

ಮಂಗಳೂರು ವಿಶ್ವವಿದ್ಯಾನಿಲಯ  
**MANGALORE UNIVERSITY**  
(Accredited by NAAC)

ಕ್ರಮಾಂಕ/ No. : MU/ACC/CR 06/2023-24/A2

ಕುಲಸಚಿವರ ಕಛೇರಿ

ಮಂಗಳಗಂಗೋತ್ರಿ - 574 199

Office of the Registrar

Mangalagangothri - 574 199

ದಿನಾಂಕ/Date:10.10.2023

**NOTIFICATION**

Sub: Revised syllabus of M.Ed. programme Open Elective Courses.

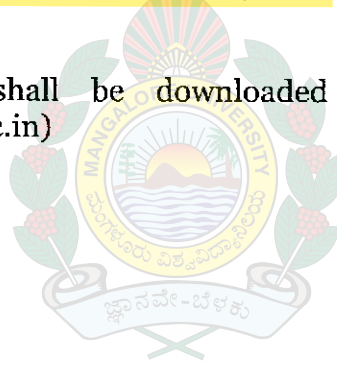
Ref: Academic Council approval vide agenda

No.: ಎಸಿಸಿ:ಶೈ.ಸಾ.ಸ.2:22 (2023-24) dtd 04.10.2023.

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The Revised syllabus of Open Elective Courses in M.Ed. programme which is approved by the Academic Council at its meeting held on 04.10.2023 is hereby notified for implementation with effect from the academic year 2022-23 and onwards.

Copy of the Syllabus shall be downloaded from the University Website (www.mangaloreuniversity.ac.in)



  
**REGISTRAR**

To

1. The Registrar (Evaluation), Mangalore University
2. The Chairman Combined BOS in Education, Dept. of Physical Education, Mangalore University.
3. The Co-ordinator, M.Ed. Programme, Dept. of Education, Mangalore University.
4. The Superintendent (ACC), O/o the Registrar, Mangalore University.
5. The Asst. Registrar (ACC), O/o the Registrar, Mangalore University.
6. The Director, DUIMS, Mangalore University – with a request to publish in the website.
7. Guard File.

# MANGALORE UNIVERSITY

## Syllabus, 2022-23

### COURSE STRUCTURE FOR THE TWO YEAR M.ED. PROGRAMME

#### SEMESTER-WISE DISTRIBUTION OF THE COURSE

##### Semester - I

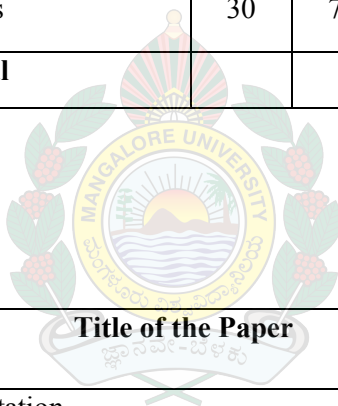
Course Code	Title of the Paper	Marks			Credits
		IA	Exam	Total	
<b>MEH401</b>	Psychology of Learning and Development	30	70	100	4
<b>MEH402</b>	Historical, Political and Economic Foundations of Education	30	70	100	4
<b>MEH403</b>	Educational Studies	30	70	100	4
<b>MEH404</b>	Philosophy of Education	30	70	100	4
	<b>Total</b>				<b>16 Credits</b>

##### ISB. I (Any Three Activity)

Course Code	Title of the Paper	Marks	Credits
		IA	
<b>MES405</b>	Communication and Expository Writing	50	2
<b>MES406</b>	Self-Development	50	2
<b>MES407</b>	Academic Writing	50	2
<b>MES408</b>	Development of ICT Material	50	2
	<b>Total</b>		<b>8 Credits</b>
	<b>Total</b>		<b>24 Credits</b>

## Semester - II

Course Code	Title of the Paper	Marks			Credits per Paper	Credits
		IA	Exam	Total		
<b>MEH451</b> (Open Elective Course)	Teaching Strategies in Education	30	70	100	3	-
<b>MES451</b>	Elective Course (For M.Ed. Students) a) Value Education OR b) Distance and Open Learning OR c) Guidance and Counselling	30	70	100	3	3
<b>MEH452</b>	Methodology of Research in Education - I	30	70	100	4	4
<b>MEH453</b>	Teacher Education Course - I	30	70	100	4	4
<b>MEH454</b>	Curriculum Studies	30	70	100	4	4
	<b>Total</b>					<b>15 Credits</b>



### ISB II

Course Code	Title of the Paper	Marks	Credits
		IA	
<b>MEH457</b>	Dissertation	50	2
	<b>Total</b>		<b>2 Credits</b>

### Soft Core Courses (Any One)

Course Code	Title of the Paper	Marks	Credits
		IA	
<b>MES458</b>	Internship in Specialization a) Internship in Elementary School / Institutions b) Internship in Secondary School / Institutions	50	2
	<b>Total</b>		<b>2 Credits</b>
	<b>Total</b>		<b>19 Credits</b>

## Semester - III

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

Course Code	Title of the Paper	Marks			Credits per Paper	Credits
		IA	Exam	Total		
<b>MEH501</b> (Open Elective Course)	Pedagogy of Teaching	30	70	100	3	-
<b>MES501</b>	Elective Course (For M.Ed. Students)  a) Contemporary Studies OR b) Inclusive Education OR c) Environmental Education	30	70	100	3	3
<b>MES502</b>	Specialization Core Course – I a) Perspectives of Elementary Education OR b) Perspectives of Secondary and Senior Secondary Education	30	70	100	4	4
<b>MES503</b>	Specialization Core Course – II a) Curriculum, Pedagogy and Assessment Practices in Elementary Education OR b) Curriculum, Pedagogy and Assessment Practices in Secondary/Senior Secondary Education.	30	70	100	4	4
<b>MEH504</b>	Methodology of Research in Education- II	30	70	100	4	4
<b>MEH505</b>	Teacher Education Course - II	30	70	100	4	4
<b>Total</b>						<b>19 Credits</b>

### ISB III

Course Code	Title of the Paper	Marks	Credits
<b>MEH506</b>	Dissertation	50	2
<b>Total</b>			<b>2 Credits</b>
<b>Total</b>			<b>21 Credits</b>

## Semester - IV

**Specialization in any ONE level based on selected Theme: Elementary / Secondary and Senior Secondary**

Course Code	Title of the Paper	Marks			Credits
		IA	Exam	Total	
<b>MES551:</b> <b>Theme A /</b> <b>Theme B</b>	Theme Based Specialization Course - I a. Elementary Level OR b. Secondary and Senior Secondary Level	30	70	100	4
<b>MES552:</b> <b>Theme A /</b> <b>Theme B</b>	Theme Based Specialization Course - II a. Elementary Level OR b. Secondary and Senior Secondary Level	30	70	100	4
<b>MES553 :</b> <b>Theme A /</b> <b>Theme B</b>	Theme Based Specialization Course - III a. Elementary Level OR b. Secondary and Senior Secondary Level	30	70	100	4
<b>MEH554</b>	Dissertation	-	70	100	4
	Dissertation Viva – Voce	-	30		
<b>MEH555</b>	Internship in Teacher Education Institutions(TEI) a) Elementary Teacher Education Institution(TEI) b) Secondary Teacher Education Institution(TEI)	100	-	100	4
	<b>Total</b>				<b>20 Credits</b>
	<b>Grand Total</b>				<b>84 Credits</b>

Note : ME – SC - SP: 11 Theme A /Theme B, ME – SC - SP: 12 Theme A /Theme B and ME – SC - SP: 13 Theme A /Theme B are Theme Based Specialization Course papers, they are chosen from a selected Theme in any ONE Level : Elementary / Secondary and Senior Secondary

Course Code	<b>Theme A : Pedagogy, Technology and Assessment in Education</b> <b>Elementary/ Secondary and Senior Secondary Level</b>
MES551 - SP: 11	(a) Pedagogy of Languages / (b) Science / (c) Social Science / (d) Mathematics / (e) Commerce
MES552 - SP: 12	Educational Evaluation
MES553 - SP: 13	Educational Technology
Course Code	<b>Theme B : Management in Education</b> <b>Elementary/ Secondary and Senior Secondary Level</b>
MES551 - SP: 11	Educational Management
MES552 - SP: 12	Institutional Management
MES553 - SP: 13	Educational Leadership

# **Two Year M.Ed. Degree Programme**

Choice Based Credit System

## **Syllabus : Semester - I**

### **MEH401 : Psychology of Learning and Development**

#### **Objectives :**

The students will

- Understand the essentials of General Psychology and their implication to Education.
- Acquire knowledge about the concept ; aspects ; theories of Human Growth and Development and their significance in the wholesome development of the personality.
- Comprehend all the issues related to learning such as concepts of intelligence ; multiple intelligence ; attitudes; values and interests.
- Understand the process of cognitive information and measures of its improvement.
- Develop awareness towards Differently Abled Children and the current strategies of educating them.
- Acquaint with the concept and different theories of personality and the contributions of different psychologists towards the personality, adjustment and mental health.
- Gain insight into the concept, significant theories of learning, motivation and learn the measures to motivate the pupils to learn.

#### **Unit 1 : Educational Psychology and Human Development**

- 1.1 Educational Psychology : Nature and Scope of Psychology and Educational Psychology, Educational Implications of Educational Psychology.
- 1.2 Human Development - Principles; Stages of Development; Developmental tasks; Problems related to all the stages of life (Prenatal to old age) Educational Measures, Factors Influencing Development – Neurological ; Biological ; Genetics; Environmental – Implications to Education.
- 1.3 Theories of Development - Piaget's and Bruner's Cognitive Development, Emotional Development, Erikson's Theory of Psycho-Social Development,– Noam Chomsky's Language Development Theory; Piaget and Kohlberg's Theory of Moral Development – stages and their implications to education.

#### **Unit 2 : Psychology of Learning**

- 2.1 Learning – concept, Nature, levels of learning (cognitive; affective; psychomotor); Theories on learning - Pavlov's classical conditioning; Skinner's Operant Conditioning; Ausubel's Meaningful Reception learning; Bruner's Discovery Learning; Bandura's Social Learning Theory; Vygotsky's Theory of Constructivism.

- 2.2 Motivation – concept, kinds and techniques of motivation; Theories of Motivation – Maslow’s Need Hierarchy Theory, Skinner’s Reinforcement theory; McClelland’s Achievement Motivation and Educational Measures to motivate pupils to learn.
- 2.3 Learning Related Issues - Concepts of Intelligence; Multiple Intelligence; Emotional Intelligence; Intellectual Cognitive Abilities – Thinking; Reasoning; Problem Solving Abilities and Measures of Developing these abilities. Cognitive Information Processing; Components of memory – Sensory Memory (S.M.); Short Term Memory (S.T.M.); Long Term Memory (L.T.M.), Methods of Memorisation – Episodic; Semantic; Associative Memory – Measures for improving memory.

### **Unit 3 : Personality and Self Development**

- 3.1 Personality - Concept of Personality, Structure and Dynamics of personality; Concept of Mature Personality; Sthithaprajna; Integrated Personality; Techniques of Personality Assessment – Projective and Non-projective Techniques.
- 3.2 Theories of Personality - Psycho Analytic Theory of Personality – Freud : Personality Structure; Three Interacting Systems, Levels of consciousness and Psycho sexual stages of personality development and Application to Education; Socio Psycho Analysis Theory of Personality – Karen Horney : Basic Concepts and Principles and Application to Education; Trait and Factor theory of Personality - Cattell: Basic Concepts Principles and Application to Education; Dimension Personality - Eysenck and Guilford: Hierarchical Structure of Personality and Application to Education; Humanistic Approach - Maslow and Carl Rogers : Basic concept of personality and their contribution to personality development and Application to Education.
- 3.3 Self Concept – Self Esteem – Concepts and Strategies for developing them; Concept of Gender – discrimination and education for gender integration. Creativity – Nature, Identification, Fostering and Guiding creative children.

### **Unit 4 : Mental Health, Adjustment and Specially Challenged**

- 4.1 Concepts of Mental Health and Hygiene; Causes for Mental ill health; Principles of Mental Hygiene; Educational Measures for maintaining mental health of the teachers and students.
- 4.2 Adjustment – Concept of Adjustment; Areas; Models of Adjustment; Measurement of Adjustment; Problems of Adjustment – Stress; Conflicts; Frustration – Concepts and Educational Implications; Adjustment Mechanisms - Advantages and Limitations.
- 4.3 Specially Challenged Children - Concept of children with special needs ; Intellectually challenged children - Gifted; Creative; Mentally challenged; Learning disabilities; Their Identification and Measures for educating them; Physical Challenges – Auditory; Speech; Visual and Measures for Educating these children; Inclusive Education – Concept; Need; Present Practices and Strategies for its Effective Implementation.

**Practicum :**

- Administration of psychological tests on areas related to the syllabus and presentation of the process and findings during the seminars organised.
- Review of Research in the areas of the Syllabus and present it with suitable implications to education and their dissertation work.
- Research Review on any one category of differently abled child(permissible categories only).
- A brief case study of an Integrated School.
- Research Review/published articles on Gender related issues. (minimum 3)

Any other related activities :

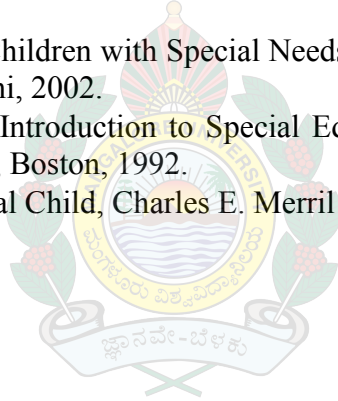
- Research review on implications of Yoga on Mental and Physical Health.
- Administration of any one adjustment inventories ; Attitude ; Values ; Aptitude, Interest.

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- James E.J., et al, Visual Impairment in Children and Adolescence, Grune and Stratton Inc., New York, 1977.
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- Kolstoe O.P., Mental Retardation : View Point, H.R. and Winston, New York, 1972.
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- McMichael J.K., Handicap, Stables Press Ltd., London, 1971.
- Milton J.G., Education of the Intellectually Gifted, Charles E. Merrill Books Inc., Ohio, 1965.
- Phillips P.P., Speech and Hearing Problems in the Classroom, Cliffs Notes Inc., USA, 1975.
- Seamus H., Education and Children with Special Needs : From Segregation to Inclusion, Sage Publications, New Delhi, 2002.
- Smith, D.D. Luckasson R., Introduction to Special Education : Teaching in an Age of Challenge, Allyn and Bacon, Boston, 1992.
- Thomas E.J., The Exceptional Child, Charles E. Merrill Books, Inc., USA, 1962.



# **Syllabus : Semester – I**

## **MEH402 : Historical, Political and Economic Foundations of Education**

### **Objectives :**

After studying this paper the students will be able to

- understand the course of history of education in India.
- analyze the limitations in relation to educational process under each period.
- critically analyze the reasons for the limitations in education at different periods
- appreciate the efforts in the past to promote education
- understand the relationship among education, economics and politics
- examine the role of education, especially educational institutions in promoting national productivity
- analyze the positive and negative interventions of politics in education and their significance in education
- examine the political interventions in India in education since independence
- critically evaluate the effect of political interventions in education and estimate their significance.
- analyze the present scenario of education from political and economic contexts.

### **Unit 1 : Foundations of Education**

- 1.1 Education as a multidisciplinary subject: Nature of Education, Need for identifying the determinants/ foundations of education.
- 1.2 Determinants of Education: Philosophical, Sociological, Political, Economic, Historical determinants of education: Implications for education in each context.
- 1.3 Constitutional implications for education in Indian Context: Provisions and implications of constitution for education(the articles related to education need to be studied with focus)

### **Unit 2 : Historical Foundations of Education**

- 2.1 History of Education in India during Ancient, medieval and colonial: Vedic education, Buddhist education, Muslim education: Detailed Understanding of the course of history of education during these periods and a critical analysis of the same.
- 2.2 History of Education in during British India: Charles Grant (1813), Macaulay's minutes (1835), Wood's Dispatch (1854), Hunter Commission (1882), Hartog Committee (1929), Basic Education (1937), Sergeant Report (1944)- Detailed Understanding of the course of history of education during these periods and a critical analysis of the same.
- 2.3 History of Education in India during Modern Period: Secondary Education Commission (1952), Kothari Education Commission (1964), National Policy on Education (1986), Revised National Policy on Education (1992) - Efforts for quantitative and qualitative improvement of education under each document.

### **Unit 3 : The Political Economy of Education**

- 3.1 Right to Education: Legal Status and its implications; International laws and provisions, Shifts in Emphasis; Basic Education as a fundamental right.
- 3.2 Process of political economy of Education: Roles and responsibilities of different educational stakeholders; Teachers as stakeholders, School management, parents, elites and civil society as stakeholders Government officials as stakeholders International actors and agencies as stakeholders.
- 3.3 Political Foundations of Education in India: National Curriculum Framework (NCF 2005), Right to Education Act (RTE Act 2009), Right to Person With Disability Act (RPwD Act 2016), National Education Policy (NEP 2020).

### **Unit 4 : Economics of Education**

- 4.1 Economics of Education: Meaning, scope and criteria of Economics of Education; Salient features and objectives of Economics of Education; Education as a powerful means of Economic growth and development.
- 4.2 Education as Investment: Meaning and need of investment, Assistance for finance education, Education system and productivity, Recent concept of investment in education, Efficiency of investment in Education.
- 4.3 Educational planning and manpower, Educational finance: Meaning, objectives, principles; analysis of educational cost (Components). Problem of educational finance.

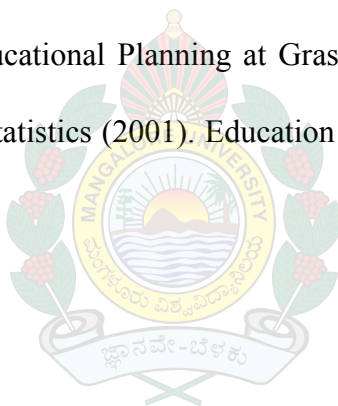
### **Practicum :**

- Prepare a timeline with a descriptive write up, of important landmarks in the history of Indian education.
- A study of the Policies for access to basic education in India from the initial period till today and a report of the same.
- A study of the opinion of teachers as stake holders about the contemporary education system(any stage) and a report of the same.
- A study of the opinion of elites of the society as stake holders about the contemporary education system(any stage) and a report of the same.
- A study of the budgetary allocation for different stages of education during the last five years, and a write up of the same along with major observations.

(Any other relevant or suitable topics related to the syllabus)

## References :

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- Doddannavar J G: Economics of Education(2009), Vidyanidhi Prakashana, Gadag.
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# **Syllabus : Semester - I**

## **MEH403 : Educational Studies**

### **Objectives:**

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

- Analyse various perspectives and views on the concept of education.
- Introduce the nature of educational studies and map the fields.
- Introduce Educational studies as a 'discipline' with its own academic community, its own distinctive discourse and methods of enquiry.
- Highlight the underlying values and principles relevant to education studies and for developing personal stance which draws on their knowledge and understanding
- Critically analyse selected seminal educational texts that represents the foundational perspectives.
- Flag the contemporary concerns of education policy and practice.
- Examine the role of institutions, systems and structures of education.
- Examine the structural framework of the Right to Education (RTE) Act 2009.
- Evaluate education policies in a systematic way and to accommodate new principles and new knowledge

### **Unit 1: Education, Society and Structure of Education**

- 1.1 Education – Meaning: education as process and product; education as a natural process; education as a social process; education as an intentional activity.
- 1.2 Education as a subsystem of society – characteristics, education and schooling, major purposes of schooling; School as social system – social structure and functioning of the school; Impact of social change on education; Need for educational reorganisation; Acculturating role of education; Multiculturalism.
- 1.3 Four Pillars of Education - Learning to know, Learning to do, Learning to live together, Learning to be.

Mode of Transaction: Seminal Text to be read by the students with a presentation.

### **Unit 2: Nature of Education Studies and Equity & Excellence in Education**

- 2.1 Meaning, Nature of Education Studies, Traditional disciplines and Education Studies .
- 2.2 Defining principles of education studies, Key issues in Education Studies.
- 2.3 Equity and Excellence in Education, Strategies for Equity in Education, Equality of Educational opportunity – concerns; Excellence in Education – concept, strategies and indicators of excellence at school level, Excellence of Institutions – measures.

### **Unit 3 Seminal Educational Texts**

- 3.1 Educational thoughts of Mahatma Gandhiji “Gandhi on Education” – Aims of Education, Ethical teaching in schools, Gandhiji's thoughts on students and teachers - students Dharma, students life, students faith, social service, self study, improve teaching methods, Be makers of new India, use all resources to be constructive and creative, establish spiritual relationship, make schools ideal.
- 3.2 Seminal Educational Text of Western Educationist: Paulo Freire “Pedagogy of the Oppressed” – Ethics, Democracy and civic courage; Teaching requires curiosity, Teaching is a human act.
- 3.3 Seminal Educational Text of Indian Educationist: Jiddu Krishna Murthy – “Krishnamurthi on Education ” – Talks to students on Education, on the religious and scientific mind, on knowledge and intelligence, on freedom and order, on behaviour. Talks to teacher – on right education, on the long vision, on action, on competition, on teaching and learning, on meditation and education.

### **Unit 4: Contemporary Educational Policies and Practices**

- 4.1 School Policies – Universalisation of Elementary Education (UEE) – National UEE targets; Sarva Shiksha Abhiyana (SSA), Rashtriya Madhyamika Shikshana Abhiyana(RMSA) – Salient features.
- 4.2 Right to Education Act (RTE 2009), Right to Person With Disability Act (RPwD Act 2016), National Education Policy (NEP 2020) - Objective, salient features, Functions - with relevant clause, Responsibilities of schools and teachers, Mechanism to deal with violations; Issues and challenges, suggestions.
- 4.3 Higher Education Policies –National Knowledge Commission, Intellectual Property Act, Plagiarism, Potential for Excellence, Foreign University Bill, RUSA – salient features.

#### **Practicum :**

- Seminar on Field of Educational studies
- Play on educational contribution of any seminal text.
- Comparative study educational contribution of any one Indian and western educationist.
- Interview someone from a low-income background who has been successful in the educational system. To what does he or she attribute this success? What special obstacles did the person encounter, and how were they overcome?
- Research two or three educational policies or approaches used in other countries but not in India. Do they seem applicable to India If so, what problems might occur in implementing them? How would you prepare a plan to convince school officials to let you try such a policy or approach in your subject or teaching field?

(Any other relevant or suitable topics related to the syllabus)

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- Bartlett S. and Burton D., Introduction to Education Studies, Third Edition, 2012. Sage Publication India Pvt Ltd., New Delhi.
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# **Syllabus : Semester - I**

## **MEH404 : Philosophy of Education**

### **Objectives:**

After a successful study of course the students will be able to:

- understand and appreciate the theoretical development in Education in their proper perspectives
- analyze the concept and the relevance of education by reflecting on various educational thoughts and visions
- critically examine the past and the contemporary issues in Education and make an attempt at formulation of their own viewpoints.
- critically examine the normative dimension of education in perpetuating values.
- identify the purpose of education in general and teaching in particular.
- evaluate current educational theories and practice against a background of logical alternatives.
- acquire principles for critical analysis of educational assumptions.
- discover alternative dimensions of meaning that conventional wisdom have missed in guiding theory and practice in education.
- establish a link between philosophical deliberation and educational theory and practice.
- expose and analyse assumptions underlying theory and practice of education.
- enquire into questions of value, meaning and truth as they relate to education.

### **Unit 1 : Understanding Philosophy:**

- 1.1 Concept of Philosophy-Philosophy as analysed by different philosophers. Modern Concept: Logical analysis, Logical empiricism and Positive relativism (Morris L. Bigge).
- 1.2 The scope of Philosophy: Metaphysics, Epistemology and Axiology
- 1.3 Methods of philosophy and their relevance to education. (a) Descriptive method and (b) Prescriptive method (c) Analytic method and (d) Critical method e ) Reflective (phenomenological) method and (f) Speculative method- Relevance and application of each method in the educational context.

### **Unit 2 : Basic Concepts and Reflections on education**

- 2.1 Reflections on different educational thoughts and visions of great educators from classical to the contemporary (like Plato, Froebel, Rousseau, John Dewey, Montessori, Ivan Illic, Gandhi, Tagore, Krishnamurthi and Sri Aurobindo)
- 2.2 Concept of education according to different schools of thoughts: essentialism, idealism, realism, pragmatism, naturalism, Existentialism and Phenomenology Reflections on the meanings, criteria and justifications- analytical schools (based on RS Peters, Paul Hirst, O'Connor and Dearden)



- 2.3 Conceptual analysis: Meaning and Importance, Procedure of Conceptual Analysis, Conceptual analysis of Concepts that are unique to education: Schooling, Curriculum, Text Books, Teaching, Initiation, Training, Instruction, Indoctrination, Educated person, Freedom of the child and the teacher, Authority, Learner and Learning, Autonomy and Authority, Teaching Learning Process, Knowledge, Skills- and their linkage to Pedagogy and Practices.

### **Unit 3: Knowledge generation in Education**

- 3.1 Nature of Knowledge – Meaning of Knowledge, Information, Belief and Truth and their comparison; Knowing Process: ways of knowing, Sources of Knowledge; Typology of Knowledge forms; Synthesis of Knowledge – evidences for testing knowledge, inferential knowledge; educational implications of acquiring knowledge : imparting effective knowledge
- 3.2 Indian and western epistemological thoughts - Indian Epistemological Views – Pramanas: their sources from orthodox and heterodox philosophical systems, their validity; Western Epistemological views, their validity; Implications of different paradigms of Education to knowledge – Behaviourism, Functionalism, Humanism, Constructivism, Progressivism, and Existentialism
- 3.3 Philosophy of Disciplines – Status of Education as a discipline - Interdisciplinary, Multidisciplinary; Philosophy and Structure of different disciplines – Science, Mathematics, Language, Social Science, Implications of Philosophy of disciplines to pedagogic subjects.

### **Unit 4: Normative Dimension of Education**

- 4.1 Education as a normative endeavour - Meaning of values, types of values - spiritual, moral, social, aesthetic; National values as mentioned in the Indian Constitution & their educational implications; Value crisis and deterioration of values; Perpetuation of values through education, Potential of Education to contribute to transformation of values in society, Education for Peace and Human Rights.
- 4.2 Indian value system – Reflection on Indian value system by taking illustrations from ancient Indian scriptures, their educational relevance; Indian ethical views: Purusharthas and Panchakoshas; Concept of value and values essential for man according to Heterodox Schools – Buddhism and Jainism; Kinds of values to be developed through education according to Gandhi and Tagore.
- 4.3 Western Ethical views –Immanuel Kant's Categorical imperative; Implications of different paradigms of education to value system- Behaviourism, Functionalism, Humanism, Constructivism, Existentialism and Progressivism

### Practicum :

- Make conceptual analysis of any two concepts of your choice and prepare a write up
- A study of the characteristics of Basic and Applied Disciplines in the school context and a report
- Make a study of the philosophy of an institution appreciating the efforts of the school in this regard, and prepare a write up
- A study of any two schools from humanistic perspective and a report of the same.
- A study of the value priorities of a school from the basic value perspective.

(Any other relevant or suitable topics related to the syllabus)

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# **Syllabus : Semester - I**

Inter Semester Break (ISB) – I

**MES 405 : Activity I (a)**

## **Communication and Expository Writing**

### **Objectives :**

On completion of this course the students will be able to

- Listen; converse; speak; present, explain and exposit ideas in groups and before an audience.
- Enhance the expository writing skill

### **Activities for Communication and Expository Writing**

- Listening to talks/speeches/discourses/workshops and presenting the summary of it
- Telephonic and Electronic conversations /personal conversation.
- Delivering speeches and presenting the speech plan.
- Present and explain expository ideas in groups and before an audience. (Research based P.P.T ; Seminar Presentation and Discussions).
- Writing an essay on any topic
- Writing a story
- Writing report on current events
- Attempting for creative writing – poems ; short stories

# **Syllabus : Semester - I**

Inter Semester Break (ISB) – I

## **MES 406 : Activity II (b)**

### **Self Development**

#### **Objectives:**

- Analyze self through psychological tests.
- Develop oral communication through communication practices.
- Develop the skills of leadership.
- Learn the skills of self management.
- Develop skills of personal health management through yoga practices.
- Develop favorable attitude towards disadvantage group of society.
- Learn the skills of communication ; planning and organization of workshops

#### **Activities for Self Development**

1. Yoga practice ; Physical and Mental Health
2. Workshops – To organize workshops by inviting experts in practicing inclusive practices.
3. Field visits to study the disadvantage group of the society.
4. Descriptive Survey on ‘Teacher’s Attitude towards different sections of the society’.
5. Administration of Adjustment and Personality Inventories and Psychological tests – Intelligence ; Attitude ; Interests ; Values ; Seminars and Assignments.

# **Syllabus : Semester - I**

## **Inter Semester Break (ISB) - I**

### **MEH 407 : Activity III (c)**

#### **Academic Writing**

##### **Objectives :**

To present 'New Knowledge' via

- A review and presentation of what *is currently known about a selected topic*
- *Students new views or perspectives on the topic*
- Summarization of the Research work in the form of Research Synopsis and Abstract
- Publication of Research work (Dissertation)

##### **Activities**

- Writing a Theme based paper
- A Write up between five and fifteen pages long, composed by students answering the Research Questions in a selected study.
- A write up on the Studies supporting the findings of the study and Conclusions.
- A write up on the Evaluation of M.Ed. Dissertation.
- Preparation of a Research Synopsis
- Preparation of Research Abstract
- A write up for the Publication of Research Work
- Review of a selected story/cinema/text.
- Summary writeup of any three Essays/Research Papers/Articles
- Review of a Research Papers based on research questions, objectives and procedure of presentation.

(Any Five activities from the above list)

**Syllabus : Semester - I**  
**Inter Semester Break (ISB) – I**  
**MEH 408 : Activity IV (d)**  
**Development of ICT Material**

**Objectives:**

- Expanding educational opportunities
- Increasing efficiency
- Enhancing quality of learning
- Enriching quality of teaching
- Facilitating skill formation
- Establishing and sustaining lifelong learning
- Improving policy planning and management
- Advancing community linkages

**Activities:**

1. Prepare the printed teaching materials using the MS-Word (In any subject – Any unit to be selected, in any language). Use of self learning materials for the anyone unit by using ICT.
2. Prepare the result sheet in MS-Excel showing the subject wise marks, total marks, percentage Rank, pass or fail, Graphical presentation.
3. Preparation of PPT slides (at least 10) for classroom usage.
4. Create an e-mail-id and google account and exchange learning related information.
5. Preparation of a blog in Individual / Group.
6. Browse the search engines and download the relevant materials / information.
7. Prepare a list of Educational websites, Reference Books, Research papers etc that are useful in Education.
8. Prepare the submission of core papers with the help of ICT. (Anyone Topic from Anyone Subject)
9. Survey of educational sites based in India.
10. Use of available software or CDs with LCD projection for subject learning interaction.

11. Generating subject-related demonstrations using computer software.
12. Enabling students to plan and execute projects (using computer based research)
13. Engaging in professional self-development.
14. Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.
15. Collection of e-resources and Reporting. (Text-Books, Articles, reports, Theses; Audio and Video Files related to educational technology)
16. Critical review of UNESCO ICT Competency standards for Teachers – 2008.
17. Write a report on INSAT programs.
18. Developing Educational blog in [www.blogger.com](http://www.blogger.com), [www.wordpress.com](http://www.wordpress.com)
19. Develop the news groups and report.
20. Creating an Account in Teacher tube / slide share and sharing your video / PowerPoint.
21. Downloading Anti-virus software through internet and internet and installing to the system.



# **Syllabus : Semester - II**

## **MEH451: (Open Elective Course)**

### **Teaching Strategies in Education**

#### **Objectives:**

After completion of the course, student-teachers will be able to -

- Acquire competency in different teaching skills
- Understand the context of application of different strategies of teaching and also implement them.
- Understand and appreciate the role of communication in effective teaching
- Understand the impact of teacher communication on student's personality development
- Understand the various features of models of teaching
- Know and understand the correlates of teacher effectiveness

#### **Unit 1 : Essential Teaching Skills and the Teaching of Thinking**

- Essential Teaching Skills: The Foundation for Teaching Effectiveness
- Beyond Effective Teaching: Higher Order and Critical Thinking
- The Model Approach to Teaching
- Information Processing

#### **Unit 2 : Micro Teaching Skills**

- Micro Teaching: Overview, Meaning, features, uses
- Micro Teaching Skills:
  - Skill of Introduction
  - Skill of Explaining
  - Skill of Questioning
  - Skill of Stimulus Variation
  - Skill of Reinforcement
  - Skill of Illustration
  - Skill of Blackboard Writing
  - Skill of Achieving Closure
  - Skill of Demonstration

#### **Unit 3 : Teaching Organized Bodies of Knowledge**

- The Lecture – Discussion Model – An Overview
- Theoretical Perspectives
- Planning for Lecture – Discussion Lessons
- Implementing Lecture – Discussion Lessons
- Assessing Student Understanding in Lecture – Discussion Lessons



## Unit 4 : The Direct-Instruction Model

- Direct Instruction : An Overview
- Direct Instruction : Theoretical Perspective
- Planning Lessons with the Direct – Instruction Model
- Implementing Lessons Using the Direct – Instruction Model
- Assessing Student Understanding

## References

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- Paul D. Eggen & Donald P. Kauchak (1966) Strategies for Teachers. Allyn and Bacon A Simon and Schuster Company, London.
- Travers, R. M. W. (1973) Second Handbook of Research on Teaching. Chicago : Rand McNally College Publishing Company.



## **Syllabus: Semester - II**

### **MES451(a) : (Elective Course)**

### **Value Education**

**Total No. of Credits: 3**

**Marks: 100 (Theory Exam: 70, Internal Assessment: 30)**

**Total No. of Teaching Hours: 50**

#### **Objectives:**

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

- Understand the importance and need for value education;
- Gain knowledge of various models for value education;
- Understand the role of teachers in inculcating values among students; and
- Appreciate various activities organized by schools to develop values in the students.

#### **Unit - 1: Introduction to Value Education**

**(Teaching Hours: 13)**

Concept of Values and Value Education; Historical Background of Value Education; Aims and Objectives of Value Education; Need, Importance and Role of Value Education in the present emerging Indian society; Integration of Values in everyday classroom situation.

#### **Unit - 2: Theories and Models of Value Education**

**(Teaching Hours: 13)**

Theories of Value Development: Psycho-analytic, Learning theory - Social learning, Cognitive development, Kohlberg and Gilligan's Theory of Moral Development; Models of Value Education: Rationale Building Model; Consideration Model; Value Clarification Model; Value Analysis Model and Social Action Model.

#### **Unit - 3: Classification of Values**

**(Teaching Hours: 12)**

National, Religious, and Professional Values: Concept, Knowledge thirst, Sincerity in the profession, Regularity, Punctuality, and Faith; Religious Values - Tolerance, Wisdom, Character; Modernity vs. Value crisis; Issues and challenges.

#### **Unit - 4: Value and Character Building**

**(Teaching Hours: 12)**

Concept of Morality and Moral Judgment; Aspects of Moral Education - Liberal, Social, Religious, Psychological; Development of Moral Character and Attitude; Role of Media in Developing Values and Morality.

#### **Transactional Strategies:**

Lectures, Discussions, Presentations by students, debates, workshops, speeches, talks, and role play.

#### **Practicum: Any one of the following activities (I.A: 10 Marks)**

1. Organize a programme (Morning Assembly, Celebration of Important Days, etc.) for school children for inculcating different values.
2. Create a programme for awareness among the school/college students about the value of education.

3. Make a study of the comparison of value priorities among students of one urban school with one rural school.
4. Prepare a project report on the role of formal and informal agencies in inculcating values among children.

### **Distribution of the Marks**

Course Code & Title of the Paper	Marks					Credits	
	IA				Exam		Total Marks
	Internal Exam	Practicum	Written Assignment	Seminar Presentation			
MES451 a) Value Education	10	10	5	5	70	100	3
Total Marks	30				70	100	

### **References:**

1. Guber, F.C.(1963). Aspects of Value. University of Pennsylvania Press, Philadelphia
2. Josta,H.R.(1991).Spiritual Values and Education, Ambala Cantt. Associated Publishers
3. Kluckhohn, C.(1961). The Study of Values. In D.N. Barrett (ed), value in America, Norte Dame, University of Norte Dame Press.
4. Kothari D.S. "Education and Values", Report of the orientation coursecum-workshop on Education in Human Values. New Delhi.
5. Malhotra P.L. Education, Social Values and Social Work – the Task for the New Generation, N.C.E.R.T., New Delhi.
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## **Syllabus: Semester - II**

### **MES451(b): (Elective Course)**

### **Distance and Open Learning**

**Total No. of Credits: 3**

**Marks: 100 (Theory Exam: 70, Internal Assessment: 30)**

**Total No. of Teaching Hours: 50**

#### **Objectives:**

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

- Understand the philosophy of open and distance learning;
- Understand the distance and open modes of learning;
- Differentiate different modes of learning;
- Understand the need and importance of distance and open learning;
- Understand the role of mass media and various other technologies in distance and open learning;
- Understand the procedure of self Instructional Material Development and Student Support Services for open and distance learning;
- Understand the Management of Open and Distance learning;
- Able to execute various evaluation techniques in distance education.

#### **Unit - 1: Introduction to Distance Education**

**(Teaching Hours: 14)**

Growth and Philosophy of Distance Education: Concept, meaning, nature of distance and open learning; Growth and philosophy of open learning - International and National; Need, importance, scope, advantages, and limitations of distance and open learning; Correspondence and open education: Development, objectives, and modes.

#### **Unit - 2: Communication Aspects of Distance and Open Learning**

**(Teaching Hours: 12)**

Communication Technology for Distance Education; Audio Technology, Video Technology, satellite-based communication system; Mobile Technology; Role of Mass Media.; Computer Technology in Distance Education, ICT-based distance, and Open Learning.

#### **Unit - 3: Instructional Process of Distance and Open Learning**

**(Teaching Hours: 10)**

Instructional Process of Distance and Open Learning: Curriculum Development for distance education. Staff training and Development in Distance Education, Professional Training in Distance Education.

**(Teaching Hours: 14)**

#### **Unit - 4: Evaluation Procedure in Distance Education and Learner Support Services**

Management of Distance Education; Recommendations of National Policy on Education (1986) and National Knowledge Commission (2005) regarding distance education and Recent developments in Distance Education; Evaluation techniques in Distance Education; Comprehensive and continuous evaluation in Distance Education and Open Learning.

**Transactional Strategies:**

Lectures, Web-based learning, Presentations by students, Debates, Assignments, Projects, and Demonstrations.

**Practicum: Any one of the following activities (I.A: 10 Marks)**

1. A study of the evaluation procedures followed in any two distance education centres.
2. A synoptic study of the objectives, management, and evaluation of any one distance education centre in India.
3. Review of the evaluation system of any one open university in detail.
4. A study of the research in distance education in India for the last ten years.

**Distribution of the Marks**

Course Code & Title of the Paper	Marks					Credits	
	IA				Exam		Total Marks
	Internal Exam	Practicum	Written Assignment	Seminar Presentation			
MES451 b) Distance and Open Learning	10	10	5	5	70	100	3
Total Marks	30				70	100	

**References:**

1. Mohanty, Jagannath (2001) Studies in Distance Education. Deep & Deep Publication.
2. Nandra, I.S. (2010): Distance and open education; Century Publication, Patiala.
3. Prasad D. Chandra (2007). Distance Education, K.S.K. Publishers, New Delhi.
4. Sharma S. (2002): Modern methods of lifelong learning and distance education. New Delhi.
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7. Race, Phil (1994): The Open Learning Handbook, Second Edition, Londo: Kogan Page
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10. IGNOU (1988): Growth and Philosophy of Distance Education. (Block 1, 2 & 3). IGNOU, New Delhi.

## **Syllabus: Semester - II**

### **MES451(c): (Elective Course)**

### **Guidance and Counselling**

**Total No. of Credits: 3**

**Marks: 100 (Theory Exam: 70, Internal Assessment: 30)**

**Total No. of Teaching Hours: 50**

#### **Objectives:**

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

- Understand the history of guidance and counselling in India;
- Realize the importance of guidance and counselling in education;
- Understand various techniques adopted in the process of guidance and counselling;
- Sensitize themselves to the need and importance of mental health;
- Gain knowledge of various techniques and tools for assessing the mental health of learners.

#### **Unit -1: Introduction to Guidance and Guidance Services (Teaching Hours: 15)**

Concept, Principles, and Functions of Guidance; Types of Guidance: Educational, Vocational, Social and Personal Guidance. Group Guidance: Meaning, Objectives, Characteristics, Advantages, Problems, Principles, and Techniques. Contemporary Models of Guidance; Mathewson Model, Chapman Model, and Hoyt's Model; Organization and Evaluation of Guidance Programmes at Various Levels of Education (Elementary/ Secondary/ Senior Secondary / College); Problems of Organizational Guidance Services in India.

#### **Unit - 2: Guidance for Special Groups and Mental Health (Teaching Hours: 11)**

Exceptional Learners: Slow learners, Gifted and Creative Children. Delinquent, Backward and Under-Achievers, Mentally and Physically Challenged Children; Guidance for the Well Being of Senior Citizens; Concept of Mental Health; Factors Affecting Mental Health; Role of Guidance in Promoting Positive Mental Health at Work Place.

#### **Unit - 3: Introduction to Counselling and Career Guidance (Teaching Hours: 15)**

Concept, Principles, Techniques, and Procedure of Counselling; Approaches of Counselling: Directive, Non-Directive, Eclectic Counselling; Theories of Counselling: Freud's Psychoanalytic, Behaviouristic, Gestalt; Skills of Counselling: Building Trust, Listening, Observation and Empathy; Counsellor: Characteristics, Functions and Ethics; Concept and Needs of Career Guidance; Factors affecting Career Guidance, Approaches of Career Guidance.

**(Teaching Hours: 09)**

#### **Unit - 4: Job Analysis and Occupational Information and Measuring Devices**

Concept and Need for Job Analysis; Meaning, Nature, and Factors Affecting Job Satisfaction; Relation between Job Analysis and Job Satisfaction; Concept of Occupational Information and Sources of Collection—Tools related to Aptitude, Interest, Personality.

**Transactional Strategies:**

Lectures, discussions, Presentations by students, use of psychological tests, observation of students, conducting career guidance in schools.

**Practicum: Any one of the following activities (I.A: 10 Marks)**

1. Draw a plan for the assessment of the ability, aptitude, interest, or personality of students.
2. Explore two tests - One each for the assessment of intelligence and aptitude at the elementary and secondary stages through different sources and prepare critical write-ups.
3. Prepare a script of a session with a client student communicating either the low ability or high ability scores highlighting the skills used by you in the session.
4. Prepare a sociometric test. Administer the test on a group of students. Draw a sociogram and describe the group climate.

**Distribution of the Marks**

Course Code & Title of the Paper	Marks					Credits	
	IA				Exam		Total Marks
	Internal Exam	Practicum	Written Assignment	Seminar Presentation			
MES451 c) Guidance and Counselling	10	10	5	5	70	100	3
<b>Total Marks</b>	<b>30</b>				<b>70</b>	<b>100</b>	

**References:**

1. Aggarwal, R. (2010). Elementary Guidance and Counselling, New Delhi: Shipra Publication.
2. Aggarwal, J.C. (2005). Career Information in Career Guidance Theory & Practice, Delhi: Doaba House.
3. Bala, Rajni. (2007). Guidance and Counselling: Modern Review, New Delhi: Afa Publication.
4. Burnard, P. (2005). Counselling Skills Training, New Delhi: Viva Book Private Limited.
5. Chandra, R. (2009). Career information and Guidance and Counselling, Delhi: Isha Books.
6. Chauhan, S.S. (2007). Principle and Techniques of Guidance, New Delhi: Vikas Publishing House.
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25. Sharma, S.P. (2008). Career Guidance & Counselling, New Delhi: Kanishka Publishers& Distributors.
26. Sharma, T.C. (2002). Modern Methods of Guidance & Counselling, New Delhi
27. Sarup & Sons. Sharma, Y.K. (2005). Principles of Educational & Vocational Guidance, New Delhi: Kanishka Publishers.
28. Shrivastava, K.K. (2003). Principles of Guidance & Counselling, New Delhi: Kanishka Publishers.
29. Singh, R. (2002). Educational & Vocational Guidance, New Delhi: Commonwealth Publishers.
30. Vashist, S.R. (2004). Evaluation of Guidance, New Delhi: Anmol Publications Pvt. Ltd.
31. Varky, B. G. & Mukhopadhyay, M.(2006). Guidance and Counselling, New Delhi: Sterling publications.
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# **Syllabus : Semester - II**

## **MEH452 : Methodology of Research in Education - I**

### **Objectives:**

After completing this course the students will be able to

- understand the different Sources of Knowledge, different types and paradigms of Research.
- elucidates meaning, purpose & characteristics of Educational Research.
- critically reviews a Research study, identifies the research gaps and formulates the research problems
- understand the components of research proposal and prepares a research proposal on an identified problem.
- understands the different types of measurement scales, tools and Techniques of Research and constructs research tool for the proposed research study.
- computes measures of central tendency & variability.
- classify, tabulate and graphically represent the given data meaningful

### **Unit 1 : Basics of Educational Research**

- 1.1 Sources of Knowledge, Scientific Method –Definition, Basic assumptions, steps and limitations of Scientific Method; Research – meaning, characteristics ; Paradigms of Research – Quantitative, Qualitative and Mixed –Characteristics and Structure; Educational Research – meaning, importance, characteristics, functions , Steps of Educational Research process and scope of Educational Research ; areas of Educational research ; Ethical issues in conducting Research.
- 1.2 Review of Research and Formulation of Research Problem :Review of Literature – meaning, purpose and need at different stages of research, Five steps of conducting a Literature Review – Identifying key terms, Locating Literature, Critically evaluate and select the Literature, Organizing the Literature and writing of a Literature Review. Primary and Secondary sources of information for Review.
- 1.3 Research Problem – Sources of a Research Problem, Identification and analysing a Research Problem, Criteria for selection of Research Problem, Steps in the formulation of a Research Problem, Criteria for evaluation of a Research Problem.

### **Unit 2 : Sampling, Research Proposal and Design**

- 2.1 Research Variables – meaning and types ; causal model based – Independent Variable, Intervening Variable, Extraneous Variable and Dependent Variable ; study design based – Active Variable and Attribute Variable ; based on unit of measurement – Continuous Variable and Categorical Variable. Research Hypothesis – meaning, characteristics, types of hypothesis, and different forms of stating hypothesis.
- 2.2 Sampling: Concept of population and sample, criteria of good sample, steps in the sampling process ; Sampling and non-sampling errors, Sampling Methods : Probability/ Random sampling methods : Simple random, Stratified random, Cluster sampling, Multi-stage sampling – meaning, procedure and limitations; non probability sampling methods : Quota sampling, Incidental sampling, Purposive sampling and Convenience sampling – meaning, nature, merits and limitations.

- 2.3 Research Design and Proposal – meaning, characteristics, context and format of a Research Proposal. Characteristics and steps of a good research design.

### **Unit 3 : Tools of Research and Methods of Data Collection**

- 3.1 Scales of Measurement – Nominal scale, Ordinal scale, Interval scale and Ratio scale – meaning, properties and use, sources of errors in measurement.
- 3.2 Tools of Research – Questionnaire, Achievement test, Appraisal test, Check list – meaning, characteristics, procedure of constructions, advantages and limitations; Rating Scales – meaning, forms, advantages and limitations;

Methods of Data Collection: Observation, Importance, Characteristics, Types, steps in the process, Merits and Demerits; Interview: meaning, characteristics, types, non-directive and focussed interview, steps for conducting interview, merits and limitations.

- 3.3 Validity and Reliability of Research Tool: Validity – meaning, methods of establishing Validity, factors influencing Validity and Research tool; measures to increase the Validity of a tool. Reliability – meaning, methods of establishing reliability, factors influencing reliability of a research tool, measures to increase reliability of a test.

### **Unit 4 : Processing & Descriptive analysis of data**

- 4.1 Processing and graphical representation of data – Classification and tabulation of data, Graphical representation of Data- Frequency Polygon, Histogram and Ogive
- 4.2 Measures of Central Tendency and Variability - Concept, Computation & Uses.
- 4.3 Measures of Relative positions- Quartiles, Percentiles & Percentile Ranks - Concept, Computation & Uses; Derived Scores – Z score, T score & Stanine - Concept, Computation & Uses.

### **Practicum :**

- Preparation of research abstract of 10 M.Ed. dissertations.
- Critical evaluation of two research tools used in M.Ed. dissertations.
- Preparation of research tool and establishing validity and reliability.
- Preparation of a sampling design, given the population, objectives and research questions/hypotheses of a research study.
- Review of two research papers published in e-journals.
- Preparation and presentation of research proposal on an identified problem.

(Any other relevant or suitable topics related to the syllabus)

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# **Syllabus : Semester - II**

## **MEH453 : Teacher Education Course - I**

### **Pre-service and In-service Teacher Education**

#### **Objectives**

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

- gain insight and reflect on the concept of teaching and the status of teaching as a profession,
- understand the roles and responsibilities of teachers and teacher educators,
- use various methods of teaching for transacting the curriculum in schools,
- prepare teachers for reflective teaching,
- critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education,
- reflect on the issues and problems related to teacher education in the country. examine the nature and objectives of teacher education
- critically examine the growth and development of teacher education in the country
- appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- use various methods and techniques for transaction of curriculum.
- develop understanding regarding organization and supervision School Experience Programme
- Critically examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
- develop understanding of various strategies of teachers' professional development
- gain insight into the status of teachers in-service education in the country
- develop understanding of the process of in-service teacher education,
- use various methods and techniques for the identification of training needs,
- use various techniques for the evaluation of in-service teacher education programmes,
- reflect on issues, concerns and problems of teacher in-service education of the teachers.

#### **Unit 1 : Teacher Education – Historical Development, Structure and Modes of Pre-service Teacher Education**

- 1.1 Teacher Education – concept, need and importance, Development of Teacher Education in India, Teacher Education in various Policies and Documents – Education Commission (1964-1966), The National Commission on Teachers (1983-85), National Policy on Education (NPE 1986), National Curriculum Framework(NCF 2005), National Curriculum Framework Teacher Education(NCFTE 2009), National Education Policy (NEP 2020).

- 1.2 Norms and Standards of Teacher Education – Norms and Standards as per NCTE (2009); Curriculum Framework: Two year B.Ed. Programme and Curriculum Framework as per NCTE (2013) and Four Year B.Ed. Integrated Programme of NEP - 2020 – Introduction.
- 1.3 Pre-service Teacher Education – concept, objectives and scope, course structure for the NCTE Two year B.Ed. Programme. Modes of Pre-service Teacher Education – face to face (linear and integrated), Distance and online-relative merits and limitations.

## **Unit 2 : Organization and Transaction of components of Pre-service Teacher Education Curriculum:**

- 2.1 Structure of Pre-service Teacher Education :Curricular Areas – Perspectives in Education , Curriculum and Pedagogic Studies, Engagement with the field – components and course details.
- 2.2 Transactional approaches for Perspective Courses : Expository, Collaborative Team Teaching, Seminars.
- 2.3 Transactional approaches for Pedagogical Course and Enhancing Professional Capacities (EPC) : Simulated Teaching, Reflective Teaching, Observation Method, Demonstration Method and Participatory : Activities and experiences in pre-internship, internship and post-internship.

## **Unit 3 : In-service Teacher Education - Concept, Structure and Modes.**

- 3.1 In-service Teacher Education – concept, need and significance; objectives of In-service Teacher Education, ICT Strategies for In-service Teacher Education.
- 3.2 In-service Teacher Education Programmes – Programme of Mass Orientation for School Teacher (PMOST) and Special Orientation Programme for Teachers (SOPT) ; Methods/ Techniques of In-service Teacher Education – Orientation, Refresher Courses, Workshops, Seminars, Panel discussion, Symposium.
- 3.3 Agencies and Programmes for In-service Teacher Education - NCERT, NCTE, DSERT, CTE and DIET – Functions and Role in providing In-service Teacher Education ; Designing an In-service Teacher Education Programme steps and guidelines assessment..

## **Unit 4 : Practice Teaching and Evaluation in Teacher Education:**

- 4.1 Practice Teaching – concept, principles, significance and objectives of student teaching.
- 4.2 Approaches of Practice Teaching - Analytic – Synthetic Model for developing Teaching Skills - Simulation Approach for Practicing Teaching Skills, Micro Teaching, Integration of Skills; Global Approach – Patterns of teaching practice – Isolated lesson, Block Teaching, Internship, off Campus Programme and NCTE (2014 Regulations).

- 4.3 Evaluation Procedures in Teacher Education : Internal Assessment – Aspects of Internal Assessment, weightage for Internal Assessment ; External Evaluation – Practice Teaching – Final Lesson, Theory Papers ; methods and techniques of evaluation – case study, observation, interviews, focus group discussion, Tools of Evaluation – Rating Scale, Questionnaire.

#### **Practicum :**

- A comparative study of state and national curricula of pre-service teacher education in terms of their components, weightage, duration, organization, transaction and assessment-document analysis
  - Design, implementation and evaluation of a training input in any one course of pre-service teacher education-mentored practicum
  - Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcome-document analysis.
  - Interview of practicing teachers to identify the nature of in-service education received and felt needs.
  - Make a study of the evaluation procedures followed by in-service teachers in schools
  - Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
  - Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain their roles and responsibilities.
  - Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain the strategies they use for their professional development.
  - Preparation guidelines for organization of classroom resources for construction of knowledge following constructivist approach on any theme/topics related to a school subject.
- (Any other relevant or suitable topics related to the syllabus)

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# **Syllabus : Semester - II**

## **MEH454 : Curriculum Studies**

### **Objectives**

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

- understand the nature and scope of Curriculum and Curriculum as a field of study
- Explain the nature of Curriculum Studies
- Analyse the components of curriculum
- Understand the bases/foundations of Curriculum
- Explain the characteristics of education Curriculum
- Explain the meaning and principles of curriculum development
- describe the various types and approaches to curriculum
- Explain the levels and principles of Curriculum Planning
- Outline a Curriculum Planning framework
- describe the various models of curriculum development
- understand the various approaches to Curriculum Evaluation
- Describe the various models of Curriculum Evaluation

### **Unit 1: Introduction to Curriculum**

- 1.1 Curriculum: Meaning, Definitions, Nature and scope of Curriculum; Educational Curriculum – key characteristics; Evolution of Curriculum – Indian Perspective.
- 1.2 Curriculum as a field of study; Nature of Curriculum Studies; Curriculum components: The Individual and Society; Aims and Objectives, Form of Subject matter, Modes of Transaction/learning Experiences and Evaluation
- 1.3 Bases/Foundations of Curriculum: Philosophical, Epistemological, Sociological and Psychological.

### **Unit 2: Types and Approaches to Curriculum Development**

- 2.1 Curriculum Development: Meaning, Objectives, Principles and Basic tasks in Curriculum Development
- 2.2 Types of Curriculum: Subject Centered, Child/Learner centered, Activity centered and Integrated curriculum - Characteristics, Advantages and Limitations;
- 2.3 Approaches to Curriculum: features; Behavioral-Rational Approach, Systems-Managerial approach, Intellectual-Academic approach, Humanistic-Aesthetic approach, Reconceptualistic approach; Social Constructionist approach – characteristics and role of the teacher; Organization of Subject matter: Spiral, Concentric approaches.

### **Unit 3: Curriculum Planning & Models of Curriculum Development**

- 3.1 Curriculum Planning: definition, levels of curriculum planning, Principles, Curriculum planning framework ; Curriculum Change – Need and implementation.
- 3.2 Models of Curriculum Development: Technical- Scientific Approach- Hilda Taba, Goodlad Model, Hunkins Developmental Model
- 3.3 Non Technical/Non Scientific/ Humanistic Models: Open Classroom Model, Weinstein and Fantini Model, Roger's Model of Interpersonal relations.

### **Unit 4 : Curriculum Evaluation**

- 4.1 Curriculum Evaluation: Definition, Nature, Purpose of Curriculum Evaluation; Curriculum Evaluation phases, Participants in Curriculum Evaluation.
- 4.2 Approaches to Curriculum Evaluation: Scientist and Humanistic Approach; Intrinsic and Pay-off Evaluation; Formative and Summative Evaluation.
- 4.3 Curriculum Evaluation Models: Tyler's Objectives centered Model(1942); Bradley's Effectiveness model(1985); Stufflebeam's Context, Input, Process, Product Model(1971); Eisner's Connoisseurship Model(1979).

#### **Practicum:**

- An evaluative study of curriculum at elementary/secondary/ senior secondary stage
- An evaluative study if ICSE/CBSE/State Curriculum.
- A review of the curriculum/ school practices from humanistic perspective
- Preparation of an outline of curriculum at one stage of education for a specified approach
- A study of the type/Approach used in the curriculum

(Any other relevant or suitable topics related to the syllabus)

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## **Syllabus : Semester - II**

### **Inter Semester Break (ISB) – II**

#### **MEH457 RD : Activity II (a)**

#### **Dissertation**

#### **Preparation of Research Proposal**

##### **Objectives**

On completion of this course the students will be able to

- critically review a Ph.D. Thesis and M.Ed. Dissertation and write a research abstract.
- write a research abstract of a research article published in a journal.
- Select research studies related to an area from various sources.
- Identify the research gaps in a field of interest and enumerate research questions.
- Evolve a research problem based on the research gaps and research questions.
- Write a research proposal.
- Prepare critical review of related studies for the selected research problem.

##### **Part A: Review of Literature related to identified research area :**

- Critical Review of
  - One Ph.D. study
  - Four M.Ed. Dissertations
  - Four Research Articles published in Journal.
  - Four Research Articles published in Journal.
- Enumerate research gaps being identified.
- Enumerate research questions.
- Identification and statement of a research problem.

##### **Part B :**

- Review 20 studies related to research problem.
- Enumerate the implications of the review to the present study.
- Preparation of Bibliography in APA style.
- Preparation of a tentative proposal as per the given format.

## **Syllabus : Semester - II**

### **MES458 FI : Activity II (b)**

#### **Internship in Specialization**

##### **a) Internship in Elementary School / Institutions**

##### **b) Internship in Secondary School / Institutions**

The internship in specialization for M.Ed. students shall be organized at Elementary/Secondary School Institutions/any special Institution in association with a field site relevant to the area of specialization. The students have to participate compulsorily in the following activities and obtain completion/ implementation certificate along with assessment sheet (if any) from the head of the institution/ organization. The duration of the internship shall be for 21 (Twenty One) working days with 2 Credits.

#### **Objectives:**

On completion of this programme the student will be able to

- plan and demonstrate a macro lesson.
- evaluate student teachers' macro lessons and models of teaching and give constructive feedback to enhance their teaching skills.
- skill of planning and organizing Team- teaching lesson to teach.
- critically analyze the functioning of a Elementary/Secondary School Institution.
- acquire the skill of maintaining multi-media lab and computer centre.
- maintain essential office records, attendance register, teachers dairy, stock registers and marks registers.

#### **Internship Activities:**

- Two periods/Classes in each Pedagogy of School Subjects.
  - One Team Teaching (i.e. ICT, Health and Physical Education, Art Education, SUPW, any other relevant activities).
- 
- Participation in the varied functions of the school.
  - Preparation of school time table
  - Organization of co-curricular activities
  - Participation in school examination work.
  - Teaching in the elementary/secondary/senior secondary classes
  - Design and implement Continuous and Comprehensive Evaluation tests/ assignments.
  - Organize field visits / trips to the places of historical or educational importance.
  - Case study of an educational institution of your choice.
  - Analysis of the results in-terms of qualitative and quantitative approaches
  - Construction, validation and administration of teacher made test on specific units.
  - Construction of different types of test items.

- Preparation of Rubrics
- Participation and organization of various co-curricular activities :
  - Cultural
  - Literary
  - Games and Sports
  - Club Activities
  - Yoga Camp
- Maintain a reflective journal which includes day to day experiences, observations and reflections.
- Modes of Transaction could be through the activity, film show, interaction, discussion, celebrations, assignments, reports.

**Note :**

- Above are the only suggested list of activities for internship, any other relevant activities could be undertaken as per the ongoing activities in the Secondary Schools.
- A student has to undertake a minimum of five activities.

Maximum Marks allotted is 50 (internal assessment). The assessment for 25 marks shall be awarded by the head and faculty members of the respective M.Ed. Department and for 25 marks shall be awarded by the head faculty members of the Elementary/Secondary Schools/Institutions. There is no external University examination. Each student will be assessed using the following criteria.

- Continuous participation – attendance – punctuality - 05 Marks  
(Assessment by the respective M.Ed. Department)
- Marks awarded by the head and faculty members of the respective M.Ed. Department - 20 Marks
- Marks awarded by the head and faculty members of Elementary/Secondary School / Institutions - 25 marks.

# **Syllabus : Semester - III**

## **MEH501 : OEC-II (Open Elective Course)**

### **Pedagogy of Teaching**

#### **Objectives :**

After completion of the course, students will be able to

- familiarize the students with scope, types and importance of teaching.
- develop an awareness of the concept and dimensions of personality.
- understand the relationship among the teacher, personality and ethics.
- analyze the components of effective classroom communication.
- develop insight into the skills of effective classroom communication.
- understand the concept, form, types and evaluation of Media Technology.

#### **Unit 1 : Introduction to teaching of teaching**

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

#### **Unit 2 : Teacher Personality**

Concept of Teacher Personality, Role of different agencies in Personality Development: Home, School, Society and Media, Dimensions – Physical, Intellectual, emotional, linguistic, moral and spiritual; Meaning and Development of Self Concept, Self Confidence, Self Esteem, Self Actualization and Leadership, Teacher Ethics.

#### **Unit 3 : Communication in Teaching**

Communication: Concept, Nature and significance; Types of Communication: Inter and Intra Personal Communication; Small group, Large group and Mass Communication; Modes of Communication: Verbal and Non Verbal Communication; Concept of Effective Communication; Barriers of Communication – Physical, Social, Semantic, Psychological, Personal and Instructional.

#### **Unit 4 : Technology in Teaching**

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



## References

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**Syllabus: Semester - III**  
**MES501(a): (Elective Course)**

**Contemporary Studies**

**Total No. of Credits: 3**

**Marks: 100 (Theory Exam: 70, Internal Assessment: 30)**

**Total No. of Teaching Hours: 50**

**Objectives:**

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

- Understand the global and national commitments toward the education of children with diverse needs;
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel;
- Understand the concept and importance of gender justice and equality; Understand the relation of yoga, health & mental health;
- Develop analytical skills to question and appraise Human Rights policies and practices at national and international levels; and
- Identify potential roles for oneself in the promotion of Human Rights Education.

**Unit - 1: Inclusive Education and Its Historical Perspectives (Teaching Hours: 10)**

Definition, concept, and importance of inclusive education; Historical perspective of education of children with diverse needs; Difference between special education, integrated education, and inclusive education; Educational approaches and measures for meeting the diverse needs; Role of teachers, parents, and other community members for supporting the inclusion of children with diverse needs.

**Unit - 2: Gender Issues in Education (Teaching Hours: 09)**

Gender Issues in Education: Conceptual foundations: sex and gender, gender equality, and gender justice; Inequality of opportunities, imbalances in educational development, economic and social consequences of gender inequality; Status of access, enrolment, retention, and achievement of girls coming from disadvantaged sections.

**Unit - 3: Health and Yoga Education (Teaching Hours: 18)**

Health Education: Concept, definition, Aims, and Objectives of Health Education; Principles of Health Education; Relationship between Physical and Mental Health; Consequences of mental illness; Approaches to Physical and Mental Health Education; Role of Parents, teachers, and Schools in maintaining physical and mental health. Basics in Yoga - Meaning, definition, need and importance of yoga; Historical background of yoga; Types of yoga, Asanas, Pranayama, Bandha and Kriya, Benefits and Effects of Yoga on mental and physical health.

**Unit - 4: Human Rights Education (Teaching Hours: 13)**

Introduction to Rights, Human Rights, and Human Rights Education, Approaches to Human Rights: western political liberalism, socialism and social welfare principles, cross-cultural rights traditions, and the UN instrument. Understanding Human Rights of Children, Women,

Minorities, Dalits, Differently Abled, and Homosexuals. Role of Government, Non-Government Organizations, Education, family and Self in the Promotion of Human Rights.

### **Transactional Strategies:**

Lectures, Lecture demonstrations, Presentations by students, Discussions, Projects, Panel discussions and group discussions, weekly seminars, and face-to-face programs on community-oriented aspects.

### **Practicum: Any one of the following activities (I.A: 10 Marks)**

1. Case Study on Academic Achievement of SC/ST Students.
2. A study of NGOs' plans on Rural Health Education.
3. Evaluation of Role of NGOs and Private Organizations in Community Development Program.
4. Visit Aids Prevention Societies of Karnataka.
5. Survey on health Awareness Programs.
6. Observation and Assessment of Social Welfare Schemes for disadvantaged students.
7. A case study of a differently abled student in an inclusive setup.

### **Distribution of the Marks**

Course Code & Title of the Paper	Marks					Credits	
	IA				Exam		Total Marks
	Internal Exam	Practicum	Written Assignment	Seminar Presentation			
MES501 a) Contemporary Studies	10	10	5	5	70	100	3
Total Marks	30				70	100	

### **References:**

1. Bhatt, B.D. & Sharma, S.R.(1992): Women's' Education and Social Development. Delhi: Kanishka.
2. Greene, W.H., Simon-Morton, B.G.(1984). Introduction to Health Education.
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5. Mehrotra, S. (2006): Child Malnutrition and Gender Discrimination in South Asia. Economics and Political Weekly.
6. Park, K. (2007). Park's Textbook of Preventive & social medicine (19th Ed). India:
7. Ramachandran, V. (1998): Girls and women Education: Policies and implementation Mechanism. Case study: India, Bangkok, UNESCO.
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10. Sharma, P.L. (1990) Teachers' handbook on IED-Helping children with special needs N. C. E R T Publication.
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## **Syllabus: Semester - III**

### **MES501(b): (Elective Course)**

#### **Inclusive Education**

**Total No. of Credits: 3**

**Marks: 100 (Theory Exam: 70, Internal Assessment: 30)**

**Total No. of Teaching Hours: 50**

#### **Objectives:**

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

- Develop an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs;
- Appreciate the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned;
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners;
- Prepare a conducive teaching-learning environment in varied school settings; and
- Identify and utilize existing support services for promoting inclusive practice.

#### **Unit - 1: Introduction to Inclusive Education**

**(Teaching Hours: 15)**

Concept and importance of inclusive education; Inclusive Education and Its Historical Perspectives; Meeting the needs of the diverse learner; Social and academic inclusion of learners with diverse needs in mainstream classrooms; Facts and myths of inclusive education with reference to Indian context; Inclusive educational strategies and their implications for universalisation of elementary and secondary education; Inclusive strategies - enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

#### **Unit - 2: Curriculum Adaptations**

**(Teaching Hours: 10)**

Concept, meaning, and need for curriculum adaptations for children with sensory (hearing, visual, and physically challenged) intellectual (gifted, talented, and children of mentally challenged), Developmental disability (autism, cerebral palsy, learning disabilities), Social and Emotional problems, Scholastic Backwardness, Underachievement, Slow learners, Children with Special Health Problems, Environmental/Ecological Difficulties and Children belonging to other marginal groups.

#### **Unit - 3: Curriculum Adaptations for Teaching and Evaluation of Children with Diverse Needs**

**(Teaching Hours: 10)**

Guidelines for adaptation for teaching/practicing for teaching/practicing science, mathematics, social studies, languages, physical education, yoga, heritage arts, theatre, and drama in inclusive settings; Utilisation of records/case profiles for identification, assessment, and intervention for inclusive classrooms; Techniques and methods used for adaptation of content, laboratory skills, and play mat

(Teaching Hours: 15)

#### Unit - 4: Teacher Preparation for Inclusive Education and Research

Review of existing educational programmes offered in secondary school (General, special education); Skills and competencies of teachers and teacher educators for secondary education in inclusive settings; Roles, responsibilities, and professional ethics of an inclusive education teacher and teacher educators. Supportive services - Concept, importance, and types of supportive services (Medical rehabilitative and educational); Role of teacher and teacher educators in utilising support services for inclusion. Inclusive education as an area of research.

#### Transactional Strategies:

Lectures, Discussions, group work, Presentations by students, use of the internet, and field visits to get first-hand experiences.

#### Practicum: Any one of the following activities (I.A: 10 Marks)

1. Teach in an inclusive setup for 5 periods and record your observations.
2. Teach for two multi-level classes with specific plans focusing on inclusive setup and write your observations.
3. Identify suitable research areas in inclusive education surveying related literature.
4. Survey the local area to ascertain the inclusion of children with diverse needs.
5. Survey the type of support services needed for the inclusion of children with specific challenges.
6. Prepare a report based on 25 related research studies in inclusive education along with your observations.

#### Distribution of the Marks

Course Code & Title of the Paper	Marks					Credits	
	IA				Exam		Total Marks
	Internal Exam	Practicum	Written Assignment	Seminar Presentation			
MES501 b) Inclusive Education	10	10	5	5	70	100	3
Total Marks	30				70	100	

#### References

1. Ainscow, M., Booth.T(2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Centre for Studies in Inclusive Education.
2. Ahuja. A.Jangira N.K(2002) Effective Teacher Training: Cooperative Learning Based Approach: National Publishing House 23 Daryaganj: New Delhi
3. Jangira N.K and Mani M.N.G (1990) Integrated Education for Visually Handicapped, Gurgaon, old Subjimandi, academic press.
4. Jha.M.(2002) Inclusive education for all: schools without walls, Heinemann educational publishers, Multivista Global Ltd, Chennai. 5. Sharma, P.L.(1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T Publication.
5. Sharma P.L.(2003) Planning Inclusive Education in Small Schools, R.I.E Mysore.

**Syllabus: Semester - III**  
**MES501(c): (Elective Course)**

**Environmental Education**

**Total No. of Credits: 3**

**Marks: 100 (Theory Exam: 70, Internal Assessment: 30)**

**Total No. of Teaching Hours: 50**

**Objectives:**

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

- Understand the relationship between Human Beings and their Environment;
- Develop sensitivity towards Environmental Disaster Management;
- Develop skills and competencies as teachers for the Management of Environmental Awareness Programmes;
- Acquire a set of values and feelings of concern for environmental protection;
- Participate actively in environmental improvement programmes;
- Acquire skills for identifying and solving environmental problems;
- Evaluate environmental protection measures and education programmes;
- Acquire knowledge about different methods of environmental education.

**Unit - 1: Introduction to Environmental Education**

**(Teaching Hours: 05)**

Introduction: Concept, importance, scope, Aims, and Objectives of Environmental Education; Guiding principles and foundations; Relationship between man and Environment; Ecological and psychological perspective.

**(Teaching Hours: 20)**

**Unit - 2: Environmental Hazards and Environmental Education Programmes**

Environmental pollution: physical, air, water, noise, chemical; Extinction of flora fauna, deforestation, soil erosion; Conservation of Natural Resources: Concept, need, and importance. Ways of conservation of Natural Resources: Refuse, Reuse, Recycle, Reduce, Replace, Restore, Regenerate, and Reshape; Need for conservation, preservation, and protection of rich environmental heritage; Programme of environmental education for primary, secondary, and higher education institutions; Programmes for Environmental protection; Environment and Legislation: The water (prevention and control pollution) Act(1974), the environment protection Act (1986), the wildlife protection (Act, 1972), the motor Vehicles Act (1988), the Air Prevention and Control of Pollution Act ( 1989) and the Indian Forest Act (1927)

**Unit - 3: Features of Curriculum for Environmental Education (Teaching Hours: 15)**

Special nature of curriculum of environmental education; Concept of environment and ecosystem; Nature system, earth and biosphere, abiotic and biotic components; Natural resources, abiotic resources; Human systems: Human beings as part of the environment; human adaptations to the environment; population and its effect on environmental resources. Technological system - industrial growth, scientific and technological invention, and their impact on the environmental system.



**Unit - 4: Methods and Approaches of Environmental Education (Teaching Hours: 10)**

Methods and Approaches of Environmental Education: Strategies and approaches, treating environment education as a separate subject, topical units, integration, and interdisciplinary approaches; Methods: discussion, seminar, workshop, dialogue, problem-solving, field surveys, project and exhibition, the role of media, print, films, and T.V.

**Transactional Strategies:**

Lectures, Lecture Demonstrations, Presentations by students, Field visits, Discussion and group work, use of the internet, and field visit to get first-hand experiences.

**Practicum: Any one of the following activities (I.A: 10 Marks)**

1. Study any one type of pollution in a given area, report your observations, and suggest remedies to overcome the same.
2. Visit a school/slum/housing colony, observe the nature of the utilization of resources, and report your observations.
3. Make a study of the effect of population growth on ecosystems on various parameters and record your observations
4. Develop an appropriate strategy for teaching any one topic in the area of environmental education.
5. Make a study of environmental awareness among a group of schoolchildren and write your observations.

**Distribution of the Marks**

Course Code & Title of the Paper	Marks					Credits	
	IA				Exam		Total Marks
	Internal Exam	Practicum	Written Assignment	Seminar Presentation			
MES501 c) Environmental Education	10	10	5	5	70	100	3
Total Marks	30				70	100	

**References:**

1. DeshBandhu and R. Dyal (1999): Environmental education for a sustainable future, Indian Environmental Society, New Delhi.
2. Purushottam Reddy K. & Narasimha Reddy D. (2002): Environmental Education, Neelkamal Publications Pvt. Ltd. Hyderabad.
3. Singh R.B. & Suresh Misra (1996): Environmental law in India – Issues and responses Concept Publishing Company, New Delhi. Trivedi P.R., Sharma P.L. & Sudershan K.N. (1994): Natural environment and constitution of India, Ashish Publishing House, New Delhi.
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5. Gregory K.J. & Walling D.E. (1981): Man and Environment Process, Butterworths, London.
6. Kumar V.K. (1982): A study of environmental pollution, Tara Book Agency, Varanasi.
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9. Dani H.M. (1986): Environmental Education, Chandigarh, Publication Bureau, Punjab University.
10. Nanda K.V. (1997): Environmental Education, APH Publishing Corporation, New Delhi.
11. Sharma R.C. (1981): Environmental Education, Metropolitan Book Corporation, New Delhi.
12. NCERT (2000): National Curriculum Framework 2000, NCERT Press, New Delhi.
13. NCTE (2005): Environmental Education Curriculum Frame working for Teachers and Teacher Education, NCERT Press, New Delhi.



# **Syllabus : Semester - III**

## **MES502 (a) SP: - Specialization Core Course - I**

### **Perspectives of Elementary Education**

#### **Objectives**

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

- understand the context of elementary education
- understand the concept, objectives, rationale, challenges and extent of success of Universal Elementary Education (UEE)
- discuss the development of elementary education in India since independence
- reflect on the relevance of strategies and programmes of UEE.
- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- reflect on the need and importance of work experience, art education, health physical education and working with the community.
- understand the importance of teaching of language and mathematics at elementary level
- develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
- develop research insight for curriculum development in elementary education.
- develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- reflect on the need and importance of work experience, art education, health physical education and working with the community.
- understand the importance of teaching of language and mathematics at elementary level
- develop the capability to use effectively various methods and approaches of teaching language, mathematics and EVS at elementary level
- develop research insight for curriculum development in elementary education.
- Gain insight into the need and objectives of elementary teacher education,
- understand the development of elementary teacher education in post-independent India
- gain insight into the existing pre-service teacher education programmes and their organisational aspects
- develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education
- develop understanding of status of elementary teachers, the problems and issues related to professional growth.
- Developing an understanding structure of the NEP(2020) such as foundation stage, preparatory stage, middle stage.

## **Unit 1 : Perspectives and Context and Development of Elementary Education**

- 1.1 Perspectives of Elementary Education: Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred).
- 1.2 Context of Elementary Education: Influence of home, school and community related factors on child's development.
- 1.3 Conceptual analysis of the concepts in elementary education: learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.

## **Unit 2 : Development of Elementary Education**

- 2.1 Elementary Education in Ancient and medieval Period: Elementary Education during vedic, Buddhist and medieval period with a critical evaluation, Elementary Education during British and Modern Period: A critical analysis of elementary education during British and post independence period.
- 2.2 Special provisions related to Elementary Education: Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to Education as fundamental right; provision in RTE Act and related issues. Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005, NEP(2020)– Structure and Objectives.
- 2.3 Contemporary Concerns and Issues: • Universalisation of School Education, Right to Education and Universal Access: (i) Issues of a) Universal enrolment b) Universal retention c) Universal success(ii) Issues of quality and equity.

## **Unit 3 : Strategies and Programmes in Elementary Education**

- 3.1 Universalization of Elementary Education: Concept, objectives, meaning and justification of UEE: Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population. Access and enrolment of different types of learners-issues and challenges. Enrolment and dropout : meaning and assessment and related issues and dropout .Achievement levels of different types of learners-status and issues.
- 3.2 Inclusive Education – CWSN: Concept, types of CWSN ((RPWD Act), Inclusive strategies for CWSN, School Education of the Disadvantaged Groups, Girl's Education.
- 3.3 Panchayatraj and community involvement in educational planning and management: Related issues, ECCE Programme, Policy and Perspectives, women empowerment as support services, providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade

contexts. District primary education Programme goals and strategies. Sarva Shiksha Abhiyan- goals and specific Programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

#### **Unit 4 : Curriculum, Practices and Evaluation in Elementary Education**

- 4.1 Elementary School Curriculum : Principles of Elementary School Curriculum, Objectives, Planning , Organisation and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education. And also preparation and use of different types of curricular material.
- 4.2 Experiments and Research in Curriculum Construction at Elementary Level: Competency Based Curriculum, Nali Kali, Chaitanya, MLL, Kali nail and other contemporary programmes with a critical evaluation.
- 4.3 Evaluation in Elementary Education: Cognitive and non cognitive evaluation- Concept, tools for cognitive and non cognitive evaluation; procedure of preparing cognitive and non cognitive tools. Research on evaluation in Elementary Education.

#### **Practicum :**

The students may undertake any one of the following activities:

- Critical study of existing teacher education curriculum of a state
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

(Any other relevant or suitable topics related to the syllabus)

#### **References**

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- National Curriculum for Elementary and Secondary Education (1998) - A Framework, NCERT, New Delhi.
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- Sharma, Ram Nath (2002): Indian Education at the cross road. Shubhi Publications.
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# **Syllabus : Semester - III**

## **MES502 (b) SP: - Specialization Core Course - I**

### **Perspectives of Secondary and Senior Secondary Education**

#### **Objectives :**

On completion to this course the student will be able to

- explain the aims, objectives and significance of Secondary and Senior Secondary Education in India.
- discuss the status of Secondary and Senior Secondary Education during pre and post independence period.
- analyse the structure of Secondary and Senior Secondary Education.
- explain the aims, objectives, structure and functions of vocational education at Secondary and Senior Secondary Level.
- discuss the need and functions of Open Distance Learning (ODL) and National Institute of Open Schooling (NIOS).
- explain the concept of and constitutional provisions for universalisation of Secondary Education.
- critically analyse the current status of USE.
- explain the salient features of Rashtriya Madhyamika Shiksha Abhiyan (RMSA).
- discuss the role of RTE in universalization of Secondary Education.
- critically examine the programmes of Secondary and Senior Secondary Education offered through different streams and types of Secondary and Senior Secondary schools.
- analyse the organisation and administration of Secondary and Senior Secondary Education.
- explain the specific role of national, state agencies and management committees in Secondary and Senior Secondary Education.
- analyse the quality issues and concerns in Secondary Education.

#### **Unit 1 : Historical Perspectives and Organizational Structure**

- 1.1 Secondary and Senior Secondary Education in India – Historical Perspectives – Pre and Post Independence period ; Aims and Objectives of Secondary and Senior Secondary Education.
- 1.2 Structure and Organisation – Structure and Organization of Secondary and Senior Secondary Education in India and Karnataka ; Recommendations of various committees and commissions - Secondary Education Commission, Kothari Commission, National Policy on Education (NPE), Programme of Action (1990) and Ramamurthy Committee.

- 1.3 Different streams and types of Secondary Education – K.S.E.E.B., C.B.S.E., I.C.S.E., N.C.E.R.T. ; Types of Secondary Schools – Navodaya Vidyalaya, Kendriya Vidyalaya, Sainik Schools, Morarji Desai Residential Schools – Administration, Curriculum and examination system.

## **Unit 2 : Vocational Education and Open Schooling at Secondary and Senior Secondary Level**

- 2.1 Vocational Education at Secondary and Senior Secondary Level – Government Institutions, Vocational Schools – aims, objectives, structure and functions.
- 2.2 Open Distance Learning (ODL) and National Institute of Open Schooling (NIOS).
- Policy prescriptions and commitment for Secondary Open Distance Learning – operations, objectives and functions of NIOS, Secondary Level Courses and subjects offered by NIOS and vocational courses offered by NIOS.
- 2.3 NIOS System – management and organisational structure, course delivery, student support services, learner assessment and certification.

## **Unit 3 : Issues and Concerns of Secondary and Senior Secondary Education**

- 3.1 Universalization of Secondary Education (USE) - Concept, Objectives and rationale for USE, constitutional provisions, critical analysis of current status of USE in terms of access, enrolment and retention with reference to the equity principles – across habitation, gender, caste and other socially disadvantaged groups including first generation learners.
- 3.2 Rashtriya Madhyamika Shiksha Abhiyan (RMSA) – aims, salient features and programmes.
- 3.3 RTE Act 2009 – Objectives, historical perspectives, salient provisions of the Act – Right to free and compulsory education, duties and responsibilities of schools and teachers under the Act.

## **Unit 4 : Challenges and Research in Secondary Education**

- 4.1 Issues of quality in Secondary and Senior Secondary Education, Management System of Secondary Education and Government initiatives.
- 4.2 Secondary Education as a field of research – need and scope. Areas of research, Review of research studies on Secondary and Senior Secondary Education during the last three decades and trend analysis of the same.
- 4.3 Action Research – Importance, procedure and application ; Teacher's role in educational research in secondary and senior secondary education.



### Practicum :

- Critical review on Education Management System of Secondary Education/Senior Secondary Education.
- Evaluate the implementation of RMSA programmes in Secondary Schools of your district.
- Visit CBSE, NCERT and State Board Secondary Schools and compare their educational activities.
- Visit one Navodaya Vidhyalaya and study the Educational Facilities in it.
- Prepare a research review of studies undertaken to enhance the quality of Secondary Education.
- Conduct a survey on implementation of RTE by visiting Secondary Schools in the taluk.
- Any other relevant practical work/assignment related to the syllabus.

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# **Syllabus : Semester - III**

## **MES503(a) – SP: - Specialization Course - II**

### **Curriculum, Pedagogy and Assessment Practices in Elementary Education**

#### **Objectives:**

On completion of this course the students will be able to

- understand the nature of knowledge
- do the pedagogic analysis of different subjects
- analyse the nature of learning as construction of knowledge
- frame an outline of curriculum for elementary education
- analyse the school experiences for curriculum construction
- understand the recommendations of documents in relation to curriculum for elementary education
- understand the nature and procedure of standard pedagogic procedures for elementary education
- understand language development as the responsibility of all teachers
- deduct the research findings in relation to pedagogical practices at elementary level.

#### **Unit 1: Pedagogy for Elementary Education**

- 1.1 Knowledge and Methods of Enquiry : Knowledge as construction of experience; case examples from school subjects • Knowledge as distinct from information; case examples from school subjects Methods of enquiry, scientific thinking, social scientific thinking, mathematical thinking, Connections between knowledge, curriculum, textbooks and learners.
- 1.3 Child Centred Pedagogy for Elementary Education: Concept of Child centered pedagogy. Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
- 1.3 Pedagogical analysis of the subject contents. Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey, and Socrates (dialogue), and their relevance in teaching-learning.

#### **Unit 2 : Designing Curriculum for Elementary Education:**

- 2.1 School Experiences and Levels of curricular decisions. Curriculum Frameworks-; highlights of NCF, 2005. Instructional objectives: Stage specific and Subject specific objectives.

- 2.2 Curriculum development: Principles of Elementary School Curriculum development , Types of Curriculum at elementary level- Activity Based and Experience Based Curriculum.
- 2.3 Curriculum Transaction: Learner and their Contexts : Curriculum transaction at different stages. Procedure of planning and challenges in execution. Objectives, Planning , and Organization of Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education, Use of curricular materials.

### **Unit 3: Pedagogic Practices and the Process of Learning:**

- 3.1 Concepts Clarification : Critical examination of terminology and notions associated with child-centered education.
- 3.2 Critical understanding of standardised pedagogic methods: project-based learning etc • Interrogating disciplinary practices, creating non-threatening learning environments.
- 3.3 Language across the Curriculum • Function of Language: In the classroom, outside the classroom • Language in Education and Curriculum • Learning language and Learning through Language Unit 4: The classroom practices and possibilities • Perspectives on recording and writing • Prevalent language teaching practices and their critique • Connections between classroom instruction and theories • Role of literature in language learning • Learners active role in understanding literature • Using Children's literature across curriculum.

### **Unit 4: Evaluation and Research in Elementary Education:**

- 4.1 Evaluation in Elementary Education: Concept and need of evaluation in Elementary Education.
- 4.2 Tools of evaluation in Elementary Education: Selection, Preparation and standardization of tools for Elementary Education.
- 4.3 Reforms in Evaluation and Research in Elementary Education: Directions for reform and quality in Elementary Education: Introducing flexibility in examination-taking requirements, Improving quality and range of questions in exam papers, Role of ICT in examination.  
Need for research in Elementary education, Areas of research in elementary education, recent trends in research in Elementary Education, Review of research in the area of evaluation in elementary education: trend analysis, Observations, Suggestions for immediate research.

### **Practicum :**

The students may undertake any three of the following activities:

- Prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject

- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters
- Evaluation of art education/health and physical education programmes as existing in any school
- Critical study of existing teacher education curriculum of a state
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions.

(Any other relevant or suitable topics related to the syllabus)

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# **Syllabus : Semester - III**

## **MES503(b) – SP: - Specialization Course - II**

### **Curriculum, Pedagogy and Assessment Practices in Secondary and Senior Secondary Education**

#### **Objectives :**

On completion of this course the student will be able to

- explain the principles of curriculum construction and evaluation at secondary and senior secondary stage.
- analyse the secondary and senior secondary curriculum based on the recommendations of National Curriculum Frame Work 2005, 2009 and NCFSE.
- reflect on the need and importance of Work Experience/ Socially Useful Productive Work, Art Education, Health and Physical Education and Working with the Community.
- explain the significance of teaching of language, Social science, Science and Mathematics at Secondary Level.
- explain the characteristics and plan effectively different strategies and methods of teaching learning at secondary level.
- explain the nature and use of different approaches and types of evaluation.
- explain current practice of continuous and comprehensive evaluation at the secondary level.
- acquire the skill of constructing an achievement and diagnostic test.
- explain need of Criterion Referenced Test (CRT) and (NRT) in secondary and Senior Secondary Education.
- discuss the need and significance of Action Research in Secondary Education.
- explain the need and scope of research in Secondary and Senior Secondary Education.

#### **Unit 1 : Curriculum Development and Reforms at Secondary and Senior Secondary Level.**

- 1.1 School Curriculum Development – components and determinants of school curriculum; principles of curriculum construction, criteria for selection and organization of content and learning activities; Curriculum Reforms – Recommendations by NCF 2005, NCF 2009, NCFSE.
- 1.2 Secondary Education Curriculum – Structure and Functions; Language, Science, Mathematics and Social Science curriculum – importance, focus and syllabus and transaction mode; work experience, socially useful productive work, physical education, education of social, moral and spiritual values, vocational and practical work – need, significance and activities.



- 1.3 Senior Secondary Curriculum – structure and functions; critical appraisal of present secondary and senior secondary curriculum.

## **Unit 2 : Teaching and Learning in Secondary and Senior Secondary Education**

- 2.1 Teacher Controlled Instruction – Lecture Method, Demonstration, Team teaching – nature, merits and limitations; Activity Based Instruction – nature, categories – precautions in organizing and merits.
- 2.2 Learner – Controlled Instruction – concept, forms of Self – Learning – Programmed Instruction, Personalized System of Instruction (PSI), Computer Assisted Instruction (CAI), Project Work – aims, types of organization, evaluation and role of teacher.
- 2.3 Group – Controlled Instruction – concept, importance ; types – group interactive sessions – elements of interactive session activities, conducting interactive sessions and post-interactive session activities; group activities involving team work – cooperative learning, group investigation and group projects.

## **Unit 3 : Evaluation in Secondary and Senior Secondary Schools**

- 3.1 Evaluation of Student Learning : concept of evaluation ; types of evaluation, formative, summative, continuous and comprehensive – concept, characteristics and use; 8mm techniques of continuous and comprehensive evaluation – oral, written and performance.
- 3.2 Types of Tests – Criterion Referenced (CRT), Norm Referenced (NRT), Achievement Test and Diagnostic Test – meaning, characteristics and procedure of construction.
- 3.3 Evaluation process and reforms in Secondary and Senior Secondary Schools – Continuous and Comprehensive Evaluation (CCE), Internal Assessment, semester system and non scholastic areas ; Critical Appraisal of the present evaluation system un secondary level.

## **Unit 4 : Educational Management and Administration**

- 4.1 Organization and Administration of Secondary and Senior Secondary Education – National, State, District and sub-district level.
- 4.2 Management of Secondary and Senior Secondary Institutions - Management Committee, School Development and Management Committee (SDMC), Parent Teacher Association (PTA), National and State agencies of education - NCERT, DSERT, NUEPA, CTE – specific role and functions in quality improvement and management.
- 4.3 Educational Planning and Quality Appraisal – Institutional Planning – need, significance and procedure ; Inspection and Supervision – objectives, factors involved and procedure; school records – types, importance and maintenance. Karnataka State Quality Assessment and Accreditation Council (KSQAAC) – objectives and salient features.

### **Practicum :**

- Critical study of Secondary School Science/Mathematics/Social Science/Language syllabus.
- Study the Continuous and Comprehensive Evaluation (CCE) practices of a Secondary School.
- Preparation of a standardized achievement test in Science/Mathematics/Social Science/Language.
- Preparation of a criterion referenced test in any one school subject.
- Make study of co-scholastic and non-scholastic activities conducted in a Secondary School.
- Critical study of Senior Secondary School syllabus of any one subject.
- Any other relevant practical work/assignment related to the syllabus.

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# Syllabus : Semester - III

## MEH504 : Methodology of Research in Education - II

**Objectives:** After completing this course the students will be able to

- understand the characteristics, sources of invalidation of experiments, different designs of Experimental Research.
- understand the different types of Descriptive Research Methods.
- understand the structure and nature of a qualitative Research.
- understand Case study and Grounded Theory methods of Qualitative Research
- understand the Characteristics and applications of Normal probability curve.
- compute Rank ordered Co-efficient of correlation and Product moment Co-efficient of correlation for ungrouped data.
- elucidates the meaning of Regression Analysis and its application in predictive studies.
- explain the concepts of statistical terms – Parameter, statistic, sampling distribution, sampling error, standard error and Statistical inference.
- understand statistical techniques to test the significance of difference between two means, interpret the results and draw generalizations.
- compute 't', chi square, 'F' ratio for the given data.
- understand the Procedure of qualitative data analysis.
- write research report in the form of thesis, dissertation, synopsis and executive summary.

### Unit 1 : Methods of Educational Research

- 1.1 Experimental Method –characteristics, Variables in Experimental Research & Controlling of Confounding Variables ; steps in conducting experimental research ; Sources of invalidation of experiments – concept of external validity and internal validity, threats to internal validity and external validity; Experimental Designs – ; True Experimental Design – Pre-test, Post-test control group design, Post-test only control-group design, Solomon Four – group design ;Factorial Design (with two factors).
- 1.2 Non Experimental Research Methods: Historical Research : Purpose, types , steps, sources of data, External and Internal Criticism, Evaluation of Historical Research; Descriptive Research : Nature ; Survey Research – Key characteristics and use, types of survey designs : Cross sectional and longitudinal, steps, criteria for evaluating survey research, Ethical issues in survey research; Correlational Research : key characteristics and Uses , steps, criteria for evaluating a correlation study, ethical issues in correlation research; Causal Comparative studies – Characteristics.
- 1.3 Qualitative Research –Steps in the qualitative research process, Methods of Qualitative Research – Grounded Theory, Case Study – Characteristics and steps

## **Unit 2: Descriptive Statistics**

- 2.1 Normal Probability Curve : Properties and applications – determining percentage of cases, determination of limits, overlapping, relative difficulty and separation of a given group into sub groups ; Deviation from Normality ; Skewness & Kurtosis.
- 2.2 Measures of Relationship : Linear, Product Moment, , Biserial, Point Biserial, Partial and Multiple correlation – Concept and application ; Computation of Rank ordered Co-efficient of correlation and Product moment Co-efficient of correlation for ungrouped data.
- 2.3 Regression: Linear Regression – Concept, standard score form and raw score form of simple regression equations (two variables) and applications in Predictive studies

## **Unit 3 : Inferential Analysis of Quantitative Data**

- 3.1 Concept of statistical terms – Parameter, statistic, sampling distribution, sampling error, standard error, Statistical inference – Meaning, Estimation, one tail and two tail tests
- 3.2 Procedure of testing the hypothesis ; Levels of significance, confidence limits – concept, computation (large and small sample), degrees of freedom, types of error: type I and type II, Tests of significance – Concept; Parametric Test –Meaning, Assumptions, Uses and Computation of “t” test -Testing the significance of Means for large and small Independent & correlated samples;
- 3.3 Analysis of Variance (ANOVA) - Assumptions, Uses and Computation of one way ANOVA ; Post Hoc test – Scheffes test, Fischer’s Protected “t” – Concept and uses

## **Unit 4: Non Parametric Test, Qualitative Data Analysis and Report Writing**

- 4.1 Non-Parametric test -; Chi Square, Mann Whitney and Sign test – Meaning, Assumptions and uses; Computation of Chi-square using Contingency Co-efficient.
- 4.2 Analysis of qualitative data- Organizing and presenting qualitative data - Meaning, Content Analysis, coding and developing category system, Analysis of Visual data.
- 4.3 Research Report –General Principles and format of a Research report; Preparation of Abstract, executive summary and Synopsis; Reference & Bibliography (APA Style); Evaluating a research report – need and criteria for evaluation.

### **Practicum :**

- Critically review one research study each for different descriptive methods.
- Critically review two qualitative research studies.
- Critical study the data analysis in any two M.Ed. dissertations.
- Make a study of the experimental designs employed in any 2 M.Ed. dissertations and 2 studies published on line.
- Critically evaluate one M.Ed. dissertation based on the given criteria.

(Any other relevant or suitable topics related to the syllabus)

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# Syllabus : Semester - III

## MEH505 : Teacher Education Course- II

### Objectives:

After going through the course the student teachers will

- analyse the perspectives and policies on teacher education
- plan strategies for teacher development.
- understand major issues and problems of teacher education.
- comprehend and analyze with the Current Trends in Teacher Education
- understand the Instructional Designs and Techniques for higher learning
- to analyzing Classroom Interaction
- develop wholistic view with respect to Research in Education.
- develop insight in curriculum of Teacher Education

### Unit 1 : Perspectives and Policy on Teacher Education

- 1.1 Teacher Development and teacher expertise : Concept, Factors influencing teacher development, Personal, Contextual. Teacher Expertise: Berliner's stages of development of a teacher, Preparation of teachers for arts, craft, music, physical education and special education – need, existing programmes and practices, suggestions for improvement.
- 1.2 Approaches to teacher development-self-directed development, Comparative or collegial development, change oriented staff development.
- 1.3 National and state policies on teacher education- a review. Recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system, The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: roles and functions of IASEs. Agencies of teacher education: Roles, functions and networking of institutions like UGC, NUEPA, SCERTs etc. In-service teacher education under DPEP, SSA and RMSA, Initiatives and role of NGOs in designing and implementing in-service teacher education programmes.

### Unit 2 : Instructional Designs and Techniques for Higher Learning and Competency based Teacher Education :

- 2.1 Instructional Designs: - Definition of Instructional Designs- Training psychology,- Cybernetic psychology- System Analysis- System Approach.
- 2.2 Techniques for Higher Learning-- Conference, Tutorials,- Brain Storming: Analyzing Classroom Interaction: Meaning of Interaction Analysis, Systematic Observation, Theoretical Assumptions and Characteristics of Interaction Analysis, Flanders's Category System(Analysis, Flanders's Ten Category System, Encoding Process, Decoding process, Behavior Ratios, Precautions in using this Analysis), Characteristics and limitations of Interaction analysis techniques.
- 2.3 Competency Based Teacher Education: Meaning, Components and Characteristics of Competency Based Teacher Education.



### **Unit 3 : Research and Innovations in Teacher Education**

- 3.1 Need and importance of research in Teacher education, scope of teacher education research, trends in teacher education research.
- 3.2 Trends in Teacher Education Research: Concept, Reviews of Studies in Teacher Education Research at different level.
- 3.3 Methodological issues of Research Methodological issues: direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of class room observation.

### **Unit 4 : Problems and Issues in Teacher Education:**

- 4.1 Problems and issues related to teacher preparation: Challenges in professional development of teachers-relevance to school education, improperly qualified teacher educators, assurance of quality teacher education programmes, sufficiency of subject matter knowledge for teaching at secondary and senior secondary level, Single teacher versus multiple subject teachers-implications for subject combinations in initial teacher preparation.
- 4.2 Issues related to enhancing teacher competence: Commitment and teacher performance: contributing factors and barriers.
- 4.3 Issues related to partnership in teacher education: TEI with school and community, Government agencies with university, with NGOs, Between teacher education institutions preparing teachers for different levels of school education.

### **Practicum :**

- Study of an annual report of SCERT/RIE/ NCERT/ NUEPA to identify the various programmes for professional development of teacher educators
- Select any one current practice in teacher education and its background of its formulation policy.
- A review of researches in any one area of research in teacher education and write the policy implications.
- A review of research articles in teacher education and write implications for practitioners.
- A study of any two NGOs in your locality and a write up of the same.

(Any other relevant or suitable topics related to the syllabus)

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# **Syllabus : Semester - III**

## **Inter Semester Break (ISB) - III**

### **MEH506 – RD: Activity : Dissertation**

#### **Objectives :**

On completion of this course the students will be able to

- construct a relevant tool for the problem chosen for Dissertation at Elementary/ Secondary/ Senior Secondary level.
- adopt a systematic procedure for Data Collection.

#### **Activities :**

- Construction of the tool relevant for the problem chosen for Dissertation at Elementary/ Secondary/ Senior Secondary level:
  - Searching for tools in the area
  - Study of appropriateness of the available tools
  - Decision to construct a tool specific to the chosen context
  - Identification of the components of variables
  - Deciding the type of tool/ technique/s to be constructed(eg: Rating Scale, Test, Questionnaire etc)
  - Preparation of the blue print of the tool: Decision on selection of sub components,
  - Decision on total number of items in the tool, Decision of weight age for components/ sub components, Decision on polarity aspects, time for answering the tool(if needed), deciding the language of the tool.
  - Preparation of the initial draft of the tool: Preparation of Items for the tool, Writing the instructions of the tool, Checking for language, checking for positive and negative polarity of items, ensuring the communicability of language.
  - Preparation of scoring procedure.
  - Validation of the tool:
  - Phase one: Ensuring Content validity: presentation of the first draft along with instructions for supervisor and getting feed back
  - Phase two: Preparation of the second draft by incorporating the suggestions given by the supervisor.
  - Phase Three: Validation by the experts in the field: Submission of the second draft to the experts along with requisition for validation according to the specified criteria-requesting for feed back.
  - Phase Four: Incorporating the suggestions given by the experts and preparing the final form of the tool
  - Phase Five: Establishing Validity/ Reliability of the tool using statistical measures.

- Procedure of Data Collection: Identification of population, sampling technique and sample for the study.
  - Receiving written permission from the principal of the college to approach the heads of the institutions to collect data.
  - approaching the heads of the institution to collect data.
  - Fixing the time table for collection of data
  - Administration of the tool to the sample and collect required data



# **Syllabus : Semester - IV**

**MES551(a) - SP: 11 - Theme A /Theme B**

**Theme Based Specialization Course - I**

## **Theme A : Pedagogy, Technology and Assessment in Education Pedagogy and Methodology of Teaching Languages (Elementary/Secondary and Senior Secondary Education)**

### **Objectives:**

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

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand the psychology of language learning
- gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education
- survey various problems with respect to language learning
- identify and reflect on factors affecting language policy

### **Unit 1 : Conceptual Issues in Language Learning**

- 1.1 Language acquisition and communication - factors affecting language learning and language acquisitions and communication, Language anxiety and Risk taking in Language Education.
- 1.2 Linguistic, psychological and social processes involved in learning of languages.
- 1.3 Theoretical and conceptual basis: Chomsky-Language Acquisition Device, Universal Grammar, T.G. Grammar; Vygotsky - Social constructivism and Language, recent theorization: Stephen Krashen's second language acquisition, Language Policies(NPE 1986 and 1992, NCF 2005, NEP 2020); application of these theories to development of methodologies of teaching-learning of language.

### **Unit 2 : Development of Language Curriculum, Syllabus and textbooks**

- 2.1 Language Curriculum Development: The Psychological, Philosophical and Sociological dimensions, factors that influence the curriculum, selection and sequencings of content, contexts, transaction and evaluation techniques.
- 2.2 Development of basic language skills as well as advanced language skills primary, secondary and senior secondary levels, Strategies to facilitate language use.

- 2.3 Development of Language Textbooks: Principles behind development of language textbook, characteristics of a good language textbook.

### **Unit 3 : Contextual Problems and Individualization of Language Learning**

- 3.1 Contextual problems in language education Monolingual, Bilingual and Multilingual. Home language and school language, Multilingual classrooms and its challenges; Preservation of heritage languages.
- 3.2 Individualization of language learning: Need, techniques viz. differential assignments, classroom tasks, Personalised system of Instruction, CALL.
- 3.3 Research Trends in Language Education; Trends in instructional strategies and instructional materials; Action Research in English Language in Education.

### **Unit 4 : Pedagogy of Language**

- 4.1 First language, Second language and Third language Innovative techniques for effective Language teaching and learning.
- 4.2 Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- 4.3 Teaching and learning of languages: Objectives of teaching languages at different stages of school education – Primary, Upper Primary, Secondary and Higher secondary levels, Methods of teaching languages at different stages.

#### **Practicum:**

The students may undertake any one of the following activities;

- A study of letters, news articles and narratives in specific language to study its organization in terms of both coherence and cohesion of content.
- Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.
- A study of colloquial languages in different situations and understanding their implications for school language.
- A study of heritage languages of a geographical area and a report of the same
- A study of the home language and school language related problems and identifying plans to overcome them and a report of the same.
- A critical review of change in trends in English language researches and policies in India.



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# **Syllabus : Semester - IV**

**MES551(b) - SP: 11 - Theme A /Theme B**

**Theme Based Specialization Course - I**

**Theme A : Pedagogy, Technology and Assessment in Education**

**Pedagogy and Methodology of Teaching Science**

**(Elementary/Secondary and Senior Secondary Education)**

## **Objectives**

To enable the student trainees to:

- understand the nature of science as a dynamic, expanding body of knowledge.
- list the objectives of teaching science.
- assimilate the features of contemporary science education.
- explore the areas of paradigm shifts in science education.
- critically study the innovative curricular efforts in India and abroad.
- devise the science curriculum and materials for curriculum transaction.
- Evaluate teaching-learning outcomes of science education.
- understand the role of assessment in science education.
- internalize the importance of Science as a tool for social change
- plan and design dynamic instructional strategies of Science instruction to meet the needs of individual learners
- adopt strategies and models of Science teaching.
- adopt appropriate information communication technology tools for science education.
- devise strategies for motivating students in science classroom.
- envisage a holistic approach to science education.
- implement new research findings in science education for improving practices in science education.

## **Unit 1: Nature and functions of Science**

- 1.1 Nature and Development of Science: Science - Nature and scope, Development of Science over the Centuries.
- 1.2 Functions of Science: Social Functions of Science, Values of Science Education.
- 1.3 Science literary and Science Education Perspectives: Science Education in the Modern Perspectives - Nature and use of Scientific Method, Science and Philosophy - Empiricism, Positivism and Constructivism. Scientific Literacy.

## **Unit 2: Taxonomy, Goals and Science Process Skills**

- 2.1 Taxonomy: Taxonomies of Educational Objectives: Cognitive, Affective and psychomotor. Taxonomies of Bloom, Simpson, Dave, Anderson and Krathwohl, Mc Comark and Yager. Integrating the taxonomies for Science education. Specific Performance objectives of Physical Science/Biological Science (according to own discipline).
- 2.2 Gals of Science Education: International Goals of Science Education, Science Technology and Society (STS) Goals. National Goals of Science Education given by various Education commissions, National Curriculum Frame Work-2005.
- 2.3 Science Process Skills: Basic Processes, The integrated Processes-Its Application. Integrating Life Skills in Science Teaching.

## **Unit 3: Science Curriculum, Planning and Instruction**

- 3.1 Curriculum: Meaning, types, Curriculum Development Approaches - Unified, Disciplinary, Interdisciplinary, Integrated, Correlated, Patterns - Subject centered, Teacher initiated, Learner initiated, Characteristics of significant Curricular Experiments In Abroad - PSSC, HPP, CHEM, CBA, BSCS, Nuffield sciences, SAPA, In India - Reforms by NCERT, SSA, DPEP, NCF. Reforms by SCERT, Science syllabus revision in Karnataka Modernisation of the Science Syllabus from primary to Higher secondary level (Critical Study of Syllabus, Teacher's Hand Books, Textbooks, Guidebooks and other Auxiliary Materials) significance of My Science Diary. An Assessment of the learner-centered/Activity oriented curriculum.
- 3.2 Planning and Management: Academic, Administrative and Financial Facilities available for promoting Science Teaching. Science Fairs, Science Clubs, Field Trips and National Talent Search Exams. Hindrances to Science Instruction - Academic hazards, Administrative, Financial Hazards and lack of Resources. Professional Competencies and challenges of science Teachers. Components of classroom Management. Programmes for Science teachers-Staff Development. Coping Strategies for teacher's Stress, Burnout. Extension Activities for Science Teachers.
- 3.3 Strategies of Science Instruction: Problem Solving, Concept mapping, Mind mapping, Teaching portfolio, Brain storming, Simulation, Analogies, Mnemonics, Problem based learning, Brain based learning, Blended strategies. Using graphic organizers for Science Education. PSI, Programmed Learning, Modules, Contract Learning, Auto Lecture. Peer Tutoring, Team Learning, Community Based Science Teaching. Tapping the hidden curriculum in Work Experience. Enrichment programmes for the gifted in Science.

## **Unit 4: Instructional Dynamics of Science Education, Science Evaluation and Information Technology**

- 4.1 Approaches: Process and Product Approach by AAAS, Enquiry Approach, Schwab's stable and Fluid Enquiry Approach, Pure Discovery and Guided discovery Approach, Environment Approach, Inductive – Deductive Approach, Conceptual – Factual Approach, Constructivist Approach, Issue Based Approach, Self Directed Learning.

Models: Cognitive growth model, Concept Attainment model, Advance Organizer model, Inquiry Thinking model, Inductive thinking model, Creativity learning model, Tobin – Capie process model, Constructivist learning Model – 5E,7E & Generative Learning Model.

4.2 Internal and External evaluation, Formative and Summative Evaluation, Continuous and Comprehensive Evaluation, Criterion Referenced-Norm Referenced Evaluation. Assessing Process Skills in Science. Diagnostic tests, Teacher-made tests and Standardized Test in Science. Techniques of Evaluation involved in continuous and comprehensive Evaluation and grading. Evaluating Projects, Seminars and group discussions, Symposia. Online Assessment – Cyber coaching. Authentic Assessment using Portfolios/Rubrics.

4.3 Information technology: Impact of IT, Application of CAI/CAL, CBI/CBT, CMI.

IT for secondary storage – CD/Floppies and Pen drives, Virus and Antivirus Programmes. Multimedia – Power Point presentation, Microphone, Printer, Scanner, Digital Camera, Web camera, Joystick, LCD, DVD, Handheld computers. Use of IT, smart classes for Science learning. Familiarising with Internet: www, modems, TCP/IP. Utilizing major services of the internet: Browsing educational sites, Email, Voice mail, News Group chat, Search engines for Science learning. Validation of information on the web. E learning in science - Scope of EDUSAT in Science teaching learning process. Web based classroom learning process, online learning, Digitalweb tools for schools-blogs, RSS, Podcasting, Wikis. Virtual Learning – Educational Value, factors promoting it, Problems of Virtual classrooms and their solutions, Virtual Libraries and Virtual References. e- journals, e- books, e- projects and e- portfolios in Science Education. Computer programs/used in virtual classrooms-linux, ubuntu, moodle, IT @ school mission. M learning, Ubiquitous learning, Tele conferences.

### Practicum:

- Preparing an instructional module on any topic in Science.
- Preparing lesson transcript based on any two innovative techniques.
- Familiarizing modern trends in lesson planning/lesson designing.
- Preparing lesson designs which differentiate enquiry – inquiry learning models.
- Prepare a report on social evils in today's society and suggest ways to eradicate it as a science teacher.
- Prepare a report on the sanitation facilities in the schools of your area.
- Critically analyse the recent Science syllabus revision in Kerala.
- Reviewing of research done in any area related to Science
- Develop a CD/software for innovative Curriculum transaction based on the salient feature of new digital era.
- Preparation of a multisensory learning package on any topic of your choice.
- Suggest any 5 web resources (with web address) which enhances for the effective science instruction.
- Prepare teachers portfolio based on select topic
- Construct and standardize an achievement test on any topic of Physics/Chemistry text, Kerala Syllabus.
- Construct a test for assessing process skills of secondary school students.

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# **Syllabus : Semester - IV**

**MES551(c) - SP: 11 - Theme A /Theme B**

**Theme Based Specialization Course - I**

**Theme A : Pedagogy, Technology and Assessment in Education**

**Pedagogy and Methodology of Teaching Social Science**

**(Elementary/Secondary and Senior Secondary Education)**

## **Objectives :**

After completion of the course the student teachers will be able to:

- Develop an understanding about the meaning, nature, scope of Social Science Education.
- Find out the distinction and overlap between Social Studies and Social Sciences.
- Understand the role of various methods and approaches of teaching Social Sciences
- Understand different Approaches to organisation of social science curriculum and methodology of developing curricular materials
- Employ appropriate strategies for the transaction of social science curriculum.
- Effectively use different media, materials and resources for teaching Social Sciences
- Construct appropriate assessment tools for teaching-learning of Social Sciences and undertake evaluation

## **Unit 1 : Conceptualization of Social Science Education**

- 1.1 Concept, meaning, nature, and scope of social sciences- Evolution of Social Sciences with special emphasis on recent trends- Epistemological frame proposed in educational policy.
- 1.2 Documents and various National Curriculum Frameworks concerning teaching-learning of social sciences. Relevance of Social Sciences in school curriculum. Aims and objectives of teaching Social Sciences - Conceptual, inquiry, skill and affective objectives of teaching Social Sciences.
- 1.3 Revised Bloom's Taxonomy of Educational objectives.

## **Unit 2 : Social Science Curriculum**

- 2.1 Principles for Curriculum Development in Social science Subject.
- 2.2 Approaches to organisation of social science curriculum; Current social science curriculum at various stages of school education in Karnataka.
- 2.3 Methodology of development of curricular materials viz., textbooks, teacher handbooks, teacher's education manuals, activity book, self instructional materials –their conceptualization and processes.



### **Unit 3 : Teaching - Learning Strategies in Social Science**

- 3.1 Critical appraisal of various teaching learning strategies viz., lecture cum discussion, Seminar, projects, field survey, problem solving, role-play, simulation, field visits etc.
- 3.2 Models of Teaching: Elements, features and families with special reference to Jurisprudential Inquiry, Concept attainment and Advance Organizer models.
- 3.3 Cooperative learning, Peer tutoring, Concept Mapping, Generative Learning Strategy- Ensuring inclusion in Social science classrooms - Creativity in Social Science classrooms.

### **Unit 4 : Resources and Evaluation of Social Science.**

- 4.1 Use of new technology in Social science classrooms-Effective use of print media and audiovisual materials for social science instruction; - Integration of ICT in teaching-learning of social science, web-based learning, e-learning.
- 4.2 Competency based evaluation, continuous and comprehensive evaluation; Grading, formative and summative evaluation; assessment tools; construction of standardized achievement test.
- 4.3 Alternative assessment: rubrics, portfolios and projects, Evaluation of attitudes , values, etc.

### **Practicum :**

- Assignment / term paper on selected themes from the course and presentation in seminar.
- Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities at B.Ed. level
- Analysis of a social science syllabus or a textbook of a stage/class
- Review of articles on social science education from print/e-journals.
- A Survey of Recent researches in Social Science education

### **Transaction Mode**

Lecture-cum-discussion, panel discussion, project, oral history, workshops, seminar, Assignment, group discussion around issues and concepts. group and individual field based assignment focused by workshops and seminar presentations with PPTs

### **References**

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- NCERT (2006b), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.
- Position Paper on *Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
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- Williams E. Becker, Michael Watts and Suzanne R. Becker (2006) *Teaching Economics: More alternatives to chalk and Talk*, Edward Elgar Publishing, Northampton, USA.

### Journals

- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).
- Teaching of History (published from United Kingdom).
- Journal of Social Sciences Social Science Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom)

### Others

- Encyclopaedia of the Social Sciences.
- Encyclopaedia Britannica

### Websites

- [www.ncert.nic.in](http://www.ncert.nic.in)
- <http://www.history.org.uk> (for accessing e-version of teaching history).
- [www.epw.in](http://www.epw.in) (for accessing e-version of journal of economic and politicweekly).
- [www.geographyteachingtoday.org.uk](http://www.geographyteachingtoday.org.uk)
- <http://www.indiana.edu/~econed/> (for accessing e-version of journal of economic education)

# **Syllabus : Semester - IV**

**MES551(d) SP: 11 - Theme A /Theme B**

**Theme Based Specialization Course – I**

**Theme A : Pedagogy, Technology and Assessment in Education**

**Pedagogy and Methodology of Teaching Mathematics**

**(Elementary/Secondary and Senior Secondary Education)**

## **Objectives**

On completion of this course students will be able to:

- appreciate the abstract nature of mathematics
- distinguish between the roles of Pure and Applied Mathematics
- develop the skill of solving real-life problems through mathematical modeling as an art
- develop the skill of using various methods of teaching Mathematics
- develop the an awareness towards the structure of Mathematics
- develop the skill of constructing test items
- adopt different strategies of evaluation
- highlight the significance of Mathematics Laboratory & Mathematics Club
- develop the skills required for Action Research in Mathematics
- develops positive attitude towards profession
- explores avenues of professional growth

## **Mode of Transaction**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue, Problem Solving.

## **Unit 1: Nature and Objectives of Teaching Mathematics**

- 1.1 Abstractness of Mathematics; Distinction between Mathematics and Science; Distinction roles of Pure and Applied Mathematics; Mathematization; Historical development of Mathematical concepts with some contributions of Indians and Greek Mathematicians such as Aryabhata, Brahmagupta, Bhaskaracharya-II, Srinivasa Ramanujan, Euclid and Pythagoras.
- 1.2 Aims and Objectives of teaching Mathematics at various levels of school mathematics; Instructional objectives in teaching mathematics.
- 1.3 Psychological approach in Mathematics Education- Motivation and Transfer of learning in Mathematics classrooms- Contributions of Piaget, Bruner, Gagne, Vygotsky and Fischbein for Mathematics Education and learning.

## **Unit 2 : Structure of Mathematics and Strategies/Methods to Teaching Mathematics**

- 2.1 Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them; Types of Theorems such as Existence and Uniqueness theorems; Types of Proofs- Direct proofs, Indirect proofs, Proof by Contradiction, Proof by Exhaustion, Proof by Mathematical Induction and distinction between Induction and Mathematical Induction; Role of Examples, Counter Examples and Non-examples in Mathematics; Conjectures; Scope and limitations of Intuition in Mathematics; Sets and Venn Diagrams as a representative of Mathematical properties and their relations.
- 2.2 Methods of teaching Mathematics- Lecture-cum-Demonstration Method, Inductive and Deductive methods, Analytic and Synthetic methods, Heuristic Method ; Problem Solving Skills- stages in problem solving techniques to improve problem solving skills (Polya method); Competence based approach to teaching mathematics; constructivist approach in teaching of Mathematics; Computer based instructions.

### **2.3 Models - Information Processing Models**

- Concept Attainment Model
- Advance Organizer Model
- Inquiry Training Model

## **Unit 3 : Mathematics Curriculum**

- 3.1 Curriculum organisation in Mathematics: Approaches and patterns - Topical, Spiral, Concentric, Logical & Psychological, Unitary, Integrated Approaches.
- 3.2 New trends in the development (National Curriculum Framework 2005 - recommendations on Mathematics Learning) and transaction of Mathematics curriculum (Subject centered, behaviouristic, constructivist, learner centric and activity centric).
- 3.3 Differential curricula – Horizontal and Vertical Acceleration – Enrichment Programmes: Gifted Children, individualized instruction: Children With Special Needs.

## **Unit 4 : Evaluation and Research in Mathematics**

- 4.1 Concept of Evaluation in Teaching- Learning process (Formative, Summative, Criterion, Diagnostic); Types of mistakes in Mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of Test items in Mathematics - Long answer type, Short answer type, Very Short answer type and objective type; CCE tools and techniques used in Mathematics.
- 4.2 Research in Mathematics education (focusing on Problem-Solving Ability and Learning difficulties).

- 4.3 Action Research in Mathematics; Development of Mathematics Laboratory and Organizing Mathematics Club; Ethics of teaching profession; Types of in-service programs; Role of mathematics teacher association; Professional growth- participation in seminars / orientation / conference / workshops; Professional forums and associations (online & Offline); Journals.

#### Practicum :

- Assignment on construction of Test items for a Unit
- Analysis of famous quotations on Mathematics
- Use and preparation of teaching Aids.
- Group puzzles activity
- Preparation & use of teaching aids
- Conducting mathematics Olympiads (school level)

#### References

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# **Syllabus : Semester - IV**

**MES551(e) SP: 11 - Theme A /Theme B**

**Theme Based Specialization Course - I**

**Theme A : Pedagogy, Technology and Assessment in Education**

**Pedagogy and Methodology of Teaching Commerce**

**(Elementary/Secondary and Senior Secondary Education)**

## **Objectives**

- To enable the learners:
- To analyse the nature and scope of commerce education in the modern era
- To understand the aims and objectives of teaching commerce
- To acquaint with the modern trends in teaching commerce
- To conscientize with current trends in developing commerce curriculum at higher secondary level.
- To equip with various models, strategies, methods and techniques in the teaching of commerce.
- To evaluate essential skills and accountability of a competent commerce teacher.
- To understand the significance of following principles and approaches in giving instruction.
- To develop insight into modern practices of student evaluation and assessment.
- To analyse the role of IT in commerce education.
- To create a research perspectives among prospective teachers in the field of commerce.

## **Unit-1: Current Trends in Commerce Education**

- 1.1. Meaning, definitions and scope of commerce and commerce education, History of Commerce education.
- 1.2. Current trends in commerce education - challenges and opportunities in commerce with other subjects - significance of commerce education in modern world- Major areas of commerce and recent developments E-Commerce, M-commerce, Computerised accounting etc.
- 1.3 Goals of commerce education – values: cultural, practical, social, vocational and disciplinary.

## **Unit-2: Curriculum and Teacher Accountability**

- 2.1. Concept of curriculum – principles and approaches of curriculum construction Types of curriculum- curriculum evaluation – critically evaluate present higher secondary commerce curriculum – NCF.



- 2.2. Essential qualities required for a good commerce teacher - Duties and responsibilities - Teacher competencies and skills - Accountability of a commerce teacher.
- 2.3. Techniques adopted for developing teacher competencies and skills Teacher as scaffolder and facilitator pre-service and in-service training.

### **Unit-3: Theoretical Bases of Commerce Education**

- 3.1. General principles related to instruction – individual difference, motivation, classroom management tactics, Questioning techniques.
- 3.2. Principles and maxims of teaching commerce – Approaches : - Learner centred, Child centred, Activity centred, Process oriented, Life oriented, environmental oriented.
- 3.3. Theoretical foundation: Theories of Gagne, Bruner, Daniel Golman, Vygotsky- multiple intelligence – EQ, Constructivism, critical pedagogy multimedia approach and multi methodology approach.

### **Unit-4: ICT and Evaluation in Commerce Education**

- 4.1. Role of IT in commerce education CAI, CMI, CML, IT enabled instruction, e-learning, virtual learning, video conferencing, tele conferencing.
- 4.2. Innovative approaches and strategies of instruction in commerce education problem based learning, contract learning, collaborative learning, co-operative learning.
- 4.3. Evaluation in Commerce Education: General approaches to evaluation formative and summative, criterion referenced and norm referenced, objective based and competency based, continuous and comprehensive – Tools and techniques of evaluation. Recent trends in evaluation and assessment. Grading, credits – internal and external assessment – Assessment criteria.

### **Practicum**

- Critical analysis of commerce text books at higher secondary level.
- Use of animation films/ video clippings in teaching of commerce
- Select an area in commerce and prepare a project for conducting action research.
- Develop an observation schedule for assessing a commerce class at under graduate level and prepare a report on the observed class.

### **References**

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# **Syllabus : Semester - IV**

**MES552 - SP: 12 - Theme A /Theme B**

**Theme Based Specialization Course - II**

**Theme A : Pedagogy, Technology and Assessment in Education**

**Educational Evaluation**

**(Elementary/Secondary and Senior Secondary Education)**

## **Objectives:**

On completion of this course the student will be able to

- explain the concept, characteristics and need of evaluation.
- analyse the role of evaluation in the teaching-learning process.
- Explain the concept and characteristics and functions of different approaches of evaluation.
- discuss the advantages and limitations of external and internal evaluation.
- construct criterion referenced and standardized achievement tests.
- explain the characteristics and use of self reporting technique, observation techniques, peer rating technique and prospective technique.
- enumerate the various types of observations and their significance in educational situations.
- enlist the criteria of a good measuring tool.
- explain the procedure to find out validity and reliability of a tool.
- prepare reliable and valid tool.
- calculate the parameters of evaluation tool.
- explain the recommendations of various committees and commissions on evaluation at secondary and senior secondary level.
- explain the characteristics, types and procedure of construct different tools of evaluating students learning in scholastic and co-scholastic areas.
- explain the importance and procedure of documenting and reporting student learning.
- prepare student profile.
- prepare cumulative record card.

## **Unit 1 : Evaluation in Teaching Learning Process**

- 1.1 Evaluation – concept of ‘Testing’, ‘Measurement’, ‘Evaluation’ ; importance, characteristics and functions of Evaluation ; role of Evaluation in teaching and learning – diagnosis, guidance and prognosis.
- 1.2 Criterion Reference Test (CRT) and Norm Referenced Test (NRT) – meaning, characteristics, steps of construction and applications.
- 1.3 Achievement Test and Diagnostic Test – characteristics, planning, construction, administration of an Achievement Test ; Diagnostic Test – characteristics, construction and use ; Role of Diagnostic Test in Remedial Instruction.

## **Unit 2 : Techniques and Tools of Evaluation**

- 2.1 Techniques of Evaluation – meaning of ‘evaluation tool’ and ‘evaluation technique’, general techniques of evaluation, purposes of testing – instructional, administrative and guidance.
- 2.2 Types of Techniques – Self Reporting Technique, Observation Technique, Peer Rating Technique, Projective Technique – concept, significance and interpretation.
- 2.3 Parameters concerning an Evaluation Item – Item Analysis – meaning, Indices of item analysis, difficulty level/facility index and Discriminator Power/ Index discrimination – meaning and procedure of computing.

## **Unit 3 : Learner Evaluation in Continuous and Comprehensive Evaluation (CCE)**

- 3.1 Evaluation of student learning at Secondary and Senior Secondary Level – Recommendations of National Curriculum for Elementary and Secondary Education – A Framework 1988, NCF 2005, 2009 and NCFSE ; School Based Evaluation Scheme (SBSE) – Salient features, areas covered – cognitive, Psychomotor and Affective, Evaluation of scholastic and co-scholastic areas.
- 3.2 Tools and Techniques of evaluation in Scholastic Areas – Tests and Examinations; Teacher-made Tests – Oral Tests – purpose, planning and constructing oral questions, Forms of Oral Test – oral response test, written response test, oral performance test, merits and limitations; Written Examination and Tests – characteristics, types, advantages, limitations and guidelines for writing essay type questions and preparation of markup scheme; short answer and objective types tests – characteristics, types and guideline for writings test items ; Practical Test – need, purpose and procedure.
- 3.3 Tools and Techniques of Evaluating Co-scholastic Areas – Observation Technique and tools for observation – Chek List, Rating Scales – Numerical Rating Scale, Graphic Rating Scale, Descriptive Rating Scale, Anecdotal records; Peer Appraisal – Guess who technique, Sociometric Technique – sociogram, self report technique and tools – attitude scales and interest inventories.

## **Unit 4 : School Based Evaluation Scheme (SBES)**

- 4.1 Approaches to Evaluation – Formative Evaluation, Summative Evaluation, External Evaluation and Internal Evaluation – concept, characteristics and use.
- 4.2 Unit test – concept, need, procedure of construction and administration.
- 4.3 Documentation and Reporting student learning, Reporting Marks – importance of Progress Report, Purpose of Report, Interpretation of Marks, Assigning letter grades – relative and absolute grading, Student’s Profile, Cumulative Record - significance, maintenance and use.

### Practicum :

- Conduct a survey of attitude of Elementary/Secondary and Senior Secondary teachers towards current evaluation practices.
- Prepare Question Bank for any one subject of Elementary/Secondary and Senior Secondary.
- Prepare any two tools to evaluate students in co-scholastic areas.
- Prepare a Unit Test on any one Elementary/Secondary and Senior Secondary subject and prepare a diagnostic test based on its results.
- Visit to a Elementary/Secondary and Senior Secondary Schools during the internal assessment test/exams and assist the teachers in conducting the examination work, evaluating the test papers and document the results.
- Critical evaluation of a question paper in any one subject of Elementary/Secondary and Senior Secondary.

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# **Syllabus : Semester - IV**

**MES553 - SP: 13 - Theme A /Theme B**

**Theme Based Specialization Course - III**

**Theme A : Pedagogy, Technology and Assessment in Education**

**Educational Technology**

**(Elementary/Secondary and Senior Secondary Education)**

## **Objectives:**

After completing this course the students will be able to

- Understand the nature of Educational Technology and its importance in the teaching-learning process at Elementary/Secondary and Senior Secondary level.
- Analyse the different phases in the Evolution of Educational Technology.
- Analyse the stages in the development of an Instructional system at Elementary/Secondary and Senior Secondary level.
- Examine the criteria for evaluating system analysis project.
- Elucidate the educational implications of Cybernetics.
- Analyze the classification of media material and examine factors influencing the selection of media material at Elementary/Secondary and Senior Secondary level.
- Acquire the knowledge and skills of using computers as a supporting ICT tool in educational environments for Instruction, Learning and Assessment at Elementary/Secondary and Senior Secondary level.
- Acquire the skills of using MS-POWERPOINT 2010 for various applications at Elementary/Secondary and Senior Secondary level.
- Elucidate the uses of internet for Elementary/Secondary and Senior Secondary students and teachers.
- Apply the principles of Multi-media learning at Elementary/Secondary and Senior Secondary level.
- Understand the Cognitive theory of Multimedia learning at Elementary/Secondary and Senior Secondary level.
- Analyze the procedure of using Multimedia packages in teaching and learning.

## **Unit 1: Conceptual Bases of Educational Technology**

- 1.1 Concept and Objectives of Educational Technology; Meaning, Nature, Scope and significance of Educational Technology; Evolution of Educational Technology- Audio-Visual phase, Psycho-sociological Phase, Cybernetic Phase, ICT phase.
- 1.2 Forms of Educational Technology: Teaching Technology, Instructional Technology and Behaviour Technology; Approaches of Educational Technology: Software, hardware.
- 1.3 Systems Approach: Components of a system; Concept of Systems Approach: Systems Approach to Education: Need, Scope and Components – Goal Setting, Task analysis, Content analysis, Context analysis and Evaluation strategies; Systems Analysis – Meaning, steps, Teaching-Learning as a System; Design and development of Instructional System – stages; Cybernetics: concept, characteristics and educational implications.

## **Unit 2: Media Technology**

- 2.1 Communication Technology : Concept, Nature and characteristics of Communication; Process of Communication ; Elements of Communication; Classroom Communication; Components of Communication – Kinesics ; Proxemics; sound symbols, silence; posture; adornment and locomotion; Theories of communication; Aristotle and Lasswell's Theory, Shannon and Weaver's Theory and Berlo's Theory of Communication; Barriers in Communication ; Measures of overcoming barriers in Communication.
- 2.2 Audio Visual Education: Meaning, Use of Audio Visual Media at Elementary/Secondary and Senior Secondary level; Classification of media material – Presentation according to sensory channel, projected and non-projected material; NCERT Classification of Media materials; Dale's cone of Experience & its application to education.; Selection of Instructional Media - factors affecting selection of media.
- 2.3 Television in education – Overview, school TV programmes: production and role of teacher, merits and limitations, the future of television in education. Podcast; You Tube; Films in education – Nature, stages of film making, Educational Films, Techniques of teaching with films, Selection of films, Advantages and Limitations.

## **Unit 3: Information and Communication Technology (ICT)**

- 3.1 Information and Communication Technology - Definition; ICT in Education –Need, Significance; Internet – Origin, concept, services and functions of the Internet; using search engine : keywords and search strategies; use of internet for students and teachers.
- 3.2 Computer as an Instructional Tool – Computer Assisted Instruction (CAI): Concept, Origin, Characteristics, Principles, desirable features, strategies, steps in the development of CAI, Advantages and Limitations; Computer as a Testing Tool: Computer Assisted Assessment (CAA)- Meaning, Assumptions, , Approaches to CAA-Optical Mark Reader, Computerized and On-line testing; Types of tests and CAA; Benefits of CAA; Computer Adaptive Testing (CAT): concept, advantages and limitations.
- 3.3 Computer as a learning tool – Computer Assisted learning (CAL) - Meaning, Educational Paradigms for CAL, CAL and Learners Motivation, E-learning: History of E-learning, Definition, Scope, Different perspectives, E-learning methods - Synchronous and Asynchronous, tools used; Virtual classroom: meaning, tools used, merits and limitations.

## **Unit 4: Introduction to Multimedia**

- 4.1 Multimedia –definitions, Meaning, History of Multimedia; Scope of Multimedia, Multimedia approach –nature, procedure for adopting multimedia approach; Computer Multimedia – meaning, building blocks or elements of computer as a multi-media device – Text, Sound, Graphics, Animation and Video; hardware requirements of Multimedia systems, input/output devices of multimedia, Audio and Video impact in multi-media, networked multi-media.
- 4.2 Cognitive theory of Multi-media learning – Assumptions, Steps in a Cognitive Theory of Multi-media learning; Principles of Multi-media learning.



- 4.3 Development of Educational Multimedia Instructional Packages: meaning, procedure, Pre-requisites – familiarity of disciplines; technical computer knowledge; design; outlining of goals; Instructional Design(ADDIE Model), Cyber crimes and Plagiarism rules, Technology assisted learning and teaching Online platforms(Google, Microsoft: Apps such as Google Meet, Zoom).

### Practicum

- Preparation of Projected and Non projected learning materials.
- Critical Analysis of any 5 Television/Radio/ film as Educational programmes.
- Workshop on Developing effective MS POWERPOINT presentation
- Preparation and Presentation of MS POWERPOINT slides for teaching any topic at Elementary/Secondary and Senior Secondary level.
- Prepare a list of twenty educational websites suitable for use at Elementary/Secondary and Senior Secondary level in any subject of choice.
- A report on Evaluation of any 5 available Multimedia packages used at elementary level.
- Collection of any five Educational Multimedia games at elementary level.
- Critically analysis of five E-Books/Journals from any digital library.

(Any other relevant activity)

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# **Syllabus : Semester – IV**

**MES551 - SP: 11 - Theme A /Theme B**

**Theme Based Specialization Course - I**

**Theme B : Management in Education**

**Educational Management**

**(Elementary/Secondary and Senior Secondary Education)**

## **Objectives :**

After completing this course the students will be able to

- understand the various issues related to management of formal and non formal education institutions
- appreciate the governmental priorities in the formal and informal education sector
- analyse various issues in educational management.
- apply the theories of educational management in day today practices
- evaluate the present system of management of education
- able to visualise education in the present context of TQM
- take up research to solve management problems in educational set up.
- compare the management structure in Education of different countries and identify the merits and limitations.
- analyse the objective of education in different sectors.
- understand the procedure of management of schools.

## **Unit 1 : Introduction to Educational Management:**

- 1.1 Educational Management – Concept of Management, Need and importance of educational management.
- 1.2 Management and Administration- A terminological conflict, Concept of Educational Management, Functions of Educational Management, Skills needed by Administrators and Managers.
- 1.3 Historical Perspectives of Educational Management -Indian Context: Development of Educational Management in Pre- Independence Era, Development of Educational Management in Post Independence Era with special reference to elementary education.

## **Unit 2 : Theories, Models and Educational Practices in Educational Management:**

- 2.1 Theoretical framework for Educational Management: Theories of Educational Management: Classical theories of Educational Management, Human Relations Theory of Educational Management, Implications at elementary education level.

2.3 Principles and Techniques of Educational Management: Principles of Management: Fayol's Principles of Administration.

2.3 Techniques of Educational Management with special reference to elementary education.

### **Unit 3 : Emerging Trends in Educational Management:**

3.1 Emerging Approaches in Educational Management: The classical era of Management(1900-1030), New trends in educational Management-Total Quality Management.

3.2 Comparative Perspectives: Meaning and aims of Comparative Education, Development of Comparative Education, Factors of Comparative Education, Educational System in USA, England, China and India with special reference to elementary education.

3.3 Action Research Approach: Concept of Action Research, Action research Principles, Context of Action Research-Elementary Education, Types and Phases of Action Research, Validity issues in Action Research, Action Research Proposal.

### **Unit 4 : Issues in Educational Management: Sectoral Dimensions**

4.1 Formal Sector and Non Formal Sector: Educational System: School System-Formal schools at various level with special reference to elementary education: Non-Formal Sector: Introduction to Non-formal Sector, Issues in Educational Management with Special Reference to Non-Formal Education Institutions.

4.2 Governmental Sector: Objectives, Constitutional Provisions, The Educational System: School Education with special reference to elementary education.

4.3 Non-Governmental Sector: Objectives, An overview of non-governmental sector, Alternative Education, Private initiatives in education, Open Distance Education and NGOs.

### **Practicum :**

- Visit a primary school in your nearby locality and interview teachers and the head of the school about facilities and difficulties they face in school. Some of the points to be included are: location of the school, Number of teachers, Capacity building provision for teachers, community or parental involvement, Grants received, Students' readiness for schooling, other points.
- Organize presentations on Educational system in USA, INDIA, CHINA and ENGLAND on the following points and prepare a report of the same: management system, Management at different levels-School, Higher education, Similarities and differences.

- Visit an NGO providing education related activities in your neighbourhood area. Prepare list of the personnel i.e. teachers, trainers etc. And the nature of programmes they offer. Also collect the sources of grants for the building and other infrastructure and the financial assistance to the NGO and its students. Write a report describing the major problems it encounters in managing various activities.
- Visit an elementary school and observe the procedure of managing the institutions especially with reference to administration and teaching. Observe the records maintained, and prepare a report.
- Make a study of formal and informal institutions in your locality(around 20 kms) with a brief report on each of the institutions.

### References :

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# **Syllabus : Semester - IV**

**MES552 - SP: 12 - Theme A /Theme B**

**Theme Based Specialization Course - II**

**Theme B : Management in Education**

**Institutional Management**

**(Elementary/Secondary and Senior Secondary Education)**

## **Objectives :**

After going through this course the students will be able to

- justify the need for class room management
- identify factors affecting classroom management and behaviour
- describe the role of teacher in classroom management.
- identify criteria for effective classroom management.
- select appropriate media and methods while transacting curriculum
- evaluate curriculum transaction process
- manage academic resources
- describe the various evaluation strategies adopted by schools and other organizations
- describe organizational structure of examining bodies in formal and open learning systems.
- recognize instructional potential of various types of academic resources
- identify factors influencing management of academic resources.
- frame instructions that need to be given while organizing co-curricular activities.
- describe the process of educational planning in developing countries with special emphasis on India
- discuss the role and importance of Budgetary control in an educational institution.
- prepare financial statements for any educational institution.
- list the resources that can be mobilized for education.
- identify various administrative resources available at the disposal of the head of the institution.
- describe various approaches for human resource management.
- plan educational programme according to the components of TQM.

## **Unit 1 : Management of Curriculum:**

- 1.1 Classroom Management (Instructional Management): Concept of and need for classroom management, Schools of thought: Components of Classroom Management; Determinants and Indices of Effective Classroom Management; Indices of Effective Classroom Management; Discipline and Management of Misbehaviour in Classroom. Attributes of classroom management in Indian Contexts.

- 1.2 Curriculum Transaction and Evaluation: Concept and Curriculum and Curriculum Transaction: Meaning, Perspectives of Curriculum, Planning for Curriculum transaction and Executing Curriculum transaction: Methods of Curriculum Transaction: I. Teacher centred, Learner centred, Group Centred, Media Support in Curriculum Transaction. Management of Evaluation: Concept , need and approaches for evaluation, Structure of Examination body: Superintendent, Role of Invigilator, Evaluation Strategies of Institution.
- 1.3 Management of Academic Resources and Programmes: Meaning, Types and Features of Academic Resources, Basics of Academic Resource Management: planning, Procuring, Maintaining, Reviewing; Management of Curricular and co-curricular programmes.

## **Unit 2 : Management of Financial Resources:**

- 2.1 Educational Finance: Meaning, importance and Scope; Criteria for educational finance, Mobilisation of Physical and Financial Resources, Sources of Educational Finance, Expenditure on Education, Plan-Wise outlay on Education in India. Cost and Budgeting: concept and need, Classification of cost, System, methods and techniques of Costing, Meaning of budgeting, Types of budgeting, budgetary control.
- 2.2 Accounting and auditing: concept and Objectives of accounting and auditing, Accounting and auditing in educational Institutions;
- 2.3 Resource mobilisation in education: Resource mobilization in institutions at : Procedures and methods.

## **Unit 3 : Management of Human and Administrative and Infrastructure Resources:**

- 3.1 Management of resources: Concept and need for resources in educational set up.
- 3.2 Management of Student Support System: Concept of Student Support Services, Managing student support system, Evaluation methodology, Contextualizing Student Support System.
- 3.3 Management of Administrative Resources : SWOT Communication resources, SWOT Analysis, Quality Resources, Financial Resources, Infrastructural Facilities, Material resources.

## **Unit 4 : Management of Human and communication resources:**

- 4.1 Management of Human Resources: Meaning, Need and Importance of management of human resources, Strategies for managing human resources
- 4.2 Management of communication resources : Information system Management, Information technology and communication resources Management.
- 4.3 Total Quality Management: Concept, Strategies for Total Quality Management.



### Practicum :

- Observe 10 different classes in progress and prepare a report on various strategies being used by teachers in classroom management.
- Select any topic from a subject of your specialization. Plan a curriculum transaction strategy indicating the methods/media you will use and how you will sequence the presentation. Justify the selection of media/ methods.
- Select a case of a B Ed college and identify the evaluation strategies adopted by them and also find out how they manage evaluation process. Who are the functionaries involved in the process and what their role are.
- Visit any school in your area. Collect information about the number and nature of the different curricular and co-curricular activities conducted in an academic session. Interview some in-charges of these activities on the strengths and weakness in management of these activities and write a report.
- Select an educational institution. Study the financial authorities, scope and analyse. Write a report highlighting the positive and limitations of their financial estimates of an academic session.
- Select an educational institution. Study accounting and auditing statements of a financial year and analyse based on the criteria. Write a report highlighting the merits and limitations.
- Prepare a model format for appraisal of the conduct of term/semester end examination in the institution of your choice.
- Make a comprehensive study of research in Educational Management and critically discuss the indicators for improving research in educational management.

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# **Syllabus : Semester - IV**

**MES553 - SP: 13 - Theme A /Theme B**

**Theme Based Specialization Course - III**

**Theme B : Management in Education**

**Educational Leadership**

**(Elementary/Secondary and Senior Secondary Education)**

## **Objectives :**

After going through this course the students will be able to

- critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- sensitize themselves with new changes and challenges in leadership of institutions.
- develop practices for being efficient and effective educational leaders.
- understand the different leadership skills
- understand their role as leaders in sustainable development.
- understand the leadership mechanisms
- analyze the characteristics of groups
- develop leadership skills as teachers
- understand the strategies for sustainable development.
- understand the need to lead a peaceful society
- realize the need for maintaining human rights in community.

## **Unit 1 : Leadership: Concept and Dynamics**

- 1.1 Concept and functions of Leadership –Meaning, Scope, Importance.
- 1.2 Functions of Leadership: Functions of Leadership, Need for developing leadership in Education. Attributes of effective leadership.
- 1.3 Teacher as a leader: Functions of teachers as leaders in classroom, school and community.

## **Unit 2 : Leading educational Organizations: Theoretical perspective**

- 2.1 Management of educational Organizations: Nature of and importance of managing educational organizations, Components of educational organizations.
- 2.2 Theories of leadership and management in educational organizations - Theories of leadership and management styles including emotional intelligence.
- 2.3 Theories and models of educational leadership (including curriculum, professional, academic, instructional and student-cantered leadership).

### **Unit 3 : Leadership and Management Skills**

- 3.1 Developing leadership and management skills and insights - Values, vision and moral purpose in educational leadership.
- 3.2 Leading and managing educational change and improvement - Issues of diversity in educational organizations, including issues related to gender and multiculturalism.
- 3.3 Leadership and Organisational Behaviour - Basic Attributes of Organizations: Organizational Design and Learning, Organizational Culture - Diversity and Individual Differences: perception and Attribution, motivation.

### **Unit 4 : Leadership for Sustainable Development**

- 4.1 Peace Education for Promoting Tolerance – Role, Challenges and Prospects for Institutions
- 4.2 Human Rights Education – Role, Challenges and Prospects for Institutions
- 4.2 Environmental Education: Role, Challenges and Prospects for Institutions

### **Practicum :**

- A study of male and female leaders: make a study of male and female leaders(2 each) and compare them in terms of leadership component behaviours
- A study of the inputs for human rights education in schools-A report of the same.
- A study of the inputs for peace education in elementary schools-A report of the same
- A study of the inputs for environmental education in elementary schools-A report of the same
- A study of the teachers leadership styles( any five teachers) at level.

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## **Syllabus : Semester - IV**

### **MEH554 - RD : Dissertation**

#### **Objectives :**

On completion of this course the students will be able to

- Score the data based on the scoring key of the tool.
- Tabulate the scored data using MS Excel.
- Analyse the tabulated data by applying suitable statistical techniques.
- Report the dissertation using accepted format in Educational Research.

#### **Activities :**

- Scoring of the data: scoring the responses based on scoring key previously prepared and as per the objectives of the study.
- Tabulate the scored data: Preparation of suitable tables in MS excel, to enter the data as per the objectives of the study, submission of a report of the tabulated data to the supervisor.
- Analysis of the tabulated Data: Applying the suitable statistical analysis to the tabulated data. Graphical representation of the data, calculation of descriptive measures, Inferential analysis of the data based on objectives of the study. Identifying the major findings and discussion of the findings and a report of the same to be submitted to the supervisor.
- Reporting of the Research Study:  
Chapterization: Preparation of chapter headings and sub headings  
Writing of chapters:  
Chapter One: Introduction  
Chapter Two: Review of Related Literature  
Chapter Three: Methodology  
Chapter Four: Analysis and Interpretation of the Data  
Chapter Five: Summary and Conclusion.  
Preparation of Bibliography using APA Style  
Preparation of Appendices  
Submission of the Final Dissertation.

## **Syllabus : Semester - IV**

### **MEH555 Internship in Teacher Education Institutions(TEI)**

#### **a) Elementary Teacher Education Institution(TEI)**

#### **b) Secondary Teacher Education Institution(TEI)**

The internship in specialization for M.Ed. students shall be organized at Elementary/Secondary Teacher Education Institutions(TEI) Level in association with a field site relevant to the area of specialization. The students have to participate compulsorily in the following activities and obtain completion / implementation certificate along with assessment sheet (if any) from the head of the institution/ organization. The duration of the internship shall be for 21(Twenty One) working days with 4 Credits.

#### **Activities to be carried out:**

- Teaching work :
  - 4 periods in pedagogy of school subjects.
  - 2 periods any one compulsory paper through team teaching.
  - Demonstration lesson on one micro skill
  - Demonstration lesson on any one model of teaching.
  - Team Teaching
  - Lesson Observation
- Assisting teacher educators in :
  - Administration and scoring of Psychological Tests.
  - Conducting workshops on Lesson Planning, Unit Planning and Question Bank.
  - Maintaining attendance register and stock registers.
  - Coordinating internship programme for B.Ed. students.
  - Conducting practical and examination work.
  - Planning and conducting in-service training programmes.
  - Assessment of performance of students at the end of the lesson using self-developed tools / tests.
  - Construction of different types of test items.
  - Organize personality development programmes.
  - Case study of intellectual gifted or slow learners.
  - Modes of Transaction could be through the activity, film show, interaction, discussion, celebrations, assignments, reports.

#### **Any five activities from the above list**

Maximum marks allotted is 100 (internal assessment). The assessment for 50 marks shall be awarded by the head and faculty members of the respective M.Ed. Department and for 50 marks shall be awarded by the head and faculty members of the Elementary/Secondary Level Training Institution/College. There is no external University examination. Each student will be assessed using the following criteria.

- Continuous participation – attendance – punctuality – 20 Marks  
(Assessment by the respective M.Ed. Department)
- Marks awarded by the head and faculty members of the respective M.Ed.  
Department - 30 Marks
- Marks awarded by the head and faculty Members of Elementary/Secondary Level  
Training Institution / College – 50 Marks.

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