office of the Registrar (Evaluation).
- 10.2.3** The office of the Registrar (Evaluation) shall despatch the question papers to the Departments/P.G. Centers/ Colleges who shall conduct the examinations according to the schedule announced by the University.
- 10.2.4** The Chairperson of the Department/ Administrator of the P.G. Centre/ Principal of the College shall appoint one of their full time course teachers as Post-Graduate Programme (PGP) Coordinator who shall conduct the examinations and arrange for evaluation of answer scripts semesters.
- 10.2.5** Answer scripts shall be valued by the examiners appointed by the University. However, in those Centers where an examiner for a particular course is not available,

then the answer scripts of that course shall be despatched to the office of the Registrar (Evaluation) who shall arrange for valuation of the same.

**10.2.6** There shall be single valuation. The examiner (Internal or External) shall value the answer scripts and shall indicate the marks awarded to each question on the answer script.

**10.2.7** The Marks List, a copy of the Examination Attendance Sheet and the sealed bundles of the answer scripts shall be despatched by the PGP Coordinator to the Registrar (Evaluation)'s Office at the end of the (Evaluation) to the respective centers.

**10.2.8** The Office of the Registrar Evaluation shall process and announce the results.

**10.3.0 Even Semesters (II & IV Semesters) :**

**10.3.1** There shall be a Board of Examiners to set, scrutinize and approve question papers.

**10.3.2** As far as practicable, it will be ensured that 50% of the paper setters and examiners are from other Universities/ Research Institutes.

**10.3.3** Each answer script of the semester-end examination (Theory and Dissertation) shall be assessed by two examiners (One Internal and another External). The marks awarded to that answer script shall be the average of these two evaluations. If the difference in marks between two evaluations exceeds 20% of the maximum marks, such a script shall be assessed by a third examiner. The marks allotted by the third examiner shall be averaged with nearest marks of the two evaluations.

Provided that in case the number of answer scripts to be referred to the third examiner in a course exceeds minimum of 5% or 20% of the total number of scripts, at the even semester-end examinations, such answer scripts shall be valued by the Board of Examiners on the date to be notified by the Chairperson of the Board of Examiners and the marks awarded by the Board shall be final.

**10.3.4** The dissertation work will commence from the First semester. It carries 200 marks for the Second, Third and Fourth Semester (50+50+100\*) the last 100 marks includes 75 marks for valuation by both internal and external examiners and 25 mark for viva voce examination. The Dissertation viva voce examination for the students of PG Departments and PG Centres / Affiliated Colleges/ Institutions will be conducted in the PG Department of Studies in Education, Karnatak University, Dharwad. Board of Studies for Post Graduate Education (BOS PG Education) will approve and finalize the panel of Examiners for the valuation of the Theory papers and Dissertation

**10.4 EVALUATION :**

**10.4.1** The M.Ed. programme shall have two evaluation components - Internal Assessment (IA) and the Semester End Exams.

**10.4.2** The IA component in a course shall carry 25% and the semester End Examination shall carry 75% respectively, as the case may be. Courses having 25% marks as

internal assessment shall have 3 marks allotted to attendance. However, dissertation will carry 200(50+50+75+25 viva voce examination) marks total.

**10.4.3** IA marks of all the semester of M.Ed. students of all the P.G. Departments and P.G Centres/Colleges/Institutions should send to the Chairman/Coordinators, P.G. Department of Education, Karnatak University, Dharwad. And I.A. marks will be scrutinized by the Chairman and staff members of the P.G. Department of Studies in Education, Karnatak, University, Dharwad

**10.4.4** For courses carrying 25% of marks for IA, the attendance marks for each course shall be as follows :

Attendance (in percentage)	Marks
Above 95	3
Above 90 and up to 95	2
Above 80 and up to 90	1
80	No marks

**10.4.5** In case of compulsory courses, there shall be 2 tests of 8 marks each and an assignment of 6 marks. In case of specialization courses, there shall be 2 tests of 8 marks each and seminar of 6 marks. In case of open elective course for students of other departments, there shall be 2 tests of 8 marks each and an assignment of 6 marks.

**10.4.5** The IA marks list shall be displayed on the Notice Board of the Department. As and when the individual IA components are completed and the consolidated list shall be submitted to the Office of the Registrar Evaluation before the commencement of semester-end examination, or as directed by the university.

**10.4.6** The tests shall be written in answer books supplied by the University. The answer books after the completion of the evaluation shall be open for inspection by the students concerned when- ever such a request is made as prescribed by the university.

**10.4.7** There is no provision for seeking improvement of Internal Assessment marks.

**10.4.8** The IA records, pertaining to Semester Examination, shall be preserved by the Department/Centers/ Colleges for a period of Two Years from the last day of the 4<sup>th</sup> semester examination. These records may be called by the University or a Body Constituted by the University as and when deemed necessary.

**11.0 Maximum duration for completion of the Programme:**

**11.1** The M.Ed. programme shall be of duration of two academic years. The candidates 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.



11.2 Whenever the syllabus is revised, the candidate reappearing shall be allowed for the examinations only according to the prevailing syllabus.

**12.0 Declaration of Results :**

12.1 The minimum for a pass in each course shall be 40% of the total marks including both the IA and the semester-end examinations. Further, the candidate shall obtain at least 40% of the marks in the semester-end examination. There is no minimum for the IA marks.

12.2 Candidates shall secure a minimum of 50% in aggregate in all courses of a programme in each semester to successfully complete the programme.

12.3 Candidates shall earn the prescribed number of credits for the programme to qualify for the P.G. Degree.

12.4 For the purpose of announcing the results, the aggregate of the marks secured by a candidate in all the semester examinations shall be taken into account. However, Ranks shall not be awarded in case the candidate has not successfully completed each of the semesters in first attempt or has not completed the programme in the stipulated time (vide Regulation 5) or had applied for improvement of results.

**13.0 Marks, Credit Points, Grade Points, Grades and Grade Point Average :**

13.1 The grade points and the grade letters to candidates in each course shall be awarded as follows:

Percentage marks	Credit Points	Letter Grade
75.00 to 100.00 %	7.50 to 10.00	A
60.00 to 74.90 %	6.00 to 07.49	B
50.00 to 59.94 %	5.00 to 5.99	C
40.00 to 49.94 %	4.00 to 4.99	D
Less than 40%	Less than 4.00	E

13.2 Credit Point (CP) : The Credit Point for each course shall be calculated by multiplying the grade point obtained by the credit of the course.

13.3 The award of Grade Point Average (GPA) for any student is based on the performance in the whole semester. The student is awarded Grade Point Average for each semester based on the Total Credit Points obtained and the total number of credits opted for. The GPA is calculated by dividing the total credit points earned by the student in all the courses by the total number of credits of those courses of the semester.

13.4 The Cumulative Grade Point Average (CGPA) shall be calculated by dividing the total number of credit points in all the semesters by the total number of credits in all the semesters. The CGPA shall be calculated by dividing the total number of credit points in all the

- (i) CGPA for the I semester = Sum of the CP of the I semester ÷ Sum of the credits of the I semester
- (ii) CPGA for the II semester = Sum of the CP of the I Sem + Sum of the CP of II Sem. ÷ Sum of the credits of the I semester + II semester.
- (iii) CPGA for the III semester = Sum of the CP of the I Sem + II Sem + III Sem ÷ Sum of the credits of I semester + II semester + III Semester.
- (iv) CPGA for the IV semester = Sum of the CP of the I Sem + II Sem + III Sem + IV Sem ÷ Sum of the credits of I semester + II semester + III Semester + IV Semesters.

13.5 The Grade Card at each semester examination shall indicate the courses opted by the student, the credit for the course chosen by the student, the credit points obtained in each course, the grade letter and the grade point average. No class shall be awarded for each semester and the same would only be awarded at the end of all the semesters based on Cumulative Grade Point Average.

13.6 Class shall be awarded to the successful candidates based on the Cumulative Grade Point Average (CGPA) as specified below:

Cumulative Grade Point Average (CGPA)	Class to be Awarded
7.50 to 10.00	First class with Distinction
6.00 to 7.49	First Class
5.00 to 5.99	Second Class
4.00 to 4.99	Pass
Less than 4.00	Fail

#### 14.0 Scheme of Instruction :

##### 14.1 M. Ed. Course :

14.1.1 In the first semester there shall be 4 papers. In the second semester there shall be 4 papers, 1 Open Elective Course Subject and Dissertation, in the Third Semester there shall be Two papers on Areas of Specialization, One Open Elective Course Subject, and Internship, Submission of Dissertation and (ISB) Academic Writings. In the Fourth Semester there shall be Three Areas of Specialization Course and One Dissertation Component. Also there shall be Inter Semester Break (ISB) such as Communication and Expository Writing, Self-Development, Dissertation, Internship and Academic Writings.

- (i) 'Open Elective Course' means a course offered by Department for students of other Departments in the same school or in other schools. Students have freedom to choose from a number of optional courses offered by other Departments to add to their credits required for the completion of their respective programmes; (ii) Credit means the unit by means of which a course work is measured.

The Department of Education shall have 88 credits (18 credit in the First Semester, 26 credit in the Second Semester, 28 credit in the Third Semester and 16 credit in the Fourth Semester) for the course subject including Dissertation, Inter Semester

Break-I, Inter Semester Break-II, and Inter Semester Break-III. The Dissertation work shall commence ground work in the First Semester, in the Second Semester Field Work or Pilot Study and with the Dissertation being submitted at the end of Third Semester. Each paper shall carry 100 marks including Internal Assessment. Open Electives will be for 75 marks for theory and 25 for Internal Assessment.

An Example of Curriculum Organisation Based on the Proposed Framework  
Curriculum Organization for Two -Year M.Ed. Program (Four Semesterised & CBCS Scheme)

Semester-I	ISB*I	Semester-II	ISB*II	Semester-III	ISB*III	Semester-IV	
Psychology of Learning and Development (4 Unit & 4 Credit)	Communication and Expository Writing ( 1 Credit)  Self Development (1 Credit)	Philosophy of Education (4 Unit & 4 Credit)	Dissertation (2 Credit)  Internship In a Teacher Educational Institution (4 Credit)	Area of Specialization Course (8 Credit)	Dissertation (2 Credit)	3 Area Of specialisation Courses (12 Credit) (3X4)	
History and Political Economy of Education (4 Unit & 4 Credit)		Sociology of Education (4 Unit & 4 Credit)					Research Methods (4 Unit & 4 Credit)
Educational Studies (4 Unit & 4 Credit)		Curriculum Studies (4 Unit & 4 Credit)		Teacher Education (4 Unit & 4 Credit)			
Introduction to Research Method and Statistic (4 Unit & 4 Credit)		Teacher Education-I (4 Unit & 4 Credit)		Internship (4 Unit & 4 Credit)			
		OEC- I (4 Unit & 4 Credit)		OEC- II (4 Unit & 4 Credit)			
Field Visit/Practicum							
16 Credit	2 Credit	20 Credit	6 Credit	24 Credit	4 Credit	16 Credit	

**ISB :** Inter Semester break

**Practicum:** Organisation of Workshops, Practicum activities and seminars to enhance Professional Skills and Understanding of the students shall be part of the teaching modality of the various taught courses.

**Field Visit:** Field Immersion/Attachment/Internship. There shall be core courses (which shall have about 60% of credits) and specialised courses in elementary education or secondary education and dissertation with about 40% of credits.

### 15.0 Hours of Instruction (Contact Hours) Per Week:

#### 15.1 M. Ed. Course:

There shall be 36 contact hours per week (28 hours of Lectures + 16 hours of Practicum & Dissertation Guidance.) 2 hours of Practicum and Dissertation Guidance as being considered equal to one hour of lecture.

#### 16.0 Course Structure (for Each Semester)

- Compulsory Course- 4 credits per week
- Specialization Courses ( In III and IV semester) – 4 credits per week
- Open Elective Course – 4 credits per week.

(d) The students shall register for credits in First Semester to Fourth Semester as per rules. The student has to clear the minimum credits per semester.

**17.0 Scheme of Examination:**

17.1 There shall be a University Examination for all Semesters at the end of each semester.

17.2 The composition of theory and internal assessment for each paper shall be 75 and 25 respectively.

17.3 Duration of examination for theory paper of 75 marks shall be for 3 hours. Each theory question paper shall comprise of 6 main questions. Out of the first 6 main questions the student has to answer any four questions. Question No. 7 is compulsory which is a short note question. Each full question shall carry 15 marks.

17.4 All those enrolled in the M.Ed. programme shall write a Practicum and Dissertation under the Guidance of a course teacher during their Second semester. Dissertation shall carry 200 marks. The M. Ed. students shall submit the Dissertation one week prior to the last working day of the Fourth semester.( Annexure )

**18.0 Internal Assessment :**

**18.1 M. Ed. COURSE :**

18.1.1 In case of the theory papers the internal assessment shall be for 25 marks, assessed through 2 tests of 16 and one assignment / seminar for 6 marks.

**Internal Assessment Component and Marks**

	Test	Assignment	Seminar	Attendance	Total
<i>Compulsory Papers:</i>	2(16) *	one (6) *	-----	3	25
<i>Optional Papers:</i>	2(16) *	-----	one (6) *	3	25

\* Marks

**18.1.2 Time Schedule for Internal Assessment**

The Chairperson of the Department shall notify the dates for tests.

**19.0 Miscellaneous:**

- a. Notwithstanding anything contained in these regulations, the semester system at under-Graduate level is hereby replaced.
- b. The provisions of any order, Rules or Regulations in force shall be inapplicable to extent of its inconsistency with these Regulations.
- c. The University shall issue such orders, instructions, procedures and prescribe such format as it may deem fit to implement the provisions of this regulations.
- d. The procedural details may be given by the University from time to time.
- e. Any unforeseen problem/ Difficulties may be resolved by the Vice Chancellor, Whose decision in the matter shall be final.

**KARNATAK UNIVERSITY, DHARWAD**  
**POST GRADUATE DEPARTMENT OF STUDIES IN EDUCATION**  
**TWO YEAR MASTER OF EDUCATION (M.Ed) COURSE**  
**FOUR SEMESTER and CBCS SCHEME 2015-2016.**

**Programme Structure**

The curriculum of the two-year M.Ed. programme as suggested in the NCTE Regulation, 2014 is as follows:

Major Components	Areas Covered	Description
<b>Common Core</b> (Theory and Practicum included)	Perspective Courses, Tool Courses, and Teacher Education Courses	<ol style="list-style-type: none"> <li><b>Perspective Courses</b> in the areas of: Philosophy of Education, Sociology History-Political Economy of Education, Psychology of Education, Education Studies, and Curriculum Studies.</li> <li><b>Tool Courses</b> comprising of basic and advanced level education research, academic writing and communication skills; educational technology and ICT; self-development (with focus on gender and society, inclusive education and mental and physical well-being through modalities such as yoga)</li> <li><b>Teacher Education Courses</b> (which are also linked with the field internship/ immersion/attachment in a teacher education institution) will also be included in the core.</li> </ol>
<b>Specialization Branches</b> (Theory and Practicum included)	Courses in <b>any one</b> of the school levels/areas (such as Elementary, or Secondary and Senior Secondary) and further thematic specializations.	<p>The Specialization branches in one of the school stages: <b>Elementary Level</b> (upto VIII), or, <b>Secondary and Senior Secondary Level</b> (VI to XII), each with:</p> <ol style="list-style-type: none"> <li>Core courses, within Elementary/Secondary specialization, focusing on mapping the area</li> <li>Specialization/elective clusters in thematic areas pertinent to that stage, such as: <ul style="list-style-type: none"> <li>- Curriculum ;</li> <li>- Pedagogy and Assessment;</li> <li>- Policy, Economics and Planning;</li> <li>- Educational Management and Administration; Education for Differently Aabled;</li> <li>- Education Technology, etc.</li> </ul> </li> </ol>
<b>Field Attachments /Internships /Immersion</b>	Teacher Education Institution (TEI)	Field Attachments/ Internship/Immersion in: <ol style="list-style-type: none"> <li>A Teacher Education Institution (TEI), and</li> <li>The Area of Specialization (Elementary Level or Secondary /Senior Secondary Level)</li> </ol>
	Related to specialization (Elementary or Secondary/ Senior Secondary)	
<b>Research leading to Dissertation</b>	Related to specialisation/ foundations	Students (in close mentorship of a faculty member) learn to plan and conduct a research, and write a thesis.

The above structure as been adopted by the NCTE taking into consideration the prevailing regulations. The modified course structure for the two-year M.Ed. Programme is as follows :

**Course Structure for the NCTE Two-Year M.Ed. Programme**  
**Semester-wise Distribution of the Course**

**Semester – I**

Course – 1 :	Psychology of Learning and Development	25+ 75 = 100	4 Credits
Course – 2 :	Historical, Political and Economic Foundations of Education	25 + 75 = 100	4 Credits
Course – 3 :	Educational Studies	25 + 75 = 100	4 Credits
Course – 4 a :	Methodology of Research in Education – I	25 + 75= 100	4 Credits
	<b>Total</b>	<b>400</b>	<b>16 Credits</b>

**ISB I**

Activity – I (a)	Communication and Expository Writing	10 + 15 = 25	1 Credit
Activity – I (b)	Self-Development	10 + 15 = 25	1 Credit
	<b>Total</b>	<b>50</b>	<b>2 Credits</b>

**Semester – II**

Course – 5 :	Philosophy of Education	25 + 75 = 100	4 Credits
Course – 6 :	Sociology of Education	25 + 75 = 100	4 Credits
Course – 7 :	Curriculum Studies	25 + 75 = 100	4 Credits
Course – 8 a :	Teacher Education – I	25 + 75 = 100	4 Credits
Course (OEC)	Teaching Strategies for Teachers	25 + 75 = 100	4 Credits
	<b>Total</b>	<b>500</b>	<b>20 Credits</b>

**ISB II**

Activity – II (a)	Dissertation	50	2 Credit
Activity – II (b)	Internship in a TEI	100	4 Credit
	<b>Total</b>	<b>150</b>	<b>6 Credits</b>

**Semester – III**

**Specialization in any ONE level : Elementary / Secondary and Senior Secondary**

Course – 9 :	Curriculum, Pedagogy and Assessment	25 + 75 = 100	4 Credits
Course – 10 :	Policy, Economics and Planning	25 + 75 = 100	4 Credits
Course – 4 b :	Methodology of Research in Education – II	25 + 75 = 100	4 Credits
Course – 8 b :	Teacher Education – II	25 + 75 = 100	4 Credits
Course – 11 :	Internship in Specialization	100	4 Credits
Course (OEC)	Educational Testing and Evaluation	25 + 75 = 100	4 Credits
	<b>Total</b>	<b>600</b>	<b>24 Credits</b>

**ISB III**

Activity – III (a)	Dissertation	50	2 Credit
Activity – III (b)	Academic Writing	50	2 Credit
	<b>Total</b>	<b>100</b>	<b>4 Credits</b>

**Semester – IV**

**Specialization in any ONE level: Elementary / Secondary and Senior Secondary**

Course – 12 :	Administration, Management and Leadership of Elementary or Secondary/Senior Secondary	25 + 75 = 100	4 Credits
Course – 13 :	Inclusive Education (Differently abled) of Elementary or Secondary/Senior Secondary	25 + 75 = 100	4 Credits

Course – 14 :	Education Technology at Elementary or Secondary/Senior Secondary	25 + 75 = 100	4 Credits
Course – 15 :	Dissertation	75 + 25 = 100	4 Credits
	<b>Total</b>	<b>400</b>	<b>16 Credits</b>



**DHARWAD**

**DEPARTMENT OF POST-GRADUATE STUDIES IN  
EDUCATION M.Ed. Course**

**(I to IV Semesters)**

**Syllabus For Master of Education**

**(CHOICE BASED CREDIT SYSTEM)  
(CBCS)**

With effect from 2015-2016  
and onwards



## PRPGRAMME SPECIFIC OUTCOMES (PSOS)

After completion of this programme, the student will be able to:

- To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
- To understand the historical, political and economical aspect of education.
- To provide research related experiences with the competency to independently develop dissertation and research work.
- To interpret the schools of philosophy and their educational significance.
- To get an insight into various educational policies and practices.
- To enable proper understanding and critical perspective about specialized areas of Education.

<b>Paper Code and Name</b>	<b>COURSE – 1 : PSYCHOLOGY OF LEARNING AND DEVELOPMENT</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To understand concepts and principles of Educational psychology as an applied science.
CO 2	To understand the historical, political and economical aspect of education.
CO 3	To provide research related experiences with the competency to independently develop dissertation and research work.
CO 4	To interpret the schools of philosophy and their educational significance.
CO 5	To enable proper understanding and critical perspective about specialized areas of Education.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Nature of Educational Psychology</b>	
<ul style="list-style-type: none"> <li>• Educational Psychology: Concept and scope of educational psychology, contribution of psychology to education.</li> <li>• Human Development: Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.</li> <li>• Theories of Piaget and Bruner- major concepts and stages and implications for education. Indian theories of Psychological Development.</li> </ul>	12 Hours
<b>Unit 2: Learning &amp; Individual Difference</b>	
<ul style="list-style-type: none"> <li>• Learning: Concept, kinds, levels of learning, various view points on learning, Concept, kinds &amp; causes of individual difference</li> <li>• Intelligence, Emotional Intelligence and cognitive abilities-Meaning, Concept, identification &amp; fostering.</li> <li>• Interests, attitude and Aptitude.</li> <li>• Motivation – Concept, Kinds &amp; Techniques of Motivation.</li> </ul>	8 Hours
<b>Unit 3: Creativity &amp; Personality</b>	
<ul style="list-style-type: none"> <li>• Personality: Concept, development, structure and dynamics of personality</li> <li>• Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Murray’s need theory; Humanistic approach – Carl Rogers, Maslow &amp; Sri Aurobindo.</li> <li>• Techniques of Assessment of Personality –               <ul style="list-style-type: none"> <li>a. Projective</li> <li>b. Non-Projective</li> </ul> </li> <li>- Creativity – Nature, Process, Identification, fostering and guiding creative children.</li> </ul>	8 Hours
<b>Unit 4: Adjustment and Mental Health</b>	
<p>Adjustment and Mental Concept &amp; mechanism of adjustment – defences, escape, withdrawal, compensatory.</p> <ul style="list-style-type: none"> <li>• Introduction to common forms of neuroses, psychosis and somatic disorders</li> <li>• Concept of mental health.</li> <li>• Identification of Mental Health.</li> <li>• Theoretical Basis of Mental Health.</li> <li>• Factors influencing (Parents and family life, community and school practices)</li> <li>• Mental Health &amp; Teacher.</li> <li>• Principles of mental hygiene – preventive, constructive, curative measures &amp; Implications for education.</li> </ul>	12 Hours

<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Bhatnagar, A.B Psychological Foundation Of Teaching &amp; Learning Published Meerut Loyal Depot.</li> <li>• Bhattacharya, Srinivasan “ Psychological Foundation Of Education” Published Delhi, Atlantic,</li> <li>• Bhatia, H.R, A text Book of Educational psychological, Delhi, university</li> <li>• Bigge &amp; Hunt “Psychological Foundation of Education” New York, Harper &amp; Row Publishers</li> <li>• Cronbach L.J., Educational psychology, New York, Harcourt</li> <li>• Dandekar, W.N “Psychological Foundation of Education” Madras, Macmillan</li> <li>• Praveena K. B. &amp; Srinivasa K. S. (2012). Encyclopaedia of Advanced Educational Psychology Vol.1 &amp; Vol.2. Anmol Publications. New Delhi.</li> <li>• Susanta Kumar Parida “ Psychological Foundation of Education”</li> <li>• Olson, W.C “Psychological foundation of the Curriculum”</li> <li>• Mathur, Dr. S.S Development of learner and teaching learning process (2008), agrwarl publications. Agra</li> </ul>	

<b>Paper Code and Name</b>	<b>COURSE – 2: HISTORICAL, POLITICAL AND ECONOMIC FOUNDATIONS OF EDUCATION</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To acquaint the students with the political and economic of education
CO 2	To develop among the students an understanding of the financial aspects of education
CO 3	To understand the pre-independence and post-independence development of education in India.
CO 4	To understand the factors from historical perspectives that contributed to present education system.
CO 5	To explain the important features of various reports, commissions and polices of education during pre and post independence development of education- In India.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Foundation of Education</b>	
<ul style="list-style-type: none"> <li>• Foundation of education: Meaning, need, nature, concept, type and role in shaping education</li> <li>• Historical Perspective of Education</li> <li>• Political Perspective of Education</li> <li>• Economical Perspective of Education</li> </ul>	8 Hours
<b>Unit 2: Historical Foundation of Education</b>	
<ul style="list-style-type: none"> <li>• Origin and development of modern education in India.</li> <li>• Education in India during – Vedic, Buddhist and medieval, Islamic Periods, Colonial Period.</li> <li>• Education in Vedic Period, Education in Buddhist Period, Education in the Medieval Period, Education in Islamic Period, Education in British Period : Concept, Ideas, Agencies of Education, Organisation of Education, Teacher-Pupil relationship and their duties, curriculum, methods of Teaching, Women Education, relevance to the present day education.</li> </ul>	8 Hours
<b>Unit 3: Political Foundation of Education</b>	
<ul style="list-style-type: none"> <li>• Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context</li> <li>• Multiple School Contexts- rural/urban; minority/denominational/ government</li> <li>• Educations and Democracy, Constitutional Provisions for Education, Nationalism and Education.</li> <li>• Study and Review the impact on Indian Education of the following Pre independent policies : Macaulay’s minutes ; Wood’s dispatch ; Hunter’s Commission ; Sargent’s Report ; Sadler Commission 1917-19</li> <li>• Study and Review the impact on Indian Education of the following post- independent policies : University Education Commission ; Constitutional Provision of Education ; National Policy on Education, (1986) ; Programme of Action (1992) ; NCF (2005) ; NCFTE (2009)</li> <li>• RTE Act 2009</li> <li>• Secondary Education Commission</li> <li>• Kothari Commission (1964-66)</li> </ul>	12 Hours
<b>Unit 4: Economic Foundation of Education</b>	
<ul style="list-style-type: none"> <li>• . Formation of Human Capitals</li> <li>• Knowledge Industries and knowledge occupations</li> <li>• Contribution of education to development</li> <li>• Education and labour market: Investment in education, skill based education</li> <li>• Youth unemployment and education</li> <li>• Economics of brain drain</li> <li>• Educational Financing: Elementary, Secondary and senior Secondary school level</li> </ul>	12 Hours

<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Teneja, V.R.(2005): Foundation of Education, Chandigarh 17, Abhishek Publishers.</li> <li>• Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.</li> <li>• Joshi, K.L. (1977): Problems of Higher Education - In India. Bombay: Popular Prakashan.</li> <li>• Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.</li> <li>• Mathur, V.S. (1970): Crucial Problems in Indian Education. New Delhi: Arya Book Depot.</li> <li>• Mukerji, S.N. (1965): Education - In India – Today and Tomorrow. Baroda: Acharya Book Depot (Rev. Ed.).</li> <li>• NCF 2005, NCERT, New Delhi.</li> <li>• Agrawal, J.C: Land Marks in the History of Modern Indian Education, New Delhi</li> </ul>	

<b>Paper Code and Name</b>	<b>COURSE – 3 : EDUCATIONAL STUDIES</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To understand the theoretical perspectives of Education.
CO 2	To examine Education as a Discipline and Inter disciplinary knowledge.
CO 3	To understand the socio cultural context of Education.
CO 4	To reflect upon the multiple contexts of Teacher Education.
CO 5	To introduce, Understand and to enable critical analysis to form current and future professionals.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Nature of Educational Studies</b>	
<ul style="list-style-type: none"> <li>• Meaning, concept, perspectives, aims and values of educational studies and educational issues.</li> <li>• Defining principles of education studies.</li> <li>• Field of Educational studies &amp; education studies as a discipline.</li> </ul>	12 Hours
<b>Unit 2: Foundational Educational Texts</b>	
<ul style="list-style-type: none"> <li>• Contribution in Education of - Ved, Vedanta, Upnishad, Bhagavad Geeta</li> <li>• Education Contributions of Mahatma Gandhiji, Dr. Zakir Hussain, Rabindranath Tagor, Jiddu Krishnamurthy, John Dewey, Maria Montessori, Rousseau , Paulo Friere, Ivan Illich</li> </ul>	8 Hours
<b>Unit 3: Institution System and Structure of Education</b>	
<ul style="list-style-type: none"> <li>• Structure &amp; System of education in India from primary to higher education.</li> <li>• Commonalities &amp; common challenges, in educational systems of world,(social injustice, , inclusion, gender discrimination,</li> <li>• Restructure and standards based on reform of Elementary and Secondary Education.</li> <li>• Social Justice, Inclusion, Gender, Discrimination, Mental &amp; Physical well being, Peace and Human Values.</li> </ul>	8 Hours
<b>Unit 4: Contemporary Educational Policies and Practices</b>	
<ul style="list-style-type: none"> <li>• SSA &amp; RTE act: Introduction, articles, chapters and salient features, impact on Indian Education.</li> <li>• Educational Reform in post independence India.</li> <li>• contemporary challenges of UEE</li> <li>• National and state level reform in school education</li> <li>• Employment opportunities and placement in educational institutions, organizations and economic enterprises engaged in education and training.</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Blackwell, Fritz (2004), India: A Global Studies Handbook, United States of America: ABC-CLIO, Inc., ISBN 1-57607-348-3.</li> <li>• India 2009: A Reference Annual (53rd edition), New Delhi: Additional Director General (ADG), Publications Division, Ministry of Information and Broadcasting, Government of India, ISBN 978-81-230-1557-6.</li> <li>• Prabhu, Joseph (2006), "Educational Institutions and Philosophies, Traditional and Modern", Encyclopedia of India (vol. 2) edited by Stanley Wolpert, 23–28, Thomson</li> </ul>	

<p>Gale:ISBN 0-684-31351-0.</p> <ul style="list-style-type: none"> <li>Sripati, V. and Thiruvengadam, A.K. (2004), "India: Constitutional Amendment Making The Right to Education a Fundamental Right", International Journal of Constitutional Law, 2 (1): 148–158, Oxford University Press.</li> <li>Desai, Sonalde, Amaresh Dubey, B.L. Joshi, Mitali Sen, Abusaleh Shariff and Reeve Vanneman. 2010. India Human Development in India: Challenges for a Society in Transition. New Delhi: Oxford University Press.</li> </ul>	
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<b>Paper Code and Name</b>	<b>COURSE – 4 a : INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To understand about educational research and it’s designing
CO 2	To understand the need of reviews of related literature in education
CO 3	To know about various data collection tools and sampling.
CO 4	To understand about descriptive and inferential statistics.
CO 5	To understand the different applications of computers in education.

PARTICULARS	Teaching Hours (Max. 40)
<b>Unit 1: Basics of Educational research</b>	
<ul style="list-style-type: none"> <li>Different Source of Generating Knowledge. Concept of Scientific Inquiry and Theory development, Scientific method –Concept, Definition Assumption and Steps.</li> <li>Research in Education – Meaning, Purpose, Characteristics and Scope of Educational Research. areas of Educational Research</li> <li>Types of Educational Research – Classification based on purpose Fundamental or Basic, Applied and Action Research. Classification based on Method – Historical, Descriptive, Experiment.</li> </ul>	12 Hours

<ul style="list-style-type: none"> <li>Paradigms of Research: Qualitative, Quantitative &amp; Mixed research</li> </ul>	
<b>Unit 2: Review of Related Literature &amp; Formulation of Research Problem.</b>	
<ul style="list-style-type: none"> <li>Purpose of Review at Different Stages of Research</li> <li>Identifying the Related Literature - Sources &amp; Types, On line &amp; Off line References. Organizing the related literature – recording of various references, notes taking.</li> <li>Formulation of a Research Problem – Sources, characteristics of a good research problem, Evaluation of Research Problem, Criteria for selecting the Research Problem. Defining &amp; Stating the Research Problem, objectives &amp; Research question in quantitative &amp; qualitative research.</li> </ul>	8 Hours
<b>Unit 3: Variables, Hypotheses, Sampling and Preparation of a Research Proposal</b>	
<ul style="list-style-type: none"> <li>Steps of Educational research, Research Blueprint – Concept and Component.</li> <li>Variables – Meaning and Characteristics, Types and Interrelationship among different Types of Variables.</li> <li>Hypotheses – Meaning and Importance, Characteristics, Types and forms of hypothesis.</li> <li>Sampling - Concept of Population &amp; Sample – Sampling unit, sample size, sampling frame, concept of representative &amp; based sample. Types of sampling – Probability sampling &amp; Non probability sampling. Probability sampling – Random sampling, stratified sampling, stratified random sampling, systematic sampling, cluster &amp; multistage sampling. Non probability sampling - Judgment or purposive sampling, quota sampling, Incidental sampling (Convenient).</li> <li>Format of a research proposal</li> </ul>	8 Hours
<b>Unit 4: Educational Statistics and Computer Applications</b>	
<ul style="list-style-type: none"> <li>Nature of Data</li> <li>Meaning and Nature, Measurement Scales, Classification and tabulation of data, Graphical representation of data.</li> <li>Descriptive Statistics</li> <li>Measures of Central Tendency and Variability</li> <li>Relative position- quartiles, deciles, percentiles and percentile ranks</li> <li>Normal probability curve –Its properties and applications, skewness and kurtosis- their computation and uses.</li> <li>Standard scores, T scores and Stanine- computation and uses.</li> <li>Criteria for selecting statistical softwares- in research.</li> <li>Criteria for selecting software- SPSS, EXCEL and SYSTAT for data analysis in educational research work. Packages on statistics (meaning and applications)</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>Anfara, Vincent &amp; Mertz Norma T. (2006). Theoretical Frameworks in Qualitative Research. SAGE Publication.</li> <li>Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd. Borg, W.R. and Gall, M.D. (1983) Educational Research – An Introduction, New York, Longman, Inc.</li> </ul>	



<ul style="list-style-type: none"> <li>• Creswell, John W. (2007). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. SAGE Publication.</li> <li>• Gupta, Santosh (1983) Research Methodology and Statistical Techniques, New Delhi : Deep and Deep Publisher.</li> <li>• Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi : Vikas Publications.</li> <li>• Kerlinger, F.N. (1973) Foundations of Behavioural Research, New York : Holt, Rinehart and Winston.</li> <li>• Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall</li> <li>• Praveena K. B. &amp; Srinivasa K. S (2011). Research Methodology – A Practical Approach. ISBN: 81-901-860-5-1. Bangalore. Esquire Publications.</li> <li>• Salkind, N.J. (2006). Exploring Research (Sixth Edition) NJ: Pearson Prentice Hall.</li> <li>• Sidhu, K.S. (1987) Methodology of Research in Education, New Delhi: Sterling Publishers Pvt. Ltd.</li> <li>• Travers, R.M.W. (1969) An Introduction to Educational Research, New Delhi: Sterling Publishers Pvt. Ltd.</li> <li>• Van, Dalen, Debonald, B. and Meyer, William J. (1979) Understanding Educational Research: An Introduction, New York: McGraw Hill Co.</li> </ul>	
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<b>Paper Code and Name</b>	<b>COURSE-5 PHILOSOPHY OF EDUCATION</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To understand the context of philosophy of education.
CO 2	To interpret the educational philosophy of great thinkers.
CO 3	To correlate sociology and education.
CO 4	To establish the relevancy of philosophical theories in modern education.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Philosophical perspectives in Education</b>	
<ul style="list-style-type: none"> <li>• Concept , Scope, characteristics of Philosophy</li> <li>• Concept, Scope, Aims and functions of philosophy of Education.</li> <li>• Relationship between philosophy and Education.</li> </ul>	

<ul style="list-style-type: none"> <li>• Philosophical Systems</li> <li>• Epistemology – Meaning , Nature and Educational Implications.</li> <li>• Axiology- Meaning , Nature and Educational Implications.</li> <li>• Metaphysics- Meaning , Nature and Educational Implications.</li> </ul>	12 Hours
<b>Unit 2: Schools of Philosophy and their Implications to Education</b>	
<ul style="list-style-type: none"> <li>• <b>Indian Schools of Philosophy</b></li> <li>• Vedic</li> <li>• Buddhism</li> <li>• Jainism</li> <li>• <b>Western Schools of Philosophy</b></li> <li>• Idealism</li> <li>• Naturalism</li> <li>• Pragmatism – their contribution to present day education.</li> </ul>	8 Hours
<b>Unit 3: Thinkers of Philosophy of education</b>	
<ul style="list-style-type: none"> <li>• <b>Indian Thinkers</b></li> <li>• Swami Vivekananda</li> <li>• Mahatma Gandhi</li> <li>• Rabindranath Tagore</li> <li>• <b>western Thinkers</b></li> <li>• John Dewey</li> <li>• Froebel</li> <li>• Maria Montessorie</li> </ul>	8 Hours
<b>Unit 4: Emerging Trends in Philosophy</b>	
<ul style="list-style-type: none"> <li>• Human Nature and ethics in the context of increasing crime and deteriorating values</li> <li>• Social Philosophy – personal growth and philosophy</li> <li>• post- modernism and objectivism.</li> <li>• Research Trends in philosophy of Education</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Bruner,J.S.(1996), The culture of education. Cambridge, M.A.: Harvard University Press.</li> <li>• Broudy,S.H.(1962), Building a Philosophy of Education, New York; Prentice Hall.</li> <li>• Dewey,J.(1916/1977): Democracy and Education: an introduction to the philosophy of education.New York: Macmillan.</li> <li>• NCERT (2005). National curriculum framework,New Delhi.</li> <li>• MHRD, (1992), Programme of action. Govt. Of India, New Delhi.</li> <li>• MHRD, Gov. Of India(1992), National Policy on education(revised) New Delhi.</li> <li>• Peters, R.S. (ed), (1975) . The philosophy of Education.Oxford University Press,London.</li> </ul>	

<ul style="list-style-type: none"> <li>Bruubacher, John S (1969) Modern Philosophies of Education, Tata Mc Graw – Hill, Publishing Company Pvt LTD, New Delhi.</li> </ul>	
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<b>Paper Code and Name</b>	<b>COURSE - 6: SOCIOLOGY OF EDUCATION</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To analyze the social perspective of education.
CO 2	To interpret the role of education in social context.
CO 3	To understand sociology of education.
CO 4	To recognize the socio cultural aspects of education.
CO 5	To develop understanding of sociological dimensions of education

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Sociology and Education</b>	
<ul style="list-style-type: none"> <li>Meaning and Nature of Educational Sociology</li> <li>Interrelationships between Education and Sociology</li> <li>Sociology of Education</li> <li>Individual and social aim of education</li> <li>Political Education – Process of Socialization</li> <li>Education and Family: Concept, types and functions</li> <li>Education and culture</li> <li>Education and religion</li> <li>Education and Constitution</li> </ul>	12 Hours

<b>Unit 2: Contexts of Socialization</b>	
<ul style="list-style-type: none"> <li>• Concept of socialization: family and adult-child relationships; parenting, child rearing practices</li> <li>• Separation from parents, children in crèches; children in orphanages</li> <li>• Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement.</li> <li>• Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence. Social, economic and cultural differences in socialization: implications for inclusion.</li> </ul>	8 Hours
<b>Unit 3: Social Change and Education</b>	
<ul style="list-style-type: none"> <li>• Meaning, nature and theories</li> <li>• Factors affecting on social change</li> <li>• Social-stratification, Social-mobility</li> <li>• Education for emotional &amp; social Integration.</li> <li>• Education for Nationalism and International understanding</li> <li>• Meaning and need of Equality of Education opportunity and Social Justice with special reference with Indian Society</li> <li>• Education of Socially, Economically under-developed society</li> </ul>	8 Hours
<b>Unit 4: Education and society</b>	
<ul style="list-style-type: none"> <li>• Gender ideology in society. Role of religion, Constitution and law in gender ideology. Gender differentiation. Present status of women’s education in India. Education and Gender.</li> <li>• Modernization, globalization in relation to education.</li> <li>• Sociology of education and educational sociology concepts, relationship and functions.</li> <li>• Concept and dimensions of plurality. Curriculum for multicultural education. Teacher’s role in the strategies of multicultural education, Socialization in cultural diversity through education.</li> <li>• Meaning and importance of peace education to address social issues and role.</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Gupta, Santosh (1983) Research Methodology and Statistical Techniques, New Delhi : Deep and Deep Publisher.</li> <li>• Kaul, Lokesh (1984) Methodology of Educational Research, New Delhi : Vikas Publications.</li> <li>• Kerlinger, F.N. (1973) Foundations of Behavioural Research, New York : Holt, Rinehart and Winston.</li> <li>• Leary, M.R. (2004). Introduction to Behavioural research Methods (4th edition) Boston: Pearson Prentice hall <ul style="list-style-type: none"> <li>• NCERT (2005). National curriculum framework, New Delhi.</li> <li>• MHRD, (1992), Programme of action. Govt. Of India, New Delhi.</li> </ul> </li> </ul>	

<b>Paper Code and Name</b>	<b>COURSE – 7: CURRICULUM STUDIES</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To understand the concept and types of curriculum.
CO 2	To know the foundations of curriculum planning and curriculum construction.
CO 3	To reflect upon the strategies of successful curriculum transaction.
CO 4	To understand the process of administration and evaluation.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Perspectives on Curriculum</b>	
<ul style="list-style-type: none"> <li>• Meaning, Concept and importance of curriculum</li> <li>• Four perspectives on curriculum               <ul style="list-style-type: none"> <li>- Traditionalists</li> <li>- Conceptual-Empiricists</li> <li>- Reconceptualisits</li> <li>- Social constructivists</li> </ul> </li> <li>• Concept of Core curriculum, Hidden Curriculum, Spiral Curriculum, Integrated curriculum and their relevance.</li> </ul>	12 Hours
<b>Unit 2: Construction &amp; Development of Curriculum</b>	
<ul style="list-style-type: none"> <li>• Curriculum framework –need and importance; ramification of curriculum framework into curriculum, syllabus and textbooks.</li> <li>• Different Models</li> <li>• Administration</li> <li>• Grass Root</li> <li>• Demonstration</li> <li>• System Analysis</li> </ul> National curriculum of USA, Japan, China countries at different levels .	8 Hours

<b>Unit 3: Bases of Curriculum Development</b>	
<ul style="list-style-type: none"> <li>• <i>Epistemological bases:</i> Forms of Knowledge, structure of a Discipline; characteristics of different Disciplines and levels of understanding; Logical grammar of school subjects.</li> <li>• <i>Sociological bases:</i> societal needs and aspirations, culture and values, social changes, knowledge explosion, national concerns and goals, globalisation, localization and privatization, political ideology and technological influences, economic necessities; Socio-cultural context of students - multi- cultural, multilingual aspects.</li> <li>• <i>Critical issues:</i> environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.</li> </ul>	8 Hours
<b>Unit 4: Curriculum Administration &amp; Evaluation</b>	
<ul style="list-style-type: none"> <li>• Taylorism</li> <li>• Administration as a process.</li> <li>• Administration as a bureaucracy</li> <li>• Human relation approach to Administration.</li> <li>• Formative, Summative &amp; Interpretation of Evaluation results.</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Bob Moon and Patricia Murphy (Ed) (1999). <i>Curriculum in Context</i>. Paul Chapman Publishing, London.</li> <li>• Butchvarov,P.(1970), <i>The Concept of Knowledge</i>, Evanston, Illinois: North Western University Press.</li> <li>• Chomsky, N (1986). <i>Knowledge of Language</i>, Prager, New York.</li> <li>• Datta, D.M. (1972). <i>Six ways of Knowing</i>. Calcutta University Press, Calcutta.</li> <li>• Dewey , John. <i>The Child and the Curriculum</i>, University of Chicago Press: Chicago</li> <li>• G.W. Ford and Lawrence Pungo,(1964). <i>The structure of Knowledge and the curriculum</i>. Rand McNally &amp; Company, Chicago.</li> <li>• Joseph Schwab, (1969). <i>The Practical: A language for curriculum</i>. School Review, November.</li> <li>• Keddie, N.(1971) : <i>Classroom Knowledge</i>, in. M.F.D Young..</li> <li>• Kelley, A.B. (1996). <i>The Curricular Theory and Practice</i>. Harper and Row, US.</li> </ul>	

<b>Paper Code and Name</b>	<b>Course – 8 a : TEACHER EDUCATION COURSE- I PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To gain the insight on concept, objectives, and status of pre-service and in-service teacher education.
CO 2	To acquaint student-teachers with historical background of teacher education in India
CO 3	To acquaint student-teachers with organization of pre-service and in-service teacher education programme with respect to curriculum, infrastructure and resources needed.
CO 4	To examine the current pre-service and in-service teacher education programmes in terms of various policy document.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Teacher Education-Concept, Need and Objectives</b>	
<ul style="list-style-type: none"> <li>• Concepts of Teacher Education</li> <li>• Need and Importance of Teacher Education</li> <li>• Objectives of Teacher Education at various levels</li> <li>• Teacher Education in Ancient India</li> <li>• Teacher Education in Pre- and Post-Independent India</li> <li>• Comparative Study of Teacher Education in Various Countries</li> </ul>	12 Hours
<b>Unit 2: Various Organizational Patterns of Teacher Education in India</b>	
<ul style="list-style-type: none"> <li>• B.Ed. (One Year, Two Years, Distance Mode)</li> <li>• B.Ed. Basic Education</li> <li>• B.Ed. Special Education</li> <li>• B.Ed. Integrated (Four Years)</li> <li>• B.Ed. in Elementary Education</li> <li>• Diploma in Elementary Education</li> <li>• M.Ed. (Full time , Part Time &amp; Distance Mode)</li> </ul>	8 Hours

<b>Unit 3: Broad Organization Patterns of Teacher Education</b>	
<ul style="list-style-type: none"> <li>• Admission Process</li> <li>• Planning and scheduling of course</li> <li>• Curriculum Components               <ul style="list-style-type: none"> <li>– Foundation Course</li> <li>– Pedagogy Course</li> <li>– Engagement with field</li> <li>– Enhancing professional competence</li> </ul> </li> </ul>	8 Hours
<b>Unit 4: In-service Education of Teachers</b>	
<ul style="list-style-type: none"> <li>• Meaning of in-service teacher education</li> <li>• Significance of in-service teacher education</li> <li>• Objectives of in-service teacher education</li> <li>• Various programmes of in-service teacher education like SOPT, PMOST</li> <li>• Thrusts in in-service teacher education</li> <li>• Designing of in-service teacher education some basic guidelines</li> <li>• Various agencies of in-service teacher education</li> <li>• Limitations of in-service teacher education</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Bose, K., and Srivastava, R.C. (1973).<i>Theory and Practice. Teacher Education in India.</i>Allahabad: Chug Publication.</li> <li>• Byrne, H.R. (1961).<i>Primary Teacher Training.</i> London : Oxford University Press.</li> <li>• Kauts, A. (2013). Quality Concerns in Teacher Education. Patiala: 21<sup>st</sup> Century Publications</li> <li>• Kinney, L.B. (1964).<i>Certification in Education.</i> London: Englewood Cliffs.</li> <li>• Kothari, R. G. and Patel, J, B (2011).<i>In-service Teacher Education: Training programme for Primary Teachers.</i> Germany:VDM Verlag Publisher.</li> <li>• Mangla, S. (2002).<i>Teacher Education- Trends and Strategies.</i> New Delhi: Sage Publishers.</li> <li>• Mukerji, S.N. (1968).<i>Education of Teachers in India (vol. 1 and 11).</i> New Delhi: Sultan Chandand Co.</li> <li>• NCERT. (1979).<i>Teacher Education curriculum – A Framework.</i> New Delhi.</li> <li>• NCTE (1988).<i>National Curriculum for Teacher Education – A Framework.</i> New Delhi :</li> <li>• NCTE. (1978).<i>Teacher Education Curriculum. A Framework.</i> New Delhi, NCERT.</li> <li>• Panigrahi, S. C., and Biswal, A. (2012).<i>Teacher Education.</i> New Delhi: APA Publishing Corporation.</li> <li>• Pires, E.A. (1959).<i>Better Teacher Education.</i> New Delhi: University Press.</li> <li>• Praveena K. B. &amp; Srinivasa K. S. (2011). Teacher Education. Esquire Publications, Bangalore.</li> <li>• Rao, R.(2004).<i>Methods of Teacher Training.</i> New Delhi. Discovery Publishing House.</li> <li>• Raput&amp;Walia J. S., K. (2002). <i>Teacher Education in India.</i> Sterling Publishers Private Limited: New Delhi.</li> </ul>	



<b>Paper Code and Name</b>	<b>Course –H88 OPEN ELECTIVE COURSE (OEC) PAPER (FOR OUTSIDE STUDENTS) TEACHING STRATEGIES FOR TEACHERS</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To acquire competency in different skills.
CO 2	To understand the context of application of different strategies of teaching.
CO 3	To understand and appreciate the role of communication in effective teaching.
CO 4	To understand the impact of teachers communication on student's personality development.
CO 5	To understand the various features of models of teaching.
CO 6	To know and understand the correlates of teacher effectiveness.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Essential Teaching Skills and the Teaching of Thinking</b>	
<ul style="list-style-type: none"> <li>• Essential Teaching Skills : The Foundation for Teaching Effectiveness</li> <li>• Beyond Effective Teaching : Teaching for Thinking and Understanding</li> <li>• Higher – Order and Critical Thinking</li> <li>• The Model Approach to Teaching</li> <li>• Information Processing</li> </ul>	12 Hours
<b>Unit 2: The Inductive Model : A Constructivist View of Learning</b>	
<ul style="list-style-type: none"> <li>• The Inductive Model : An Overview</li> <li>• Goals for the Inductive Model</li> <li>• Planning Lessons with the Inductive Model</li> </ul>	8 Hours

<ul style="list-style-type: none"> <li>• Implementing Lessons Using the Inductive Model</li> <li>• Assessing Student Learning</li> </ul>	
<b>Unit 3: Teaching Organized Bodies of Knowledge</b>	
<ul style="list-style-type: none"> <li>• The Integrative Mode : An Overview</li> <li>• Goals for the Integrative Model</li> <li>• Planning Lessons with the Integrative Model</li> <li>• Implementing Lessons Using the Integrative Model</li> <li>• Assessing Integrative – Model Activities</li> <li>• The Lecture – Discussion Model – An Overview</li> <li>• Theoretical Perspectives</li> <li>• Planning for Lecture – Discussion Lessons</li> <li>• Implementing Lecture – Discussion Lessons</li> <li>• Assessing Student Understanding in Lecture – Discussion Lessons</li> </ul>	12 Hours
<b>Unit 4: The Direct-Instruction Model</b>	
<ul style="list-style-type: none"> <li>• Direct Instruction : An Overview</li> <li>• Direct Instruction : Theoretical Perspective</li> <li>• Planning Lessons with the Direct – Instruction Model</li> <li>• Implementing Lessons Using the Direct – Instruction Model</li> <li>• Assessing Student Understanding</li> </ul>	8 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Flander, N. A. (1970) Analyzing Teaching Behaviour Reading Massachusetts. Addison – Weley.</li> <li>• Paul D. Eggen &amp; Donald P. Kauchak (1966) Strategies for Teachers. Allyn and Bacon A Simon and Schuster Company, London.</li> <li>• Travers, R. M. W. (1973) Second Handbook of Research on Teaching. Chicago : Rand McNally College Publishing Company.</li> </ul>	

<b>Paper Code and Name</b>	<b>COURSE – 9 : CURRICULUM, PEDAGOGY AND ASSESSMENT (SECONDARY AND SENIOR SECONDARY LEVEL)</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To analyze the functioning of various institutions and agencies of secondary education.
CO 2	To understand the problems and challenges related to Secondary and Senior Secondary Education
CO 3	To reflect on various issues related with secondary education.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Quality in Secondary Education</b>	
<ul style="list-style-type: none"> <li>• Concepts, indicators of quality, setting standards for performance</li> <li>• 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.</li> </ul>	8 Hours
<b>Unit 2: Issues &amp; Concerns in Secondary Education</b>	
<ul style="list-style-type: none"> <li>• Challenges related to universalization of Secondary Education</li> <li>• Problems and Strategies of Alternative Schooling at Secondary school Stage</li> <li>• Challenges / strategies / intervention in relation to access, enrolment, dropout, achievement and equality of Educational opportunities</li> <li>• Problems of education for girls, disadvantaged and differently abled children and slow learners and interventions to solve the problems</li> <li>• Problems of classroom discipline, under achievement, lack of motivation, slow learners, delinquency and maladjustment</li> <li>• Issues of quality in Secondary and senior Secondary Education.</li> <li>• Management system of Secondary Education - role of Department of Education, Directorate, Inspectorate and NGO's.</li> </ul>	12 Hours

<b>Unit 3: Secondary Education Curriculum</b>	
<ul style="list-style-type: none"> <li>• Concept, components and determinants of curriculum.</li> <li>• Principles of curriculum construction.</li> <li>• Criteria for selection and organisation of content and learning activities. Secondary School curriculum: features, principles, relevance.</li> <li>• Critical appraisal of present Secondary School curriculum in the state.</li> </ul>	8 Hours
<b>Unit 4: Assessment and Evaluation in Secondary Education</b>	
<ul style="list-style-type: none"> <li>• Meaning nature and functions of evaluation &amp; assessment, difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment.</li> <li>• New trends in evaluation – grading , internal assessment ,semester system, CCE</li> <li>• Critical appraisal of the present evaluation system at Secondary school level.</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Agarwal Deepak (2007) Curriculum Development concepts, method and techniques-Book, New Delhi</li> <li>• Ericson H.L (2002) concept based curriculum and instruction teaching beyond the facts, corision press INC, Sage publication company, USA</li> <li>• Hilda Taba L: curriculum Development: theory and practice, Harcourt Brace Javanevich Inc. New York 1962.</li> <li>• Mckernan/James(2007). Curriculum and Imagination. Process theory , pedagogi and action research Routletg U.K</li> <li>• NCERT National Curriculum Frame Work,2005 for School Education, NCERT,New Delhi</li> <li>• Olivan Peter F (2000) Developing the curriculum New Yourk, teachers college press</li> <li>• Saylor. J.G and williiam Alexandar M: Planing curriculum for school, Holt Rinehort and Winston inc.</li> <li>• Srivatsava D.S and Sarita kumara (2005) curriculum and instruction, Isha books new Delhi</li> <li>• Wiles J. W.S Joseph Bordi –curriculum Development – A guide to practice, pearson publication</li> </ul>	

<b>Paper Code and Name</b>	<b>COURSE – 10 : POLICY, ECONOMICS AND PLANNING (SECONDARY &amp; SENIOR SECONDARY LEVEL)</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs.
CO 2	To determine and implement objectives of planning on the basis of individual needs of the students.
CO 3	To develop skills in planning and implement conventional administrative procedures.
CO 4	To acquaint the students with relationship between the financial support of education and quality of education.
CO 5	To enable the students to locate human and material resources and utilize them to the maximum benefits for education

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Principles, Techniques and Approaches of Educational Planning</b>	
<ul style="list-style-type: none"> <li>• Guiding principles of educational planning</li> <li>• Methods and techniques of educational planning.</li> <li>• Approaches to educational planning. - Social demand approach - Man-power approach - Return of return approach</li> <li>• Types of educational planning; process of district level planning including micro level planning exercise; institutional planning.</li> </ul>	8 Hours
<b>Unit 2: Planning Mechanisms and Five-Year Plan in Education</b>	
<ul style="list-style-type: none"> <li>• Perspective planning at central, state and local levels: concepts of macro, and micro level planning.</li> <li>• Priorities to be given at central and state levels.</li> </ul>	12 Hours

<ul style="list-style-type: none"> <li>• Perspective plan for education in the 12th Five Year plan.</li> <li>• District level planning: recent initiatives.</li> <li>• Institutional Planning.</li> <li>• School mapping exercises</li> <li>• Availability of educational statistics at central, state and district levels.</li> <li>• Main features of five year plans with special reference to education, impact of five year plans on education.</li> </ul>	
<b>Unit 3: Educational Finance</b>	
<ul style="list-style-type: none"> <li>• Need, Significance ,Principles and Concept of Educational Finance.</li> <li>• Educational Financing in India: Historical Perspective</li> <li>• Need and Significance of Educational Finance Rising Unit costs and resources constraints Demand for education, Supply of education, Constitutional responsibility for providing education.</li> <li>• Principles of educational finance: Allocation of resources-economic and social basis for allocation of resources in education.</li> <li>• Financing education for equality of education-social justice Efficiency-cost-minimization and quality improvement, Productivity-relevance of education to the world of work and create qualified and productive manpower.</li> </ul>	12 Hours
<b>Unit 4: Some Problems and Issues of Educational Finance</b>	
<ul style="list-style-type: none"> <li>• Tuition fees : Merits and demerits of uniform, tuition fees.</li> <li>• Additional resources for education.</li> <li>• Critical review of present grant-in-aid policy of the state government with special reference to Secondary Education.</li> <li>• The factors affecting increasing the financial burden on local governments.</li> <li>• Ways and means of controlling funds.</li> </ul>	8 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra (2003). Achieving Universal Primary Education by 2015. A Chance for Every Child. World Bank Publications.</li> <li>• Celin Richards (1984). The Study of Primary Education and Resource Book. Vol. I.</li> <li>• De, Anuradha &amp; Dreze, Jean (1999). Public Report on Basic Education In India. Oxford University Press. USA.</li> <li>• Government of India (1986) National Policy on Education, New Delhi, MHRD.</li> <li>• Government of India (1987) Programme of Action, New Delhi: MHRD.</li> <li>• Government of India (1987) Report of the Committee for Review of National Policy on Education, New Delhi, MHRD. 26</li> <li>• Kumar, Ravi (2006). The Crisis of Elementary Education in India. Sage Publications Pvt. Ltd.</li> <li>• Mehrotra, Santosh (2006). The Economics of Elementary Education in India: The Challenge of Public Finance, Private Provision and Household Costs. Sage Publications. New Delhi.</li> <li>• Mehrotra, Santosh, Panchmukhi, P.R., Srivastava Ranjana, Srivastava, Ravi (2005). Universalizing Elementary Education in India: Uncaging The ‘Tiger’ Economy (1st edition) Oxford University Press.</li> <li>• Tilak, J.B. (1992) Educational Planning at gross roots, New Delhi</li> </ul>	

<b>Paper Code and Name</b>	<b>Course – 4 b : ADVANCED EDUCATIONAL RESEARCH AND STATISTICS</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To analyze the quantitative and qualitative data for research.
CO 2	To enhance the competencies of synthesizing research work.
CO 3	To develop the skill of preparing a complete research report.
CO 4	Elucidate the procedures of construction and validation tools/techniques of research.
CO 5	To analyze the quantitative and qualitative data for research.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Quantitative and Qualitative Methods of Research</b>	
<ul style="list-style-type: none"> <li>• Experimental – Need and significance, Nature, Validity – Internal and external, controlling variables, Designs – single group, parallel groups and rotation groups. Quasi – Experimental Designs: Non-equivalent Comparison Group Design, and Time –Series Design, Ex Post Facto Research.</li> <li>• Phenomenological, Ethnography, Case Study, Grounded theory, Historical – Need and significance of Historical Research, primary data and secondary data, Sources and collection of data – Internal Criticism and External criticism and Interpretation of data.</li> </ul>	12 Hours
<b>Unit 2: Tools and Techniques of Data Collection</b>	
<ul style="list-style-type: none"> <li>• Characteristics of a good tool – Concept and Types of Validity and reliability, Usability, Methods of establishing and Validity and Reliability of a tool.</li> <li>• Test – Concept and Uses of Norm-Reference Test and Criterion Reference Test, Construction and Validation of achievement test.</li> </ul>	8 Hours

<ul style="list-style-type: none"> <li>Tools – Rating scale. Attitude scale, Opinionnaire, Questionnaire, Aptitude test, checklist, inventory – meaning, characteristics, construction, validity and reliability.</li> </ul>	
<b>Unit 3: Parametric and Non Parametric Testing</b>	
<ul style="list-style-type: none"> <li>Measures of Relationship – Rank Difference. Product Moment (Direct and Scatter Diagram Methods) Biserial, Point Biserial, Tetrachoric and Phi – Computation and uses in measurement and research, concepts of Partial and Multiple Correlations and their uses in education research.</li> <li>Concept of Parametric Test &amp; Non Parametric test, Concept of Parameter and Statistic, Sampling distribution, Sampling Error And Standard Error of Mean (large and small sample), Levels of significance, Confidence limits and Intervals, Degrees of Freedom,</li> <li>Parametric Tests: Testing of Hypothesis – Null hypothesis, Alternative Hypothesis, one tailed test and two tailed test, Type I &amp; Type II Errors, Steps in Testing the Hypothesis, Testing significance of Means: ANOVA – Concept and uses; Regression Analysis: concept and uses.</li> <li>Non parametric tests – Chi square test: Concept, Computation and uses of chi square as a test of Independence and Contingency co-efficient.</li> </ul>	12Hours
<b>Unit 4: Report Writing and Presentation of Results</b>	
<ul style="list-style-type: none"> <li>Need for Effective Documentation: Importance of Report Writing Characteristics of good Report Writing, Types of Research Reports: Brief reports, detailed reports, Technical reports.</li> <li>Report Writing</li> <li>Report Format: Preliminary section, Main report, Interpretations of results and suggested recommendations, Limitations of the study, References (APA Style)</li> <li>Reporting of Research findings and implications</li> </ul>	8 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>Aggarwal Y. P. (2012), Statistical Methods – Concepts, Application and Computation, New Delhi: Sterling publishers’ pvt. Ltd.</li> <li>Aggarwal. Y. P. (1988), Better Sampling, Sterling, New Delhi.</li> <li>Aggarwal. Y. P. (1998), The Science of Educational Research – A Sourcebook, Nirmal Book Agency, Kurukshetra.</li> <li>Aggarwal. Y.P. (1988), (ED) Introduction to Statistics for Social Sciences, Sterling, New Delhi.</li> <li>Bancroft. T. A. (1968), Topics in Intermediate Statistical Methods, the Iowa State University Press, Ames: Iowa.</li> <li>Best J.W. (1986) Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.</li> <li>Bradley, James V. (1968), Distribution – free Statistical Tests, Prestice – Hall, Inc., Englewood Cliffs. N. J.</li> <li>Cochran, William G. and Gertrude M. Cox, (1957), Experimental Designs, 2nd Ed., John Wiley &amp; Sons, Inc., New York.</li> <li>Cox. D. R. (1958), Planning of Experiments, John Wiley &amp; Sons., New York.</li> <li>Cronbach L. J. (1957), The Two Disciplines of Scientific Psychology, the American Psychologist.</li> <li>David Freedman, Robert Pisani et al. (1991), Statistics – Second Edition ISBN, New York: 0-393-96043-9 W.W. Norton &amp; Company, Ltd.</li> <li>Dayton. C. Mitchell. (1970). Varieties of Psychological Test Homogeneity, - The American Psychologist.</li> </ul>	



<b>Paper Code and Name</b>	<b>Course – 8 b : TEACHER EDUCATION COURSE -II PERSPECTIVES AND RESEARCHES IN TEACHER EDUCATION</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To understand the perspectives and policies on teacher education.
CO 2	To appreciate the researches on various practices in teacher education.
CO 3	To understand the recent trends in teachers education.
CO 4	To acquaint with various issues and innovations in teacher education.
CO 5	To understand the management of teacher education.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Perspective and Policies of Teacher Education</b>	
<ul style="list-style-type: none"> <li>• Concept of Teacher Development</li> <li>• Factors Influencing Teacher Development</li> <li>• Teacher Education in Various Policies and Documents (NPE 1986, POA 1992, NCFTE 2009, NCTE - 2014)</li> </ul>	8 Hours
<b>Unit 2: Management of Teacher Education</b>	
<ul style="list-style-type: none"> <li>• Administrative Structure in Teacher Education at State and National Level Structure</li> <li>• Management Issues in Teacher Education <ul style="list-style-type: none"> <li>– Planning and Designing</li> <li>– Executing the Instruction</li> <li>– Multi-organizational Influences (University, State Government, UGC, NCERT and NCTE)</li> <li>– Monitoring the Programme</li> <li>– Management of Demand and Supply of Teacher</li> </ul> </li> </ul>	12 Hours

<b>Unit 3: Research in Teacher Education</b>	
<ul style="list-style-type: none"> <li>• Reviews of Studies in Teacher Education</li> <li>• Research Trends in Teacher Education</li> <li>• Innovations in Teacher Education</li> <li>• Researches in Teacher Education- Methodological Issues and Challenges</li> </ul>	8 Hours
<b>Unit 4: Problems and Issues in Teacher Education</b>	
<ul style="list-style-type: none"> <li>• Admission Criteria</li> <li>• Assessment of Teacher Effectiveness</li> <li>• Competencies of Teacher</li> <li>• Curriculum Concerns in Teacher Education</li> <li>• Establishing Theory Practice Nexus</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Jangira, N.K. (1978).An Experiment in Teacher Education and Teacher Effectiveness. Delhi : Frank Brothers and Co.</li> <li>• Kauts, A. (2013). Quality Concerns in Teacher Education. Patiala: 21st Century Publications</li> <li>• Kothari, R. G. and Patel, J, B (2011).In-service Teacher Education: Training programme for Primary Teachers. Germany:VDM Verlag Publisher.</li> <li>• Mangla, S. (2002).Teacher Education- Trends and Strategies. New Delhi: Sage Publishers.</li> <li>• National Council For Teacher Education. (2009). National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teachers. New Delhi: Member Secretary, National Council for Teacher Education.</li> <li>• National Curriculum Framework for School Education (2000) NCERT: J.J. offset Printers.</li> <li>• National Curriculum Framework for School Education (2005) NCERT: J.J. offset Printers.</li> <li>• National Curriculum Framework for Teacher Education (2006) NCTE</li> <li>• NCERT (1991) Secondary Teacher Education Curriculum : Guidelines and Syllabus. New Delhi, NCERT.</li> <li>• NCERT (1991a).Elementary Teacher Education Curriculum – Guidelines and Syllabus. New Delhi, NCERT.</li> </ul>	

<b>Paper Code and Name</b>	<b>Course I83 OPEN ELECTIVE COURSE (OEC) PAPER EDUCATIONAL TESTING AND EVALUATION</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To acquire the knowledge of measurement and evaluation.
CO 2	To understand the concept of achievement, types and uses.
CO 3	To understand the procedures of construction of achievement test.
CO 4	To acquire the knowledge and applications of the standardized tes.
CO 5	To understand the knowledge and application of media technology used in the process of evaluation.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Concept of Measurement and Evaluation:</b>	
<ul style="list-style-type: none"> <li>• Measurement: Meaning Scope of Measurement, Types of Measurement, Functions of Measurement, Test Score and Unit of Measurement , Scales of Measurement.</li> <li>• Evaluation : Meaning &amp; Scope of Evaluation, Types of Evaluation: Student Evaluation, Curriculum Evaluation, Institutional Evaluation, Summative Evaluation, Formative Evaluation, Continuous Comprehensive Evaluation (CCE) CCE, Purpose of Evaluation, Diagnose, Prediction, Selection, Grading, Guidance, Evaluation of Programme. Relationship between Summative and formative Evaluation, Process of Evaluation, Stages of Evaluation, Steps of Evaluation, Difference between Measurement and Evaluation.</li> </ul>	12 Hours
<b>Unit 2: Achievement Test and it's Construction:</b>	
<ul style="list-style-type: none"> <li>• Achievement Test- Meaning, nature, Function of Achievement Test and uses of Achievement Test.</li> <li>• Types of Achievement Test- Teacher Made Test and Standardised Achievement Test. Oral Test, Written Test, Essay Type Test, Short Answer Test and Objective Type Test- Meaning, Advantages and Disadvantages.</li> </ul>	8 Hours

<ul style="list-style-type: none"> <li>Multiple choice Items, True False Items, Matching Type Items, Completion Type Items, Problem Solving Items, Performance Test Items - it's Meaning, Advantages, and Disadvantages.</li> <li>Achievement Test Construction- Steps of Construction of an Achievement Test- Selection of the Topic, Objectives, Blue Print, Item Writing, Selection of Type of Items. Administering the Test, Scoring the Test, Analysis of the Test Scores and Grading.</li> </ul>	
<b>Unit 3: Standardization of Test</b>	
<ul style="list-style-type: none"> <li>Standardization of Test - Meaning and Application of Standardized Test.</li> <li>Steps for Standardization of Test - Planning the Test, Selection the Content, Objectives, Blue Print, Item Writing, Pre Testing or Tryout, Item Analysis, Preparing the Final Form, Establishing the Reliability and Validity and Developing Normative and Interpretive materials,</li> <li>Types of Standardised Achievement Test - Reading Test, Mastery Test, Diagnostic Test, Vocational Proficiency Test. Uses of Standardised Test.</li> </ul>	8 Hours
<b>Unit 4: Media Technology Used in Evaluation</b>	
<ul style="list-style-type: none"> <li>Media - Meaning, Applications and Classification of Media According to Sensory Channel, Audio, Visual and Audio-Visual, Multi Media, Hyper Media, Real Class Room Test and Virtual Test - It's Application and Differences. T.V., Radio and Paper Media - It's Applications.</li> <li>Digital Media - Digital Recorder, Camera, Visualiser, Smart Board, Mobile With Internet, Network Media, E-Question Bank, Online Test, Online Observation and Online Interview, Multi Media Package, E-Gadget for Testing and Assessing the Performance of Student - It's Concept and Application in Measurement and Evaluation.</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>Bhatia K.K. (1990) Measurement and Evaluation in Education, Ludhiana: Prakash Brothers Publishers.</li> <li>Brad Field , James N, Moredock, H Stewart,(1967) Measurement and Evaluation in Education, Macmillan Company: New York Pp 2-3.</li> <li>Bipin Asthana (1990) Measurement and Evaluation and Education, Agra: Vinod Pustak Mandir</li> <li>Ebel R.L (1979) Essential of Educational Measurement , 3<sup>rd</sup> ed Eaglewood Cliff, NJ: Prentice-Hall.</li> <li>Glasr,Robert(1963) Instructional Technology and the Measurement of Learning Outcomes Co.</li> <li>Goswami Marami. (2011)Meaurement and Evaluation in Psychology and Education, New Delhi: Neelkamal Publications Pvt Ltd.,</li> <li>Harper, A.E., and Haroer E.S.(1990) Preparing Objective Examination- Handbook for Teachers, Examiners and Students ,New Delhi.</li> <li>James Popham .W (1975) Educational Evaluation.. New Jersey: Prentice Hall Englewood Cliffs</li> <li>Lindquist. B.F.(1951) Educational Measurement; Washington: D.C American Council of America.</li> <li>Natarajan .V. and Kulshreshta. ( 1993) Assessing Non Scholastic Aspects of Learners Behaviour, New Delhi: Association of Indian University.</li> <li>Ross, C.C.(1954) Measurement in Today's School, N.Y: Prentice Hall Ind.</li> <li>Sharma R.A(1990) Managing Curriculum, Curriculum Transaction and Evaluation. New Delhi:IBH.</li> </ul>	

<ul style="list-style-type: none"> <li>• Taba H (1962) Curriculum Development : Theory and Practice , New York : Harcourt Berace Jvanovich Inc.</li> </ul>	
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<b>Paper Code and Name</b>	<b>COURSE – 12 : ADMINISTRATION, MANAGEMENT AND LEADERSHIP OF SECONDARY /SENIOR SECONDARY LEVEL</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To know about the type of educational administration.
CO 2	To reflect upon the various problems of educational administration in India.
CO 3	To get an insight into educational management.
CO 4	To acquaint with various types of leadership patterns.
CO 5	To determine and implement objectives of planning on the basis of individual needs of the students.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Educational Administration at National Level – Secondary / Senior Secondary Level</b>	
<ul style="list-style-type: none"> <li>• Structure, Role and responsibilities Planning, Education reforms, organization, direction control, equalization of educational opportunities, pilot projects liaison with UNESCO, opening central institutes</li> <li>• National grants, to state Govt.</li> <li>• Bureaus/ divisions of the ministry of HRD, department of education.</li> <li>• Major activities and organization of department of education of MHRD.</li> <li>• NCERT - organization, structure objectives Role and function.</li> <li>• NUEPA – NCTE, Kendriya Vidyalaya Sangathan,</li> <li>• Suggestions regarding administrative reforms at the central level.</li> </ul>	12 Hours
<b>Unit 2: Role of State Governments in Secondary / Senior Secondary Level</b>	
<ul style="list-style-type: none"> <li>• State level administration: - Need importance and limitations Recommendations of committees on role of state and local bodies.</li> <li>• Local bodies:- District boards and municipalities. Present position of local administration in Elementary education.</li> <li>• Division of Authority between state and local bodies in respect of the administration of primary education. State grants to local bodies</li> </ul>	8 Hours
<b>Unit 3: Performance and Resource Management in Educational Institutions</b>	
<ul style="list-style-type: none"> <li>• Monitoring of school performance.</li> <li>• Performance appraisal of the teachers.</li> <li>• Scientific principles of management-PERT, CPM, PPBS system approach.</li> <li>• Financial and administrative management of educational institutions.</li> <li>• Nature and characteristics of resource available in education. - need for resource management in education. - Material resources. - human resource - financial resource - procurement, utilization and maintenance of resources - Roles of state, central and local governments in resource mobilization</li> <li>• Quality assurance in material and human resources.</li> </ul>	8 Hours
<b>Unit 4: School Leadership at Secondary / Senior Secondary Level</b>	
<ul style="list-style-type: none"> <li>• Curriculum framework outline key areas for leadership development in Elementary schools:- (capacity building to transform function at managerial level to school leaders)</li> <li>• Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.</li> <li>• School leadership:- Multiple Roles, Identities &amp; grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.</li> <li>• School &amp; Community: - Inter linkage, Role and responsibilities.</li> <li>• School as a learning organization</li> <li>• Developing a vision for school: - vision for school transformation, assessing context and constraints.</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Curriculum framework outline key areas for leadership development in Elementary schools:-</li> </ul>	

<p>(capacity building to transform function at managerial level to school leaders)</p> <ul style="list-style-type: none"> <li>• Leading partnership, developing self, Transforming teaching learning process, building and leading teams and leading Innovation.</li> <li>• School leadership:- Multiple Roles, Identities &amp; grass root level (field) administrators working closely with schools at cluster, block and district levels (CRPs, BRPs, DEOs) as well as SMC and other community members.</li> <li>• School &amp; Community: - Inter linkage, Role and responsibilities.</li> <li>• School as a learning organization</li> <li>• Developing a vision for school: - vision for school transformation, assessing context and constraints.</li> </ul>	
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<b>Paper Code and Name</b>	<b>COURSE – 13 : INCLUSIVE EDUCATION (DIFFERENTLY ABLED) OF SECONDARY/SENIOR SECONDARY LEVEL</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To understand about inclusive society and the educational reforms.
CO 2	To reflect upon various assessment and teaching learning strategies for the disabled.
CO 3	To acquaint with various perspectives of gender issues and curriculum.
CO 4	To preparation of teachers for inclusive schools.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Introduction, Issues &amp; Perspectives of Inclusive Education</b>	
<ul style="list-style-type: none"> <li>• , Definition, concept and importance of inclusive education.</li> <li>• Historical perspectives of inclusive education for children with diverse needs.</li> <li>• Difference between special education, integrated education and inclusive education.</li> <li>• Advantages of inclusive education for education for all children in the context of Right to Education.</li> <li>• N.C.F and adaptation of teaching learning material</li> </ul>	8 Hours
<b>Unit 2: Policy Perspective</b>	

<ul style="list-style-type: none"> <li>• Recommendations of Indian Education Commission (1964-66).</li> <li>• Scheme of Integrated Education for Disabled Children</li> <li>• National Policy on Education (NPE, 1986-92).</li> <li>• National Curriculum Framework, 2005 NCERT</li> <li>• The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &amp;12).</li> <li>• The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).</li> <li>• Promoting Inclusion Preventing Exclusion</li> <li>• The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.</li> </ul>	12 Hours
<b>Unit 3: Diversity in the Classroom</b>	
<ul style="list-style-type: none"> <li>• Diversity- Meaning and definition.</li> <li>• Disability – Legal definition, discrimination.</li> <li>• Giftedness.</li> <li>• Concept, Nature, and Characteristics of Multiple Disabilities.</li> <li>• Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education yoga, heritage arts theatre, drama etc in inclusive settings.</li> <li>• Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms.</li> <li>• Techniques and methods used for adaptation of content , laboratory skills and play material</li> </ul>	8 Hours
<b>Unit 4: Teacher Preparation and Inclusive Education</b>	
<ul style="list-style-type: none"> <li>• Review existing educational programmes offered in Secondary school (general, special education).</li> <li>• Skills and competencies of teachers and teacher educators for Secondary Education in inclusive settings.</li> <li>• N.C.F 2005 and curriculum for teacher preparation and transaction modes.</li> <li>• Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.</li> <li>• Evaluation and follow up programmes for improvisation of teacher preparation programmes in inclusive education programmes.</li> <li>• Role of different national and international agencies {institutions, universities} in promoting inclusive education.</li> </ul>	12 Hours
<b>REFERENCES</b>	
<ul style="list-style-type: none"> <li>• Ahuja. A, Jangira, N.K. (2002): <i>Effective Teacher Training; Cooperative Learning Based Approach</i>. National Publishing house 23 Daryaganj, New Delhi 110002.</li> <li>• Jangira N.K. and Mani, M.N.G. (1990): <i>Integrated Education for Visually Handicapped</i>, Gurgaon, Old Subjimandi, Academic Press.</li> <li>• Sharma P.L (2003) <i>Planning Inclusive Education in Small Schools</i>, R .I E. Mysore</li> <li>• Sharma, P.L. (1990) <i>Teachers handbook on IED-Helping children with special needs</i> NCERT Publication.</li> </ul>	



<b>Paper Code and Name</b>	<b>Course-14: Educational Technology at Secondary/Senior Secondary Level</b>
<b>COURSE OUTCOMES (COs)</b>	
After completing this paper, the students will be able to:	
CO 1	To understand the concept and various approaches of educational technology.
CO 2	To identify the stages of educational technology .
CO 3	To understand the contemporary models of instructions.
CO 4	To practices uses media in education.

<b>PARTICULARS</b>	<b>Teaching Hours (Max. 40)</b>
<b>Unit 1: Concept of Educational Technology</b>	
<ul style="list-style-type: none"> <li>• <b>Standard definitions</b> - (NCET and ET Encyclopedia)</li> <li>• <b>Foundations of Educational Technology</b> (a) Psychology of Learning (b) Communication Theory (c) Media Technology (d) Scientific Method (e) Systems Approach</li> <li>• Educational Technology as Systems Approach to Education.</li> <li>• <b>Stages of Educational Technology Process.</b> Instructional Technology (Conceptual Differentiation ). Instructional Technology as Management of Learning by Objective – A Flow Chart Based Description.</li> <li>• <b>Scope of Educational Technology.</b> Instructional, Institutional,</li> <li>• Administration, Textual, Material and Media Systems</li> <li>• Educational Technology in the NPE Perspective (1986). Review of the following: <ul style="list-style-type: none"> <li>--Educational Technology work at National and State level institutions.</li> <li>--Educational Technology Teaching and Research in the Universities.</li> <li>--Educational Technology work at EMRC's and AVRC's.</li> <li>--Educational Technology through computing institutions and internet.</li> </ul> </li> </ul>	8 Hours
<b>Unit 2: Planning and Managing Objectives Based Instruction</b>	
<p><b>Taxonomy of Educational Objectives</b> : Bloom, Krathwhol and Harrow. NCERT's Version of Instructional Objectives and Specificatio</p> <ul style="list-style-type: none"> <li>• <b>Content Analysis for Teaching:</b> Content Analysis, Concept Mapping and Task Analysis as Aids to Identify Categories of Content.</li> <li>• <b>Planning of Instruction:</b> - Setting Instructional Goals, Writing, Instructional Objectives</li> </ul>	12 Hours

<p>,Using Mager’s Conditions, Entering Behaviour, Terminal Behaviour and Task Description.</p> <ul style="list-style-type: none"> <li>• <b>Programming Instruction</b> Terms, Concept and Definitions, Programming, Principles Steps, Rules and Styles, Linear Branching and Mathematical Styles, Programme Development Selection of the Topic, Stating Assumptions about the learner, Writing Objectives in Behavioral Terms, Frame Techniques, Prompting Characteristics and Types, Editing and Review of the Programms.</li> <li>• <b>Programme Testing and Evaluation</b> - Individual and Group Tryout, Error Rate, Programme Density, Sequence Progression, Percentage Gain and Pupil Acceptance, Sequencing and Structuring, Ruleg and Egrule, Operator Matrix, Over View of Model Programme Developed in India and Abroad.</li> </ul>	
<b>Unit 3: Contemporary Models of Instruction</b>	
<ul style="list-style-type: none"> <li>• Performance Based Models of Teaching -- Basic Teaching Models. Norm Referenced Teaching Model and Criterion Referenced Teaching Model Theory Based Models of Teaching -- Nature and Components of Models of Teaching, Syntax of Model of Teaching - Information Processing Model - Concept Attainment and Advanced Organizer Model of Teaching.</li> <li>• Personal Development Model -- Awareness Training Model and Synectics Model.</li> <li>• Behaviour Modification Model -- Contingency Management.</li> <li>• Social Interaction Model -- Group Investigation and Social Inquiry Model (Theoretical, Rationale, Objectives, Syntax and Exemplars for the above said Models of Teaching).</li> </ul>	<b>8 Hours</b>
<b>Unit 4: Media Use in Education</b>	
<ul style="list-style-type: none"> <li>○ Media Devices - Typical Attributes and Applications, Classification of Media According to Sensory Channel and Teacher-Student Control. Media Selection Process – A Flowchart. Developing a Multimedia Package <ul style="list-style-type: none"> <li>▪ Traditional Media Devices - Slide Projector. Overhead Projector. Automatic Slide Projector.</li> <li>○ New Media Devices</li> </ul> </li> <li>• Radio, Television, AVR and VCR, Video Camera, Camcorder and Handicam.</li> <li>• Radio Lesson, Radio Vision, Teleconferencing</li> <li>• Television Lesson, Video Conference, Video Lesson Interactive Video Lesson.</li> <li>• Gyan Darshan, EduSat, Country Wide Classroom, IGNOU Distance Education Courses and Lessons.</li> <li>• Activities and Programmes of NCERT, CIET, SCERT, UGC, IGNOU and EMRC/ AVRC <ul style="list-style-type: none"> <li>○ Digital Recorders, Projectors and Devices- LCD Projectors, Visualiser, Digital Cameras, Digital Board, Mobile with internet and Web Camera, Pocket Recorder or Voice Recorder.</li> <li>○ Cyberspace use in Education – The Internet – Internet Explorer, Website, Email, Search, Chat and Live Web Cam. Creating Email Address, Sending and Receiving Email. Cam Applications. Web Publishing. Creating a Web Page. Educational Websites. Online Courses and Testing. Virtual Classroom. Using a Search Engine. Searching, Selecting and Editing Specific Information. Conducting Live Chat and Live Web Cam Interaction. Computer used in Instruction – Question Bank.</li> </ul> </li> </ul>	<b>12 Hours</b>
<b>REFERENCES</b>	
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