MAHATMA GANDHI UNIVERSITY

PRIYADARSHINI HILLS

KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

BOARD OF STUDIES IN EDUCATION (PG)

MAHATMA GANDHI UNIVERSITY, KOTTAYAM, KERALA

2015

Preface

Teacher Education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviours and skills required to perform their task effectively in the classroom, school and wider community. Teachers' quality is crucial and has been globally accepted to be significantly associated with the quality of students in general and students' learning outcomes in particular. In this context, reforming the policies and procedures of teacher education become inevitable. To make the teacher education programmes vibrant and in response to the emerging demands from the society, it is necessary that a 'paradigm shift' be made in the field of teacher education. The aim of teacher education must therefore be to make a teacher tactful, resourceful, highly educated and disciplined who can cope with the changing situations.

The two year M.Ed. curriculum is designed to provide opportunities for student teachers to extend as well as deepen their knowledge and understanding of education, specialize in select areas, and also develop research capacities leading to specializations in elementary, secondary and senior secondary education.

The present revision emphasizes field based experiences to the prospective teachers at various sectors of teacher education. A significant step in the revised curriculum is the thrust given for process based classroom procedures and reflective sessions through guided discovery, which are based on competency based performance indicators. The curriculum also introduces a variety of courses like Comparative Education, ICT and Skill Development, Quality Assurance in Education and Material and Instructional Design.

The course is designed in such a way as to equip student teachers with hands on experience in their field of specialization. It is expected that this will prove helpful to the prospective teachers in integrating theory and practice. Extensive effort has been taken in preparing the curriculum. Utmost care was taken to prevent any time lag in the conduct of the two year programme.

This work is the result of the combined discourses carried out among very eminent resource persons, senior members in the field of teacher education, and teacher educators from various institutions. The process of curriculum revision became possible through detailed planning, decision making and whole hearted support given by the stakeholders in the field of teacher education. I express my sincere gratitude to Hon'ble Vice -Chancellor Dr. Babu Sebastian and Pro Vice - Chancellor Dr. Sheena Shukkur for their whole hearted support and guidance. I am grateful to Prof.(Dr.)A. Sukumaran Nair, Chairman, Kerala State Education Advisory Board and former Vice-Chancellor of Mahatma Gandhi University for his constructive suggestions. I would like to take this opportunity to thank the Registrar Prof. M.R. Unni, Controller of Examinations Dr. Thomas John Mampra and Finance Officer Shri. Abraham J. Puthumana of this University for all their help and encouragement in this regard. I like to record my sincere thanks to Prof. (Dr.)K. R. Sivadasan, former Professor and Dean, Faculty of Education, University of Kerala for rendering his consultancy. I express my heartfelt gratitude to Dr. P. J. Jacob, Professor, School of Pedagogical Sciences and Director of Research, Mahatma Gandhi University for refining the work with valuable comments and suggestions. I would like to extend special thanks to Dr. Jayasree P. Associate Professor and Dr. Sajna Jaleel, Assistant Professor, School of Pedagogical Sciences for the strenuous effort they have taken in the completion of this work. I thankfully acknowledge my deep sense of gratitude to one and all who have put their time and effort to make this venture a success.

Prof. (Dr.) T.V. Thulasidharan
Chairman
Board of Studies in Education (PG)
Mahatma Gandhi University

Priyadharashni Hills
16-10-2015

Introduction

Quality has become the defining element in 21st century in the context of fast changing world scenario and emergence of new social realities. Due to the impact of globalization on technological revolution, the world education scenario is changing so fast that only a system of education which is dynamic, futuristic and adjusting to the demands of time will exist and compete in the global market. Quality to teacher education envisages the teacher educator's role as knowledge worker, consultant and counselor to create a learning society and sustainable teacher folk. Teachers are the greatest assets of any educational system and they stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of the education system. Teachers quality is therefore, crucial and has been globally accepted to be significantly associated with the quality of education in general and students learning outcomes in particular.

Teacher education institutions have a special role in shaping leaders capable of creating, disseminating and transforming knowledge to society for more ethical and secure lives. Looking at the current scenario of teacher education across the country and its deteriorating plight, quality management seems to be the pressing need of the hour. Our nation demands a regeneration of qualified and dedicated teachers with academic potentialities for developing new generation with strong values and visions.

Some suggestions for improving quality in teacher education are

- updating the curriculum with the changing times and needs of the society
- developing frontline curriculum strategies for all types of teacher education programmes
- developing communication skills and language proficiency among the teachers
- developing an understanding of the impact of forces like liberalization, privatization, globalization and developments in the field of information and communication technology and education
- developing resourcefulness to use locally available resources
- making proper understanding of modern techniques of evaluation
- planning and organising all the components of teacher training courses effectively.

Teachers need to be looked at as crucial mediating agents through whom curriculum is to be transacted. Teaching is one of the most respected profession and the roles, functions,

and preparation of teachers undergo changes from time to time. The role of teachers in quality teacher education includes

- improving subject knowledge, teaching skills, methods, system and ensuring students participation in the teaching-learning process.
- evaluating students performance properly, honestly and impartially.
- undertaking research, publication of papers and extension activities.
- rendering services for administration and policy making of the teacher education programmes
- developing curricular materials and conducting remedial bridge/add on courses
- organising and participating in seminars/conferences/workshops/symposia
- planning and organising consultancy services.
- developing systems, procedures and programmes for sustainable development and formulating strategies for knowledge management

University Education Commission (1948-49) reported that people in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession. This attitude of the people is still alive and not changed much. In this context teacher educators also need a strong system of professional development and ongoing support. As a professional course in Teacher Education, the M. Ed programme needs to provide an understanding and critical reflection on both theory and practice.

The two-year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of education, specialise in select areas and also develop research capacities, leading to specialization in elementary, secondary and senior secondary education.

Programme Objectives

The broad objectives of Teacher Education programme are stated below.

After the completion of the two year programme, the student teacher would be able to

- gain insight and reflect on the concept and the status of pre-service and in-service teacher education.
- be acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.
- examine the existing pre-service and in-service teacher education programmes from the view point of policy and its relevance to the demands of present day school realities.
- involve in various activities and processes of a teacher education institution, in order to gain an insight in to the multiple roles of a teacher educator and understand the organisational culture.
- develop competence in organisation and evaluation of various components of a pre-service and in-service teacher education programmes.
- design in-service teacher professional development program/activities based on the needs of teachers
- critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- understand and appreciate the research perspective on various practices in teacher education.
- develop professional attitudes, values and interests needed to function as an effective teacher educator

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

M.Ed. CURRICULUM REGULATIONS, 2015

(with effect from 2015 Admissions)

1. Title

These regulations shall be called REGULATIONS FOR THE TWO YEAR M.Ed. PROGRAMME under CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) with indirect grading, conducted by the Mahatma Gandhi University with effect from 2015 admission.

2. Scope

2.1. Applicable to regular M.Ed. programme conducted by the Mahatma Gandhi University, Kottayam. with effect from 2015 admission.

2.2. The provision supersede all the existing regulations for the Regular M.Ed. programme of Mahatma Gandhi University to the extent herein prescribed.

3. Preliminaries

The six major aspects of the revised M.Ed. (CBCSS) programme are:

- Semesterisation
- Credit System
- Continuous Evaluation
- Grading
- Field Attachment
- Internship

4. Definitions

4.1. Programme means a two year course of study and examination spread over four semesters of six months each. The successful completion of the programme would lead to the award of Masters Degree in Education.

4.2 Semester system One of two divisions of an academic year having six months duration. The M. Ed programme will have four Semesters.

4.3 Inter semester break is the period of break given after I, II and III Semester.

4.4 Academic Week is a unit of five working days in which distribution of work is organized from Day 1 to Day 5, with a minimum of 7 contact Hours of one hour duration in each day.

4.5 Credit (C) is a unit of input measured in terms of students' study hours devoted to various aspects of the teaching-learning and research process. One credit for the M. Ed programme is deemed equivalant to 20 study hours. Students can earn and accumulate credits

on the basis of the number and type of work they have successfully completed. All the works that carry credits are compulsory.

4.6 Credit Point (CP) is the assigned credit of the course.

4.7 Grade(G) means a letter symbol (e.g. A,B,C) which indicates the broad level of performance of a student in an answer/course/semester/programme.

4.8 Grade Point(GP) is the numerical indicator of the percentage of marks awarded to a student in a course.

4.9 Semester Credit Point Average(SCPA) is the value obtained by dividing the sum of the Credit Points(TCP) obtained by a student in various courses taken in a semester by the total number of credits taken by him/ her in that semester. SCPA shall be rounded off to two decimal places. The academic performance of a student shall be assessed on a six point scale.

4.10 Cummulative Credit Point Average (CCPA) is the average of SCPA of four semesters. CCPA indicates the broad level of academic performance of a student in a programme and is the index for ranking/grading students. An overall letter grade on a seven Cummulative Grade for the entire programme shall be awarded to a student depending on his or her CCPA. The CCPA shall be rounded off to two decimal places.

4.11 Course means a segment of subject matter to be covered in a semester and it includes common core course and specialisation course.

4.11.1 Common Core Course means a course that comes under the category of courses which are compulsory as specified for all students undergoing the M.Ed. programme. The common core course comprise of Perspective Courses, Tool Courses and Teacher Education Courses with a total of 48 credits.

4.11.1.1 Perspective Courses

The perspective courses are designed to attain the special characteristics of Teacher Education and the following additional demands:

i. sound knowledge of pedagogy
ii. a general perspective on society, social needs and concerns for the well being of human beings.
iii. a wider understanding of human knowledge and an idea of epistemic structure of disciplines.
iv. in depth and breadth of understanding of the education of teacher educators.

All these leads to the robust theoretical perspective on education in general and teacher education in particular. The Perspective courses comprise a total of 24 credits and the obvious disciplines that might directly contribute to these courses include:

(i) Philosophy of Education(4 credits)

(ii) Advanced Educational Psychology- Learning and Development(4 credits)

(iii) Introduction to Education Studies (4 credits)

(iv) Sociology, History and Political Economy of Education(4 credits)

(v) Advanced Educational Psychology - Individual Differences(4 credits)

(vi) Curriculum Development and Transaction (4 credits)

4.11.1.2 Tool Courses

The tool courses are envisioned to provide students certain skills that enable them to work as professionals and scholars in the field. These tool courses shall be transacted through or be supplemented by workshops. The tool courses comprise a total of 12 credits and it includes the following

(i) Introduction to Educational Research and Statistics (4 credits)

(ii) Advanced Educational Research and Statistics (4 credits)

(iii) ICT and Skill Development (ICT, Communication Skill, Expository Writing, Academic Writing including Research Proposal and Self Development including Yoga) (4 credits)

4.11.1.3 Teacher Education Courses

Even though all courses in the M.Ed programme will contribute to the making of good teacher educators, it is necessary to provide focused exposure and experiences to each of them. This component on teacher education hence will be compulsory for all students. It would consist of two taught courses transacted on campus and an internship transacted in an institution of teacher education. These courses comprise of 12 credits and it includes the following

i) Theoretical Bases of Teacher Education (4 credits)

ii) Teaching, Research, Innovations and Issues in Teacher Education (4 credits)

iii) Field Internship (4 credits)

4.11.2 Specialisation course means a course in the subject of specialization in the M.Ed. programme. The specialisation component has 24 credits with five courses and field internship.

This includes two specialisation courses as core courses. They are:

i) Context and Issues of Elementary Education (4 credits)

ii) Context and Issues of Secondary and Senior Secondary Education (4 credits)

iii) Specialisation Course opted from Thematic Cluster-A(4 credits)

iv) Specialisation Course opted from Thematic Cluster-B(4 credits)

v) Specialisation Course opted from Thematic Cluster-C(4 credits

vi) Field Internship (4 credits).

4.12 Credits allotted to Courses

I. Common core course (Taught Course and Practicum) - 48 credits

- Perspective courses - 24 credits
- Tool courses - 12 credits
- Teacher Education courses including Field Intership -12credits

II. Specialisation Courses including Field Intership - 24 credits

III. Dissertation - 6 credits

IV. Viva voce -2 credits

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560

4.13 Internship

It is the period of supervised training required for qualifying for a profession.

The teacher educand is expected to familiarise himself/herself with the ongoing practices including administration, curricular and co curricular activities that are being imparted in the Schools/ Primary Teacher Education Instututions/ Secondary teacher training institutions and field experience relevant to the area of specialisation opted from Thematic Clusters A, B and C. Each teacher educand shall take a minimum of five classes in the Primary and secondary teacher education institutions under the supervision of the teacher educators/mentor teacher educator from the respective institutions. Internship in field site relevant to the area of specialisation opted from Thematic Clusters shall be done under the supervision of a teacher educator/field mentor. Each teacher educand has to keep a separate record for the activities in each institution and field site during his or her internship.

Curriculum for

Internship programme in the third and fourth semester is to be evaluated through continuous internal evaluation.

Marks Allotted for Internship

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME

Semester	Institutions for Internship	Marks	Credits
III Semester	Primary Schools	25	1
	Primary Teacher Education Institutions	50	2
	Field site relevant to the area of specialisation opted from Thematic cluster A&B	25	1
IV Semester	Secondary and Senior Secondary Schools	25	1
	Secondary Teacher Education institutions	50	2
	Field site relevant to the area of specialisation opted from Thematic Cluster C	25	1

4.14 Research Dissertation and Viva-Voce

The dissertation is a compulsory component of the M.Ed programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where

students (with guidance of a faculty member) learn to plan and conduct a research, and write a dissertation. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. dissertation) is important, the process through which it is arrived at is also equally significant.

Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory (/ies), analysing and writing the findings in an academic fashion, and presenting the work. The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses.

While a dissertation may be submitted at the end of the Semester 4 of the programme, the process of arriving at should begin early on, ideally in the Semester 2 onwards. This also means that the assessment of this component is spread over in various stages of this process, viz., preparation and presentation of a research proposal, preparation of tools, collection of data, analysis of data, preparation of the draft and final dissertation and presenting it in a viva-voce examination. These could be in the form of special tutorials in relevant courses. All these stages should be given due weightage in the assessment of the dissertation.

The finalization of the title of M.Ed. Dissertation shall be done by a research committee in each institution. Research committee shall be constituted with a minimum of the three members (Head of the Department and two faculty members) and a minimum of one external expert. The finalized title of the M.Ed. Dissertation in each institution shall be approved by the Dean, faculty of Education. If the Dean post is vacant, an expert in the education faculty authorized by the Vice Chancellor shall approve the title of the M.Ed. Dissertation.

Report should be approximately between 10000 to 20000 words depending upon the nature of the topic. For evaluating the Dissertation, there will be external and internal evaluation by experts followed by viva-voce. The viva-voce will be based on Research Methodology and the Dissertation. Out of the 8 credits for Dissertation component, 6 credits are for the Dissertation and 2 credits are for the viva –voce.

For dissertation average marks of Internal and external evaluation is to be taken for calculating the grade of dissertation. The internal evaluation shall be done by the supervising teachers working in the affiliated colleges under the University. The external evaluation shall be done by the teachers in the universities and teachers working in the affiliated colleges

outside the university. Retired teachers in the universities/ affiliated colleges can also be included in the panel of examiners. All the students who have appeared for the fourth semester examination and submitted the dissertation shall appear before the duly constituted board of examination for viva-voce.

4.15 Grace Marks shall be awarded to candidates as per the University Orders issued from time to time.

4.16 Staff Council means the body of all teachers of the college.

4.17 Course Coordinator is a teacher nominated by the Head of the Institution to coordinate the continuous evaluation undertaken in that course.

4.18 College Coordinator is a teacher nominated by the college staff council to coordinate the continuous evaluation undertaken by various course coordinators within the college.

4.19 Faculty Advisor means a teacher from the college nominated by the staff council who will advice the students in the academic matters.

5 Eligibility for Admission and Reservation of Seats

Eligibility for admission, norms for admission, reservation of seats for M.Ed degree programme shall be in accordance with University/Government/NCTE norms from time to time.

6 Duration

6.1 The duration of M. Ed programme shall be of Four Semesters

6.2 The duration of each semester shall be a minimum of 630 to 700 hours distributed over 90 - 100 working days spread over 18-20 five day working weeks. First Semester and third semester is from June to October in the respective year, Second Semester and fourth Semester is from 16th November to 15th April in the respective year. Inter semester break after I Semeter and III semester will be from 1st to15th November in the respective year and Inter semester break after II semester will be from 16th April to 31st May.

6.3 The Internship Programme which is a compulsory part of M.Ed programme is scheduled in the Third(40 days) and Fourth(45 days) Semesters.

The internship programme in the III semester is scheduled for 10 days in a Primary school and 30 days in Primary Teacher Education Institutions and field sites relevant to the area of specialisation opted from Thematic cluster A and B.

The internship programme in the IV semester is scheduled for 45 days of which,15days in secondary and sr. secondary schools and 30 days in a secondary teacher

education institution and field site relevant to the area of specialisation opted from Thematic Cluster C.

6.4 Data collection related to Dissertation is to be done in the Third semester for a minimum of 20 days. Data can be collected during internship also without affecting its scheduled activities. The period of Inter semester break can also be utilised for data collection/internship.

6.5 A student has to complete the programme within a period of four semesters from the date of commencement of the first semester of the programme.

7 **Medium of Instruction and Examination** of the course shall be in English. Those candidates who desire to prepare tools for data collection are permitted to prepare it in Malayalam and in other languages but the English version of the same shall be appended in the Dissertation.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

8 Attendence

8.1 One semester of M. Ed programme will normally consist of 100 working days of 7 hours each. A candidate shall earn a minimum of 80% attendence out of the total working days in each semester. For the internship a candidate shall earn a minimum of 90% attendence out of the days allotted for the same.

8.2 Shortage of attendance (each semester) up to 10% may be condoned by the Vice Chancellor on the recommendation of the principal of the college/head of the institution on genuine grounds.

8.3 The percentage of attendance of a candidate shall be calculated based on the total number of working days in the concerned semester as stipulated by University/NCTE. If a candidate is failed to appear for the examination due to shortage of attendance in a semester, he/she shall obtain readmission to the respective semester in any of the subsequent batches and complete the course as per the rules and regulations of the University.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

8.4 A candidate who doesn't complete the internship and the requirements of internal evaluation of each course satisfactorily, is not eligible to apply for the final University examination in the fourth semester. After completing the internship and the requirements of internal evaluation of each course satisfactorily, he/she is eligible to apply for the final fourth semester examination.

9. Readmission A student who have shortage of required attendance and couldn't appear for the University examination in a semester is eligible for readmission for the same semester in any of the subsequent years as a term student, with the permission of the Principal and concurrence of the University. This candidate shall be allowed to appear for the examination of that semester only if he/she has completed all the activities (including internship/requirements of internal evaluation)of the semester successfully. Such candidate

shall take readmission for the respective semester within three years from the last date of the concerned semester.

10 Structure of the M.Ed. Programme

Programme Duration	**4 Semesters**
Minimum Credits Required for successful completion of the Programme	80
Minimum credits required for Common core courses (11 courses) and field Internship	48
Minimum credits required for specialization courses (5 courses) and field Internship	24
Dissertation and Viva-Voce	8
Minimum Attendance Required	80%
Minimum attendance required for internship	90%

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

10.1 Programme Structure

Two year programmes in four semesters.

Semester I

5 Courses : 5 Common core courses (includes 3 perspective courses, one tool course and one teacher education course) - **5 X 4 = 20 Credits**

Semester II

5 Courses : 5 Common core courses (includes 3 perspective courses, and a tool course) - **5 X 4 = 20 credits**

Semester III

4 Courses :

1 Common core course (Teacher Education Course) - 1 X 4 = 4 Credits

3 Specialization courses (includes one Specialisation core course and two Theme based Specialisation courses.) - 3 X 4 = 12 Credits

Field Internship - 4 Credits

Total = 20 Credits

Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Semester IV

2 Courses :

2 Specialization courses (one Specialisation core course and one Theme based specialisation course.) - 2 X 4 = 8 Credits

Field Internship - 4 Credits

Dissertation - 6 Credits

VivaVoce - 2Credits

Total = 20 Credits

Total = 20 + 20 + 20 + 20 = 80 Credits

MAHATMA GANDHI UNIVERSITY

Course Summary of Two Year M.Ed. Programme

Semester - 1

Course Code	Course type	Course Name	Credits	Internal marks	External marks	Total marks
EDU 901	Common Core Course - Perspective course (Taught course and Practicum)	Philosophy of Education	4	20	80	100
EDU 902	Common Core Course - Perspective course(Taught course and Practicum)	Advanced Educational Psychology- Learning and Development	4	20	80	100
EDU 903	Common Core Course - Perspective course(Taught course and Practicum)	Introduction to Education Studies	4	20	80	100
EDU 904	Common Core Course - Tool course (Taught course and Practicum)	Introduction to Educational Research and Statistics	4	20	80	100
EDU 905	Common Core Course - Teacher Education course (Taught course and Practicum)	Theoretical Bases of Teacher Education	4	20	80	100
		Total	20			500
Inter Semester Break						

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

Course Summary of Two Year M.Ed. Programme

Semester - II

Course Code	Course type	Course Name	Credits	Internal marks	External marks	Total marks
EDU 906	Common Core Course - Perspective course (Taught course and Practicum)	Sociology, History and Political Economy of Education	4	20	80	100
EDU 907	Common Core Course - Perspective course (Taught course and Practicum)	Advanced Educational Psychology - Individual Differences	4	20	80	100
EDU 908	Common Core Course - Perspective course (Taught course and Practicum)	Curriculum Development and Transaction	4	20	80	100
EDU 909	Common Core Course - Tool course (Taught course and Practicum)	Advanced Educational Research and Statistics	4	20	80	100
EDU 910	Common Core Course - Tool course (Taught course and Practicum-internal evaluation only)	ICT and Skill Development* 1)ICT 2)Communication Skill& Expository Writing 3) Academic Writing including Research Proposal 4) Self Development including Yoga	1 1 1 1 4	25 25 25 25		100
Total			20			500
Inter Semester Break						

***** Internal evaluation of each component course in ICT and Skill Development shall be done through workshops. Evaluation shall be made on the basis of theoretical (10 marks) and practical knowledge (15 marks) attained by the student in each component course.

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

Course Summary of Two Year M.Ed. Programme

Semester 3

Course Code	Course type	Course Name	Credits	Internal marks	External marks	Total Marks
EDU 911	Common Core Course - Teacher Education Course (Taught course and Practicum)	Teaching, Research, Innovations and Issues in Teacher Education	4	20	80	100
EDU 912	Core within Elementary Specialisation course (Taught course and Practicum)	Context and issues of Elementary education	4	20	80	100
		Specialisation Course (one course from Thematic Cluster- A(913) shall be opted)				
		Thematic Cluster-A (913): Current Practices in Education				
EDU 913.1	Specialisation course (Taught course and Practicum)	Educational Evaluation	4	20	80	100
EDU 913.2	Specialisation course (Taught course and Practicum)	Educational Technology	4	20	80	100
EDU 913.3	Specialisation course (Taught course and Practicum)	Guidance and Counselling	4	20	80	100
EDU 913.4	Specialisation course (Taught course and Practicum)	Knowledge and Learning Management	4	20	80	100
EDU 913.5	Specialisation course (Taught course and Practicum)	Comparative Education	4	20	80	100
EDU 913.6	Specialisation course (Taught course and Practicum)	Material and Instructional Design	4	20	80	100
EDU 913.7	Specialisation course (Taught course and Practicum)	Early Childhood Care and Education	4	20	80	100
EDU 913.8	Specialisation course (Taught course and Practicum)	Higher Education	4	20	80	100

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

		Specialisation Course (one course from Thematic Cluster- B(914) shall be opted)				
		Thematic Cluster-B(914). Emerging issues in Education				
EDU 914.1	Specialisation course (Taught course and Practicum)	Environmental Education	4	20	80	100
EDU 914.2	Specialisation course (Taught course and Practicum)	Inclusive Education	4	20	80	100
EDU 914.3	Specialisation course (Taught course and Practicum)	Non Formal Education	4	20	80	100
EDU 914.4	Specialisation course (Taught course and Practicum)	Education of the Marginalised	4	20	80	100
EDU 914.5	Specialisation course (Taught course and Practicum)	Educational Planning and Management	4	20	80	100
EDU 914.6	Specialisation course (Taught course and Practicum)	Economics of Education	4	20	80	100
EDU 914.7	Specialisation course (Taught course and Practicum)	Quality Assurance in Education	4	20	80	100
EDU 914.8	Specialisation course (Taught course and Practicum)	Human Rights and Value Education	4	20	80	100
EDU 915	Core Course -Field Internship	Field Internship in primary schools & Primary Teacher Education Institutions and field site relevant to area of specialisation opted from thematic clusters A & B.	4	100		100
		Total	20			500
Inter semester Break						

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

Course Summary of Two Year M.Ed. Programme

Semester 4

Course Code	Course type	Course Name	Credits	Internal marks	External marks	Total Marks
EDU 916	Core within Secondary and Senior Secondary specialisation course (Taught course and Practicum)	Context and issues of Secondary and Senior Secondary Education	4	20	80	100
		Specialisation Course (one course from Thematic Cluster- C (917) shall be opted)				
		Thematic Cluster-C (917): Advanced Methodology and Pedagogical Practices of Optional subjects in Secondary and Senior Secondary Education				
EDU 917.1	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - English	4	20	80	100
EDU 917.2	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Malayalam	4	20	80	100
EDU 917.3	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Hindi	4	20	80	100
EDU 917.4	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Sanskrit	4	20	80	100
EDU 917.5	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Language Education - Arabic	4	20	80	100
EDU 917.6	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Mathematics Education	4	20	80	100
EDU 917.7	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Science Education	4	20	80	100

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

EDU 917.8	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Social Science Education	4	20	80	100
EDU 917.9	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of Commerce Education	4	20	80	100
EDU 917.10	Specialisation course (Taught course and Practicum)	Advanced Methodology and Pedagogical practices of IT and Computer Science Education	4	20	80	100
EDU 918	Core Course -Field Internship	Field Internship in Secondary and Senior Secondary schools & Secondary Teacher Education Institutions and field site relevant to the area of specialisation opted from Thematic cluster - C	4	100		100
EDU 919	Dissertation	Dissertation	6	150	150	150
EDU 920	Dissertation	Viva –Voce	2		50	50
		Total	20			500

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM-686 560

Semester wise credits and marks

Semester	Credits	Marks
Semester 1	20	500
Semester 2	20	500
Semester 3	20	500
Semester 4	20	500
Total	80	2000

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

11. Scheme of Evaluation

The academic growth of the student is assessed through continuous internal evaluation and end semester examination

11.1 Internal Evaluation

Components of the Internal Evaluation and their marks are shown below.

Component	Marks
Assignment/Seminar/Project/Survey	5
Practicum	5
Written Examination	10
Total	20

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

a) Assignment/Seminar/Project/Survey: The student has to take a minimum of one assignment/seminar/project/survey per course.

b)Practicum: Each student should take up a minimum of two items or do as per directions given in the section -Practicum of each course.

c) Written Examination: A minimum of two class test is to be attended per semester and the average of the two marks to be taken .

11.2 External Evaluation

11.2.1 Theory

The external evaluation of all semesters shall be conducted by the University at the close of each semester. 20 percent marks is given for continuous internal evaluation and 80 percent marks for the end semester examination.

11.2.2 There will be no supplementary exams. For reappearance, students can appear along with the next batch.

11.2.3 Student who registers his/her name for the external examination for a semester will be eligible for promotion to the next semester.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

12. Pattern of questions

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/She shall also submit a detailed scheme of evaluation along with the question paper.

A question paper shall be a judicious mix of Essay type, short answer and very short answer type questions.

Type of questions and the marks assigned are as follows

Sl. No.	Type of questions	Number of questions to be answered	Marks
1	Essay type questions	2 out of 4	2x10=20
2	Short Answer Type	10 out of12	10x5=50
3	Very short answer Type	5 out of 7	5x2=10
Total		17 out of 23	80

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM

13. Grading

13.1 The Internal and External examinations shall be evaluated using Indirect Grading System based on a 6-point scale as given below.

For all courses (theory) grades are given on a 6-point scale based on the total percentage of marks in both internal evaluation and external evaluation as given below.

Percentage of Marks	Grade	Grade point
90 and above	**A+ Outstanding**	10
80-89	**A Excellent**	9
70-79	**B Very good**	8
60-69	**C Good**	7
50-59	**D Satisfactory**	6
Below 50	**E Failure**	5

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

13.2 Consolidation of credit point of a course: The grade for a course is consolidated by combining the external and internal marks based on 6 point scale. For a particular course, if the grades scored by a student is B his/her grade point is 8. Taking care of their credit, credit point of the course is calculated by finding the product of the credit and grade point.

Credit Point (CP) of a course is calculated using the formula

CP = C x GP where C = Credit

GP = Grade Point

SCPA is obtained by dividing the sum of credit points obtained in a semester by the sum of credits taken in that semester. Semester credit point average(SCPA) of a student in a semester shall be calculated using the formula given.

$$SCPA = \frac{TCP}{TC}$$ where TCP = Total Credit Point, TC = Total Credit

The overall grade for a programme for certification shall be based on CCPA with a 6 point Scale. CCPA is calculated by computing the average of SCPA of FOUR semesters. Cumulative Credit Point Average (CCPA) is calculated as follows:

$$CCPA = \frac{I\ SCPA + IISCPA + III\ SCPA + IVSCPA}{4}$$

Grades for the different semesters and overall programme are given based on the corresponding SCPA/CCPA as shown below:

SCPA/CCPA	**GRADE**
Above 9	**A+ Outstanding**
Above 8, but below or equal to 9	**A Excellent**
Above 7, but below or equal to 8	**B Very good**
Above 6, but below or equal to 7	**C Good**
Above 5, but below or equal to6	**D Satisfactory**
5or below	**E Failure**

13.4 Pass Requirement

The minimum marks required for a pass in the M.Ed degree exam shall be 50 percent in the aggregate for theory, internship, dissertation and viva-voce. The minimum requirement for a pass in each paper shall be 40 percent and for a pass in internship, dissertation and viva-voce shall be 50 percent each. A student who fails to secure the minimum percentage of marks required for a pass in a theory paper/papers need to reappear for the examination in that particular paper/papers only and shall secure a minimum of 50 percent marks for each paper. A student who fails to secure the minimum percentage of marks required for a pass in

dissertation need to resubmit the same along with the examination of any of the subsequent batches and also he/she shall reappear for the viva-voce.

A student who could not successfully complete internship need to redo internship subsequently. Only after satisfactory completion of the internship and the requirements of internal evaluation in all semesters the student shall be allowed to appear for the fourth end semester examination.

A student who is absent or fails to secure the minimum percentage of marks in the viva-voce need to reappear for the same only along with any of the subsequent batches.

MAHATMA GANDHI UNIVERSITY

14. Grievance Redressal Mechanism

PRIYADARSHINI HILLS
KOTTAYAM 686560

The internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the grade. In order to redress the grievance of students, a three level Grievance Redressal mechanism is envisaged. A student can go to the upper level only if the grievance is not redressed at the lower level.

Level 1	Teacher Level. The teacher concerned
Level 2	College level committee with the principal as Chairman, Co-ordinator, a teacher nominated by the College staff council as member
Level 3	University Level: Committee constituted by the Vice-Chancellor

15. Grade Card

Curriculum for

The university under its seal shall issue to the students a grade card on completion of each semester, which shall contain the following information.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

a) Name of the University
b) Name of the College
c) Title of Master degree Programme
d) Name of Semester
e) Name and Register number of student
f) Code number, Title and Credits of each course done in the semester
g) Internal, external and Total marks, Grade, Grade point (GP) and Credit point in each course done in the semester
h) Institutional average of the Internal exam and University average of the external exam in each course
i) The total credits, total credit points and SCPA in the semester

Model Mark cum Grade cards are appended as Annexure A,B, C and D.

15.1 The final Grade Card issued at the end of the final semester shall contain the details of all courses taken during the last semester and the total credits acquired for each Semster (SCPA) and the overall Credits (CCPA) acquired for the programme. The model of the final mark cum grade card is appended as Annexure E

16. Additional Specialisation. An M. Ed. degree holder of Mahatma Gandhi University under this regulation is eligible to take another specialisation from the Thematic Cluster A or B or C(one at a time) with the consent of the Head of the college/institution and sanction of the University. The candidate shall remit the semester fee decided by the Univerisity. With the sanction of the University, the candidate shall join in the college/ institution at the beginning of the respective semester and complete all the activities of the semester with a minimum of 80 percentage attendance out of the total working days in that semester. For the internship, the candidate shall earn a minimum of 90 percentage attendance out of the days allotted for the same.

A candidate who has done internship during his/her M. Ed degree course taking additional specialisation from Thematic Cluster A or B in the third semester, he/she shall do the field internship with respect to that specialisation. i.e. internship in field site relevant to the specialization.

The candidate taking additional specialisation from Thematic cluster C shall have B.Ed degree in the concerned specialisation with 55% of marks and shall do all the activities of the field internship of the fourth semester.

17. The Board of Studies

Board of studies (PG) in education has designed the scheme, syllabus and model question paper for the M.Ed. programme according to the regulations.

18. Words and Expressions used and not defined in this regulations shall have the same meaning assigned to them in the University Act and Statutes.

19. Transitory Provision

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of two year from the date of coming into force of these regulations, have the power to modify any of these regulations, syllabi and scheme of evaluation as may be necessary.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Annexure A -Model Mark Cum Grade Card (I Semester)
MAHATMA GANDHI UNIVERSITY
Priyadharshini Hills P.O. Kottayam

Section: Date:

Student ID:

Mark Cum Grade Card

Name of the Candidate:

Name of the college :

Permanent Register Number(PRN):

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree I Semester Examination, November 2015

Course Code	Course Title	Credits(c)	Marks						Grade Awarded(G)	Grade Point (GP)	Credit Point(CxGP)	Institutional Average(IA)	University Maximum(UA)	Result
			External		Internal		Total							
			Awarded(E)	Maximum	Awarded(I)	Maximum	Awarded(E+I)	Maximum						
	Common Core Course													
EDU 901	Philosophy of Education	4	55	80	15	20	70	100	B	8	32	-	-	Pass
EDU 902	Advanced Educational Psychology: Learning and Development	4	65	80	15	20	80	100	A	9	36	-	-	Pass
EDU 903	Introduction to Education Studies	4	55	80	10	20	65	100	C	7	28	-	-	Pass
EDU 904	Introduction to Educational Research and Statistics	4	75	80	15	20	90	100	A+	10	40	-	-	Pass
EDU 905	Theoretical Bases of Teacher Education	4	65	80	10	20	75	100	B	8	32	-	-	Pass
Total								500			168			
SCPA=8.4		**SG =A**												

Assistant Section officer Assistant Registrar Controller of Examinations

Annexure B -Model Mark Cum Grade Card (II Semester)
MAHATMA GANDHI UNIVERSITY
Priyadharshini Hills P.O. Kottayam

Section: Date:

Student ID:

Mark Cum Grade Card

Name of the Candidate:

Name of the college :

Permanent Register Number(PRN):

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree Second Semester Examination, May 2016

Course Code	Course Title	Credits(c)	Marks						Grade Awarded(G)	Grade Point (GP)	Credit Point(CxGP)	Institutional Average(IA)	University Maximum(UA)	Result
			External		Internal		Total							
			Awarded(E)	Maximum	Awarded(I)	Maximum	Awarded(E+I)	Maximum						
	Common Core Course													
EDU 906	Sociology, History and Political Economy of education	4	50	80	15	20	65	100	D	6	24	-	-	Pass
EDU 907	Advanced Educational Psychology - Individual Differences	4	60	80	10	20	70	100	C	7	28	-	-	Pass
EDU 908	Curriculum development and Transaction	4	50	80	15	20	65	100	D	6	24	-	-	Pass
EDU 909	Advanced Educational Research and Statistics	4	65	80	15	20	80	100	C	7	28	-	-	Pass
EDU 910	ICT and Skill Development	4			80	100	80	100	B	8	32	-	-	Pass
Total								500			136			
SCPA=6.8		**SG =C**												

Assistant Section officer Assistant Registrar Controller of Examinations

Annexure C -Model Mark Cum Grade Card (III Semester)
MAHATMA GANDHI UNIVERSITY
Priyadharshini Hills P.O. Kottayam

Section: Date:

Student ID:

Mark Cum Grade Card

Name of the Candidate:

Name of the college :

Permanent Register Number(PRN):

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree Third Semester Examination, October 2016

Course Code	Course Title	Credits(c)	Marks						Grade Awarded(G)	Grade Point (GP)	Credit Point(CxGP)	Institutional Average(IA)	University Maximum(UA)	Result
			External		Internal		Total							
			Awarded(E)	Maximum	Awarded(I)	Maximum	Awarded(E+I)	Maximum						
	Common Core Curse													
EDU 911	Teaching, Research, Innovations and Issues in Teacher Education	4	50	80	15	20	65	100	D	6	24	-	-	Pass
	Elementary Specialisation Core Course													
EDU 912	Context and Issues of Elementary Education	4	60	80	10	20	70	100	C	7	28	-	-	Pass
	Specialisation Courses Thematic Cluster - A (913): Current Practices in Education													
EDU 913.1	Educational Evaluation													
EDU 913.2	Educational Technology													
EDU 913.3	Guidance and Counselling													
EDU 913.4	Knowledge and Learning Management													

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR DEGREE COURSES IN EDUCATION (M.Ed.) PROGRAMME

EDU 913.5	Comparative Education													
EDU 913.6	Material and Instructional Design	4	70	80	10	20	80	100	B	8	32	-	-	Pass
EDU 913.7	Early Childhood Care and Education													
EDU 913.8	Higher Education													
	Specialisation Courses Thematic Cluster-B(914): Emerging Issues in Education													
EDU 914.1	Environmental Education													
EDU 914.2	Inclusive Education													
EDU 914.3	Non Formal Education													
EDU 914.4	Education of the Marginalized													
EDU 914.5	Educational Planning and Management													
EDU 914.6	Economics of Education	4	50	80	15	20	65	100	D	6	24	-	-	Pass
EDU 914.7	Quality Assurance in Education													
EDU 914.8	Human Rights and Value Education													
	Common Core Course													
EDU 915	Field Internship (in primary schools, Primary Teacher Education Instituitions and field site relevant to the area of specialisation)	4			90	100	90	100	A+	10	40	-	-	Pass
Total								500			172			
SCPA=8.6		SG =A												

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Assistant Section officer Assistant Registrar Controller of Examinations

Annexure D -Model Mark Cum Grade Card (IV Semester)
Mahatma Gandhi University
Priyadharshini Hills P.O. Kottayam

Section: Date:

Student ID:

Mark Cum Grade Card

Name of the Candidate:

Name of the college :

Permanent Register Number(PRN):

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree Fourth Semester Examination, May 2017

Course Code	Course Title	Credits(c)	Marks						Grade Awarded(G)	Grade Point (GP)	Credit Point(CxGP)	Institutional Average(IA)	University Maximum(UA)	Result
			External		Internal		Total							
			Awarded(E)	Maximum	Awarded(I)	Maximum	Awarded(E+I)	Maximum						
	Secondary Specialisation Core Course													
EDU 916	Context and Issues of Secondary Education	4	70	80	10	20	80	100	B	8	32	-	-	Pass
	Specialisation Courses Thematic Cluster-C(917): Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education													
EDU 917.1	Advanced Methodology and Pedagogical Practices of Language Education - English													
EDU 917.2	Advanced Methodology and Pedagogical Practices of Language Education – Malayalam													

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

EDU 917.3	Advanced Methodology and Pedagogical Practices of Language Education - Hindi													
EDU 917.4	Advanced Methodology and Pedagogical Practices of Language Education - Sanskrit													
EDU 917.5	Advanced Methodology and Pedagogical Practices of Language Education - Arabic													
EDU 917.6	Advanced Methodology and Pedagogical Practices of Mathematics Education -													
EDU 917.7	Advanced Methodology and Pedagogical Practices of Science Education													
EDU 917.8	Advanced Methodology and Pedagogical Practices of Social Science Education	4	75	80	10	20	85	100	A	9	36	-	-	Pass
EDU 917.9	Advanced Methodology and Pedagogical Practices of Commerce Education													
EDU 917.10	Advanced Methodology and Pedagogical Practices of IT and Computer Science Education													
EDU 918	Field Internship (In secondary and senior secondary schools and secondary Teacher Education Institutions and field site relevant to the area of specializations)	4			85	100	85	100	A	9	36	-	-	Pass
EDU 919	Dissertation	6	110	150	130	150	120	150	A	9	54	-	-	Pass
EDU 920	Viva-voce	2	35	50			35	50	B	8	16			
Total								500			174			
SCPA=8.7		SG =A												

Assistant Section officer Assistant Registrar Controller of Examinations

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Annexure E -Model Grade Card

Mahatma Gandhi University

Priyadharshini Hills P.O. Kottayam

Section: Date:

Student ID:

Grade Card

MAHATMA GANDHI UNIVERSITY

Name of the Candidate:

Name of the college :

PRIYADARSHINI HILLS

Permanent Register Number(PRN):

KOTTAYAM-686 560

Programme: Master of Education(M. Ed)

Name of Examination: M. Ed Degree Fourth Semester Examination, May 2017

Course Code	Course Title	Common core Course/ Specialisation course	Credits(c)	Grade	
EDU 901	Philosophy of Education	Common Core Course	4	B	
EDU 902	Advanced Educational Psychology- Learning and Development	Common Core Course	4	A	
EDU 903	Introduction to Education Studies	Common Core Course	4	C	
EDU 904	Introduction to Educational Research and Statistics	Common Core Course	4	A+	
EDU 905	Theoretical Bases of Teacher Education	Common Core Course	4	B	
Total credits acquired for I Semester 20credits		**I SCPA 8.4**			
EDU 906	Sociology, History and Political Economy of education	Common Core Course	**4**	**D**	
EDU 907	Advanced Educational Psychology - Individual Differences	Common Core Course	**4**	**C**	
EDU 908	Curriculum development and Transaction	Common Core Course	**4**	**D**	
EDU 909	Advanced Educational Research and Statistics	Common Core Course	**4**	**C**	
EDU 910	ICT and Skill Development	Common Core Course	**4**	**B**	
Total credits acquired for II Semester 20credits		**II SCPA 6.8**			

EDU 911	Teaching, Research, Innovations and Issues in Teacher Education	Common Core Course	4	D	
EDU 912	Context and Issues of Elementary Education	**Specialisation Course**	4	C	
EDU 913.6	Material and Instructional Design	**Specialisation Course**	4	B	
EDU 914.6	Economics of Education	**Specialisation Course**	4	B	
EDU 915	Field Internship (in primary schools, Primary Teacher Education Instituitions and field site relevant to the area of specialisations)	Common Core Course/ **Specialisation Course**	4	A+	
Total credits acquired for III Semester 20credits		**III SCPA 8.6**			
EDU 916	Context and Issues of Secondary Education	**Specialisation Course**	4	B	
EDU 917.8	Advanced Methodology and Pedagogical Practices of Social Science Education	**Specialisation Course**	4	A	
EDU 918	Field Internship (In secondary and senior secondary schools and secondary Teacher Education Institutions and field site relevant to the area of specialization)	Common Core Course/ **Specialisation Course**	4	A	
EDU 919	Dissertation	Dissertation	6	B	
EDU 920	Viva-voce	Viva-voce	2	B	
Total credits acquired for IVSemester 20credits		**IV SCPA 8.7**			

Total Credits acquired for the programme 80 **CCPA 8.13**

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

(Back Side of the Grade Card)

Mahatma Gandhi University

Grading System

Grade	Performance	Percentage Equivalence	Grade point
A+	Outstanding	90 and above	10
A	Excellent	80-89	9
B	Very good	70-79	8
C	Good	60-69	7
D	Satisfactory	50-59	6
E	Failure	Below50	5

Grades based on SCPA/CCPA

SCPA/CCPA	GRADE
Above 9	A+ Outstanding
Above 8 , but below or equal to 9	A Excellent
Above 7, but below or equal to 8	B Very good
Above 6, but below or equal to 7	C Good
Above 5, but below or equal to 6	D Satisfactory
5 or below	E Failure

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTER OF EDUCATION (M.Ed.) PROGRAMME

$$SCPA = \frac{TCP}{TC}$$

TCP = Total Credit Point
TC = Total Credit

$$CCPA = \frac{I\ SCPA + IISCPA + III\ SCPA + IVSCPA}{4}$$

SCPA = Semester Credit Point Average

CCPA = Cumulative Credit Point Average

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

SYLLABUS FOR
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) OF TWO YEAR MASTER IN EDUCATION (M.Ed.) PROGRAMME

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

CONTENTS

Sl. No.	Items	Page No.
	SEMESTER I	
1	EDU 901: Philosophy of Education	38
2	EDU 902: Advanced Educational Psychology - Learning and Development	48
3	EDU 903: Introduction to Education Studies	56
4	EDU 904: Introduction to Educational Research and Statistics	65
5	EDU 905: Theoretical Bases of Teacher Education	73
	SEMESTER II	
6	EDU 906: Sociology, History and Political Economy of Education	81
7	EDU 907: Advanced Educational Psychology - Individual Differences	90
8	EDU 908: Curriculum Development and Transaction	97
9	EDU 909: Advanced Educational Research and Statistics	104
10	EDU 910: ICT and Skill Development	112
	SEMESTER III	
11	EDU 911: Teaching, Research, Innovations and Issues in Teacher Education	118
12	EDU 912: Context and issues of Elementary education	126
13	EDU 913.1: Educational Evaluation	136
14	EDU 913.2: Educational Technology	143
15	EDU 913.3: Guidance and Counselling	151
16	EDU 913.4 Knowledge and Learning Management	158
17	EDU 913.5 Comparative Education	166
18	EDU 913.6 Material and Instructional Design	174
19	EDU 913.7 Early Childhood Care and Education	181
20	EDU 913.8 Higher Education	189

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

21	EDU 914.1 : Environmental Education	199
22	EDU 914.2 : Inclusive Education	207
23	EDU 914. 3: Non Formal Education	218
24	EDU 914.4 : Education of the Marginalised	224
25	EDU 914.5 : Educational Planning and Management	230
26	EDU 914. 6: Economics of Education	239
27	EDU 914.7 : Quality Assurance in Education	249
28	EDU 914.8 : Human Rights and Value Education	257
	SEMESTER IV	
29	EDU 916: Context and issues of Secondary and Senior Secondary Education	268
30	EDU 917.1 : Advanced Methodology and Pedagogical practices of Language Education - English	279
31	EDU 917.2 : Advanced Methodology and Pedagogical practices of Language Education - Malayalam	287
32	EDU 917.3 : Advanced Methodology and Pedagogical practices of Language Education - Hindi	295
33	EDU 917.4 : Advanced Methodology and Pedagogical practices of Language Education - Sanskrit	302
34	EDU 917. 5: Advanced Methodology and Pedagogical practices of Language Education - Arabic	312
35	EDU 917.6: Advanced Methodology and Pedagogical practices of Mathematics Education	320
36	EDU 917. 7: Advanced Methodology and Pedagogical practices of Science Education	326
37	EDU 917. 8: Advanced Methodology and Pedagogical practices of Social Science Education	335
38	EDU 917.9 : Advanced Methodology and Pedagogical practices of Commerce Education	343
39	EDU 917.10 : Advanced Methodology and Pedagogical practices of IT and Computer Science Education	349

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR M.A. DEGREE IN EDUCATION (CBCSS) PROGRAMME

MAHATMA GANDHI UNIVERSITY

PRIYADARSHINI HILLS

KOTTAYAM-686 560

SEMESTER I

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER I

COMMON CORE COURSE

EDU 901 : PHILOSOPHY OF EDUCATION

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

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Duration of Exam: 3 hrs **Number of Credits : 4**

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COURSE OBJECTIVES

On completion of this course the student will be able

1. to gain understanding of the philosophical origin/ basis of education and its application for the enhancement of educational quality.

2. to be exposed to the concepts of philosophical inquiry and use them as a basis to all their educational endeavors.

3. to understand the reality of ultimate human concerns and the contributions of philosophy in providing a base to them and develop capabilities for conceptual analysis of various issues in the society from philosophical perspective.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4. to develop a philosophical outlook for their personal life situations and in the handling of the problems related to educational issues.

5. to become aware of the contributions of the important philosophical schools to the theory and practice of education

6. to realise the value basis of education, human rights problems and concerns of life and implement it at life situations.

7. to get acquainted with the process of validating information in different disciplines and learn to use the knowledge as application to education.

8. to get acquainted with the major Philosophical systems/ schools and use them to recognise issues that need understanding from ethical, epistemic, aesthetic and political perspectives and their implications for education

9. to analyse critically postulates and vision of great thinkers and their educational implications

10. to develop a deeper understanding of the major modern movements in educational philosophies in the West and in India

11. to develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.

12. to get stimulated to have their own independent and consistent view-point of a philosophy which enable them to make effective decisions on educational problems or issues

MODE OF TRANSACTION

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

COURSE CONTENT

UNIT1 –PHILOSOPHICAL PERSPECTIVES OF EDUCATION (20Hours)

1.1 Philosophy - concept, nature and scope, need for philosophical frame work, functions of philosophy – normative, speculative and critical

1.2 Educational philosophy, concept, nature and scope, relationship between philosophy and education and importance.

1.3 Fields of philosophical enquiry – metaphysics – meaning, area of operation, ontology, human nature, freewill verses determinism and cosmology

Epistemology – meaning and scope of knowledge, ways of knowing, types of knowledge

Axiology – meaning and scope, place of ethics, aesthetics and logic in education

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

1.4 Modern concepts of philosophy: Logical analysis – logical empiricism and positive relativism

UNIT 2 – WESTERN SCHOOLS OF PHILOSOPHY (10 Hrs)

2.1 Critical analysis of the metaphysical, epistemological and axiological aspect of various schools of philosophies – Idealism, Naturalism, Pragmatism, Realism, Existentialism and Marxism

2.1 Implication of these schools of philosophies in determining the aims, curriculum and methods of education.

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UNIT 3 – INDIAN SCHOOLS OF PHILOSOPHY (20 Hrs)

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KOTTAYAM-686 560

3.1 Unique characteristic of Indian philosophies and its relationship with Indian cultural heritage, orthodox and heterodox schools of philosophy

3.2 Critical analysis of the metaphysical, epistemological and axiological aspect of six systems of Indian philosophies –Sankhya, Yoga, Nyaya, Vyesikha, Vedanta and Meemamsa

3.3 Critical analysis of the metaphysical, epistemological and axiological aspect of – Buddhism, Jainism,Charvaka philosophies and Islamic tradition. Educational Implications of Bhagavath Gita, Bible and Holy Quran

UNIT 4 – EDUCATIONAL THOUGHTS OF WESTERN THINKERS (10 hrs)

4.1 Critical analysis of the educational thoughts of western thinkers – Aristotle, Rousseau, Dewey, Paulo Friere, Ivan Illich

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4.2 Educational implication of their philosophies in the modern system of education in terms of curriculum, pedagogy and educational environment.

UNIT 5 – EDUCATIONAL THOUGHTS OF INDIAN THINKERS (20 Hrs)

5.1 Critical analysis of the educational thoughts of Indian thinkers – Aurobindo Gosh, Gandhiji, Tagore, Vivekananda, J. Krishnamurthi

5.2 Educational implication of their philosophies in the contemporary system of Indian education in terms of curriculum, pedagogy and educational environment.

5.3 Comparative study of the above Indian and western thinkers

UNIT 6–AXIOLOGICAL PERSPECTIVES OF EDUCATION (10 Hrs)

6.1 Values – concept, nature, type and hierarchy- Value conflict and conflict resolution

6.2 Ethical values in the context of science and technology

6.3 Traditional Indian values and Values laid down in the Indian constitution

6.4 Education for peace and Human Rights

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

.PRACTICUM (Any two items)

1. Study on the value system of the teachers or students in our educational institutions and give suggestions.
2. Prepare classroom lessons using the philosophical concepts or value integration through the curriculum.
3. Organise a debate/Seminar/Symposium/Panel Discussion on any one of the topics related to Education for peace or Human Rights
4. Conduct a critical analysis of the language Text books which apply schools of philosophy.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
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KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEARS M.Ed. DEGREE IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FIRST SEMESTER EXAMINATION

COMMON CORE COURSE

EDU 901: PHILOSOPHY OF EDUCATION

Time: 3 Hrs **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. Critically evaluate the influence of Naturalism on educational theory and practice. .
2. Examine the contributions of Ivan Illich to educational thought and practice.
3. Examine the role and functions of philosophy from the traditional and modern stand points. What functions has Philosophy of education to perform today.
4. "The educator looks to Phliosophy to provide him with principle so that he can place his work on a sound basis."

(2 X 10 = 20 marks)

Part B

*(Answer any **Ten** questions. Each question carries **5** marks)*

5. Write a short note on Pragmatic methods of teaching.
6. In what ways Metaphysics relate with education?
7. 'Present Education is activity centered'. Comment
8. Describe the major tenets of the Nyaya School of Philosophy.
9. Describe the method of acquiring valid knowledge . How would you help your students practice this method to acquire knowledge?
10. State and explain any two special features of Krishnamurthy's educational thoughts.
11. What is value crisis? Suggest means to overcome value crisis.
12. What are the noble truths of Buddhism?
13. Explain briefly the contributions of John Dewey to education.

MAHATMA GANDHI UNIVERSITY
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

14. What are the educational contributions of Tagore in the context of Naturalism?
15. Briefly describe about Sankhya School of philosophy?
16. Give an account of the Eclectic tendencies in Education?

(10 **X 5 = 50 marks)**

Part C

*(Answer any **five** questions. Each question carries **2** marks)*

17. Explain the dialogical method proposed by Paulo Friere.
18. Explain the concept of basic education proposed by Gandhiji.
19. Analyse the influence of various schools of philosophy in curriculum construction.
20. Explain the salient features and principles of Paedocentric education.
21. Elaborate the concept of learning proposed by Aristotle.
22. Explain the characteristics of integral education
23. Examine the influence of Jainism on education in India.

(5x2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.ED. DEGREE PROGRAMME

SEMESTER I

COMMON CORE COURSE

EDU 902 : ADVANCED EDUCATIONAL PSYCHOLOGY - LEARNING AND DEVELOPMENT

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**

(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

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

1. explore basic psychological concepts and approaches of educational psychology and research process in psychology.
2. understand the basic concepts, principles and theories of educational psychology.
3. understand the implications of psychological theories and principles in learning and instruction.
4. critically evaluate the relevance of various theories.
5. develop scientific attitude and research competency.

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.

COURSE CONTENT

UNIT I – EDUCATIONAL PSYCHOLOGY – AN OVERVIEW (10hrs)

1.1 Origin of Psychology

1.2 Scientific nature of Psychology – Scientific research approach

1.3 Branches of Pure and Applied Psychology

1.4 Educational Psychology: Application in the theory and practice of education - Scope of Educational Psychology in terms of Knowledge centeredness, Learner centeredness, Environment centeredness and Assessment centeredness.

Unit II - APPROACHES AND METHODS IN EDUCATIONAL PSYCHOLOGY (10hrs)

2.1 Major Schools of Psychology: Structuralism, Associationism, Behaviourism, Gestalt, Psycho-analytic, Humanistic and Cognitive.

2.2 Methods of study in Psychology: Introspection, Observation, Survey, Interview, Experiment, Case Study.

2.3 Research methods in Educational Psychology: Descriptive, Correlational and experimental.

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

Unit III – UNDERSTANDING LEARNERS AND THEIR DEVELOPMENT (10hrs)

3.1 Growth and Development – Meaning, Stages, Principles of Development, Developmental tasks.

3.2 Approaches in studying Development – Longitudinal and Cross sectional research.

3.3 Neurological and other biological aspects of Psychological Development – Influence of Endocrine glands, Brain and nervous system on human development and behaviour.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit IV – ASPECTS OF DEVELOPMENT (25hrs)

4.1 Physical and Motor Development –Significance-.Emotional Development – Differentiation of emotions (Bridge‘s chart) – Emotional maturity-, Emotional control and Catharsis .Social and Language Development –- Psycho-social development (Erikson) – Development of language – Views of Noam Chomsky and Vygotsky Moral Development – Views of Kohlberg - Cognitive Development -Piaget and Bruner.

4.2 Adolescents –Problems and challenges- Resilience – Stress management among adolescents.

4.3 Role of family in development: Home environment - Emotional attachment during infancy, childhood and adolescence towards family members – Parental Socialization during childhood and adolescence

4.4 Psychosocial dimensions of Learner – Social learning – Concept and importance – Factors affecting social learning – social conformity , social competency – nature and socio-cultural environment of school and classroom – classroom dynamics, concept,

need and its relevance – strategies for promoting socio-cultural environment in classroom – violence in school – Types- Bullying, relational aggression, punishment, deforming, vandalism and their effects. Role of teacher in preventing violence.

Unit V – LEARNING AND INSTRUCTION (25hrs)

5.1 Meaning and nature of learning

5.2 Behavioural perspectives of learning – An overview of theories of Thorndike, Pavlov, Skinner and Hull – Critical evaluation of the relevance of behavioural learning principles in learning and instruction.

5.3 Cognitive perspectives of learning – Purposive behaviourism (Tolman), Gestalt view of learning, Meaningful verbal learning (Ausubel)

5.4 Constructivist perspectives of learning – learning as cognitive and socio-cultural process – Comparative analysis of the views of Piaget (Individual Constructivism), Vygotsky (Social Constructivism) and Bruner (Discovery learning) – Implications in learning and curriculum transaction.

5.5 Information Processing – Concept – Information processing framework of learning (Sternberg and Kosslyn), Information Processing theory (Donald Norman).

5.6 Gagne's hierarchy of learning, conditions of learning and varieties of capability.

5.7 Problem Solving – Approaches to the study of problem solving –decision making and reasoning – problem solving as associative learning – as insight – as information processing – as reflective learning

5.8 Learning styles – Theory-Kolb.

5.9 Transfer of learning – concept, theories and implications.

5.10 Motivation – Concept – types of motivation, theories of motivation – strategies for enhancing motivation in learners. Achievement Motivation- Atkinson – Weiner - Maslow's hierarchy of needs.

Unit VI – MEMORY AND FORGETTING (10 hrs)

6.1 Memory: Models of memory - sensory store, short term store and long term store – Memory processes – Constructive nature of memory – autobiographic memory, memory distortions, episodic and semantic memory – working memory – models of working memory Baddeley – visuo-spatial sketchpad – central executive – phonological loop .

6.2 Forgetting: types, causes, Curve of forgetting, theories of forgetting – Interference – Proactive and retro-active.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

6.3 Strategies to enhance memory – Mnemonics

PRACTICUM (Any Two)

1. Prepare a theme paper on a thrust area.
2. Review of an article related to innovative practices in educational psychology.
3. Organize memory enhancing activities among school students and prepare a report of the same.
4. Identify learning styles of secondary school students and write a report.

MAHATMA GANDHI UNIVERSITY

References

PRIYADARSHINI HILLS
KOTTAYAM-686 560

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Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FIRST SEMESTER EXAMINATION

COMMON CORE COURSE

EDU 902 ADVANCED EDUCATIONAL PSYCHOLOGY - LEARNING AND DEVELOPMENT

Time: 3 Hrs **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. Critically evaluate the relevance and influence of Educational Psychology on theory and practice of education. .
2. Compare Behaviourism and Gestalt school of Psychology on the following points.

   (a) Concept of learning (b) Concept of motivation and (c) methods of teaching.
3. Evaluate Piaget's theory of cognitive development and its application in making teaching learning process effective.
4. Compare the views of Noam Chomsky and Vygotsky on development of language. Mention the educational implication of their views.

(2 X 10 = 20 marks)

Part B

*(Answer any T**en** questions. Each question carries **5** marks)*

5. Analyse the problems that adolescents in India are likely to encounter. Describe how educational institutions could help them tackle these problems.
6. Describe information processing framework of learning according to Donald Norman.
7. What are the major theories of forgetting? Explain any one of them.
8. Explain Erik Erickson's psychological stages of development.
9. The foundations laid during the first two years of life are the most critical. Give reasons.
10. Enumerate the implications of Kolberg's theory of moral development in value education.
11. Compare individual constructivism and social constructivism.
12. What is problem solving? Take a suitable problem and analyse it with the steps of problem solving.
13. Describe the role of family in the development of the child.

MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

14. What do you mean by transfer of learning? Explain the different types of transfer of learning and their educational implication.

15. Mention about the various strategies for enhancing motivation in children?
16. Distinguish between Academically backward, learning disabled and differently abled?

(10 X 5 = 50 marks)

Part C

*(Answer any **five** questions. Each question carries **2** marks)*

17. Distinguish insight and illumination.
18. What is socialization process?
19. What is cephalocaudal trend in development?
20. Define the term emotional catharsis.
21. State the concept of learning readiness.
22. List any four symptoms of maladjustment .
23. Write any two mnemonics techniques.

(5x2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER I

COMMON CORE COURSE

EDU 903 : INTRODUCTION TO EDUCATION STUDIES

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**

(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to develop understanding about education as a discipline and field of study.
2. to analyse education in the context of social phenomena and a social practice.
3. to appreciate education as a discipline in terms of the theoretical, practical and application elements.
4. to examine the vision of education in India reflected in the policies and programmes of government.
5. to critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.
6. to comprehend the performance appraisal of higher education Institutions and to conduct the quality analysis in the institution.
7. to critically examine the pivotal issues of contemporary India and to prepare action plans.
8. to comprehend the educational ideas of seminal thinkers with respect to the vision and mission of education.
9. to critically evaluate the problems and prospects of international initiatives and national policies in the present context.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

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

COURSE CONTENT

UNIT 1 – Education as a Discipline (15 Hours)

1.1 Concept of Education as Discipline – Meaning, Scope and Relevance.

1.2 Theoretical bases of Education as a Discipline - Philosophical, Psychological, Sociological, Political and Economic.

1.3 Platform for Practice of Education as a Discipline – Formal, Informal, Non-formal institutions.

1.4 Area of Application of Education as a Discipline – Individual, Family, Society, National and Global levels

1.5 Interdisciplinary nature of Education - Relationship with other disciplines.

UNIT 2 – Education as Social Phenomena and Practice (15 Hours)

2.1 Education as a Social Phenomena - Meaning and Significance

2.2 Education as an Interactive Process – Bi-polar – Tri-polar and Multipolar Process.

2.3 Education for Cultural Development, Preservation, Transmission and Transformation of Culture.

2.4 Education as a Practice in Society – Social Functions of Educational Institutions – Extension activities and Research.

2.5 Learning: the Treasure within - Four Pillar of Education – UNESCO (1996).

2.6 Education for Empowerment – Social, Economic and Women

UNIT 3 – Institutions, Systems and Structures of Education (15 Hours)

3.1 Education in India – Vision of Primary, Secondary and Higher Education Institutions.

3.2 System Approach in Education – School as a Subsystem.

3.3 National Structure of Education – Primary, Secondary and Higher Education

3.4 Regulatory and Monitoring Agencies of Education at National, State and Regional levels – MHRD, UGC, NAAC, NCTE, NCERT, SCERT, DIET, District and Village level Standing Committees on Education.

UNIT 4 – Stakeholders and Beneficiaries of Education (15 Hours)

4.1 Stakeholders and Beneficiaries – Students, Parents, Community, Society and State.

4.2 Grant-in-aid Policies at National and State levels.

4.3 Performance appraisal of Higher Education Institutions – Need, Importance, Process and Methods.

4.4 Total Quality Management in Higher Education.

MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) OF TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

UNIT 5 – Seminal Thinkers on Education (15 Hours)

5.1 Educational vision of Paulo Friere reflected in *Pedagogy of the Oppressed*.

5.2 Education as a Dialogical Process reflected in Martin Buber's *I and Thou*.

5.3 Basic Education of Mahatma Gandhi as enunciated in *Dr. Zakir Hussain Report of 1938*.

5.4 Educational Thoughts of Dr. APJ Abdul Kalam as depicted in *Indomitable Spirit*.

UNIT 6 – Contemporary Concerns of Education Policy (15 Hours)

MAHATMA GANDHI UNIVERSITY

6.1 A Brief account of Educational Policy in India.

PRIYADARSHINI HILLS

6.2 Challenges of Education – Universalisation – Vocationalisation – Quality Education – Employability – Competency based Education.

KOTTAYAM-686 560

6.3 State Vs Private Control of Education – Problems and Prospects of Foreign Direct Investment (FDI) in Indian Education.

6.4 Education for Global Citizenship

PRACTICUM (any two items)

1. Prepare the summary of the foundational perspective of education reflected in any of the following seminal educational texts. (This may be done in guided reading mode where a small group of students reads with a faculty mentor)
   a. Jean Jacques Rousseau's *Emile*
   b. Tetsuko Kurayonagi's *Totochan: The Little girl at the Window*
   c. John Dewey's *Democracy and Education*. (Compulsory)
2. Visit any of the educational institution having innovative practices of quality enhancement.
3. Debate on any contemporary educational issue.
4. Conduct a SWOT Analysis of your institution.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
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Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY

PRIYADARSHINI HILLS

KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FIRST SEMESTER EXAMINATION

COMMON CORE COURSE

EDU 903 - INTRODUCTION TO EDUCATION STUDIES

Time: 3 Hrs **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. Analyse Concept of Education as Discipline form the theoretical point of view. Elaborate its Philosophical, Sociological and Economic base.
2. Critically evaluate the vision of education given in the document 'Learning: the Treasure within (1996)' in the contemporary context.
3. Analyze the educational thoughts of Dr. APJ Abdul Kalam. Explain the relevance of these thoughts in Indian education.
4. Discuss the challenges of education with special reference to Universalisation, Vocationalisation, Quality Education and Employability.

(2 X 10 = 20 marks)

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

5. Explain the need and importance of Education for Global Citizenship
6. Analyse the Problems and Prospects of Foreign Direct Investment (FDI) in Indian Education.
7. Explain the importance of Education as a Dialogical Process proposed by Martin Buber.
8. Elaborate the process and methods of performance appraisal of Higher Education Institutions.
9. Explain the Grant-in-aid policies at national level with special reference to UGC.
10. Explain the role of district and village level Standing Committees on Education in enhancing the quality of school education.
11. Discuss the System Approach in Education with respect to the process and product of education.
12. Evaluate the Social Functions of Education in the context of extension activities of the institution.
13. Discuss the concept 'Education for Empowerment'.
14. Analyse education as a Multipolar Process.

15. Give an account of various quality concerns in higher education?
16. Wright a short note on Right to education act 2009?

(10 **X 5 = 50 marks)**

Part C

*(Answer any **five** questions. Each question carries **2** marks)*

17. Explain the relationship between Education and Neuro-Science.
18. What are the merits and demerits of private control of education?
19. What do you mean by education as social phenomena?
20. Explain how education develop and preserve the culture.
21. Explain the national structure of school education.
22. List any four educational initiatives of MHRD for universalisation of education .
23. Write a short note on Total Quality Management in education.

(5 X 2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER I

COMMON CORE COURSE

EDU 904 : INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OBJECTIVES

On completion of this course, the students will be able

1. to understand the meaning of research and its application in the field of education.
2. to understand the types and methods of educational research.
3. to develop the skill in selecting a relevant research problem.
4. to prepare a research proposal.
5. to develop the ability to critically analyse the research studies.
6. to develop the ability to formulate hypothesis.
7. to understand and use descriptive statistical techniques in education.
8. to apprehend the relevance of statistics in data analysis for educational research.

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentation, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community.

CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

COURSE CONTENT

Part: A- Educational Research

Unit:1 Concept of Educational Research (5 hrs)

1.1. Research as a scientific process – search for truth, scientific method- need and significance, scope and functions.

1.2. Historical development of Educational research.

1.3. Qualities of a good research and researcher.

Unit: 2 Types and methods of Educational Research (15 hrs)

Classification of Education Research based on

2.1. Purpose :

2.1.1. Basic/Fundamental/Pure research

2.1.2. Applied/Functional research

2.1.3. Action Research

2.2. Method:

2.2.1. Historical Research: sources of data – primary and secondary.

2.2.2. Descriptive Research: Surveys, normative survey, causal-comparative research, correlational research, replication and secondary analysis and meta analysis.

2.2.3. Experimental Research: Pre-experimental research, True experimental research and Quasi experimental research- its importance, advantages and disadvantages.

2.3 Data: Qualitative and Quantitative

2.3.1. Qualitative Research- Historical, descriptive, ethnographic, case study, document or content analysis.

2.3.2. Quantitative Research- Experimental survey, correlational, causal-comparative.

Unit: 3: Research problem and variables (10 hrs)

3.1. Research problem- sources of educational research problems, detection of research areas on the basis of (i) experience (ii) discussion and (iii) literature.

3.2. Formulation of a research problem, statement on the basis of research questions.

3.3. Definition of key terms/operational definition.

3.4. Concept, nature and types of variables – independent, dependent, extraneous, confounding, intervening – controlling extraneous.

3.5. Common errors in selecting and stating a research problem.

Characteristics of a good research problem.

Justification and delimitation of the problem.

Unit: 4 Review of Related Literature (7 hrs)

4.1. Purpose and need of review of related literature at different stages of an educational research.

4.2. Sources- Literary resources and electronic resources.

4.3. Abstracting and organizing related studies.

4.4. Critical Analysis of related literature.

Unit 5: Research Hypotheses **(8 hrs)**

5.1. Objectives and Hypotheses – need and function.

5.2. Concept and definition of hypotheses, sources of hypotheses, characteristics of a good hypotheses.

5.3. Types of hypotheses – Directional, Non-directional declarative, null and alternative hypotheses.

5.4. Formulation of a good hypotheses- errors in formulating.

Unit- 6 Research Proposal **(5 hrs)**

6.1. Conceptual Frame work

6.2. Steps- significance of the study, statement of the problem, definition of key terms/ operational definition, research questions, variables of the study, objectives and hypotheses (assumptions if any), Methodology (method, sample, tools and statistical techniques), scope and delimitations, time schedule and reference.

MAHATMA GANDHI UNIVERSITY
KOTTAYAM-686 560

Part B

Basic Statistics for Educational Research

Unit: 7 Basic Statistics **(15 hrs)**

7.1. Statistics – descriptive and inferential statistics- meaning, importance and scope in educational research.

7.2. Scales of measurement- nominal, ordinal, interval and ratio scales.

7.3. Nature of educational data – organization and tabulation of data, graphical representation of data- ungrouped (pie diagram, pictogram, bar graph, line graph) and grouped (histogram, frequency polygon, frequency curve, Ogives). Advantages and Uses of graphic representation of data.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit: 8 Descriptive Statistics **(25 hrs)**

8.1. Need and significance of descriptive statistics in educational research.

8.2. Measures of Central tendency- mean, median, mode – merits, limitations and uses.

8.3. Measures of variability- range, quartile deviation, standard deviation- merits, limitations, uses.

8.4. Measures of relative position- quartiles, deciles, percentiles and percentile ranks.

8.5. Correlation- concept, types (Spearman's rank difference method and Karl Pearson's product moment method)- uses.

8.6. Regression Equation and Predictions.

8.7. Normal probability curve – meaning and characteristics – skewness and kurtosis

PRACTICUM (any two)

1. Review two published research papers in education.

2. Prepare a model research proposal
3. Conduct on action research of your choice.
4. Analyse graphically the result of the previous batch of your institution.

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FIRST SEMESTER EXAMINATION

COMMON CORE COURSE

EDU 904: INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

Time: 3 hrs Maximum marks: 80

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Part A

(Answer any two questions. Each question carries 10 marks)

1. Explain the different types of educational research with suitable example.
2. Critically analyse the role of Review of Related Literature in educational research. Briefly explain the sources of related literature.
3. Which are the different measures of variability? Explain each with its merits, limitations and uses.
4. What do you mean by a normal probability curve? Briefly explain its properties. What is meant by skewness and kurtosis

(2x10= 20 marks)

Part B

(Answer any ten questions. Each question carries 5 marks.)

5. Briefly explain the qualitative researches in education.
6. Define Hypothesis. Differentiate between directional and non directional hypotheses with suitable example.
7. What are the steps involved in writing a research proposal?.
8. Explain the different types of variables involved in educational research
9. Why is mean considered to be the most accurate measure of central tendency? How will you calculate the mean from a grouped and ungrouped data.
10. Define correlation. Mention two methods to calculate the coefficient of correlation.
11. What do you mean by standard scores? Explain the different types of standard scores?
12. Distinguish between percentiles and percentile ranks
13. Describe some common errors that can be committed during the selection of a research problem.
14. Define null hypothesis.

15. Distinguish between Focus group discussions and interview?
16. Describe about the characteristics of Normal Distribution?

(10x5= 50 marks)

Part C

(Answer any five questions. Each question carries 2 marks)

17. Which are the different levels of measurement?
18. What is pie diagram? Explain its uses.
19. Write any two advantages of standard error.
20. Briefly explain the different types of correlations
21. What is a regression equation?
22. What are the different areas of Ogives?
23. Explain the different forms of representing an ungrounded data?

(5x2= 10 marks)

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PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER I

COMMON CORE COURSE

EDU 905 : THEORETICAL BASES OF TEACHER EDUCATION

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**

(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

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KOTTAYAM-686 560

COURSE OBJECTIVES

On completion of this course, the students will

- concept of development of teacher education
- develop an understanding of the concept of Pre-service teacher education
- understand the concept of pre-service teacher education
- comprehend the agencies for imparting pre-service education
- understand curricular aspects of teacher education
- comprehend the concept of In-service education
- comprehend the agencies for imparting in-service education
- understand the provisions for In-service education

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CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group discussions, seminars, debates, assignments, brain storming sessions, peer group discussions, interaction with community, case study, survey , and collaborative strategies.

COURSE CONTENT

Unit I: CONCEPTUAL FRAME WORK OF TEACHER EDUCATION (10 Hrs)

1.1 Historical development of Teacher Education

1.2 Changing context of Teacher Education in Global and Indian scenario.

1.3 Comparison of teacher education programmes in India, UK and USA

Unit II: PROSPECTIVE TEACHER DEVELOPMENT (10 Hrs)

2.1 Pre-service Teacher Education – Concept, need and scope

2.2 Modes of Pre-service Teacher Education – Face to face, distance and on-line.

2.3 Aims and Objectives of Pre-service Teacher Education at different levels – Pre-primary, Primary, Secondary, Higher secondary and Tertiary.

2.4 Need of the existing programmes and practices in the preparation of teachers – Arts, Craft, Music, Physical education and Special education.

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Unit III: AGENCIES OF TEACHER EDUCATION (20 Hrs)

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3.1 Role and functions of State level agencies of Teacher Education – SIE, SCERT, State Board of Teacher Education, University Departments of Education, NGOs and Academic Staff Colleges.

3.2 Role and functions of National level agencies of Teacher Education – UGC, NIE, RIE, NUEPA, NCERT, NCTE, CASE, NKC.

3.3 Recognition, Assessment and Accreditation of Teacher Education Institutions. Role of NCTE, NAAC and RUSA.

3.4 UGC Regulations – Qualification and Mode of recruitment

Curriculum for

3.5 Role and functions of International level agencies of Teacher Education – UNESCO and UNO.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit IV: CURRICULAR ASPECTS OF TEACHER EDUCATION (20 Hrs)

4.1 Teacher as an adult learner – characteristics

4.2 Andragogy – Concept and Principles

4.3 Role of ICT in Teacher Education

4.4 E-resources for empowerment of teachers – EDUSAT, Cloud Computing, Virtual labs and Language labs.

4.5 School based Practicum and Internship – Concept, scope, existing practices and their nature, objectives, organization and duration. Activities and experiences in pre-internship, Internship and post-internship.

Unit: V CONTINUING PROFESSIONAL DEVELOPMENT IN TEACHER EDUCATION (20 Hrs)

5.1 In-service Education – Concept, need, areas and purpose

5.2 Ways and means of in-service teacher education – meaning and objectives of Orientation programmes, Refresher courses, workshops, seminars, webinars, Tele conferencing, summer courses and conferences.

5.3 Agencies and Institutions – the structure for in-service teacher education at sub-district, state, regional and national level.

5.4 Qualities and characteristics of an effective in-service educator

Unit VI: PROVISIONS FOR IN-SERVICE TEACHER EDUCATION (10 Hrs)

6.1 Modes of In-service teacher education – Face to face, distant mode online and mixed mode – Scope, merits and limitations.

6.2 In-service teacher education under DPEP, SSA, RMSA, SRC, BRC and Cluster meetings.

PRACTICUM: (Any two items)

1. Need analysis for designing an In-service Teacher Education programme for school teachers of short duration at any one level of school education
2. Interview with college teachers to identify the nature of in-service teacher education received and its relevance in professional enrichment.
3. A comparative study of the pre-service teacher education programme at primary, and secondary levels in terms of duration, organization, transaction and evaluation.
4. Review of any two published research papers in Teacher Education.

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PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
THE FOUR YEAR INTEGRATED TEACHER EDUCATION PROGRAMME

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FIRST SEMESTER EXAMINATION

TEACHER EDUCATION COURSE

EDU 905: THEORETICAL BASES OF TEACHER EDUCATION

Time : 3 hours Max Marks : 80

Part A

(Answer any two questions. Each question carries 10 marks)

1 Compare the teacher education programmes in India and USA. Suggest programmes applicable to our educational system.

2 Discuss the existing programmes and practices in the preparation of teachers with respect to special education in your stare.

3 Explain the role of NCTE, NAAC and RUSA in promoting quality teacher education.

4 "A teacher can never truly teach unless he is still learning himself". Comment of the statement and bring out the significance of providing in-service teacher education.

(2 x 10 = 20 marks)

Part B

(Answer any ten questions. Each question carries 5 marks.)

5 Discuss the agencies and institutions of in-service teacher education at sub-district level

6 Explain the role of ICT in Teacher Education

7 How is the role of Academic Staff colleges relevant in the present day educational scenario?

8 What are the Modes of pre-service teacher?

9 Explain the necessity of Arts, Craft and Music in the preparation of teachers.

10 'Assessment and Accreditation of educational institutions - a necessity of the day'. Discuss.

11 Enumerate the importance of NUEPA and NKE in teacher education programme.

12 Explain the aims and objectives of pre-service teacher education at tertiary level. .

13 Describe the activities and experiences in pre-internship.

14 Briefly discuss the E-resources for empowerment of teachers.

15. Explain about the professional ethics in teacher education?

16. Mention about the recommendations of Kothari commission regarding teacher education?

(10 X 5 =50 Marks)

Part C

(Answer any five questions. Each question carries 2 marks)

17 Explain concept of pre-service teacher education programme.

18 State two characteristics of an effective in-service educator.

19 Give any four objectives of Pre-service Teacher Education at secondary level.

20 Write two functions of SIE.

21 What is Andragogy?

22 What is distant mode online?

23 What is the role of RMSA in in-service teacher education programme?

(5x2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

PRIYADARSHINI HILLS

KOTTAYAM-686 560

SEMESTER II

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER II

COMMON CORE COURSE

EDU 906 : SOCIOLOGY, HISTORY AND POLITICAL ECONOMY OF EDUCATION

MAHATMA GANDHI UNIVERSITY

COURSE OUTLINE

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Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

KOTTAYAM-686 560

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to develop understanding about education as a social processes.
2. to analyse education in the context of creating the humane society.
3. to appreciate the role of education in modernisation, social reconstruction and sustainable development.
4. to critically examine the role of education in protecting human rights and combating social evils.
5. to comprehend the educational vision of the Constitution of India.
6. to critically examine the pivotal social, political and economic issues of contemporary India.
7. to develop abilities to make comparisons between the pre-independent and post-independent India education.
8. to encounter the challenges of addictions, consumerism, superstitions, abuses, discriminations inequalities in the society.
9. to develop an insight and prepare action plans to tackle the contemporary issues in Indian education.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

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

COURSE CONTENT

UNIT 1 – Sociological Perspectives of Education (10 Hours)

1.1 Concept of Sociology – Meaning and Scope – Relationship between Education and Sociology.

1.2 Structural, Functional and Post-Structural perspectives in Sociology – Implications on Education

1.3 Education as a Social Subsystem – Relationship between Education and other Social Subsystems: Economy, Polity, Culture and Religion.

UNIT 2 – Education and Social Process (15 Hours)

2.1 Education as a Social Process - Meaning and Scope

2.2 Importance of Cultural and Multicultural aspects in Education – Cultural Lag – Acculturation – Enculturation.

2.3 Socialisation and Social Change – Impact of Education in Modernising Indian Society.

2.4 Creation of a Humane Society – Education for Liberation from social evils like Addictions, Dowry, Consumerism, Superstitions, Abuses and Discrimination.

UNIT 3 – Historical Perspectives of Indian Education (20 Hours)

3.1 Educational Evolution in India – An Analysis Dravidian, Vedic, Buddhist, Islamic and Christian contributions in Education.

3.2 Ancient Indian Universities - Nalanda and Taxila

3.3 Critical study of Commission Reports and Policies on Education in Post-Independence Period – University Education Commission, Secondary Education Commission, Indian Education Commission, New Education Policy and its Review, National Curriculum Framework 2005, NCFTE 2009 and RUSA.

3.4 Landmarks in the history of education in Kerala – Primary, Secondary and Higher Education.

UNIT 4 – Political Perspectives of Education (15 Hours)

4.1 Education and Political system – Educational Policies of State as an Instrument of Transformation.

4.2 Trends in Democracy and Secularism – Role of Education.

4.3 Universalisation of Education – Problems and Prospects – Equality of Educational Opportunities – Social Inequalities - Right to Education Act 2009.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4.4 Education and Indian Constitution – Educational Provisions in the constitution and challenges of its implementation – Educational Legislations – Impact of neo-liberal policies.

UNIT 5 – Economic Perspectives of Education (15 Hours)

5.1 Education and Development – Human Resource Development – Education as an Investment - Human Development Indices - Education for Sustainable Development.

5.2 Financing of Education – Planning, Budgeting and Monitoring – Critical Analysis of the Cost and Expenditure of Education.

5.3 Educational Expenditure and allocation in the 11^{th} and 12^{th} five year plans.

5.4 Impact of Globalisation on Education.

UNIT 6 – Contemporary Issues in Education (15 Hours)

6.1 Human Rights Violations in our Society - Education for Protection of Human Rights – Gender Equity - Population Education – Conservation of Environment.

6.2 Issues of Autonomy and Accountability in Higher Education.

6.3 Politicisation of Education – Problems and Prospects

6.4 Inclusive Education – Issues of Education for Marginalised.

PRACTICUM (any two items)

1. Conduct a study on women empowerment and income generating programmes in your locality. (e.g. Kudumbasree/Ayalkoottam).
2. Trace out the educational history of your locality.
3. Conduct a comparative study on Educational Expenditure and allocation in different five year plans in our country.
4. Prepare a report on Educational Developments in British Period in India and its reflection in the Post-independent Educational system.

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KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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KOTTAYAM-686 560
Curriculum
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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PRIYADARSHINI HILLS
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OF
TWO YEARS MASTER IN EDUCATION (MEd) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
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KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE SECOND SEMESTER EXAMINATION

COMMON CORE COURSE

EDU 906: SOCIOLOGY, HISTORY AND POLITICAL ECONOMY OF EDUCATION

Time: 3 Hrs **Max. Marks: 80**

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KOTTAYAM-686 560

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. Analyse education as a Social Subsystem and explain the relationship between education and other Social Subsystems.
2. Critically evaluate the role of education for liberation from social evils to create a humane society.
3. Analyze the educational provisions in the Indian constitution and challenges of its implementation.
4. Discuss the problems and prospects of Politicisation of Education.

(2 X 10 = 20 marks)

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

5. Explain the relationship between education and sociology in the present context.
6. Analyse the Post-Structural perspectives in Sociology and its implications on Education.
7. Explain the importance of Cultural and Multicultural aspects in Education with respect to Acculturation and Enculturation.
8. Elaborate the role of Education in Modernising Indian Society.
9. Give a brief account of the quality concerns in ancient Indian Universities with special reference to Nalanda.
10. Explain the landmarks in the history of school education in Kerala
11. Discuss the causes of inequalities in India society. Suggest remedial measures.
12. 'Educational Policies of the State is an Instrument of Transformation'. Justify.
13. Discuss the fundamental rights of Indian citizens with special reference to Right to Education.
14. 'Education is an investment'. Comment

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

15. Explain the role of family as an agency of socialization?
16. Explain social stratification and social mobility?

(10 **X 5 = 50 marks)**

Part C

*(Answer any **five** questions . Each question carries **2** marks)*

17. Write a short note on Education for Sustainable Development.
18. Explain the causes of increasing trend in educational expenditure.
19. Briefly explain the impact of Globalisation on Education.
20. 'Education for Gender Equity is the need of the hour'. Explain
21. Explain the concept of Education for Protection of Human Rights.
22. Summarise the trend explained in National Curriculum Framework for Teacher Education 2009.
23. Elaborate the concept of Marginalisation in our society

(2 X 5 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER II

COMMON CORE COURSE

EDU 907:ADVANCED EDUCATIONAL PSYCHOLOGY - INDIVIDUAL DIFFERENCES

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

PRIYADARSHINI HILLS

Duration of Exam: 3 hrs **Number of Credits : 4**

KOTTAYAM-686 560

COURSE OBJECTIVES

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

1. to understand the basic concepts, principles and their theories related to individual difference.
2. to understand the implications of theories of personality and intelligence.
3. to evaluate the relevance of various theories.
4. to develop scientific attitude and research competency.

Curriculum for

MODE OF TRANSACTION

Lecture, Discussion, seminars, Assignments, Case study, Experimentation and Testing.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

COURSE CONTENT

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit I. INDIVIDUAL DIFFERENCE – DETERMINANTS (5 hours)

1.1 Introductory concepts-Causes of individual differences

1.2 Role of Heredity and Environment-Catering individual difference – measures

Unit II. PERSONALITY (30 hours)

2.1 -Nature and characteristics of Personality

2.2 Biological determinants of personality-Social and cultural determinants of personality

2.3 Theories of personality

- Type theories
- Trait perspective

  Allport, Cattel

  Type Trait theory

  Eysenck
- Psycho Analytic Perspective

  Freud, Jung
- Neo-analytic Perspective

  Adler, Horney, Fromm, Erikson
- Humanistic Perspective

  Roger, Maslow, Lewin, GoldStein
- Social Learning Perspective

  Bandura, Dollard & Miller

  Rotter
- Intractionist Perspective

  Sullivan

  Murray

2.4 Measurement of Personality-Subjective, Objective and Projective Techniques

Deviant Personality-Understanding psychopathology

2.5 Classification of Personality Disorders

Neurotic disorders

Psychotic disorders

Psychosomatic disorders

Mood disorder (Bipolar disorder)

Schizophrenia

Stress and its coping - Different strategies of stress management – Resilience – sources of resilence in adulthood and later life.

Unit III: ADJUSTMENT AND MENTAL HEALTH (10 hours)

3.1 Adjustment : concept, definition, Adjustment mechanisms

Maladjustment : causes and symptoms, detection of maladjustment

3.2 Principles of Mental Hygiene: Preventive, constructive and curative measures

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

3.3 Psychotherapy-Transaction analysis-Types and techniques of Guidance and Counseling

3.4 Life skill education

Unit IV: INTELLIGENCE (10 hours)

4.1 Nature and definition of intelligence

Role of Heredity and environment

4.2 Theories of intelligence: Theories of Spearman, Thorndike, Thurstone, Burt and Vernon, Guilford, Cattell, Sternberg, Jensen

4.3 Multiple Intelligence (Gardner)-Emotional intelligence (Goleman)-Social intelligence, Moral intelligence and Spiritual intelligence

4.4 Measurement of intelligence

IQ, EQ and SQ

Types of Intelligence Tests

4.5 Sociocultural correlates of Intelligence, Home environment, Birth order, Family size, Social Class, Racial , and Ethnic Differences

4.6 Metacognition : Meaning and significance, Factors of metacognition, metacognitive strategies.

4.7 Creativity: Nature and Characteristics, creative process, characteristics of creative person, Identification of creativity, Creativity tests, fostering creativity in the learner.

Aptitude: Concepts, definition, and measurements

Interest: Concepts, definition, and tests.

Attitude: Definition, nature, characteristics, components, and measurements.

Unit V: HIGHER-LEVEL THINKING SKILLS AND KNOWLEDGE CONSTRUCTION(10hrs)

5.1 Nature of Higher-level Thinking

5.2 Critical and creative thinking (concept and types) –Creative thinking: Facilitating Critical Thinking in classroom –Virtual Thinking

5.3 Considering Diversity in Higher Level Thinking Processes; Promoting Higher level thinking skills in the classroom

5.4 Knowledge Construction - Constructive process in Learning and Memory, organizing knowledge- concepts, schemas scripts, personal Theories; promoting effective knowledge construction; promoting Conceptual change

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Unit VI: EXCEPTIONAL CHILDREN (15 hours)

Meaning and characteristics challenges and educational provision for:

Mentally challenged Children, Physically challenged,Visually impaired, Hearing impaired

Learning disabled, Backward children, Gifted and Delinquent. Policies and programmes organized by government and NGOs

PRACTICUM (Any two items)

1. Visit a special school in your area and write a report on programmes and facilities provided to them.
2. Conduct and record a minimum of one experiment and psychological test pertaining to syllabus.
3. Prepare a report based on any one sphere of LDamong secondary school students.
4. Outline a programme to develop any one life skill in learners at secondary level.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

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Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE SECOND SEMESTER EXAMINATION

COMMON CORE COURSE

EDU 907 ADVANCED EDUCATIONAL PSYCHOLOGY -INDIVIDUAL DIFFERENCES

Time: 3 Hrs **Max. Marks: 80**

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Part A

*(Answer any **two** questions. Each question carries **10** marks)*

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KOTTAYAM 686 560

1. Explain Freud's theory of personality and its application in human development.
2. Describe the principles of mental hygiene. Suggest ways to foster mental health in adolescents.
3. Explain Lewin's concept of personality and state how knowledge about Lewin's theory enables one to become a better teacher.
4. Identify cognitive and affective correlates of creativity. Discuss a few techniques to promote creativity among adolescents.

(2 X 10 = 20 marks)

Curriculum for

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5. How does psychotic disorder differ from neurotic disorder.
6. Who are underachievers? How will you help them for better achievement?.
7. Write the importance of client centered therapy.
8. Explain Gardner's view of multiple intelligence.
9. Mention the characteristics of gifted children.
10. Suggest the ways to foster higher level thinking skills of adolescents.
11. Explain Adler's views on personality.
12. Describe theory of intelligence according to Jensen.

13. Explain the characteristics and uses of differential teaching.

14. Describe how fear of failure and locus of control are related to achievement motivation.

15. Explain about the determinants of individual differences?
16. How individual differences can be maintained by adjustment of teaching-learning process?

(10 X 5 = 50 marks)

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Part C

PRIYADARSHINI HILLS

*(Answer any **five** questions. Each question carries **2** marks)*

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17. Distinguish rationalization and projection.

18. Differentiate between fear and phobia.

19. Write down the difference between cardinal traits and central traits.

20. What is meant by psychosomatic illness?

21. Is IQ constant in adults? Give reason to support your answer.

22. Define the term dysgraphia.

23. Give the concept of virtual thinking.

Curriculum for

(5x2 = 10 marks)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER II

COMMON CORE COURSE

EDU 908: CURRICULUM DEVELOPMENT AND TRANSACTION

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

Course objectives:

On completion of this course, the student will be able

1. to understand the concepts of curriculum and its various determinants
2. to explore the process of curriculum development
3. to analyse foundations of curriculum and different areas of curriculum.
4. to check for the theoretical background of curriculum development
5. to reflects on the models, approaches and issues in curriculum development
6. to check for the critical evaluation on curriculum and curriculum development
7. to make analysis on approaches to curriculum, influencing factors on the effectiveness of curriculum implementation
8. to resolve the purpose of curriculum evaluation, evaluation of curriculum materials.
9. to familiarize curriculum planning and organization – new trends, basis and steps in curriculum planning
10. to understand how to select the materials and procedure for curriculum planning and organization
11. to understand the importance of values, individual capacities, economic growth, and problems in curriculum planning and organization
12. to understand curriculum transaction in relation to its requirements, material and process

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

Lecture –cum- discussion, seminars, panel discussion, research journals, web based students learning, group discussion, school visit, reports and community based resources.

Unit 1. Nature, Principles, Strategies and Determinants of Curriculum (10 hrs)

1.1. Meaning and concepts of curriculum as a body of organized knowledge, inert and live curriculum.
1.2. Components of curriculum: objectives, content, transaction mode and evaluation.
1.3. Philosophical and ideological basis of curriculum.
1.4. Guiding Principles for curriculum development
1.5. Preservation of culture: relevance, flexibility, quality, contextuality and plurality
1.6. Determinants of curriculum.
1.7. Concept of curriculum development
1.8. Stages in the process of curriculum development : curriculum, Syllabus and units
1.9. Fusion, integration and inter subject co-relation
1.10. Need and scope for curriculum development , criteria for future curriculum development and characteristics of good curriculum
1.11. Strategies of curriculum development

Unit 2: Curriculum Course of studies and Foundations of Curriculum (10hrs)

2.1. Philosophical theories and their implications to curriculum
2.2. Sociological needs and their implications for curriculum development
2.3. Psychological needs and their implications for curriculum development
2.4. Curriculum development and teaching learning Process.
2.5. Implementation of course- Full time , Part time , Correspondence, Open University, and Non-formal education
2.6. Organization of curriculum by subjects- Co- relation of different subjects, Indian experiments on Basic education.
2.7. Organization of curriculum by unit- subject matter units, experiences units.
2.8. Different types of curriculum – Core, Activity, Interdisciplinary, Hidden and Anti Septic Curriculum

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS DEGREE PROGRAMME

Unit 3: Theories of Curriculum Development (20hrs)

3.1. Curriculum as a product (Franklin Bobbitt Ralf. W. Tyles- 1928 & 1949)

3.2. Curriculum as a process (Robin Barrow- 1984, Stenhouse Model Theory, Stenhouse, 1975)

3.3. Curriculum as a praxis (Grundy- 1987)

3.4. Models of curriculum development

3.41. Technical scientific models- Bobbit and Charters models- Ralph Tylor model- Hilda Taba model – Saylor, Alexander ands Lewis model – Hunkins model

Non Technical model- Non scientific Model – Glatthorn model- Weinstein and Fantini model – Doll, Prigogine model and Schonand young model

3.5. Approaches to curriculum development

3.5.1. Experienced and Activity centred curriculum

3.5.2. Humanistic curriculum- Psychological basis of humanistic education

3.5.3. Social Problems and Reconstructionist curriculum- characteristics, purpose and role of teacher

3.6. Issues in curriculum development

3.6.1. Centralized vs decentralized curriculum

3.6.2. Diversity among teachers in their competence

3.6.3. Problems of curriculum load

3.6.4. Participation of functionary and beneficiaries in curriculum development

Unit 4 Approaches and Method of curriculum Transaction (10hrs)

4.1 Meaning of curricular transaction

4.2 Minimum requirement for transaction of curriculum (duration, intake, eligibility of students, content, qualification of teaching staff, infrastructure and institutional facilities, classroom climate)

4.3 Curricular material: text book, presentation of content, language, illustrations, episode, stories and practice exercise.

4.4 Teachers Guide: its role in transaction

4.5 Collaborative /cooperative learning: meaning and its role in curriculum transaction, use of various methods and media in transaction of curriculum. Issues related to transaction – gender and value education. ICT in transaction of curriculum, its

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

importance and role, various modes of ICT (PLM,CAL, CAI) for transaction with their strengths and limitation.

Unit 5 Curriculum Planning, Organization and Implementation (20 hrs)

5.1. Newer trends in curricular Planning– the base of curricular Planning–steps used in Planning - curriculum mapping.

5.2. Selection of materials and procedure of organizing content

5.2.1. Individual capacities as a productive member of society, power of thoughts, scientific attitude, power of expression, vocational and practical skills.

5.2.2. Fostering moral, spiritual and aesthetic values, consideration of student population of today and tomorrow.

5.2.3. Consideration of economic growth – greater efficiency in production and removal of poverty.

5.2.4. Formation for general objectives at school stage and their specification.

5.2.5. Formation of instructional objectives and their specifications.

5.2.6. Terms of expected bahaviour changes in the students

5.2.7. Problem of curriculum reform

5.2.8. Periodic revisions of curriculum in view of the knowledge

5.2.9. Need for permanent curriculum research unit

5.3. Selection and organization of learning experiences

5.3.1. Principles and criteria for developing

5.3.2. Points to be considered while selecting learning experiences

5.3.3. Designing integrated and interdisciplinary learning experiences

5.3.4. Integration of learning experience related to work experiences, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities , arts and India's heritage of crafts, infusion of environment related knowledge and concern in all subjects and level. Learning to draw up on resources other than text books including local history and geography.

5.4. Problems of curriculum organization.

5.5. Factors influencing the effectiveness of curriculum implementation -students, teacher and instructional environment

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit 6: Curriculum Evaluation (20hrs)

6.1 Nature and purpose of evaluation – Metfessel Model of Evaluation – Stakes Responsive Evaluation.

6.2 Issues in curriculum evaluation.

6.3 Tools and Techniques of curriculum evaluation

- 6.3.1 Observation: classroom interaction (with teacher, in peer groups, group work).
- 6.3.2 Oral: Pre testing, diagnostic questions
- 6.3.3 Interview: consulting users of curriculum
- 6.3.4 An oppinionnaire maintaining daily by the children as well as teachers
- 6.3.5 Project work
- 6.3.6 Peer evaluation: Maintaining portfolio of the work and their presentation.

6.4 Evaluating the curriculum and research in curriculum development

- 6.4.1 A frame work for evaluation
- 6.4.2 Planning for evaluation.
- 6.4.3 Conducting the programme evaluation.
- 6.4.4 Evaluating the curriculum materials.
- 6.4.5 Conducting the curriculum materials evaluation.
- 6.4.6 Utilizing evaluation results for curriculum improvement.
- 6.4.7 Pilot Project.
- 6.4.8 Fundamental research
- 6.4.9 Action research.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

PRACTICUM (Any two items)

1. Prepare a questionnaire for evaluating curriculum for any standard at secondary level.
2. Critical analysis of existing curriculum at various levels- elementary, secondary, senior secondary.
3. A report on the recent research on curriculum development
4. A comparative study of two syllabi- Kerala state Government and CBSE

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE SECOND SEMESTER EXAMINATION

COMMON CORE COURSE

EDU 908- CURRICULUM DEVELOPMENT AND TRANSACTION

Time : Three Hours Maximum Marks:80

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Part A

(Answer any two questions. Each questions carriers 10 marks)

1. Prepare a lesson plan based on any model which you prefer to work out in elementary/ secondary education.
2. Critically evaluate the issues in curriculum.
3. Write a note on curriculum evaluation
4. Suggest some methods or approaches on curriculum transaction which can be participated in advanced society.

(2x10=20 marks)

Part B

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
of
TWO YEAR M.A. IN EDUCATION (M.Ed.) PROGRAMME

(Answer any ten questions. Each questions carriers 5 marks)

5. Write a brief note on requirements for curriculum transaction.
6. Learning experience provides healthy and wonderful outcomes. Explain.
7. How curriculum fosters moral, spiritual, aesthetic values? Explain with examples.
8. Write a brief note on component of curriculum.
9. What are the needs of curriculum development?
10. Explain curriculum as a product.
11. Differentiate Metfessel Model of Evaluation and Stakes Responsive Evaluation.
12. Write a note on Technical scientific model with example.
13. Enumerate the problems of curriculum reform.
14. How curriculum can be differently set for health needs of children with and without disabilities.

15. Explain the role of teacher as a curriculum developer?
16. Explain the term curriculum assessment?

(10x5=50 marks)

Part C

(Answer any 5 questions. Each questions carriers 2 marks)

17. Write some strengths and limitations of ICT in curriculum transaction
18. How content in curriculum is selected and organized?
19. Which are the factors which influence the effectiveness of curriculum?
20. What are the major tools and technique of curriculum?
21. What is Reconstructionist curriculum?
22. Which are the guiding principles of curriculum development?
23. What are the major determinants in curriculum?

(5x2=10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER II

COMMON CORE COURSE

EDU 909 : ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to develop the ability to select appropriate design for a research study.
2. to understand the meaning and techniques of sampling
3. to understand the characteristics and use of different tools and techniques for data collection
4. to develop the skill in selecting appropriate inferential statistics in educational research.
5. to understand normal probability distribution and its uses.
6. to develop skill in analyzing and interpreting the data collected for educational research.
7. to draw generalizations on the basis of a research study.
8. to acquaint with the preparation of dissertation

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentation, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, survey.

COURSE CONTENT

Unit 1: Design of Educational Research (20 hrs)

1.1. Research Design- meaning, purpose, characteristics, elements, types- historical and experimental.

1.1.1. Historical Research – meaning, scope and steps (defining a research problem and types of historical enquiry, searching for historical sources, summarizing and evaluating historical sources and presenting pertinent facts within an interpretive frame work). Type of historical sources, external and internal criticism of historical sources.

1.1.2.Experimental Design – Principles of experimental design, pre-experimental design, true experimental design, Quasi experimental design, factorial design. Internal and external experimental validity- threats to internal and external validity.

1.1.3 Research – Survey, causal comparative, correlational, case study, longitudinal, cross sectional, Ex-post Facto design.

Unit 2 Sampling (5 hrs)

2.1. Meaning, importance, purpose, characteristics.

2.2. Sample size- Rationale for fixing sample size.

2.3. Methods of sampling – random, systematic, stratified and cluster sampling.

2.4. Sampling techniques – probability and non-probability sampling – types and advantages.

2.5. Errors in sampling and its control.

Unit 3: Tools and Techniques of Research (10 hrs)

3.1. Purpose of tools and techniques in educational research.

3.2. Techniques – observation, interview, sociometry projective techniques, testing.

3.3. Tools – check list, rating scale, questionnaire, opinionaire, inventiories, sociogram, cumulative record, rubrics, different types of test and their standardization and establishing reliability and validity.

3.4. E-tools.

Unit: 4 Analysis and Data Interpretation (10 hrs)

4.1. Processing of data, Analysis of data – qualitative and quantitative analysis.

4.2. Testing of Hypothesis – statistical inferences, interpretation and generalization of quantitative data.

Unit 5: Writing and Evaluation (5 hrs)

5.1. Research report – Formal composition, pagination, title page, chapterisation, style of writing, preparing tables for presentation of data, systems of indicating references, APA style, use of abbreviation, bibliography, appendices.

5.2. Characteristics of a good research report

5.3. Evaluation of a research report – criteria for evaluation- appropriateness of title and abstract, problem and hypothesis, review of related literature, methodology, results, discussion, reference, materials and overall writing. Check for plagiarism.

5.4. Ethical issues in educational research.

Part B

Advanced Statistics in Educational Research

Unit:6 Normal Distribution (10 hrs)

6.1. Normal probability distribution, Central Limit Theorem, Application of Normal Probability curve , standard scores and T-scores.

6.2. Standard scores and its uses in finding areas under the normal course

Unit:7 Inferential statistics (30 hrs)

Parametric and Non-parametric tests

7.1. Parametric Tests – concept and uses of parametric tests, concept of population, sample, parameter, statistics, sampling error, standard error of mean, standard deviation, percentage and correlation, degrees of freedom, estimation of parameters, levels of significance, confidence levels and confidence intervals.

7.2. Tests of significance – concept, null hypothesis and testing of null hypothesis – directional (one tailed) and non directional (two tailed) test of significance, significance of Mean, Type I error and Type II error.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

7.3. Test of significance of the difference between the statistics for independent and correlated samples (large and small samples): Means, standard deviations, correlation coefficients and percentages – concepts and application.

7.4. Analysis of variance (ANOVA) and Analysis of Co-variance (ANCOVA) – one way and two way, factorial design- concept, basic assumptions and uses only.

7.5. Non parametric tests – concept, chi-square test, Mann Whitney u test – concept, use and application.

7.6. Computer Analysis of Data – computer data management, possibilities of using software available for analysis of social science data – EXCEL,SPSS, STATA and R, Cyber security and Cyber ethics.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

PRACTICUM (any two items)

1. Prepare a sample research article for a journal
2. Illustrate the situations where parametric and Non parametric test are used.
3. Choose a research problem of your choice and state the directional, non directional and null hypotheses including the design of the study.
4. Make an analysis of data of any research study using SPSS and derive conclusions based on the hypotheses of the study.

Curriculum for

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CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS DEGREE PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE SECOND SEMESTER EXAMINATION

COMMON CORE COURSE

EDU 909 : ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

Time: Three hours Maximum marks: 80

PART-A

(Answer any two questions. Each question carries 10 marks)

1. What is research design? Explain its different type of design in educational research. Prepare a research design for a study of your choice.
2. Define Sampling. Which are the different methods of Sampling? Distinguish between probability and non probability sampling. Mention the steps to contra sampling error.
3. When will you use Chi-square tests in hypothesis testing. Test the hypothesis status achievement in independent of methods of teaching for the following data.

	Improvement	No improvement
Method I	23	34
Method II	17	41

Input the list result

4. Differentiate between type I error and type II error. Explain the concept of degrees of freedom and level of significance. Distinguish between one tailed test and two tailed test. **(2x10= 20 marks)**

PART B

(Answer any ten questions. Each question carries 5 marks)

5. Explain experimental design.
6. Distinguish between questionnaire and inventories
7. What is reliability? Explain any one method for establishing the reliability of tool.
8. How will you evaluate a research report
9. Distinguish between a parameter and statistic
10. What are confidence intervals? Explain.
11. Calculate the test of significance of difference between means for the following data.

	Mean	standard deviation	N
Group A	32.4	6.7	60
Group B	29.7	4.1	50

12. Calculate 99 percent and 95 percent confidence interval for the mean of mean (M=30), standard deviation (SD = 7) and N = 70.
13. How will you fix the sample size of a research study?
14. Briefly explain descriptive research.
15. Explain about quasi experimental design?
16. Explain the various steps in case study research?

(10x5= 50 marks)

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PART C

PRIYADARSHINI HILLS

(Answer any five questions. Each question carries 2 marks)

KOTTAYAM-686 560

17. How can we minimize sampling error?
18. How can we measure the interest of an individual?
19. What is sampling error?
20. When will you use ANOVA in educational research?
21. Mention two cyber ethics in educational research.
22. What do you mean by correlational research?
23. What are Rubrics?

(5x2= 10 marks)

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER II

COMMON CORE COURSE

EDU 910 : ICT AND SKILL DEVELOPMENT

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(Internal -100)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On Completion of this course, the students will be able

1. to understand ICT and to apply it in the educational settings.
2. to acquire the skill of using computer lab and smart classrooms.
3. to familiarise various web tools for class rooms.
4. to provide an opportunity for perspective teachers to learn communication skills and practice them in real settings.
5. to acquaint with relevant writing skills.
6. to understand the way of academic writing.
7. to acquaint with different skills for self development.

MODE OF TRANSACTION

COURSE CONTENT

PART A – INFORMATION AND COMMUNICATION TECHNOLOGY

UNIT I: Teaching ICT: Developing as a reflective teacher (15 hrs)

Free and proprietary softwares - comparative study of Ubundu and Windows, MS-Office and Open Office- Computer Lab Management- Familiarising smart class rooms- contemporary issues in ICT teaching.

UNIT II: Web tools for classrooms **(15 hrs)**

e-content

Interacting: e-mail, internet messaging, chat rooms and virtual worlds.

Publishing: webpages, blogs and podcasts.

Social networking: learning together-wikis in schools-challenges.

PART B – SKILL DEVELOPMENT

UNIT III: Communication skill **(10 hrs)**

Communication- Meaning, Types, Components- Barriers in communication. Communication skills- Interpersonal Skills, Presentation Skills, Listening Skills, Writing Skills, Speaking Skills, Reading Skills.

UNIT IV: Expository Writing **(20 hrs)**

Introduction-Types of Expository Writing- Expository Text Structures: Description, Sequence, Comparison, Cause and Effect, Problems and Solutions – Expository Writing Techniques- Incorporating Technology in Expository Writing- Steps in assessing Expository Writing.

UNIT V: Academic Writing and Research Proposal **(20 hrs)**

Different kinds of writings and writing styles- Style Manuals: APA, MLA, Chicago, Vancouver- Essential requirements of academic writing – Distinguishing features of a good academic writing – Sources of academic writing - APA guidelines for preparing synopsis, Dissertation/Theses, Research papers, Research articles – Plagiarism in academic writing.

Research Proposal

need and significance of writing a research proposal.

Steps in the preaparation of a research Proposal- Introduction, Procedure for collecting data, Procedure for treating data, Bibliograghy, Time schedule.

Introduction

Title of the topic- need and significance of the study- Review of related literature- statement of the problem- definition of terms and concepts- statement of objectives and hypothesis- delimitations of the study and basic assumptions about the study.

Procedure for collecting Data

Sampling-method used in the study- variables in the study and tools and techniques used for data collection.

MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 Curriculum for CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Procedure to organize, analyse and interpret data.

Bibliography

List of books, journals and other documents

Time Schedule

Preparation of a realistic time schedule for completing the study within the time available.

UNITVI :Self Development including Yoga (10 hrs)

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Soft Skills- Life Skills- Strategies for improving self development – Modalities for mental and physical well being

PRIYADARSHINI HILLS

Developing self coaching skills- Health skill coaching- Managing stress- Communication and Action skills- Mind skills- Goal setting skills- Consolidation skill.

KOTTAYAM-686 560

Yoga Education

Yoga-origin, history and development. The concept of Pancha Kosha - (concept of body, mind and spirit). - Asanas, Mudras, Pranayamas and meditation

Important Asanas

Padmasana, Salabhasana, Ardhasalabhasana, Bhujangasana, Vipareethasalabhasana, Ardhamalsyendrasan, trikonasana,vrikshasana, dhanurasana and suryanamaskar.

Mudrass

Curriculum for

Chin mudra, chinmaya mudra, Adi mudra, Meru dhanda mudra and Bhrahma mudra.

Pranayama

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Nadi sudhi, Pranayama, Sectional breathing, Surya bhedana pranayama, Chandra Bhedhana Pranayama.

Of

Meditation

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Pancha Kosha Meditation.

Present day popularity of Yoga - Positive thinking - role of yoga in developing mental and physical health.

PRACTICUM (Any two items)

1. Workshop on e-content design.
2. Workshop on journal article preparation with special reference to APA style.
3. Workshop on communication skills to enhance the ability of the graduates to listen, converse, speak, present, explain and exposit ideas in groups and before an audience.

4. Self development workshops on Gender/Society and Educate, Disability and psychosocial developments of exclusion and inclusive education.

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MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM 686 560 Curriculum for CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

PRIYADARSHINI HILLS

KOTTAYAM-686 560

SEMESTER III

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER III

COMMON CORE COURSE

EDU 911 : TEACHING, RESEARCH, INNOVATIONS AND ISSUES IN TEACHER EDUCATION

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**

(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

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

1. the existing teacher education system
2. national and State level policies on teacher education
3. management of teacher education
4. professional ethics and accountability of teacher educators
5. emerging trends in research in teacher education
6. problems, issues, and challenges in teacher education
7. quality assurance in teacher education

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

Lecture cum discussion, group presentation, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue

UNIT I : TEACHER EDUCATION SYSTEM (15hrs)

1.1 Theoretical and practical aspects of the teacher education programme and its duration

1.2 Evaluation-internal and external

1.3 Instructional methods in teacher education

- Lecture and discussion
- Seminars
- Workshops
- Symposium
- Group discussion
- Supervised study
- Micro-teaching
- Collaborative strategies
- Virtual and e-mode

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KOTTAYAM-686 560

1.4 Innovational Instructive Practices

Models of Teaching:

- General Principles
- Families of Models
- Advance Organizer Model
- Concept Attainment Model
- Cognitive Growth Model
- Inquiry Training Model;
- Jurisprudential Inquiry Model
- Synectics Model
- Direct Instruction Model
- Modern Teaching Model 5E, 7E
- Learning Cycle Models
- Gilly Salmon's Five Stage Models
- Blended Leaning
- Knowledge Management Strategies

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

UNIT II: APPROACHES AND POLICIES ON TEACHEREDUCATION (15hrs)

2.1 Teacher development-Concept

2.2 Personal and contextual factors influencing teacher development

2.3 Berliner's stages of development of a teacher

2.4 Approaches to teacher development-self-directed development, cooperative or collegial development, change –oriented staff development

2.5 A review on National and State Policies on teacher education

UNIT III: MANAGEMENT OF TEACHER EDUCATION (15hrs)

3.1 Universaliation of Secondary Education and its implications

3.2 Vertical mobility of school teacher-avenues

3.3 Professional ethics and Accountability of teachers

3.4 Competency Based Teacher education

UNIT IV :PARADIGMS FOR RESEARCH IN TEACHER EDUCATION (20hrs)

4.1 Contributions of Gage, Doyle and Shulman

4.2 Research on effectiveness of teacher education Programme

4.3 Methodological issues of research in teacher education

4.4 Emerging trends of research in teacher education

UNIT V : PROBLEMS, ISSUES, AND CHALLENGES IN TEACHER EDUCATION (15hrs)

5.1 Problems and issues in professional development of teachers

5.2 Barriers in enhancing teacher competence, commitment and teacher performance

5.3 Challenges in linking teacher education institutions with

- School and community
- Government agencies
- University
- NGOs
- Between teacher training institutions

UNIT VI: QUALITY ASSURANCE IN TEACHER EDUCATION (10hrs)

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6.1 Total Quality Management (TQM) in teacher education

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6.2 Concept and strategies for making teachers as reflective practitioners

KOTTAYAM 686 560

6.3 Impact of privatization and Globalization in Teacher Education

6.4 Autonomy in Teacher Education

6.5 Benchmarking in teacher education-concept

PRACTICUM (any two)

1. 1.Review of a few recent research studies in teacher education with reference to design, findings and policy implications
2. Study of the annual reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators
3. Develop a rubric for observing and rating teaching competencies of teacher educators
4. Identify the challenges in management of teacher education system and suggest remedies

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRATHYADARSHINI HILLS
KOTTAYAM 686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

TEACHER EDUCATION COURSE

EDU 911-TEACHING, RESEARCH, INNOVATIONS AND ISSUES IN TEACHER EDUCATION

Time : 3 hours Max Marks : 80

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Part. A

(Answer any two questions. Each question carries 10 marks)

1. Elucidate the main problems and issues in the professional development of teachers. Suggest remedies to remove these barriers.
2. Discuss Total Quality Management (TQM) in teacher education. How far it is helpful in maintaining the quality of Teacher education?
3. Discuss the contribution of Shulman in the field of education and its relevance in the present educational scenario.
4. 'Accountability is an index of sensibility and expression of responsibility of an employee on his job". Comment on the statement.

(2x10=20 marks)

Part-A

(Answer any ten questions. Each question carries 5 marks)

5. Prepare a note on instructional methods in teacher education.
6. Discuss Berliner's stages of development of a teacher.
7. How can we overcome the challenges in linking teacher education institutions with NGOs?
8. What are the Barriers in enhancing teacher competence?
9. Discuss the impact of Privatization and Globalization in Teacher Education.
10. ' Autonomy in Teacher Education is necessary for quality improvement'- Comment on this statement.
11. Enumerate the importance of Benchmarking in teacher education.
12. Express the methodological issues of research in teacher education.
13. Describe the National Policies on teacher education programme.
14. What are Modern Teaching Models? Explain Gilly Salmon's Five Stage Model.

15. Describe about the issues of teachers related to teacher roles?

16. Explain the various dimensions of teacher competence?

(10x5=50marks)

Part-C

(Answer any five questions. Each question carries 2 marks)

17. What is cooperative or collegial development?

18. What do you mean by Competency Based Teacher education?

19. Give any two personal factors influencing teacher development.

20. List two strategies for making teachers as reflective practitioners.

21. What do you mean by the term Professional ethics?

22. What is Vertical mobility of school teachers?

23. Suggest two programmes for enhancing teacher performance.

(5x2=10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 912 : CONTEXT AND ISSUES OF ELEMENTARY EDUCATION

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OBJECTIVES

On completion of this course, the students will be able

1. to develop understanding about elementary education and its allied concepts.
2. to analyse the feeder programmes of elementary education in the context of India.
3. to examine the history, vision and development of elementary education in the pre-independent and post-independent India.
4. to critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.
5. to comprehend the institutions, structures and initiatives for elementary education in India.
6. to critically examine the pivotal issues of contemporary India with respect to elementary education and to prepare action plans.
7. to comprehend the curriculum and evaluation in elementary education.
8. to critically evaluate the international trends in elementary education and the national initiatives and national policies in the present context.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

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

COURSE CONTENT

UNIT 1 – Elementary Education: Framework and Allied Concepts (15 Hours)

1.1 Elementary Education – Meaning, Objectives, Scope and Vision.

1.2 Historical development of elementary education in India from 1813 to 1947 – Gandhiji's Basic Education: A Critical Analysis.

1.3 Social, Psychological and Philosophical Bases of Elementary Education

1.4 Constitutional provisions for elementary education – Articles related to elementary education and their implications.

1.5 ECCE as a feeder programme for Elementary Education – Role of Home, Community and Mass media in child development.

UNIT 2 – Development of Elementary Education in the Post Independence Period (20 Hours)

2.1 Vision and Mission of Elementary Education – Analysis of Indian Education Commission 1966, National Policy on Education 1986, Yashpal Committe, National Curriculum Framework 2005, Kerala Curriculum Frame Work 2007.

2.2 Programmes and Initiative for Elementary Education – Critical evaluation on the outcomes of the Government initiatives; Operation Blackboard - District Primary Education Programme (DPEP) - Sarva Shiksha Abhiyan (SSA) - National Programme for Education of Girls at Elementary Level (NPEGEL) - Kasturba Gandhi Balaika Vidyalaya (KGBV) – LokJumbish – Shiksha Karmi Project.

2.3 Priorities on Elementary Education as envisaged in 10^{th}, 11^{th} and 12^{th} five year plans.

2.4 Recent Researches on Universalisation of Elementary Education – An Analysis of the region wise status.

UNIT 3 – Institutions, Systems and Structures at Elementary Level (10 Hours)

3.1 Structure of Elementary Education in India in comparison with different states – issues and challenges.

3.2 National Elementary Education Mission – Aims and Programmes.

3.3 Quality Elementary Education – Responsibilities and challenges of MHRD, NCERT, SCERT, DIETs, BRCs and CRCs – Role of NGOs and voluntary organisations.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

3.4 Functions of different Councils of Child Welfare at National and State levels in complementing Elementary Education.

UNIT 4 - Issues and Concerns of Elementary Education (15 Hours)

4.1 Universalisation of Elementary Education and Education For All (EFA)

4.2 Equalisation of Educational Opportunities – Programmes at elementary level.

4.3 Management of Elementary Education – State vs Private control – Contributions, Challenges and Solutions.

4.4 Hindrances of Elementary Education – Child labour – Child abuse – Gender disparity – Marginalisation - Wastage and Stagnation.

UNIT 5 – Curriculum, Pedagogy and Assessment in Elementary Education (15 Hours)

5.1 Curriculum for Elementary Education – Principles and Maxims.

5.2 Paradigm shift in contemporary curriculum – Quality Joyful Learning – Experiential Learning – Guided Learning.

5.3 Competency based Education and Curriculum – Socio-emotional Competencies.

5.4 Methodology and Pedagogical Analysis of Elementary Education

- Language Education and Literature (English, Malayalam, Hindi, Sanskrit and Arabic)
- Mathematics Education
- Social Science Education
- General Science Education
- Environmental Science Education
- Art Education
- Health and Physical Education

5.5 Methods of Classroom transaction

- Methods to develop Discovery learning (Project, Case Study, Research Based learning, Survey)
- Methods to develop presentation skills (Seminar, symposium, debates, focus group discussion)
- Methods to develop writing skills (story writing, poetry writing, article writing, travelogue, report writing, and written exam,

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR POST GRADUATE DEGREE IN EDUCATION (M.Ed.) PROGRAMME

- Methods to develop performance skills (Drawing skill, Music presentation, Drama, Dance, Physical activities , presenting lessons
- Methods to develop practical work (experimentation and observation)

5.6 Tools and Techniques of Evaluation at Elementary level - Continuous and comprehensive Evaluation – (Diaries related to each subject, unit test, performance evaluation and product evaluation) Longitudinal and Cross sectional methods – Health Records – Anecdotal and Cumulative records – Case study and other relevant techniques.

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UNIT 6 – Contemporary Trends in Quality Improvement in Elementary Education (15 Hours)

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6.1 Quality Improvement at Elementary Education – Role of IT – Contribution of IT@School Project – National Programme for Technology Enhanced Learning (NPTEL).

6.2 Right to Education – Background of 86th Constitutional Amendment – Quality Enhancement – Issues and concerns.

6.3 Teacher Education at Elementary level – Professional development of practitioners and teacher educators - Initiatives of NCTE.

6.4 Elementary Education in the International context – UNESCO, UNICEF and UN Initiatives.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

PRACTICUM (any two)

1. Prepare a report on the issues and problems of elementary education in India with special reference to Kerala.
2. Conduct a comparative study on the Enrolment and Retention of children at different government and private elementary schools in your locality. (collect and analyse the statistics of at least five years.)
3. Develop an E-content for any topic at elementary level.
4. Conduct a debate/seminar/panel discussion on a contemporary issue with respect to the quality of the text book at elementary level.

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
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TWO YEARS MASTER DEGREE EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 912: CONTEXT AND ISSUES OF ELEMENTARY EDUCATION

Time: 3 Hrs **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. Analyse the Concept of Gandhiji's Basic Education. Elaborate its relevance in the present context of elementary education in India.
2. Critically evaluate the outcomes of the Government initiatives for universalisation of elementary education in the contemporary context.
3. Analyze the hindrances of Elementary Education with special reference to the child labour and marginalisation.
4. Discuss the functions of different Councils of Child Welfare at National and State levels in complementing Elementary Education.

(2 X 10 =20 marks)

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

5. Explain the principles and maxims of Curriculum for Elementary Education.
6. Analyse the background and present status of 86th Constitutional Amendment and Right to Education.
7. Explain the importance of Elementary Education in the International context with special reference to UNESCO.
8. Elaborate the concept of ECCE as a feeder programme for Elementary Education.
9. Explain the Vision and Mission of Elementary Education analysed in the National Curriculum Framework for School Education 2005.
10. Explain the Priorities and allocation on Elementary Education as envisaged in 12th five year plan.
11. Discuss the aims and programmes of National Elementary Education Mission.
12. Explain the concept of Universalisation of Elementary Education and Education For All from the Indian perspective.
13. Discuss the challenges and solutions for Management of Elementary Education in terms of State vs Private control.
14. Analyse the concept of quality joyful learning in the elementary education context.

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15. Explain the contributions of Mahatma Gandhi towards Elementary education?
16. Explain about the nature-nurture issue in child development?

(10 X 5 = 50 marks)

Part C

*(Answer any **five** questions. Each question carries **2** marks)*

17. Explain Competency based Education and Curriculum in the elementary level.
18. What are the Contributions of IT@School Project in elementary education?
19. What do you mean by Experiential Learning at elementary level?
20. Explain the initiatives of NCTE for professional development of teachers at the elementary level.
21. Explain the national structure of elementary education and its present status.
22. List any four educational initiatives of MHRD for universalisation of elementary education.
23. Write a short note on Equalisation of Educational Opportunities at the elementary level.

(5 X 2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 913.1: EDUCATIONAL EVALUATION

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COURSE OUTLINE

PRIYADARSHINI HILLS

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

KOTTAYAM-686 560

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES.

On completion of this course, the students will be able

1. to familiarize the student with theoretical background of educational evaluation.
2. to make students aware about the various functions of evaluation.
3. to help the students to understand the different models of evaluation.
4. to make students familiar with tools and techniques of evaluation.
5. to enable students to prepare quality test items
6. to develop competence in construction and standardization of various measuring instruments.
7. to nurture the skill in interpretation of data and test results.
8. to make the future educators aware about major innovations in educational testing and evaluation.

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

UNIT I: THE MEASUREMENT AND EVALUATION PROCESS (15 hrs)

1.1 Concept of measurement and evaluation - meaning and definitions, Taxonomy of educational objectives - revised version of Bloom's Taxonomy, Different approaches to formulating objectives and special learning outcomes, Mc Cormack and Yager's Classification of Objectives.

1.2 Need and scope of measurement, and evaluation. Functions of evaluation -Placement, classification, feedback and motivation, prognosis, diagnosis, certification and assessment, interrelationship between measurement and evaluation in education. Differences among measurement assessment and evaluation, scales of measurement.

1.3 Types of evaluation - Formative Vs Summative, Diagnostic Vs Prognostic, Criterion referenced Vs Norm referenced, Administering the evaluation programme - (Rapport, scheduling various types of evaluation, student participation in evaluation), Competency based instruction and evaluation.

UNIT-II- MODELS OF EVALUATION IN EDUCATION (17 hours)

2.1 Evaluation as a model for change, concept of models of evaluation, Need for evaluation Models.

2.2 Types of evaluation Models

- Goal Attainment model
- Goal free model
- Kirkpatrick Model (Advanced level of evaluation — results level, performance level, Basic level of evaluation — Training level, Reaction level)
- CIRO Model (Context evaluation, Input evaluation, Reaction evaluation, outcome evaluation)
- Stufflebeam's CIPP Model **(**Context evaluation input evaluation, Process evaluation Product evaluation).

UNIT IIII-TOOLS AND TECHNIQUES OF MEASUREMENT AND **EVALUATION**

(10 hrs)

3.1 Tools of evaluation - tests (lntelligence, aptitude, creativity, performance tests), scales (different types), checklist, inventory, questionnaire, schedule — meaning and uses

3.2 Techniques of evaluation - Interview, Observation, Self reporting, projective techniques – meaning and Uses.

3.3 Evaluation Instruments as a basis for staff development – Peer observation, Curriculum Delivery systems, Making staff development work.

UNIT IV DEVELOPMENT OF SCHOLASTIC INSTRUMENTS (8 hrs)

4.1 Developing achievement tests - Test items - Objective items (different types), descriptive items (short answers and essay type), guidelines for preparing various types of items, merits and demerits of each type of test items.

4.2 Classification of tests - oral Vs written, individual Vs group, Achievement Vs Diagnostic, Standardized Vs teacher made.

UNIT-V: CONSTRUCTION AND STANDARDIZATION OF EVALUATION INSTRUMENTS (20 hrs)

5.1 Characteristics of good evaluating instruments: Reliability - methods of finding reliability, factors affecting reliability, validity - methods of finding validity, factors affecting validity, objectivity, adequacy, usability, practicability, economy and norms.

5.2 Steps in the construction and standardization of tests and scales (Planning, designing, item writing, scrutinizing and editing, preliminary tryout and item analysis, selection of items for the final form, establishing reliability, validity and norms — age, gender, locale, grade norms.)

5.3 Steps in Administering tests to Groups of pupils, interpreting test results and other evaluative data, factors and precautions to be considered in the interpretation and use of evaluative data.

UNIT VI- MODERN TRENDS IN EDUCATIONAL EVALUATION (15 hrs)

- Grading - concepts, types, merits and demerits, issues in grading.
- Semester system - concepts, merits and demerits
- Continuous internal assessment
- Question Bank — steps in the preparation, merits and demerits
- Continuous and comprehensive evaluation - concepts, merits and problems
- Open book examination

- Online examination, web based assessment, uses of computers in various phases of evaluation, electronic portfolios.
- Conferencing in educational evaluation - Targets, determining the purpose, preconference, post conference, goal setting conferences, confrontational conferences, follow up conference, improve conference skill and improve evaluation.

PRACTICUM (any two)

1. Prepare an assignment on recent researches in Educational Testing and Measurement.
2. Prepare and standardize any one evaluation tool
3. Prepare an e-portfolio
4. Prepare a soft copy of Question Bank on any topic of your choice.

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MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 913.1: EDUCATIONAL EVALUATION

Time : 3 hours Max Marks : 80

MAHATMA GANDHI UNIVERSITY

Part A

(Answer any two questions. Each question carries 10 marks)

PRIYADARSHINI HILLS

1 Describe the steps involved in the preparation and standardisation of any evaluation tool.

KOTTAYAM-686 560

2 Illustrate how the revised version of Bloom's Taxonomy is an improvement upon its former version. Bring out the educational significance of the changes.

3 Explain the meaning , significance merits and problems of "Continuous and Comprehensive Evaluation"

4 Explain the characteristics of a good evaluation instrument

How will you ensure the validity of a test that you have prepared?

(2 x 10 = 20 marks)

Part B

Curriculum for

(Answer any ten questions. Each question carries 5 marks.)

5 Explain the domains of learning proposed by Mc Cormack and Yager.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

6 Enumerate the strengths and weaknesses of "Conferncing" as an evaluation practice

7 What in the role of " Peer observation" in Staff Development.?

8 What is Goal Free Model in evaluation?

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

9 Describe how you would develop a question bank and use it for effective evaluation.

10 Explain the meaning and use of projective techniques in evaluation.

11 With the help of example , differentiate the concepts" measurement, asses sment and evaluation.

12 Explain the nature of “Performance Test”. Examine its scope in the teaching of any one school subject.

13 What are the statistical techniques that help a classrom teacher in evaluating students performance ?

14 What are the steps in preparing an e-portfolio?

15. Distinguish between diagnostic test and achievement test?

16. Write short note on choice based credit and semester system?

(10 X 5 = 50 Marks)

Part C

(Answer any five questions. Each question carries 2 marks)

17 Give suggestions for improving essay type achievement test items.

18 What are check lists ?

19 What is aptitude? Show your familiarity with any one aptitude test.

20 List different functions of evaluation

21 what is the use of computer in evaluating pupil growth?

22 Write a note on diagnostic and prognostic testing .

23 What is meant by “ competency based evaluation” ?

(5x2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 913.2: EDUCATIONAL TECHNOLOGY

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OBJECTIVES

On completion of this various course, the student will be able

1. to reflect on the various forms of electronic and digital technology in teaching - learning Process.
2. to understand the meaning, nature scope and significance of Educational Technology and its important components in terms of hardware of software.
3. to distinguish between communication and instruction.
4. to get acquainted with modern instructional practices.
5. to acquire to proficiency in effective utilization of in education.
6. to device appropriate ICT oriented assessment tools in the evaluation of Technology in the education.
7. to develop packages based on Audio Visual Technology.
8. to apply the principles of systems approach in Education, in classroom communication an din FIACS and VICS.
9. to understand basic theories of communication techniques in educational settings.
10. to analyze future trends in media and technology.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

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

Unit I: Introduction to Educational Technology (15 Hrs)

- Concept of educational Technology – Product Vs Process.
- Forms of Educational Technology – teaching technology, instructional technology, behaviour technology.
- Transactional usage of educational technology: complementary, supplementary, stand alone (independent).
- Systems Approach to education and its components; Goal settings, Task analysis, content analysis and evaluation strategies.
- Future of media and technology in learning environment.
- Application of learning theories of skinner, Gagne, Bruner and Piaget in Educational Technology.
- Scope of Educational Technology in Evaluation.

Unit II: Communication Technology (10hours)

- Concept, Nature, Component, Types of Classroom communication.
- Effectiveness of communication in instructional system, Communication- modes, Barriers and Process of Communication.
- Communication approach: Development communication approach, development support communication approach.
- Education and training: Face-to –face, Distance and other alternatives modes.
- Observation Schedules of interaction- FIACS, VICS, OSCAR, BLAS.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit III: Instructional Design, Strategies and Approaches (20houes)

- Instructional Design: Concept, views
- Process and stages of Development of Instructional design.
- Overview of Models of Instructional design- ADDIE Model, Instructional design for Competency Based Teaching.
- Teaching Strategies: Meaning, Nature, functions and Types.
- Model of Teaching: elements, family of Models-Inquiry training model, synetics, Contingency model, jurisprudential Inquiry model.
- Individualized instruction – Meaning, Origin, Principles, Programmed Instruction and Types- linear and branching.
- Audio Tutorial approach, Learning Kits, Keller plan.
- Modification of Teaching Behaviour – Micro Teaching, Simulation, Competency based Teacher education (CBTE).
- Memory, Understanding and reflective levels of Teaching.

Unit IV: Media Technology (15 hours)

- Meaning, Nature, functions
- Application of Educational Technology in formal, non-formal and informal education, distance education, Open Learning Systems.
- Audi- visual media- various forms.
- Emerging trends in Educational Technology – Tele –conferencing , Video conferencing , CCTV, INSAT, ETV, Satellite Instruction- EDUSAT, Media forums.
- Multimedia approach- Concept and significance
- Problems of new technologies

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

- Resources Centres for Educational Technology- CIET, SIET, UGC, IGNOU, NOS, State ET cells, EMMRC (AVRC), EMRC and MCRC), NIST - their activity for the improvement of Teaching and learning .

UNIT V. Information Technology and Functional Introduction to Computers (15 hrs)

- Definition, recent trends, scope of ICT in education - using technology to enhance learning.
- Educational informatics and E-learning
- Parts and Peripherals : CPU, Memory, various types of input –output devices, modes of computer operation, mass storage devices – tapes, discs, pen drives
- Basic principles and functions of computers.
- Different computer languages
- Data information and knowledge
- Computer Assisted Instruction: Development and Validation of computer packages
- Computer Managed Instruction
- Web based instruction, online education, virtual education, web based assessment – e portfolio
- Application of Internet in education, Creating E-mail ID, Browsing E-journals - Media knowledge and skills.

Unit VI New Horizons of Educational Technology (15hrs)

- Recent innovation in the area of ET interactive video – Hypertext, video texts, optical fiber technology – laser disc, computer conferencing web conferencing, web 2.0 and web 3.0 tools and mobile learning and 3G mobile technology applications etc.
- National Mission in ICT in Schools.
- Procedure and organization of Technology/ Interactive video experiences of institutions, open schools and open universities.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

- Recent experiments in the third world countries and pointers for India with reference to education.
- Recent trends of Research in educational Technology and its future with reference to education.
- Future trends in digital technology and learning applications.
- Computer and assessment – using computers for assessment constructing, printing, administering and scoring tests, electronic portfolios, record keeping, web based assessment.
- Course designing – steps & approach

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KOTTAYAM-686 560

PRACTICUM (Any two items)

- Observation of classroom interaction using FIACS, VICS etc.
- Seminar on any one new trend in E.T.
- Preparation of Radio and T.V. lessons (one each)
- Developing computer software for instruction

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SECIALISATION COURSE

EDU 913.2: EDUCATIONAL TECHNOLOGY

Time : 3 hours Max Marks : 80

Part. A

(Answer any two questions. Each question carries 10 marks)

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1. Explain the application of Educational Technology in formal, informal and nonformal education.
2. Discuss the role of ICT in education of pupils with diverse needs.
3. Explain the term instructional design. Describe the process of system analysis and indicate its use in our education.
4. What are the different types of interaction analysis by taking an example from Flander's Classroom Interaction analysis? Give feed back to a teacher for modification of his behavior.

(2x10=20 Marks)

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Part B

(Answer any ten questions. Each question carries 5 marks)

5. Describe the role of computer in assessment and evaluation of students.
6. Differentiate between model and method of teaching. Enumerate the elements of a model of teaching.
7. Discuss the role of a teacher as a –Digital Migrant.
8. What is Skinner's response centred approach?
9. Differentiate low technology medium from high technology medium with suitable illustrations.
10. What are the instructional and nurturant effects of Jurisprudential Inquiry model?
11. Write problems of new technology.
12. Describe the procedure for organizing Simulated teaching.

13. Compare linear and branching programme with reference to origin, principle, theory , structure and feedback
14. What is class room communication? Explain the barriers of communication related to different components .
15. What is micro teaching? Explain the micro teaching skill stimulus variation?
16. Write short note on open learning systems?

(10x5=50marks)

Part-C

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(Answer any five questions. Each question carries 2 marks)

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17. Suggest any to examples of educational e-journals.

18. Differentiate between hardware and software technology.

19.What is competency based teacher education?.

20.Write the activities of SIET and EMMRC for the improvement of teaching learning.

21.What is e-learning?

22.Write any four applications of digital technology .

23.Write any four problems encountered by a teacher in the digital era .

(5x2=10 marks)

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 913.3: GUIDANCE AND COUNSELLING

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

OBJECTIVES OF THE COURSE

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

1. Acquire knowledge and to develop effective skills in guidance and counselling
2. develop interest among student teachers to enter into the field of guidance and counselling
3. identify the problems in educational setting.
4. take initiative in planning and organising various guidance service in educational institutions.
5. equip with advanced tools and techniques of guidance and counselling
6. recognise the impact of new technology in guidance and counselling

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTER'S DEGREE PROGRAMME

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.

COURSE CONTENT

UNIT1 –Introduction to Guidance and Counseling (10 Hrs)

Meaning, nature and scope and principles of guidance . Characteristics of guidance . General, individual and social needs of guidance, Misconceptions of guidance, Objectives of guidance, Sociological and Philosophical bases of guidance, Need for guidance at various levels of education, Guidance as an integral part of

education, school guidance, a team approach of school and community, planning of guidance programme in schools.

UNIT 2 – Guidance in Schools (10 Hrs)

Evolution of guidance. , need and significance, scope at different levels- Role of teachers.

- Types of guidance : Educaional, Vocational, Personal guidance, Meaning, need and importance.
- Strategies to impart educational, vocational and personal guidance.
- Individual vs. group guidance; Concept advantages and limitations.
- Group guidance activities - Class talk, Career talk, Career Conference, Career fair, Socio drama, Psychodrama and Role play
- Career development needs, Theories of Ginzberg and Super.
- Need of career development and factors affecting it.
- Tools and techniques of guidance - Psychological tests, Sociometric tests, interviews, rating scale, cumulative records, achievement records, anecdotal records and personality assessment

UNIT 3 – Types of Guidance Services (25 Hrs)

- Orientation service, pupil inventory service, placement service, and follow up service.
- Objectives of various guidance services
- Activities of guidance service for different levels of education
- Implementation models of guidance programme.
- Evaluation of guidance programme: need for evaluation , steps of evaluation, methods of evaluation
- National and state level guidance services : National Employment Service and State Employment Service
- Recent research trends and issues in area of guidance

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

UNIT 4 – Counselling in School (25 Hrs)

- Meaning, nature and scope of counselling and basic principles of counseling. Characteristics of counselling. Counselling and related field: Psychotherapy Advice, Instruction, Guidance.
- Objectives and approaches of counselling based on theory- Behaviouist, Gesalt, Psychoanalytic, Connectives, Humanistic, The transactional analytic steps adopted based the above said theories
- Types of counselling – Directive, non-directive and eclectic counselling
- Areas of counselling , Family Counselling, Parental Counselling, Adolescent Counselling , Counselling of girls, Counselling of Children Belonging to Special Group and Peer Counselling.
- Counselling Techniques, Relaxation Techniques, Rational Emotive Behaviour Therapy, Systematic Desensitization
- Roles and functions of personal involved in the counselling programmes in school, and out of school resources
- Qualities of an effective counsellor.
- Counselling and Technology. Tele counselling and Internet counselling. Recent researches in the area of counselling

UNIT 5 – Guidance and Counseling for children with special needs (10 Hrs)

- Concept of children with special need,
- Guidance and counselling for gifted , creative, differentially abled, slow learner, socially disadvantaged children and problem children

Modern trends and Techniques in guidance and counselling

- Neurolingusitc programme
- Life skills training
- Art therapy
- Yoga and meditation in counselling

MAHATMA GANDHI UNIVERSITY
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

UNIT 6 – Role of Guidance and counseling in the educational scenario (10 Hrs)

- Teacher as an agent of change – Role of teacher a a counsellor in class rooms for improving academic performance. Ethical considerations of guidance and counselling
- Problems and issues in schools at different levels – Educational , social, physical , psychological, spiritual and cultural and career aspect
- Role of various stake holders in guidance and counselling. parents , community, and professional

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PRIYADARSHINI HILLS

PRACTICUM (Any two items)

1. Conduct a survey of the problem that are most prevalent in course which need immediate attention of a guidance worker and prepare a brief report
2. Prepare a plan for any career information activity for secondary and higher secondary school students.
3. Conduct a mock counselling and prepare report
4. Prepare a detailed outline career talk in any institution

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 913.3 GUIDANCE AND COUNSELLING

Time: 3 Hrs **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. "Guidance and Counselling programme constitutes an essential aspect of school education." Discuss.
2. Describe the basic assumptions of guidance and counseling. Discuss the main characteristics of Guidance. How will you differentiate between counseling and psychotherapy?
3. What do you mean by job analysis? Bring out the uses of Job analysis data in guidance programme.
4. Highlight the psychological foundations of Guidance in the present day school and family setting.

(2 X 10 = 20 marks)

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

5. What is an Anecdotal Record? Describe a sample Anecdotal and establish its usefulness for the guidance purpose.
6. Explain the importance of a rapport in the counselling procedure.
7. What are the various activities of group guidance activities? Explain.
8. Discuss briefly the cousnelling skills.
9. Write a detailed note on Directive Counselling and non-Directive Counselling.
10. Discuss the role of interest inventories in occupational guidance.
11. Define placement. What are the agencies working for placement?
12. Write a brief note on techniques of personality assessment.
13. Discuss the role of parents in school guidance and counseling.
14. Write briefly about Eclectic counseling?
15. What do you understand by group guidance? For what purpose and in what manner could it be used?

MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 Curriculum for CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

(10 **X 5 = 50 marks)**

Part C

*(Answer any **five** questions. Each question carries **2** marks)*

16. Bring out the relevance of 'aptitude testing' in making educational and vocational guidance scientific.
17. Explain the functioning of National Employment Service and State Employment service.
18. Explain the role of ICT in career guidance?
19. Write a short note on evaluation of guidance programmes in schools.
20. Write notes on tele-counselling and internet counselling.
21. What is a diagnostic test? How would you make use of it in educational counseling?
22. Mention the role of career master in school guidance and counselling.
23. What is sociometry? How do you use it in personal guidance?

(5 X 2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE
EDU 913.4: KNOWLEDGE AND LEARNING MANAGEMENT

COURSE OUTLINE

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Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

PRIYADARSHINI HILLS

Duration of Exam: 3 hrs **Number of Credits : 4**

KOTTAYAM-686 560

COURSE OBJECTIVES

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

1. understand the fundamental concepts of knowledge and its creation, acquisition, representation, dissemination, use and re-use, and management.
2. understand the process of knowledge management in teaching and learning.
3. understand how to apply and integrate appropriate components of Knowledge Management in Teacher Education .
4. be prepared for advanced study in knowledge generation, engineering, and transfer, and in the representation, organization, and exchange of knowledge.
5. study the use of ICT in knowledge generation, engineering, and transfer, and in the representation, organization, and exchange of knowledge.
6. explore the methods, strategies and techniques of Knowledge Management.
7. identify the need and significance of research in Knowledge Management
8. evaluate current trends in Knowledge Management and their manifestation in learning organizations.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group discussions, seminars, debates, Assignments, brain storming sessions, peer group discussions, interaction with community, case study, survey , and collaborative strategies.

COURSE CONTENT

UNIT I: CONCEPTUAL FRAME WORK OF KNOWLEDGE MANAGEMENT (15 Hrs)

1.1 Concept, nature, need , significance and scope of Knowledge Management - Aims and objectives of teaching Knowledge Management in Teacher Education

1.2 Knowledge Management as an interdisciplinary subject. Teacher as a knowledge worker, empowering teachers to manage knowledge. Personal qualities and professional competencies of a Teacher. Code of Professional ethics for teachers.

1.3 Knowledge Management for the 21st century- prevailing status attached to Knowledge Management in the perspective of sustainable development.

1.4 Pitfall of global Knowledge Management System and problems of cross-border issues in Knowledge Management in India.

UNIT II: DIFFERENT PERSPECTIVES ON KNOWLEDGE (15 Hrs)

2.1 Contemporary notions of 'knowledge' in Knowledge Management - Nature of knowledge, Difference between data, information and knowledge, Types of knowledge.

2.2 Managing knowledge from ancient times to today. Philosophical Perspectives on Knowledge - Burrell and Morgan's knowledge framework on philosophical paradigms .

2.3 How humans create knowledge? – Constructivism in Knowledge Management, Gowin's view for the construction of knowledge.

2.4 Preserving and Applying Human Expertise: Knowledge-Based Systems, Using Past History Explicitly as Knowledge: Case-Based Systems, Knowledge Elicitation: Converting Tacit Knowledge to Explicit

2.5 Theories of knowledge: Evolutionary modes of knowledge, Numerical model, Big Bang theory of knowledge.

UNIT III KNOWLEDGE MANAGEMENT PROCESS [15 Hrs]

3.1 Process of Knowledge Management , Attributes of Knowledge Management , Production of Knowledge, Knowledge Management Cycle, Knowledge Matrix, Knowledge Discovery, Knowledge Management Models.

3.2 Views of Ikujiro Nonaka, Boisot, Choo, and Wiig regarding Knowledge Management. Integrated approach of Knowledge Management Process.

3.3 Methods and strategies for organizing, capturing, evaluating, sharing, storing and presenting knowledge in a Teacher Education Institution.

UNIT IV: TECHNIQUES OF KNOWLEDGE MANAGEMENT [15Hrs]

4.1 Knowledge Management Techniques: Meta cognition, personal interview, focus group discussion, concept mapping, Mind Mapping, Ubiquitous learning, M-learning

4.2 Use of ICT in Knowledge Management : Knowledge engineering, knowledge networking, educational informatics, Collaborative 3D learning environment, E- resources, Data mining,

E-portfolio, Intelligent Tutoring System, , Satellite Instruction, E-learning, Virtual reality, Blended Learning

4.3 Programs for Knowledge Management – seminars, symposiums, workshops, webinar, conferences, panel discussions, focus group discussions, paper presentations, publishing papers, refresher courses, orientation programs.

4.4 Evaluation of Knowledge Acquisition: Competency Based Evaluation, Continuous and Comprehensive Evaluation; Formative and Summative Evaluation. Modern assessment methods: Rubrics, Portfolios, Projects, Examinations, Open Book and Online Examinations.

UNIT V: KNOWLEDGE MANAGEMENT AND LEARNING ORGANISATIONS [15 Hrs]

5.1 The nature of organizational culture, Factors influencing Knowledge Management in a learning organization. The role of organizational culture in knowledge conversion and creation processes.

5.2 Leadership in knowledge organization, scientific utilization of intellectual capital in knowledge organizations. Intellectual capital as a long term investment. Brain Drain in learning organizations.

5.3 Holistic Quality enhancement of a learning organization through systematic Knowledge Management. Knowledge Management Assessment of an Organization, Organizational

Impacts of Knowledge Management ,Role of NAAC, UGC,NCTE, NCERT, SCERT,NIE in Knowledge Management.

5.4 Problems, issues and challenges of a learning organization

UNIT VI: RESEARCH PERSPECTIVES IN KNOWLEDGE MANAGEMENT (15 Hrs]

6.1 Research areas in Knowledge Management , ,Need and significance of research in Knowledge Management, Thrust area of research in Code of Ethics for conducting research Knowledge Management .

6.2 Publishing Research Papers - Basic elements of writing a research paper in Knowledge Management – APA rules of research writing and style of References – the danger of plagiarism and Para phrasing – use of computer software to detect and avoid plagiarism.

PRACTICUM (Any two items)

1. Prepare an Institutional portfolio of a Teacher Education Institution.
2. Conduct an action research in a school related to knowledge management issue.
3. Conduct a survey and prepare a brief report regarding the organisational culture of a neighbourhood school .
4. Prepare a learning package for creating awareness about Knowledge Management among the secondary school teachers.

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MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) Of TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 913.4: KNOWLEDGE AND LEARNING MANAGEMENT

Time : 3 Hours Maximum Marks:80

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Part-A

(Answer any two questions . Each question carries 10 marks)

1. Elucidate the role of ICT in Knowledge Management. How can these influence the future of our educational system?
2. Examine Gowin's view of Knowledge Construction .
3. Critically analyze the theory of knowledge management advocated by Ikujiro Nonako.
4. Examine the issues, problems and challenge of knowledge management in Indian educational scenario.

(2×10 = 20 mark)

Part-B

Answer any ten questions. Each question carries five marks)

5. Explain the nature and importance of organizational culture
6. Explain the features of collaborative 3D learning Environment.
7. How is the role NAAC relevant in the present day educational scenario?
8. Discuss the problem of Brain Drain. Suggest your solutions to solve the problem.
9. Intellectual capital is a long term investment. Give your opinion.
10. Knowledge management is inter-disciplinary in nature. Discuss
11. Enumerate the knowledge management cycle.
12. Differentiate between synchronous and asynchronous learning.
13. Briefly describe the professional code of ethics for teachers.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

14. Examine the prevailing status attached to Knowledge Management in the perspective of sustainable development.

15 Give short notes on any two knowledge management techniques?

16 What do you mean by IT enabled human resource management?

(10x5=50 marks)

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Part C

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(Answer any FIVE questions. Each question carries two marks)

KOTTAYAM-686 560

17. What are the types of Knowledge?

18. Define ubiquitous learning.

19. Differentiate between webinar and seminar.

20. What are the main objectives of NCTE ?

21. What is meant by mind mapping.

22. Examine the functions of UGC.

23. List two examples for blended learning.

Curriculum for

(5×2 =10marks)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 913.5: COMPARATIVE EDUCATION

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OBJECTIVES

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

1. to develop understanding about comparative education, its conceptual framework and relevance.
2. to analyse the historical development of comparative education with respect to the aims and vision in the prominent nations.
3. to critically examine the different methodology in comparative education.
4. to comprehend the structure and financing of educational institutions in countries like India, France, China, UK and USA.
5. to critically examine the national and international initiatives in comparative education.
6. to comprehend the educational institutions, structures and systems of different nations from a quality point of view.
7. to critically evaluate the pivotal issues, problems and prospects of education in different countries.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

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

COURSE CONTENT

UNIT 1 – Comparative Education: Conceptual Framework (15 Hours)

1.1 Comparative Education– Meaning, Scope and Present status.

1.2 Major Concepts in Comparative Education: Juxtaposition – Area Studies – Comparative Statistics – Comparative dynamics – International Education and International studies.

1.3 Purpose of Comparative Education – Better understanding of educational issues – Formulation policies and Reforms – Planning and Development.

1.4 Values of Comparative Education – Intellectual – Practical – Social – Economic - Reformative – Humanitarian.

UNIT 2 – Historical Development of Comparative Education (15 Hours)

2.1 Historical Approach to Comparative Education – Nicholas Hans and Kandel.

2.2 Educational Development at Primary and Secondary level from 1950 onwards – India, USA and UK

2.3 Aims and vision of education in BRICS nations (Brazil, Russia, India, China and South Africa).

2.4 Vocationalisation of Education – India and China.

UNIT 3 – Methodology in Comparative Education (15 Hours)

3.1 Classification of Methods – Discipline based – Purpose based – Higson's categorization.

3.2 Methods of Comparative Education – Historical – Cross disciplinary – Quantitave (statistical) and Problem Approach.

3.3 Comparative education as a Social Science

3.4 Comparative studies and Decision making – Strategic and Tactical

UNIT 4 - Institutions, Structures and Financing of Education in Different Countries (15 Hours)

4.1 Structure of School Education – India, France, China and USA.

4.2 Management of Education in School and Higher levels – India and China.

4.3 Priorities in Expenditure for different stages of Education – India, China, UK and USA.

4.4 Grant-in-aid Policies and Centre State relationship in financing of education in a federal set up – India and USA.

UNIT 5 – Teacher Education, Researches and Initiatives in Comparative Education (15 Hours)

5.1 Pre-Service Teacher Education at various stages of education –India, UK and USA.

5.2 In-service Teacher Education practices – India, UK and USA.

5.3 Researches on Innovative Educational Practices at school level in India from an inter-regional perspective.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5.4 National and International initiatives in Comparative Education.

UNIT 6 –Pivotal Issues and Concerns of Comparative Education (15 Hours)

6.1 Universaliation of Elementary Education – India, China and UK.

6.2 Enrolment and Quality in Higher Education – India, USA and Thailand.

6.3 Education of the Marginalised – India, USA and Brazil

6.4 Education for Economic growth and Modernisation – India, Philippines and Nigeria.

PRACTICUM (any two items)

1. Conduct a study on the Socio-Economic background of the student community and the enrolment in School education in India, Pakistan, Bangladesh and Sri Lanka.
2. Conduct a Quantitative and Qualitative analysis of the Literacy rates of any three countries (Developed, Developing and Underdeveloped).
3. Debate on any contemporary educational issue in the Asian countries.
4. Conduct a comparative study on the role of school for promoting gender equity in India, Malaysia and Sri Lanka.

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
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OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 913.5 COMPARATIVE EDUCATION

Time: 3 Hrs **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. Analyse the major concepts in Comparative Education. Critically evaluate the influence of International education in the Indian system.
2. Discuss the aims and vision of education in BRICS nations.
3. Compare and contrast the Grant-in-aid Policies and Centre State relationship in financing of education in a federal set up with special reference to India and USA.
4. Evaluate Education for Economic growth and Modernisation in India and Philippines.

(2 X 10 = 20 marks)

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

5. Explain the need and importance of comparative education in the present context.
6. Analyse the historical approach to Comparative Education.
7. Explain the structure of school education in India and USA.
8. Elaborate the priorities in expenditure for primary education in India and China.
9. Explain the Pre-Service Teacher Education at school level in India and USA.
10. Analyse the status of Universaliation of Elementary Education in India and China.
11. Discuss the factors affecting the enrolment ratio at higher education with respect to region and gender in India.
12. Evaluate the programmes and initiatives for education of the Marginalised in India and Brazil.
13. Discuss how comparative education help the nation to formulate policies and Reforms in education.
14. Analyse the reformative and humanitarian values of comparative education.
15. Explain about the international initiatives in comparative education?

16. Explain about intellectual and reformative values of comparative education?

(10 **X 5 = 50 marks)**

Part C

*(Answer any **five** questions. Each question carries **2** marks)*

17. Explain the educational development at primary level in India since 1990.
18. What are the major features of vocationalisation of Education in China?
19. What do you mean by Comparative education as a Social Science?
20. Differentiate between Strategic and Tactical Decision making.
21. Explain the in-service teacher education practices in UK.
22. List any four quality concerns of Higher Education in India and USA.
23. Write a short note on educational issues in Nigeria.

(5 X 2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 913.6: MATERIAL AND INSTRUCTIONAL DESIGN

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

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

1. the history and evolution of Instructional and material design
2. the principles and characteristics of the design and development of Instructional material
3. the various competencies and skills in instructional design
4. the design and development of e-learning materials
5. the modes and models of instructional design
6. the role of teacher as an effective designer

Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

Lecture cum discussions, Demonstrations, group discussions, debates, assignments, brainstoriming sessions, interaction with community, case study, survery etc

UNIT I : INSTRUCTIONAL AND MATERIAL DESIGN-CONCEPTUAL FRAME WORK(15hrs)

1.1 Instructional and material design-Historical Perspective

1.2 Gagne's influence on instructional Design theories

1.3 Learning material design

1.4 Learning environment design-principles-contiguity effects, perceptual -motor grounding, Spaced effects, generation effect, manageable cognitive load, Negative suggestion effect and cognitive disequilibrium

UNIT II: DESIGNING AND DEVELOPMENT OF INSTRUCTIONAL MATERIALS (20hrs)

2.1 Characteristics of teaching-learning materials

2.2 Principles of instructional and material design

2.3 Selecting and developing teaching-learning materials

2.4 Design outcomes-based assessments

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PRIYADARSHINI HILLS
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UNIT III INSTRUCTIONAL DESIGN SKILLS AND COMPETENCIES (15hrs)

3.1 Planning a design- Need assessment-cross cultural competency; writing criterion referenced, performance based objectives; selection of right instructional media and strategies.

3.2 Developing learning materials – Analytical skills, effective communications, focus on expected outcomes, problem solving skills.

3.3 Outcome based assessments-Develop performance measurement instruments, editing, presentation skills, reflexive competence

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

UNIT IV : MODES AND MODELS OF INSTRUCTIONAL DESIGN(15hrs)

4.1 Modes of instructional design-Self regulated learning, Independentlearning, programmed learning, collaborative learning, participatory learning, anchored learning, discovery learning

4.2 Models of instructional design-ADDIE (Analyse Design develop Implement and evaluate) model, Guaranteed Learning Model, OAR(Objective -activities -resources) Model.

UNIT V: DESIGNING AND DEVELOPING e-LEARNING MATERIALS(15hrs)

5.1 Designing e- learning content and materials web design, software design, communication design and information design

5.2 Communication tools for e-learning

5.3 E-learning approaches and components

5.4 Synchronous and asynchronous e-learning

5.5 Interactive e-lesson

5.6 Blended learning

UNIT VI:TEACHING AS DESIGN (10hrs)

6.1 Historical Perspective

6.2 Interpreting Teaching as Design

6.3 Teacher practice and design of curricular innovations

6.4 Designing quality materials for teacher education

6.5Pedagogical design capacity (PDC)

PRACTICUM (any two items)

1. Develop an e-learning content on a unit of your choice at secondary level
2. Prepare an interactive instructional material of two hours duration.
3. Develop an instructional design based on ADDIE model
4. Develop a blended learning package for B.Ed students based on Optional subject.

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

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MAHATMA GANDHI UNIVERSITY
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KOTTAYAM-686 560
Guidelines for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M. Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 913.6 MATERIAL AND INSTRUCTIONAL DESIGN

Time : 3hrs **Maximum marks:80**

Part A

(Answer two questions. Each question carries 10 marks)

1. Discuss the contribution of Gagne's influence on Instructional Design theories
2. Describe the principles of Instructional and Material design and its application in the teaching –learning process?
3. Discuss the relevance of modes and models in Instructional design?
4. Explain the criteria for selecting and designing teaching-learning materials

(2×10 = 20 marks)

Part-B

(Answer any ten questions. Each question carries 5 marks)

5. Prepare a note on Pedagogical design capacity
6. Explain Synchronous and asynchronous e-learning
7. Develop teaching-learning materials of a topic of your choice
8. What is Outcome based assessments
9. Explain communication tools for e-learning
10. Discuss the basic principles in designing learning environment
11. Explain the essential skills in developing learning materials
12. Describe the communication tools of e-learning
13. Comment on ADDIE model of Instructional design
14. Discuss the role of the teacher in designing curricular innovations
15. Explain Interactive lesson plan?
16. Write briefly about Pedagogical Design Capacity (PDC)?

(10x5=50 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Part C

(Answer any Five questions. Each question carries 2 marks)

17. What do you know about Manageable cognitive load?
18. What do you mean by Reflexive competence?
19. Define Blended Learning?
20. Write a brief note on Material web design?
21. Write any two characteristics of teaching -learning materials
22. Comment on Cognitive disequilibrium
23. Define cross-cultural competency.

(5×2 =10marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 913.7 : EARLY CHILDHOOD CARE AND EDUCATION

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the students will be able

1. to understand the fundamentals of early childhood care and education
2. to analyse the different concepts and characteristics of child development and child rearing practices
3. to reflect on various organization and administrative structure of early childhood care and education.
4. to have awareness on various child guidance and counseling services.
5. to analyse the recent trends in early childhood care and education.
6. to have knowledge about the information technology in early childhood care and education.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

Lecture cum discussion, group presentation, seminars, debates, field visit, assignments, bring storming sessions, peer group discussion, film show, case study, survey , research review and criticism

COURSE CONTENT

UNIT – I CONTEXT OF EARLY CHILDHOOD CARE AND EDUCATION (15 hrs)

1.1 Meaning – Need and significance - Aims and objectives.

1.2 Historical perspective of early childhood care and education in Western counties and India with special reference to Kerala.

Contribution of Indian and Western educationists to Early childhood care and education – Rousseau, Pestalozzi, Froebel, Montessori, Mahatma Gandhi, Tagore.

UNIT – II UNDERSTANDING EARLY CHILDHOOD CARE AND EDUCATION (20 hrs)

2.1 Nature of human growth & development in the prenatal, postnatal and early childhood.

2.2 Developmental tasks, Risk factors, Nature – nature issues, different phases of early childhood development – Physical, mental, emotional and intellectual.

2.3 Psychological needs and problems of early childhood.

2.4 Contributions of - Jean Piaget , Kohl Berg, Lev Vygotsky, Jerome S. Bruner, M. Gagne towards child development

UNIT –III DEVELOPMENT OF EARLY CHILDHOOD CARE AND EDUCATION (15 hrs)

3.1 Education For All (EFA), Yashpal Committee Report, NCF, 2005, UEE Article 39 (f), Article 42, Article 45, Article 47, The constitution (86th Amendment) Act, 2001.

3.2 Agencies in the field of early childhood care and education – Government, Local Bodies and Private agencies.

3.3 Administrative structure of early childhood education, Role of MHRD, MOHFW, SCRET, ICCW, KSCCW, DWCD, MHRD, MOHFW, SCERT.

3.4 Quality improvement of ECCE – empowering the parents, the family and the community - Parental role and responsibility in early childhood care and education – Role of PTA and MTA in child care and education.

3.5 Developing awareness through guidance and counseling among parents and society.

3.6 ECCE programmes – Current status – a critical evaluation – issues, concerns and problems

3.7 Role of IT in early childhood care and education.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR M.A. DEGREE IN EDUCATION (M.Ed.) PROGRAMME

UNIT IV – PROGRAMMES AND STRATEGIES OF EARLY CHILD HOOD CARE AND EDUCATION (10 hrs)

4.1 Role of early childhood institutions in the State of Kerala – Anganwadies, Balawadies, Kindergarten, Montessori.

4.2 Support service for women and girls.

4.3 Nutrition and health education programmes – Nutritional supplementations, Diseases, immunization, pre-school education, child care, prevention and early detection of disabilities - Role of teachers , parents and community.

4.4 Guidance and counseling services for various early childhood problems.

4.5 ICDS, 'Fixed Monthly Early Childhood Care and Education Day' – purpose and activities.

UNIT V – CURRICULUM FOR EARLY CHILDHOOD CARE AND EDUCATION (15 hrs)

5.1 General principles to curricular approaches - developmentally appropriate, activity based and related to child's needs, interests and abilities (according to the age)- (play and art as the basis of learning, recognition of special features of children's thinking, primacy of experience, mix of formal and informal interaction, blend of cultural and textural materials, use of local materials – art and knowledge, health –well being – healthy habits.)

5.2 Curriculum for school readiness – physical, cognitive and socio-emotional dimensions.

5.3 Different types of preschool curriculum like Montessori, Kindergarten, Balawadi Support of workforce: Teachers' helpers, parents and community support in functioning of ECCE.

5.4 Resources for ECCE – finance, human resource, teaching and learning materials (commercial collected and created) – Resource allocation – preparation and use of learning and play materials – principles and characteristics.

UNIT VI – TRAINING, RESEARCH AND EVALUATION IN EARLY CHILDHOOD CARE AND EDUCATION (15 hrs)

6.1 Need and significance of personnel involved in ECCE programme

6.2 Training Programmes on ECCE personnel-Government sector/ Voluntary sector/ Private sector. Status and nature of training programmes – pre-service, in-service, refresher training and distance mode.

Training centers - AWTC, MLTC

6.3 Tools and techniques – observation, anecdotal records, health records, case study Evaluation of ECCE- observation, checklist for observation

6.4 Research methods - Areas of research studies in ECCE, Recent research trends in early childhood care and education institutional provisions for early childhood care and education.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

PRACTICUM (Any two items)

1. Prepare a report on the present status of ECCE in State/Region/District
2. Case study of behaviorual problems of a child (at early childhood)
3. Develop a model curriculum for any one course of teacher education (at early childhood level).
4. Conducting a survey of child rearing practices in different cultures.

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PRIYADARSHINI HILLS
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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 913.7: EARLY CHILDHOOD CARE AND EDUCATION

Time: 3 Hrs **Max. Marks: 80**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. Explain the aims and objectives of ECCE in the State. Explain its significance in the educational system.
2. Critically examine the existing practices in the ECCE system.
3. List and describe the principles that can be applied in the curricular development of ECCE.
4. Explain the recent trends in the ECCE.

(2 X 10 = 20 marks)

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

5. Examine the role of P.T.A. and M.T.A. in the ECCE.
6. Briefly explain the significance of IT in early childhood care and education.
7. Write a short note on the mental development in children.
8. Critically examine the role of community in early childhood care and education.
9. Give a brief account of the contributions of Montessori to early childhood care and education.
10. How will you evaluate the ECCE progammes?
11. Identify the different types of local resources that can be used in the ECCE progammes.
12. What are the agencies that participate in the early childhood care and education?
13. Comment on the parental role in the development of a child.
14. Write a short note on the support services of early childhood care and education.
15. Explain the role of Balwadis as an early chilidhood institution?

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

16. Give an account of the educational contributions of pestalozi towards early childhood education?

(10 **X 5 = 50 marks)**

Part C

*(Answer any **five** questions. Each question carries **2** marks)*

17. Enumerate the role of pre-school in the development of child's personality.
18. Mention two important contributions of Rousseau to the field of ECCE.
19. What is the role of parents in the emotional development of a child?
20. List the immunization schedule.
21. What do you mean by 'Fixed Monthly ECCE Day'?
22. Mention any two problems of a child at early childhood stage.
23. State Article 47.

(5x2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 913.8 : HIGHER EDUCATION

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
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KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the teacher educands will be able to

1. explore the organizational structures of higher education and its role within our society.
2. think critically about current issues and problems in Indian higher education
3. anticipate the future of higher education and the levers available to shape or change that future
4. understand the goals, norms, and practices of university
5. understand the issues, problems and perspectives of universities in the changing global scenario.
6. understand the pattern of administration, planning and management of higher education.
7. acquaint the recent trends and development in knowledge management in higher education.
8. conduct research related to an identified issue or program in higher education

CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group discussions, seminars, debates, Assignments, brain storming sessions, peer group discussions, interaction with community, case study, survey, and collaborative strategies.

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COURSE CONTENT

PRIYADARSHINI HILLS
KOTTAYAM-686 560

UNIT I: HIGHER EDUCATION IN INDIA (15 Hrs)

1.1 The concept of Higher Education, The Indian System of Higher Education: vision, mission, objectives and functions of higher education in India,

1.2 Agencies responsible for higher education

1.3 Higher education as envisaged in the various reports of education commission and policies.

1.4 The role of Higher Education in Indian context.

1.5 Recent trends and developments in higher education system.

Curriculum for

1.6 Constitutional provisions related to higher education.

UNIT II: THE ISSUES, PROBLEMS AND CHALLENGES OF HIGHER EDUCATION IN INDIA (15 Hrs)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

2.1 Burning Issues and Problems in higher education. Solutions for problems in higher education.

2.2 The Challenges of higher education as a result of liberalization, privatization and globalization.

2.3 Manpower Planning: meaning, need, importance. Manpower requirements for the expansion of higher Education.

2.4Manpower planning process- strategic manpower forecasts. Problems of manpower planning in India.

2.5 Equality of opportunities in higher education– issues, problems and tendencies.

2.6 Brain Drain: a growing threat in India. Causes and consequences of brain drain and possible solutions of preventing it.

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UNIT III: UNIVERSITY ADMINISTRATION (15 Hrs)

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3.1 The concept of University- types of universities. Basic functions of University.

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3.2 Structure of University administration– Responsibilities of Senate, Syndicate, Academic Council, Board of studies,

3.3 University authorities: Chancellor, Pro-Chancellor, Vice-Chancellor, Pro-Vice-Chancellor

3.4 Marking/Grading system, Semester system, Credit and Semester system; latest trends in Evaluation system.

3.5 Changing roles of Universities in Teaching, Research, and Extension in the context of social and economic development.

Curriculum for

3.6 Issues, problems, and challenges of Indian Universities.

UNIT IV: AUTONOMY AND KNOWLEDGE MANAGEMENT IN HIGHER EDUCATION (15 Hrs)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4.1 The concept of autonomy in higher education: meaning, significance, scope, merits and demerits.

4.2 Autonomous Universities, Autonomous Colleges, Deemed University

4.3 Autonomy within the university – Academic, Administrative and Financial Autonomies, Autonomy to the teaching departments

4.4 The relevance and application of Knowledge Management in higher education

4.5 Creating a Learning Organization for Knowledge Workers. Models of knowledge management

4.6 Effective use of ICT for Knowledge Management.

4.7 Future of knowledge management in a 21st Century Knowledge-Based organization.

UNIT V: QUALITY MANAGEMENT AND FINANCING IN HIGHER EDUCATION

(14 Hrs)

5.1 Quality management in Indian higher education. Need for quality enhancement in higher education

5.2 Authorities, Teachers and Students as partners in quality management,

5.3 Minimum qualification for the appointment of teachers in higher education. UGC regulations for the appointment of a teacher. Performance appraisal for teachers and administrators.

5.4 Assessment & Accreditation of institutions of Higher Education – CABE, NAAC, NCTE, NUEPA, UGC: its functioning;

5.5 Financing in higher education, source of fund for higher education. Financial accountabilities of universities.

5.6 Central Grants to the universities, and colleges, Grants in aid to the state universities and colleges from the state governments.

5.7 Self – financing institutions

UNIT VI: INTERNATIONALIZATION OF HIGHER EDUCATION IN INDIA

(16 Hrs)

6.1 Internationalization of higher education in India: rationale, approaches, strategies and organization models for internationalization of higher education.

6.2 Maintenance of international standards in higher education. Competition from the emergence of foreign higher education institutions in India.

6.3 Academic network and alliances with foreign universities. Comparison of higher education system in India, USA and UK

6.4 The Changing Nature of Research in higher education. Need for research in higher education. Internationalization of higher education: A research area.

PRACTICUM (Any two items)

1. Conduct a diagnostic study on the performance of any one higher educational institution in promoting soft skills.
2. Analyze the problems of higher education in India through a survey and give suggestions to solve the problems.
3. Critical appraisal of administrative hierarchy of a professional institution of your choice.
4. Conduct a SWOT analysis about the performance of a Teacher Education Institution in your locality.

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
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TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 913.8 HIGHER EDUCATION

Time: 3 Hours **Maximum Mark:80**

MAHATMA GANDHI UNIVERSITY

Part-A

(Answer any two questions. Each question carries 10 marks)

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KOTTAYAM-686 560

1. Elucidate the main problems faced by higher education in India. How can these influence the future of our educational system?
2. Discuss the basic functions of University Education – Teaching, Research, and Extension. State how many these educational functions are relevant for the present day society.
3. Portray the financial accountabilities of universities. Explain it in the light of legislation for the universities Act, statute and regulations.
4. 'Students have to take up a lead role in ensuring quality education." Comment on the statement and bring out the significance of providing students with necessary knowledge, information skills and tools related to quality assurance.

(2×10 = 20 marks)

Curriculum for

Part-B

(Answer any Ten questions. Each question carries 5 Marks)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5. Prepare a note on the significance of self-financing institutions.
6. Explain the relationship between 'manpower requirements' and 'expansion of education'.
7. How is the role of Academic Staff Colleges relevant in the present day educational scenario?
8. What are the basics of higher education envisaged by the various reportsof education commissions and policies?
9. Show your acquaintance with Marking /Grading system and Credit/Semester system.
10. 'Assessment and Accreditation of institutions of Higher Education is anecessity of the day'. Discuss.

11. Enumerate the importance of knowledge management in higher education.
12. Express the educational implications of Equality of opportunities ineducation.
13. Describe the significance of performance appraisal for teachers' and administrators.
14. Briefly discuss the causes and consequences of brain drain. Suggest possible solutions for preventing it.
15. Describe the role of RUSA in management of higher education?
16. Distinguish between Open University and Deemed university?

(10x5=50 marks)

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PRIYADARSHINI HILLS

Part C

(Answer any FIVE questions. Each question carries 2 marks)

17. Bring to light the aim of UGC-NET examination.
18. In concise terms state the problems of University admissions.
19. Give any four functions of University Grants Commission.
20. What role is played by Senate and Syndicate of universities?
21. What is meant by autonomous college?
22. Examine the functions of state universities.
23. List any two functions of NAAC.

(5×2 =10marks)

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 914.1: ENVIRONMENTAL EDUCATION

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
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KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)
Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to develop comprehensive concept about the scope and importance of environmental education.
2. to acquaint with environmental issues and problems.
3. to be aware of the recent environmental hazards and the plan of action to overcome this in a broad perspective.
4. to provide training in IT enabled strategies for imparting environmental education.
5. to carry out research projects for improving environmental quality and sustainable development.
6. to develop an action plan and conduct awareness program for the public about sustainable development.
7. to lead a nature friendly life and promote green living in the society.
8. to develop an attitude to conserve the nature and natural resources.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

Lecture Cum Demonstration, Demonstration, Group Presentations, Seminars, Debates, Assignments, Brain Storming Sessions, Peer Group Discussion, Interaction With Community, Case Study, Survey And Dialogue, Nature Camp.

COURSE CONTENT

UNIT I: CONCEPT OF ENVIRONMENTAL EDUCATION (15 hrs)

1.1 Meaning, history, need and significance and objectives of environmental education.

1.2 The philosophical, sociological, ethical and cultural perspectives of environmental education.

1.3 Contributions of social activists in environmental education in India.

1.4 Structure and status of environmental education.

1.5 Environmental education in a global perspective – steps taken by national, international and state organizations in the promotion of environmental education.

1.6 Challenges in environmental education

UNIT II: CURRICULUM CONSTRUCTION FOR ENVIRONMENTAL EDUCATION (15hrs)

2.1 Curriculum planning- Philosophical back ground

2.2 Methods and Approaches in Environmental Education

a. Holistic, Integrated, Interdisciplinary, Multidisciplinary

b. Outdoor education, Experiential Education, Inquiry Method

2.3 Formal and Informal Strategies in environmental education

a. Dialogue, Video, Case study, Issue Investigation., Action projects, Simulation, Case study

b. Poster and Brochure preparation, Workshop, Interactive website, Environmental monitoring, Guided nature walk, Green classroom activities.

2.4 Factors affecting Curriculum Construction

2.5 Teacher related issues- Issues related to supervision and assisting in environmental education

2.6 Need of Environmental Psychology For Teachers.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

UNIT III: THE ENVIRONMENT AND ITS CONSERVATION PRINCIPLES (10 hrs)

3.1 Ecology, Concept of Ecosystem, Food chain, Food web, factors affecting Food chain And Food web, Energy Flow, Bio-Geo Chemical cycles In Nature- Carbon cycle, Nitrogen cycle, Water cycle And Phosphorous cycle

3.2 The Need Of Conservation- Conservation Of Nature And Natural Resources

3.3 Need of conservation of Environmental Heritage

3.4 Environmental Literacy

3.5 Need and scope of sustainable development, Concept of Environmental Sustainability

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KOTTAYAM-686 560

UNIT IV: ENVIRONMENTAL PROBLEMS (20 hrs)

4.1 Environmental problems at global, regional and local level- give emphasis to any five prominent issues

Problems at global level

a. Global Warming and Glacier Erosion
b. e- Waste and Its Management
c. Loss of Habitat and Biodiversity
d. Ozone Depletion and CFCs
e. Pollution

Problems at Regional Level

a. Solid And Liquid Waste and their Management
b. Destruction of Mangroves and Shrinkage of Back Water
c. Changing Crop pattern and Land Use
d. Quarriying and Sand Mining
e. Ecological Hot Spot
f. Environmental Conflicts

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Problems at Local Level

a. Specific Environmental Issues Pertaining To The District

4.2 Environmental Stress- Effect of Stressors on Health and Behaviour

4.3 Natural Disasters and Calamities, Disaster Management.

UNIT V: ENVIRONMENTAL PLANNING AND MANAGEMENT (15 hrs)

5.1 Concept and Need of Environmental Planning

5.2 Issues Related to Environmental Planning

5.3 Environment Management Information System

5.4 Environment Monitoring System

5.5 Environmental Accountability – Environmental Ethics

5.6 Ecotourism

5.7 Earth summit

5.8 Eco- feminism

5.9 Green living

5.10 Eco- footprint

5.11 Organic farming

5.12 Family farming

UNIT VI: EVALUATION AND RESEARCH IN ENVIRONMENT EVALUATION (15hrs)

6.1 Need and Significance of Evaluation

6.2 Macro and Micro level Evaluation

6.3 Difficulties in Evaluation, Diagnostic test In Environmental Education and Remedial Measures

6.4 Recent Trends In Evaluation- CCE, Questionnaire, Learner report, Skill Tests- Practical Test, Product test, Simulated Practical test, Interview, Observation, Rating Scale, Portfolio, Rubrics.

6.5 Recent Researches In Environmental Education

PRACTICUM (Any two items)

1. Prepare a report based on the conservation strategies adopted in your locality.
2. Preparation of biological album/CD on endangered species.
3. Prepare a report based on solid and waste management strategies adopted in any three educational institutions.
4. Prepare a report based on nature camp

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
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Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 914.1 ENVIRONMENTAL EDUCATION

Time: 3 Hours **Max. Marks: 80**

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Part. A

(Answer any two questions. Each question caries 10 Marks)

1. Discuss any four prominent environmental issues at Global level and suggest suitable remedial measures to solve the problems.
2. Explain the concept of Environmental Sustainability in social, economic and political dimensions.
3. Describe the formal and non-formal Strategies employed in Environmental Education.
4. Highlights the need of conversation of environmental heritage in the present scenario. **(2x10=20 marks)**

Part. B

(Answer any ten questions. Each question carries 5 marks)

5. Define environmental accountability with suitable example.
6. Teachers have pivotal role in the dissemination of environmental education. Discuss.
7. What is the scope of environmental education in teacher education curriculum?
8. Bring out the contributes of two social activists in India in the field of environmental education.
9. Illustrate the methods appropriate for imparting employment.
10. Explain the impact of industrialization on the environment.

11. How can be integrate and propagate environmental education through various subjects?
12. Fast growing technology is a threat to environment. How?
13. Explain the need and significance of environmental education.
14. Explain the significance of environmental monitoring system.
15. What do you mean by education for sustainable development?
16. "Population explosion as a threaten to environment"- substantiate?

(10x5= 50 marks)

Part. C

Answer any five questions. Each question carries 2 marks

17. Explain the terms:
    a) Glacier erosion
    b) Ecological hot spot
18. What do you mean by disaster management?
19. Discuss the major issues related to environmental planning.
20. What do you mean by eco-feminism?
21. Explain the energy flow in ecosystem.
22. Define environmental stress. Mention the effect of any two stressors on health of human beings.
23. Suggest some eco- friendly measures for the disposal of solid wastes.

(5x2=10marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 914.2: INCLUSIVE EDUCATION

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COURSE OUTLINE

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Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES :

On completion of this course, the student will be able

1. to critically analyse the concept of 'disability' and 'inclusion' and develop a dynamic approach to pupil diversity and individual differences.
2. to ientify needs of children with diversities.
3. to get acquainted with the cultures, policies and educational practices and equipped with inclusive practices.
4. to incorporate multidisciplinary approach and innovative practices in inclusive set up.
5. to use specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms.
6. to understand the global and national commitments towards the education of children with diverse needs,
7. to appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel,
8. to develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education,

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

9. to understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools,
10. to analyze special education, integrated education, mainstream and inclusive education practices,
11. to identify and utilize existing resources for promoting inclusive practice.

MODE OF TRANSACTION

Lecture-cum-discussion, Use of narratives based on research and documentation, Project reviews, Case studies, Use of video-clips and transcripts of classroom teaching, Success stories/ innovations, Observation in special schools and other field sites, Recording of observations and experiences, Interviews with special school personnel, Panel or group discussion on psychosocial issues ,Individual projects, Using library , laboratory and ICT resources, Guidance and Counseling, Psychological Tests.

COURSE CONTENT

UNIT 1 -INCLUSIVE EDUCATION: CONCEPTUAL FRAMEWORK (15 hrs)

1.1. Inclusive Education: Conceptual Analysis:

a) Definition, concept and importance of inclusive education.

b) Philosophy of inclusive education

c) Difference between special education, integrated education and inclusive education.

d) Need and Importance of Inclusion and catering to Individual Differences

1.2. Defining Children with Diverse Needs

a) Understanding diversities–concepts, characteristics, classification of children with diversities :

b) Introduction to Evaluation for identifying diverse learners

c) Identification of Diverse Learners for Inclusion

d) Educational Evaluation Methods, Techniques and Tools

e) Interpretation of Evaluation Reports and their Educational Implications

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

UNIT 2 : CATERING TO SPECIAL NEEDS (20 hrs)

2.1. Inclusion And Special Education: Conceptual Analysis

(a) Concept of Impairment, Disability and Handicap

(b) Classification of Disabilities based on ICF Model

(c) Prevalence, Types ,Characteristics and Educational Needs of Diverse learners: Intellectual, Physical and Multiple Disabilities

(d) Causes and prevention of disabilities

2.2. Catering to Special Needs

a) Inclusive Educational Practices

b) Legal Provisions and Policies

c) Collaborative Practices for Inclusion

d) Multidisciplinary Approach and Training for Inclusion

2.3. Assistive /Adaptive Technology

a) Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),

b) Therapeutic Interventions: Need and Scope

c) Use of Information Communication Technology (ICT) in inclusive classroom

UNIT 3 : INCLUSIVE EDUCATION FOR DISADVANTAGED GROUPS (10 hrs)

3.1. Socially disadvantaged section in India: Conceptual Framework

3.2. Status of school education of socially disadvantaged section in India

3.3. Problems in education of disadvantaged section and addressing social group

3.3. Schemes, programmes and Research priorities for education of socially disadvantaged section

UNIT 4 : INCLUSIVE EDUCATION FOR GENDER EQUALITY AND SENSITIVITY (10 hrs)

4.1. Contemporary Issues in Girl's Education

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PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4.2. Status and Problems of school education of girls.

4.3. Gender Issues: Gender Inequality and Gender Sensitivity

4.4.Strategies and Programmes on Girl's Education

4.5. Research Priorities.

UNIT 5 : CATERING TO GIFTED AND CREATIVE LEARNERS (15 hrs)

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5.1. Identifying and Catering to the diverse learners

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5.2. Gifted and Creative Children: Definition, Characteristics, Learner needs

5.3.Identification, Curriculum Strategies and Enrichment Programmes

Multidisciplinary Approach and Collaboration for Inclusion

5.4. Educational Technology and Collaborative Practices for gifted and creative learners.

5.5. Training and Research perspectives for inclusion

UNIT 6 : TRAINING AND RESEARCH PERSPECTIVES FOR INCLUSION (20 hrs)

6.1. Multi disciplinary Approach for Inclusion

a) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices

b) Curriculum and Curricular Adaptations for Diverse Learners

c) Classroom Evaluation Practices

d) Management of Inclusive Education Classrooms

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

6.2. Collaborative Practices in Inclusive Set Ups

a) Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers School

b) Management, Community

c) Skills and Competencies of Inclusive School Teachers for Collaborative Practices

d) Professional Ethics and Professional Development

6.3. Research Perspectives:

a) Research in Inclusive Education in India

b) Current Status and Issues of inclusive education in India

c) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational

d) Ethical Issues in Inclusive Education

e) Conducting research activities.

PRACTICUM (Any two items)

1. Conduct a survey on the inclusive practices of few social institutions in your locality, with special reference to the barriers and facilities to learning and participation and recommendations for inclusive practices.
2. Prepare an institutional profile of a special school with special emphasis to the educational strategies used.
3. Conduct an Awareness Program /Campaign on 'Inclusive educational Practices'.
4. Conduct a case study/ experimental study/ action research on any area of special education.

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PRIYADARSHINI HILLS
KOTTAYAM 686 560

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PRIYADARSHINI HILLS
KOTTAYAM-686 560
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PRIYADARSHINI HILLS
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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 914.2: INCLUSIVE EDUCATION

Time: 3 Hours **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. What is Multiple Disability? Explain the relevance of early detection ,diagnosis and Intervention?
2. What are the characteristics of a gifted child? How will you identify and cater to the needs of a gifted child?
3. Define learning disability. Explain different types. How will you identify a child with learning disability? What kind of Intervention you suggest?
4. Suggest the measures to create an inclusive school?

(2x10=20 marks)

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

5. Explain the importance of classroom management in an inclusive classroom.
6. Enumerate the Programmes/ initiatives to ensure gender equality in India.
7. How will you utilize community resources as source of support to teach special children?
8. What are the characteristics of mentally challenged children?
9. How will you identify the children with ADD/ADHD?
10. Explain the role of Family in raising children with disability.
11. Explain some of the causes and preventive measures of disabilities.
12. How will you identify a creative child?
13. What is multidisciplinary approach?
14. What is Assistive/Adaptive Technology? Suggest any five assistive/adaptive technological devices for special learners.
15. Write briefly about the characteristics of a good inclusive class room?

16. Explain about the role of teachers in ensuring inclusion in a classroom?

(10x5=50 marks)

Part C

*(Answer any **five** questions. Each question carries 2 marks)*

17. Differentiate between inclusive education and integrated education. .
18. What is IEP ?
19. Distinguish between Mental Retardation and Mental Illness
20. What is meant by child to child programme?
21. What is plus curriculum?
22. Define the socially disadvantaged groups of learners in India?
23. Define visual activity

(5x2=10 marks)

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 914.3: NON-FORMAL EDUCATION

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**

(External 80, Internal 20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of the this course, the student will be able

1. to an understanding of the Conceptual framework of Non-formal education
2. to internalise the importance of importance of Non-formal education to learners of all age groups and at all level according to their needs and aptitudes.
3. to understand the Philosophical, Sociological and psychological perspectives of Non-formal education
4. to understand the Concept and recent trends in Non-formal education-Non- formal education for social transformation and enhancing quality of life
5. to internalize the learning process and strategies of Non-formal education
6. to get acquainted with the mode of monitoring, evaluation and research in Non-formal education
7. to understand the issues and challenges in Non-formal education

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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.

Unit I Introduction to Non-formal education (20hrs)

1.1 Nature, Need , Aims, and objectives of Non-formal education, Principles and characteristics of Non-formal education

1.2 Importance and scope of Non-formal education

1.3 Formal versus Non-formal education

1.4 Origin and development of Non-formal education with special reference to Faure report (1972) and Delor's Report (1996).

1.5 Target groups of Non-formal education

1.6 Non-formal education within educational sector- ECCE, Literacy, and Continuing education

Unit II Philosophical, Sociological and Psychological background of Non-formal education (15 hrs)

2.1 Philosophical principles governing Non-formal education – Major Educational theories-Liberal, Progressive, Behavioural and Humanistic

2.2 Contributions of Educational thinkers- Paulo Freire, Ivan Illich and J. P. Naik

2.3 Sociological bases of Non-formal education- Socio-economic inequalities, Poverty, Social mobility, Social stratification, and Social resistance.

2.4 Social change- Sociological, technological and cultural factors

2.5 Psychological principles with special reference to Achievement motivation, Learning span, Factors facilitating adult learning.

Unit III Agencies and programmes for Non-formal education (20 hrs)

3.1 Family, community and religion.

3.2 State level agencies- , panchayats, Blocks, Municipalities and Corporation. Governmental and Non-governmental agencies, Universities

3.3 Agencies at National level –BNFE, UGC and IGNOU

3.4 International level- UNESCO, UNICEF, ICAE

3.5 Programmes- FFLP, RFLP, MPFL, NAEP, NLM, Each one teach one, Total literacy campaign in Kerala

3.6 Ongoing continuing education programme in India – EQP, IGP, QLIP, IIPP and Open learning System.

3.7 Modern trends in Non-formal education abroad -US and UK and in India

Unit IV Learning process, materials, Media and Strategies (15 hrs)

4.1Learning process- Expository, Participatory-workshops, seminars, discussions, peer coaching.

4.2Use of mass media- Pamphlets, Electronic aids, Improvised aids, Folk and popular art forms, CAL, Virtual learning

4.3 Strategies- Guided learning and self-directed learning

4.4 Open schools, open universities and on-line learning

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit V Monitoring, Evaluation and Research in Non-formal education (20 hrs)

5.1 Context evaluation, Input evaluation, process evaluation, product evaluation, and participatory Evaluation

5.2 Use of SWOT analysis- Principles and modus operandi

5.3 Research in Non-formal education Programmes- Types of research-Action research and Ex-post facto research- Case studies of Non-formal education programmes

Unit VI Issues and challenges of Non-formal education (15 hrs)

6.1 Implementation of target specific programmes considering individual difference and requirements

6.2 Issues of women and rural people

6.3 Resource problems

6.4 Obstacles in the structure of the society, the problem of inertia.

PRACTICUM (Select any two)

1 An assessment report of the Skill development programme functioning in a locality of your choice.

2 A report of the diversified functions performed by Adult education agencies

3 A status report on the functioning of different programmes undertaken by Adult and Continuing Education Department of any Indian university.

4 A report on analysis of materials- print and non-print- for Non-formal education

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 914.3 NON-FORMAL EDUCATION

Time : 3hrs Maximum marks:80

Part A

(Answer any Two questions. Each question carries 10 marks)

1 Evaluate the role of Voluntary organization in developing urban and rural Non-formal education programmes.

2 Explain the problems of organising programme of non-formal education? How do you solve the problems?

3 How far the open learning is flexible to the learner needs and requirements? Explain the Present trends in open and distance learning.

4 Equality, quality and quantity are the basic requirements of Indian education. Critically evaluate the role of non-formal education in achieving these goals.

(2x10=20 marks)

Part B

(Answer any ten questions. Each Question carries 5 marks)

5. Describe the role of non-formal education programmes for socio - economic development.
6. Analyse the trends in farmer's functional literary programmes.
7. Describe the need for non-formal education programmes for tribal community development.
8. What are the psychological principles underlying non-formal education programmes?
9. Evaluate the role of Self- help groups in the empowerment of women.
10. Compare Humanistic and progressive perspectives of non-formal education.
11. What are the on-going continuing education programmes in India?
12. Do you consider Non-formal education as an alternative to formal education ? Substantiate your answer.
13. Explain the views of J P Naik on non-formal education

MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 Curriculum for CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) Of TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

14. Non-formal education is a means to meet learning needs of out-of-school children. How far do you agree with this statement. Justify your answer.
15. Write briefly about online courses as a non-formal educational practice?
16. Explain about the assessment practices in non-formal education?

(10x5=50 marks)

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Part C

(Answer any Five questions. Each Question carries 2 marks)

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17. Give an account of the concept of 'Learning to be'.
18. Open and distance learning will be an important element of future education and training systems. Give reasons.
19. Differentiate between traditional and functional literacy.
20. Briefly describe the role of mass media in non-formal education.
21. Explain the importance of ECCE in achieving EFA
22. How do you motivate adults towards learning?
23. Briefly explain the importance of action research

(5x2=10 marks)

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 914.4 : EDUCATION OF THE MARGINALISED

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**

(External 80, Internal 20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course the student will be able to understand

1. the basic concept of marginalsed groups and the historical background
2. various factors behind marginalisation
3. western and eastern thoughts on marginalisation
4. constitutional provisions given to marginalised groups
5. recommendations of various commissions
6. problems and challenges faced by marginalised
7. the activities conducted by various agencies for empowering marginalised groups
8. recent research trends on marginalised groups

Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

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

Unit I Introduction of the concept- marginalized groups (15 hrs)

1.1 Definition and meaning of marginalization. Marginalised groups- Scheduled castes, Scheduled tribes, Educationally backward minorities, Women, children from rural areas, slum children, and persons with disabilities.

1.2 Historical background of marginalized group in India with special reference to Kerala.

1.3 Indicators used for identifying marginalized groups

1.4 International perspectives-Dakar framework of action(2000), and Millennium Development goals(2000).

Unit II Understanding marginalized groups (15hrs)

2.1 Factors behind emergence of marginalization- Equality, power, Ethnicity, Caste and geographical area.

2.2 Western and eastern thoughts on marginalization- Karl Marx, Paulo Freire, Mahatma Gandhi, Dr.B. R. Ambedkar and Swami Vivekananda

2.3 Renaissance in Kerala

2.3 Rights of marginalized groups – Right to exist, non discrimination, Protection of their identity, participate in public life and decision making. Other educational, cultural, religious and linguistic rights.

Unit III Problems and challenges (15 hrs)

3.1Problems and challenges faced by marginalized groups- Social, Environmental, Political, educational,and Economic

3.2 Exploitation- child abuse, child labour, and sexual abuse

3.3 Social and educational inclusion- Government schemes and policies

3.4 Multi cultural education and multigrade teaching in rural context

3.5 Organisation and management of schools to address socio-cultural diversity, bias in text books -Hidden curriculum

3.6 Teaching learning process and support materials, addressing language issues, curriculum and curricular activities for meeting diverse needs of children.

Unit IV Constitutional provisions and recommendations (20 hrs)

4.1 Constitutional provisions for the empowerment of marginalized groups

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PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4.2 Recommendations of various commissions- Mandal commission report, protection civil right Act (1976), Prevention of atrocities Act(1989),National commission report for SC/ST (2000), Kothari commission report, National policy of education(1986), POA (1992), National Curriculum framework (2005).

4.3 Educational provisions for SC/ST, OBC, Women, and other backward classes

4.4 Accommodation of marginalized groups – Reservation and opportunities for Education and Vocation

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Unit V Empowering marginalized groups - (15 hrs)

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5.1 Role of various agencies

UNDP, UNICEF, UNESCO

NGOs, Self help groups, ICDS, and ECCE

Grampanchayats

5.2 Programmes for women empowerment- Mahila Samakhya, Kishori Shakti Yojana, and Rajiv Gandhi Scheme for empowerment of adolescent girls.

5.3 Community based programmes

Unit VI Research perspectives (10 hrs)

6.1 Evaluation of centrally sponsored schemes, of education of SCs, STs, girls and minorities.

6.2 Status study of education of SCs, STs, girls, minorities and other marginalized groups,

6.3 Study of teaching learning practices and social inclusion

6.4 Case studies on innovative institutional practices- NVS. KGVBs Madrasses etc.

6.5 Research on marginalized groups- recent research trends.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

ADVANCED PRACTICUM (Any two items)

1. Conduct an action research based on any problem faced by marginalised group
2. Convene a seminar on the empowerment of marginalized groups
3. Prepare a report on any recent problem faced by marginalized groups
4. Conduct a survey on the educational provisions given to marginalized group by visiting any two tribal / Minority schools .

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 914.4 EDUCATION OF THE MARGINALISED

Time : 3hrs **Maximum marks:80**

MAHATMA GANDHI UNIVERSITY

Part A

(Answer any two Questions. Each question carries 10 marks)

PRIYADARSHINI HILLS
KOTTAYAM-686 560

1 Explain the factors behind emergence of marginalization. How far are these factors true in India? Justify your answer with suitable illustrations.

2 Critically evaluate the role of Universalisation of primary education in reducing the problems of Marginalization. What are the steps to be taken to attain this goal?

3 Examine the problems and challenges faced by marginalized groups. Explain the measures to Be considered to overcome these problems.

4 Write the Constitutional provisions for the empowerment of marginalized groups. Explain how far RTE act helped in achieving EFA.

(2x10=20 marks)

Curriculum for

Part B

(Answer any Eight questions. Each Question carries 5 marks)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5 Minority women are facing multidimensional marginalization. Critically evaluate their problems and suggest feasible steps to be taken to solve it.

6 Explain the factors responsible for drop-outs. Suggest measures to reduce it.

7 Do you think tribal students are getting adequate support to come to the main stream? What are the major problems they are facing?

8 Explain the centrally sponsored schemes, of education of SCs, STs, and girls.

9 Write two recent researches on marginalized groups with its conclusions

10 What are recommendations of The Education commission to reduce marginalization?

11 Give an account of Paulo Freire's contributions to the education of the marginalized groups.

12 Critically evaluate the adequacy of constitutional provisions to protect all that comes under marginalized group. Give suggestions with reasons to support your view.

13 How far Renaissance in Kerala helped to eliminate marginalization?

14 Explain the role of UNDP in empowering marginalized groups.

15. Explain the role of UNICEF in empowering marginalized groups?

16. Describe about the various indicators used for identifying the marginalized groups?

(10x5=50 marks)

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

Part C

(Answer any Five questions. Each Question carries 2 marks)

17 Explain hidden curriculum.

18 What are minority rights?

19 Comment on Dakar framework of action.

20 Give a brief account of Navodaya Vidyalayas.

21 What do you mean by social inclusion?

22 Write two community based programmes focused on marginalized groups.

23 Write a short note on multicultural education.

(5x 2=10marks)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 914.5: EDUCATIONAL PLANNING AND MANAGEMENT

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to develop an understanding of concept of and need for management of education.
2. to assimilate with the principle and challenges in the field of educational administration and supervision.
3. to improve the individual performance as educational managers and leaders.
4. to develop a reflective perspective on institutional planning and management.
5. to help them upgrade their skills in such areas as interpersonal relationship, leadership, team building , strategic planning and decision making , necessary for effective management.
6. to help them understand the system of educational administration in India and central and state machinery for educational administration and management

COURSE CONTENT

Unit I Educational Management and administration

Educational Management and Administration- Meaning , Nature , Scope and Functions

- Difference between management and administration
- Management need, significance and characteristics
- Administration need significance and characteristics. Centralized and decentralized administration- merits and demerits – Dual administration; Problems involved and educational administration at central and state government levels. Current practices

of administration in educational institution in India. Educational administration as educational leadership, managerial, political and educational roles of head of the institution

Unit II : Management and Administration; Theoretical backgrounds Theories and the practices of Educational Administration.

Theories of Urwick, Gregy, Taylorism, Management as process Management of Bureaucracy , human relation to management.

Management at different level, elementary, secondary higher secondary, higher education at time management. Development of modern concept of educational management from 1900 to present day.

Unit III Quality Management in Education

Meaning and nature of educational supervision, meaning and importance of quality, Quality in Higher Education, Accreditation concept – Meaning and parameters , Role of NAAC. Supervision as service activity, supervision as process and function, supervision and educational leadership. Modern supervison: New trends and techniques, planning and controlling as service training, functions of a supervisor , defects in existing system of supervision.

Unit IV : Leadership in Education

Leadership – meaning, concept definitions need nature and scope. Theories and models of leadership. Trait theory, Behavioural Theory, and Situation Theory. Styles of leadership. Role of leadership in educational management and administration . Chief characteristics of effective leadership, Leading and managing – educational change and improvement, developing leadership and management skills. Values, vision and moral purpose in educational leadership. Theories and models of educational leadership (including curriculum, professional , academic , instructional and student centered leadership. Leadership behavior, measuring leadership behavior

Unit V Educational Planning, Institutional Building Supervision

Educational planning – meaning, nature, need, objective characteristics and principles of educational planning. Types of planning, Micro-macro strategic - operational

perspective, institutional manpower planning . Different approaches to Educational planning (a) Social Demand Approach b) Manpower approach c) Return of investment approach and systems approach. Institutional building, Definitions, focus and functions, developing participative culture, Organizational climate, definition, importance, types and dimensions.

Unit VI Quality Management in Educational Administration

Meaning and nature of educational supervision, meaning and importance of quality in Higher Education. Institutional assessment SWOT analysis - Assessment and accreditation, criteria and bench mark quality enhancement and sustenance. Total quality Managemnt in Education (TQM) Liberalization, Privatization, and globalization. Impact and educational implication. Knowledge Economy, Use ICT in educational administration, methods, advantages and problems involved , E Governance, Concept, features, practice and problems involved . E Governance in the context of education

PRACTICUM (Any two items)

1. Educational survey on any state Educational Institution
2. Report on an institutional planning of any one educational institution in your state
3. Make an analysis of organizational structure and function of a school/teacher education institution
4. Visit an educational institution and collect information regarding the contribution of management to the development of the institution

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
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KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 914.5: EDUCATIONAL PLANNING AND MANAGEMENT

Time: 3 Hrs **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. Discuss the scope of Educational Administration keeping its present concept in view.
2. In what ways the 'Transactional' administration different from 'Laisser-faire' administration in educational administration?
3. Describe the role and responsibility of educational supervisions and indicate their accountability.
4. Explain the meaning and nature of leadership. Bring out the problems in the effective measurement of 'Leadership'.

(2 X 10 = 10 marks)

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

5. Discuss the difference between administration and supervision.
6. What do you mean by POSDCORB?
7. Discuss organization. How is educational organization relevant?
8. Educational planning is a prerequisite for educational development. Substantiate your view.
9. Describe the role of administrator in strengthening school community relationship.
10. Prepare a brief note on extension as an important function of university department of education.
11. What is meant by model building in the field of educational administration?
12. How educational planning is related to Economic development?
13. Briefly explain the situational theory of leadership.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

14. Explain the meaning of accreditation concept in quality management in education?

15. Write a short note on social demand approach to educational planning?

16. Explain the significance of E-governance in the context of education?

(10 **X 5 = 50 marks)**

Part C

*(Answer any **five** questions. Each question carries **2** marks)*

17. What do you mean by Laisser-faire' leadership?

18. What is meant by resource mobilization?

19. Do you consider education as an investment? Justify your view.

20. What is manpower planning approach in education?

21. What is the role system approach in educational administration?

22. Discuss some main factors of curriculum organization

23. Explain the need and functions of school improvement conferences.

(5x2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 914.6: ECONOMICS OF EDUCATION

MAHATMA GANDHI UNIVERSITY

COURSE OUTLINE

PRIYADARSHINI HILLS

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

KOTTAYAM-686 560

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES:

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

1. understand the basic ideas of the relationship between education and economics.
2. analyse the differentiated economic aspects of educational interventions in a global perspective.
3. develop understanding of the role of education in economic development.
4. understand the concept and significance of education as an investment and consumption.
5. develop awareness to learn about the sources and resources of financing of education.
6. identify the need, scope and purpose of educational planning.
7. understand the principles and approaches to educational planning
8. analyze the cost-benefit aspects of education and the internal and external efficiency of education
9. develop acquaintance with the relationship between the financial support of education and quality of education.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

10. discuss the linkages and roles of various local, district and state level functionaries of education.
11. develop practical knowledge in using statistical methods of analysis.
12. develop innovative practices of the use of ICT in economics of education
13. keep abreast with the global trends in the economic scenario for societal transformation

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MODE OF TRANSACTION

Lecture cum discussion, demonstration, Group discussion and presentation, seminars, debates, assignments, brain storming sessions, peer group discussions, interaction with community, co-operative and collaborative learning, experiential learning, case study, survey and documentation.

COURSE CONTENT

UNIT 1. Conceptual Issues in Economics of Education (10 hours)

1.1 Meaning, definition, scope and importance of Economics of Education.

1.2 Education as –'good', 'want', 'consumption' and 'investment'.

1.3 Education-a commodity or a service.

1.4 Emergence of 'Economics of Education' as a field of study.

1.5 Nexus between Education and Economics.

1.6 Economics of Restructuring and Eco- Economics.

1.7 Reconstruction of Economies.

1.8 Growth, Development and De-Growth.

UNIT 2. Education and Economic Development (20 hours)

2.1 Education - a pre-requisite and a tool to accelerate Economic Development – Growth parameters of Education - Education for Economic Growth and Development.

2.2 Education as an Industry-'input', 'output' and 'throughput' of Education.

2.3 The concept of Human Capital Formation-flow and framework concepts.

2.4 The economic value of Education-5Es of Economics of Education -Ecology, Environment, Energy, Education and Engineering.

2.5 Human Resource Development- Human Development Index.

2.6 Realization of MDGs (Millennium Development Goals-UN) in relation to knowledge construction and skill development.

2.7 Teacher as an Entrepreneur.

UNIT 3. Costs of Education (15 hours)

3.1 Concept of Costs of Education – Cost Analysis of Education - Factors determining different Costs of Education.

3.2 Types of Educational Costs - direct cost, indirect cost, private cost, social cost and opportunity cost.

3.3 Unit Cost of Education: its estimation at different levels - primary, secondary, higher secondary, graduate and post graduate.

3.4 Cost effectiveness of Higher Education.

UNIT 4. Benefits of Education (15 hours)

4.1 Direct (social & private) and indirect benefits of education (spill-over and externalities).

4.2 Approaches to measuring the benefits of education: Cost- Benefit Analysis, Correlation approach, Rate of returns approach, Residual approach, Manpower forecasting approach, Wage differential approach.

4.3 Non-monetary benefits of Education.

4.4 Productivity of Education.

4.5 Economic benefits of ICT Integration in Education.

UNIT 5. Educational Planning and Finance (15 hours)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5.1 Concept of Educational Planning- Principles and approaches of educational planning, Problems of educational planning in India

5.2 Institutional Planning and Budgeting.

5.3 Concept of Educational Finance- Principles and sources of Educational Finance, Problems of Educational Finance, Role of centre, state and panchayath raj institutions in Educational Finance.

5.4 Mobilization and allocation of Resources.

5.5 Self Help Groups (SHGs) and Micro Finance

UNIT 6. Education and Man Power Planning and Research Perspective in Economics of Education(15 hours)

6.1 Concept of Manpower Planning - Approaches to man power planning. Manpower Planning in India.

6.2 Manpower Forecasting - Techniques of Manpower Forecasting - Employer Opinion Method- Density Ratio Method –Incremental Labour Output Ratio (ILOR)-International Comparison Method - Limitations of manpower forecasting.

6.3 Education and Unemployment- Causes of Educated Unemployment- Role of Education in solving the problems of Unemployment - Effects of Educated Unemployment on economy- Various remedies and schemes for Employment.

6.4 An introduction to Research in Economics of Education – Need and Importance.

6.5 Areas of research in Economics of Education – Recent Trends.

6.6 Review of research in Economics of Education in the University/State/India and Abroad.

PRACTICUM (any two items)

1. Conduct a study on Education and the Socio-Economic Status of a selected section of people (SC/ST/Coastal People/ Rural/Adivasi etc.).

2. Prepare abstracts of studies in Economics of Education conducted in Kerala (Five studies).

3. Construct an Age-Education-Earnings Profile for a specified group based on sex/community/employment/place of residence (sample minimum 20).

4. Prepare a report on enrolment, wastage and stagnation at any level of education in the state of Kerala (Refer: Economic Review, State Planning Board).

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
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OTHER RESOURCES

PRIYADARSHINI HILLS

Journals on Economics of Education

1. Economics of Education Review - Journal
2. International Journal of Education Economics
3. Journal of Economics and Economic Education
4. Recent Economics of Education Review Articles
5. Indian Education review and Journal of Education
6. Economics of Education Review - ScienceDirect.com
7. International Review of Economics Education (IREE)
8. Journal of Economics and Finance Education (JEFE)
9. AJEE - Australasian Journal of Economics Education
10. International Journal of Education Economics

Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

WEBSITES

www.govt.org/expenditureoneducation

www.journals.elsevier.com/economics-of-education-review

www.alliedjournals.elsevier.com/economics-of-education-

reviewacademics.org/public/journals/journaldetails

www.nuepa.org/libdoc/journal.html

www.sciencedirect.com/science/journal

www.economicsnetwork.ac.uk/iree

www.economics-finance.org/jefe

www.routledge.com/articles/the economics_of_education

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www.sciencedirect.com/science/journaleconomics.stanford.edu/files/econ

www.psc.isr.umich.edu

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M. Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 914.6 ECONOMICS OF EDUCATION

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560

Time: Three Hours **Max. Marks: 80**

Max. Credits: 4

Part – A

Answer any two questions. Each question carries 10 marks

1. Briefly explain the emergence of 'Economics of Education' as a field of study.
2. "Education is a pre-requisite and a tool to accelerate Economic Development" Discuss.
3. Explain the different types of costs of education. What do you mean by "Opportunity cost"?
4. Critically examine the different approaches for measuring the benefits of education?

Curriculum for

(10x2 = 20 marks)

Part – B

Answer any ten questions . Each question carries 5 marks

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5. Distinguish between 'input', 'output' and 'throughput' in Education.
6. Explain briefly the 'Five Es' of Economics of Education.
7. Do you think that education is 'consumption' or 'investment'? Justify your answer with example.
8. Examine the role of education for 'economic growth and development'.
9. Distinguish between 'average cost' and 'marginal cost' in education.
10. Explain the concept of 'Human Capital Formation'.
11. Write a review of any one study conducted in the area 'Economics of Education'.
12. Explain the procedure of 'cost benefit analysis' as a technique for measuring the benefit of education.
13. What are the various non-monetary benefits of secondary education?

14. Explain the different techniques of 'manpower fore casting'.
15. What are the economic benefits of ICT integration in Education?
16. Mention about the recent trends in Economics of education?

(10x5 = 50 marks)

Part C

Answer any five questions. Each question carries 2 marks

17. Define 'Micro Financing'.
18. What do you mean by 'productivity' in education?
19. Explain 'Age –Education –Earnings Profiles'.
20. Write the reference of any one book of 'Economics of Education'.
21. Suggest two solutions to solve the problem of educated unemployment in India.
22. What do you mean by 'residual approach' in manpower planning?
23. Define 'Incremental Labour Output Ratio (ILOR)'.

(5x2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM - 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 914.7 QUALITY ASSURANCE IN EDUCATION

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to comprehend the meaning and concepts related to Quality and Quality Assessment in Education
2. to develop understanding of Quality Planning
3. to understand importance of Total Quality Management and competency required for it
4. to understand controlling of quality
5. to understand the role of Indian, international agencies and higher education institutions in Quality Maintenance and Sustenance
6. to acquaint with Quality concerns and standards of education.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

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

Unit I: Conceptual Framework of Quality (20hrs)

Quality in Education

1.1 Indian and International perspectives
1.2 Concepts of quality learning environment, quality teaching, quality learners, quality processes, quality curriculum.
1.3 Assessment and accreditation: Meaning, objectives, relation between assessment and accreditation.
1.4 Dimensions and characteristics of quality
1.5 Evolution of quality: Inspection, quality control, quality assurance, Total Quality Management (TQM), six sigma.
1.6 Quality Gurus: Waltr Shewart, Edward Deming, Joseph Juran, Philip Crosby, C.K. Pralhad, Subir Chodhari

Unit II Road-Map to Quality (20 hrs)

2.1 Concept of Total Quality Management (TQM)

2.2 Strategic Planning: Leadership, identifying the mission, creating a vision, generating quality culture, establishing goals and objectives.

2.3 Improving quality: Kaizen approach, Management by Facts, Systems thinking

2.4 Models of Evaluation: Kemmi's Participatory and Stufflebeam's CIPP Evaluation model

2.5 Sources of Competency Information (by assumption, law, industry, organization, work group, background information).

2.6 Essential competencies: Creative thinking, Critical thinking and Interpersonal skills

Unit III Controlling Quality (15 hrs)

3.1 States of quality management system

3.2 Educational quality management systems: International organization for standardization (ISO) , Integrated management System

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

2.3 Rewards and Recognition: EQFI's Indian Education Awards, Malcom Baldridge Award in Education

3.4 Quality Audit : Types , Procedures

3.5 Quality Circles: Structure , Implementation , Operations and Benefits.

Unit IV Quality Measurements (15 hrs)

4.1 Tools: Control chart, Fishbone diagram (cause and effect diagram), Pareto diagram

4.2 Techniques: Benchmarking, Root Cause Analysis Technique – 5 Why, Failure Mode and Effect Analysis (FMEA)

4.3 Cost of Quality: Appraisal Costs, Failure costs and Preventable costs.

Unit V Quality Maintenance and Sustenance (10hrs)

5.1 Agencies of Education: Objectives, Functions, Roles and Initiatives

National level

i. National Assessment Accreditation Council (NAAC): Performance Indicators
ii. Quality Control of India (QCI)
iii. National Accreditation Board of Education Training (NABET)

International level

i. Institutional Network for Quality Assurance Agencies in Higher Education (INQAHEE)

5.2 Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Higher Education Institutions: Structure, Composition, Goals, Functions and Benefits.

Unit VI Concerns for Quality (10 hrs)

6.1 Factors influencing quality: Economical factor like General Agreement on Trade in Services (GATS) Liberalization, Privatization, Globalization (LPG)

6.2 Public Private partnership in India , Corporatization

6.3 Research Imperative for Quality Enrichment

6.4 Quality Crisis in Teacher Education

6.5 Bench marks in Higher Education: Indian Institutions of Management (IIMs), Indian Institute of Technology (IITs).

PRACTICUM (any two items)

1. Prepare a report on the procedures adopted by the NAAC for the maintenance and sustenance of quality in the Higher Education Institutions of India.
2. Conduct a comparative study about the measures taken by any two Higher Education institutions with in your reach, to maintain quality in curriculum transactions, learning environment, teachers & learners.
3. Prepare any one tool for controlling quality taking in to consideration, the existing situation in your institution.
4. Use any one technique for quality control and assess the prevailing situation in your institution (any other Higher Education institution).

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MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) OF TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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22. Singh, A. (2004): Fifty years of Higher Education In India, The Role of the UGC, Sage Publications

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

23. Stella, A. & Gnanam, A. (2003): Making the most of accreditation, Concept Publishing Company, New Delhi.
24. Stella, A. & Gnanam, A. (2003): Foundations of External Quality Assurance in Indian Higher education, Concept Publishing Company, New Delhi.
25. Stella, A. (2001): Quality Assessment in Indian higher Education: Issues of Impact and future Perspectives, Allied Publishers Limited, New Delhi
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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 914.7: QUALITY ASSURANCE IN EDUCATION

Time : Three Hours Maximum Marks:80

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560

Part. A

(Answer any two questions. Each questions caries 10 Marks)

1. Explain quality maintenance in education with respect to National and International level.
2. Write a note on educational management system. Briefly explain stages of quality management and tools and techniques used for quality measurements.
3. What are the essential competencies in quality education and describe about concept of quality in education with respect to Indian and International Perspective.
4. Explain the concept quality Management. How2 are can improve quality? What are the models of evaluation?

(2x10= 20 marks)

Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS DEGREE PROGRAMME

Part. B

(Answer any ten questions. Each questions caries 5 Marks)

5. Explain quality audit; its types and producers.
6. Describe source of competency information.
7. Write a Brief note on agencies of educational in national level.
8. Explain about quality crisis in teacher education.
9. Compare about IIMs, IITs.
10. Write about any two quality Gurus.
11. Write a note on the terms: (i) quality teaching and quality learning (ii) quality curriculum, (iii) quality process.
12. What are the essential competencies for quality assurance?
13. Enumerate educational quality management systems.
14. Briefly explain: (i) assessment (ii) accreditation.

15. Describe about Failure mode and effect analysis (FMEA)?
16. Explain about Kaizen approach for improving quality management?

(10x5= 50 marks)

Part. C

(Answer any 5 questions. Each questions caries 2 Marks)

17. Explain dimension of quality.
18. Give a note on CIPP evaluation model.
19. What is quality curriculum
20. What are the sources of competency information?
21. Name the stages of quality management systems.
22. Which are the factors influencing quality?
23. What is quality audit?

(5x2=10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER III

SPECIALISATION COURSE

EDU 914.8 HUMAN RIGHTS AND VALUE EDUCATION

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COURSE OUTLINE

PRIYADARSHINI HILLS

Contact Hours: 90 hrs **Maximum Mark: 100**

(External - 80, Internal -20)

KOTTAYAM-686 560

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to understand concepts, aims and objectives of human rights and value education.
2. to develop skills to analyse human rights in the present social context and curriculum.
3. to appreciate and practice the dimensions of human rights.
4. to develop the attitude to appreciate the role of human rights movements and contributions of international and national organizations.
5. to analyse the models of Conflict Resolutions for effective value education.
6. to critically evaluate the role of Parents, Teachers, Society, Government etc in protecting human rights and fostering values.
7. to apply the practical approaches to human rights education and conflict resolution.
8. to effectively handle human rights issues related to the aged, women and children, differently abled including child abuse and child labour.
9. to critically evaluate the issues and prospects of Human Rights and Value Education at Institutional and Society level.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

10. to comprehend and develop positive attitudes towards sustenance of human rights, peace and values.

MODE OF TRANSACTION

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

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS

COURSE OUTLINE

UNIT I: Human Rights and Value Education (15 hrs)

1.1 Human Rights – Meaning, Nature and Characteristics – Need and significance of Human Rights Education.

1.2 Theories of Human Rights – Natural Rights Theory – Historical Theory – Legal Theory – Social Welfare Theory – Idealistic Theory.

1.3 Values and Value Education – Meaning and Significance – Aims and objectives at school and higher education levels – Value Processing Skills.

1.4 Human Rights and Indian Constitution - Constitutional Values of India – Promotion of social justice and human welfare –Indian Culture and values.

UNIT 2 – Historical Perspectives of Human Rights Education (15 Hours)

2.1 UN Charter (1945) – UN Declaration of Human Rights (1948) – International Covenant on Economic, Social and Cultural Rights (1966).

2.2 Human Rights violations - International Court of Justice – Protection of Human Rights – Human Rights and Marginalised sections.

2.3 Aims and vision of value Education in India – Traditional and Contemporary – Values reflected in the Commission reports and Documents after independence.

2.4 Value Education at primary, secondary and higher education levels – Priority areas.

UNIT 3 – Methodology of Human Rights and Value Education (15 Hours)

3.1 Approaches and Models of Human Rights and Value Education – Cognitive Moral Development – Social Interaction - Value Clarification – Value Discussion – Value Analysis.

3.2 Value Processing – Consequence Analysis - Conflict Resolution Models - Dual Concern Model: assertiveness and empathy - Styles: - Competitive, collaborative, compromising, Accommodating and Avoiding.

3.3 Value education through curricular and co-curricular activities - Field Trip, Sports, NSS, NCC, Scouts.

3.4 Techniques - Storytelling, Dramatization, Episode writing, Identification of values in all topics/subjects.

UNIT 4 – Human Rights and Value Education in the Inter-national, National and Local Context (20 Hours)

4.1 UN Decade for Human Rights Education – Human Rights organizations at International levels – Amnesty International.

4.2 National Human Rights Commission – State Human Rights Commission – National and State Commissions for Women, Scheduled Castes and Scheduled Tribes, Backward classes and Minorities.

4.3 Human Rights and Values - Contributions of religions and Non-governmental organisations.

4.4 Value and Moral Education – Role of NCERT and SCERT.

UNIT 5 – Human Rights and other Issues (15 Hours)

5.1 Human Rights issues related to the Aged, Women and children, Differently abled – Child abuse and Child Labour.

5.2 Measures to prevent Ragging, Eve-teasing, Rape, Genocide and Euthanasia, Female Infanticide, Drug abuse – Role of Educational Institutions and Teachers.

5.3 Developing Morality - Truthfulness, self control, trust, honesty and integrity.

5.4 Role of Family, Peer group, Religious and social organizations, media in protecting human rights.

UNIT 6 – Human Rights and Value Education at Institutional and Society level (10 Hours)

6.1 Human Rights and Values in the context of Family life Education - WHO and Life Skills.

6.2 Human Rights violations in educational institutions, workplace and society.

6.3 Human Rights of the Migrants – Problems and Prospects

6.4 Education for Human Rights and Values in the context of National Integration and Communal harmony.

PRACTICUM (any two items)

1. Conduct a study on the constitutional values of India and the school activities for upholding those values.
2. Prepare two lesson plans using value analysis and value discussion models and conduct a class at any educational institution.
3. Conduct a study on child abuse/child labour/drug abuse in your locality.
4. Conduct a debate/seminar/panel discussion on a human rights violations and the society.

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of

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PRIYADARSHINI HILLS
KOTTAYAM-686 560
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TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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PRIYADARSHINI HILLS
KOTTAYAM, 686560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE THIRD SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 914.8 HUMAN RIGHTS AND VALUE EDUCATION

Time: 3 hrs Maximum marks: 80

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Part A

(Answer any two questions. Each question carries 10 marks)

1. Analyse the major theories of Human Rights and explain the implications in education.
2. Critically evaluate the functions of National and State Human Rights Commissions in our country.
3. Analyze the values reflected in the Commission reports and Documents in India after independence.
4. Discuss the Human Rights issues related to the Aged, Women and children in the contemporary context.

(2 X 10 = 10 marks)

Part B

(Answer any ten questions. Each question carries 5 marks)

5. Explain the family life education in the context of value education.
6. Analyse Education for Human Rights and Values in the context of National Integration and Communal harmony.
7. Explain the Need and significance of Human Rights Education in schools and colleges.
8. Discuss the priority areas of Value Education at primary and secondary school levels.
9. Explain the importance of value analysis model in value education.
10. Explain the Priorities and allocation on Elementary Education as envisaged in 12^{th} five year plan.
11. Discuss the aims and programmes of Amnesty International.
12. Explain the measures to prevent Ragging and Eve-teasing.
13. Discuss the challenges in protecting the Human Rights of the Migrants.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

14. Analyse the concept of quality joyful learning in the elementary education context.

15. Explain about the problems and prospects in the area of human rights of migrants?

16. How the activities of NSS help in the promotion of value education?

(10 **X 5 = 50 marks)**

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Part C

(Answer any five questions. Each question carries 2 marks)

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KOTTAYAM-686 560

17. Explain Human Rights in the Indian Constitution.

18. What are the Value Processing Skills needed for school students?

19. Explain how curricular and co-curricular activities impart value education.

20. Explain the UN Declaration of Human Rights.

21. Explain the functions of International Court of Justice in protecting the human rights of all.

22. Explain any two techniques of values education.

23. Write a short note on the contributions of NCERT in Values and Moral Education.

(5 X 2 = 10 marks)

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

PRIYADARSHINI HILLS

KOTTAYAM-686 560

SEMESTER IV

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALISATION COURSE

EDU 916 : CONTEXT AND ISSUES OF SECONDARY & SENIOR SECONDARY EDUCATION

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY

Contact Hours: 90 hrs **Maximum Mark: 100**

PRIYADARSHINI HILLS

(External - 80, Internal -20)

Duration of Exam: 3 hrs KOTTAYAM-686 560 **Number of Credits : 4**

COURSE OBJECTIVES

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

1. develop understanding about conceptual perspectives of secondary and higher secondary education.
2. examine the history, vision and development of secondary and higher secondary education in the pre-independent and post-independent India.
3. critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.
4. comprehend the institutions, structures and initiatives for secondary and higher secondary education in India.
5. critically examine the pivotal issues of contemporary India with respect to secondary and higher secondary education and to prepare action plans.
6. comprehend the curriculum and evaluation in secondary and higher secondary education.
7. critically evaluate the international trends in secondary and higher secondary education and the national initiatives and national policies in the present context.
8. analyse the impact of quality enhancement programmes and initiatives at secondary and higher secondary levels and ICT implementation, teacher training and media influence.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION

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

COURSE CONTENT

UNIT 1 – Secondary & Higher Secondary Education: Concept and Perspectives (15 Hours)

1.1 Secondary and Higher Secondary Education – Functions, Objectives, Scope and Vision.

1.2 Psychological and sociological perspectives of secondary education – Socio-emotional competencies of the adolescents – Role of Secondary education.

1.3 A critical evaluation of the development of secondary and higher education India with special reference to Kerala.

1.4 Constitutional provisions for secondary education – Articles related to education and their implications.

UNIT 2 – Development of Secondary & Higher Secondary Education in the Post Independence Period (20 Hours)

2.1 Aims, Objectives and Concerns prioritised in Commissions and Documents on Secondary Education – Secondary Education Commission 1953, Indian Education Commission 1966, National Policy on Education 1986, Yashpal Committee, National Curriculum Framework 2005, Kerala Curriculum Frame Work 2007.

2.2 Programmes and Initiative for Secondary Education – Critical evaluation of the Government initiatives; SSA and RMSA.

2.3 Role and Responsibilities of DPI and Directorate of Higher Secondary Education.

2.4 Planning and Allocation of Funds for school education in 11^{th} and 12^{th} five year plans.

UNIT 3 – Institutions, Systems and Structures at Secondary & Higher Secondary Level (10 Hours)

3.1 Institutions and systems of secondary education at national, state and local levels.

3.2 Different school systems at government and private sectors – Quality perspectives.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

3.3 Quality Secondary and Higher Secondary Education – Responsibilities and challenges of MHRD, NCERT, SCERT and DIETs – Role of NGOs.

3.4 Local and Global resources for Quality enhancement at secondary and higher secondary level.

UNIT 4 – Problems and Challenges at Secondary & Higher Secondary level (15 Hours)

4.1 Problems and challenges at secondary and higher secondary level – Practices and remediation to the issues of Addictions, Identity crisis, Anxiety, Maladjustment, Neglect, Rejection and Discrimination.

4.2 Problems and Strategies of Inclusive Education, Disabilities and difficulties in Learning - Equalisation of Educational Opportunities.

4.3 Universalisation of Secondary Education in India with special reference to Kerala.

4.4 Economic-Social-Emotional issues of secondary school students in different school systems – Suggestions and Remedies.

UNIT 5 – Curriculum and Assessment in Secondary & Higher Secondary Education (15 Hours)

5.1 Curriculum Development for Secondary Education – Principles and Approaches.

5.2 Skills Development among secondary and higher secondary school students – Life Skills - Additional Skills Acquisition Programme – Role of teachers, Professionals, Management and PTA.

5.3 Classroom testing and Assessment – Quantitative and Qualitative Perspectives – Recent trends in evaluation – CCE, Online testing, Performance based evaluation and Collaborative Evaluation.

5.4 Competency based Education and Curriculum – Tools and Techniques of Evaluation at secondary level.

UNIT 6 – Contemporary Trends in Quality Improvement in Secondary and Higher Secondary Education (15 Hours)

6.1 Quality enhancement through ICT - Integrating Technology at Secondary and Higher Secondary level - Role of IT – Contribution of IT@School Project – National Programme for Technology Enhanced Learning (NPTEL) - E-patasala - Sakshat - National Repository of Open Educational Resources - National Mission on Education through ICT (NMEICT).

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR PROGRAMME OF EDUCATION (M.Ed.) PROGRAMME

6.2 Technology based learning models – Visual models – Problem based learning – Virtual Learning – Web based Learning.

6.3 Type of Media and Interactive Technologies – Multimedia – Teleconferencing - Video Conferencing - Web conferencing.

6.4 Quality and Qualification of Teachers - Teacher Education at Secondary and Higher secondary level – Recent Initiatives of NCERT and NCTE.

PRACTICUM (any two items)

1. Prepare a report based on the over use of technology among secondary or higher secondary school students.
2. Conduct a comparative study on the Enrolment and results of students at secondary schools in your locality. (preferably 10^{th} or 12^{th} standard)
3. Survey of the accessibility of school facilities for universalisation of secondary education. (compare the public and private sector).
4. Conduct a debate/seminar/panel discussion on the socio-emotional issues of the students at the secondary or higher secondary level.

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OF
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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
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PRIYADARSHINI HILLS
KOTTAYAM-686 560
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OF
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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FOURTH SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 916: CONTEXT AND ISSUES OF SECONDARY AND SENIOR SECONDARY EDUCATION

Time: 3 Hrs **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. Analyse the psychological and sociological perspectives of secondary education with special reference to the socio-emotional competencies of the adolescents.
2. Critically evaluate the Aims, Objectives and Concerns prioritised in the document on Secondary Education Commission 1953.
3. Analyze the problems and challenges of students at secondary and higher secondary level and suggest practices and remediation to the issues and problems.
4. Discuss the Classroom testing and Assessment with respect to recent trends in evaluation at secondary level.

(2 X 10 = 20 marks)

Part B

*(Answer any **Ten** questions. Each question carries **5** marks)*

5. Explain the contributions of National Mission on Education through ICT.
6. Analyse the use of different types of Media and Interactive Technologies at higher secondary level.
7. Explain the functions and scope of Secondary and Higher Secondary Education in our national context.
8. Critically evaluate the Government initiatives with special reference to SSA and RMSA.
9. Explain the Constitutional provisions for secondary education.
10. Explain the local and global resources for quality enhancement at secondary and higher secondary level.
11. Discuss the Role and Responsibilities of DPI and Directorate of Higher Secondary Education in Kerala.

MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS CENTRALISED CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) OF TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

12. Evaluate the quality perspectives of different school systems at government and private sectors.
13. Discuss the concept of universalisation of secondary education in India with special reference to Kerala.
14. Analyse approaches for curriculum development in secondary education.
15. Explain Universalisation of Secondary Education?
16. Explain about the psychological problems of adolescents?

(10 X 5 = 50 marks)

MAHATMA GANDHI UNIVERSITY

Part C

*(Answer any **five** questions. Each question carries **2** marks)*

PRIYADARSHINI HILLS
KOTTAYAM-686 560

17. Explain need for life skills development among secondary and higher secondary school students.
18. What are the merits and demerits of private control of education?
19. What do you mean by problems and strategies of Inclusive Education?
20. Explain how online testing and performance based evaluation can be practiced at higher secondary level.
21. Explain the Additional Skills Acquisition Programme in Kerala context.
22. List any four techniques for equalisation of educational opportunities at the secondary level.
23. Write a short note on Classroom testing and Assessment in the Qualitative Perspectives.

(5x2=10 marks)

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALISATION COURSE

EDU 917.1: ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION - ENGLISH

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

PRIYADARSHINI HILLS

Duration of Exam: 3 hrs **Number of Credits : 4**

KOTTAYAM-686 560

COURSE OBJECTIVES

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

1. gain an understanding of the nature of the language
2. become familiar with the linguistic, psychological and social processes underlying learning of language.
3. get an awareness about the various aspects and dimensions of teaching English as a Second Language in the schools and colleges in Kerala.
4. identify the theories of language acquisition.
5. Get an awareness about different approaches, methods and strategies for English language teaching.
6. internalize various sk8ills involved in teaching English.
7. apply the acquired skills in actual classroom situations.
8. understand the technique the teaching language and literature.
9. get an idea of the various traditional and technological various resources.
10. examine the various aspect related to assessment and evaluation.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR M.Ed. (M.Ed.) PROGRAMME

11. survey the various accepts related to teacher empowerment.

12. examine the various areas of research in language education.

13. gain an understanding of the nature, functions and implications of planning for teaching language.

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.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Unit 1: English language learning and Curriculum Development (15 Hours)

1.1 Objective of Teaching /Learning English as first, second and foreign language.

1.2 Factors and problems in second language acquisition

1.3 Scope of English language education – at school and college levels; at under graduate and post graduate teacher education programmes.

1.4 Principles of language curriculum constructions

1.5 Types –structural skill based, situational, notional–functional, communicative, discourse based.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit II: Theoretical Bases and policies for English Language Learning (10 hours)

2.1 Behaviourism

2.2 Cognitivism – Chomsky's LAD Universal grammar T.G Grammar.

2.3 Constructivism – Social Constructivism – Bandura, Vygotsky.

2.4 English Language policies in India.

Unit III English Language instruction (20 Hours)

3.1 Approaches and Methods- Communicative Approach Humanistic Approaches, CAT, E – learning, M- Learning.

3.2 Strategies and Techniques –Dramatization, Narrative Discourses and analysis, Conversation analysis, Mind mapping, Brain storming , Ability grouping, Group work and pair work, Techniques for individualization – differentiated assignments, classroom tasks, personalized system of instruction, self directed learning and understanding individual project.

3.3 Model of Teaching Synetics Jurisprudential Inquiry, Role play, Concept attainment and advance organizer models.

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Unit IV: Teaching language and literature (20 hours)

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4.1 Aims and objectives of Teaching Language and literature.

KOTTAYAM 686 560

4.2 Developing Language skills (basic, intermediate, advanced)-activities and assessment.

4.3 Innovate techniques for Teaching vocabulary, grammar, Literature – prose, poetry, drama fiction.

4.4 Developing lesson designs based on constructivist principals.

4.5 Resources for language learning -books, periodicals, libraries, community resources, virtual libraries, Smart classrooms, digitalized language laboratories, EDUSAT, web tools –blogs podcasts.

Curriculum for

Unit V: Teacher Empowerment Practices (15 Hours)

5.1 Pre-service and In–service training.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

5.2 Professional organizations and online Teacher networks.

Of

5.3 Reflective Teaching

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5.4 Teacher part folio

5.5 Copying with Professional stress.

5.6 Developing Communicative competence and soft skills.

Unit VI: Assessment and Research Perspectives in Language Education (10hours)

6.1 Type of tests- teacher made, achievement test, diagnostic test and standardized tests.

6.2 Trends in Assessment - Performance based assessment - Portfolio assessment, rubrics, and online assessment.

6.3 Research Trends in English Language education with special reference to instructional strategies and instructional materials.

6.4 Action research in English language education.

References

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

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Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FOURTH SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 917.1: ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION - ENGLISH

Time : Three Hours Maximum Marks:80

Part A

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(Answer any two questions. Each question carries 10 marks)

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1. Critically examine the development and teaching of English with reference to different English language policies in India.
2. Explain how the Communicative Approach contributes to English language teaching.
3. Examine the role of professional organizations and online teacher networks in fostering professional development of teachers.
4. Describe how various activities help to develop Writing Skills in English.

(2x10=20 marks)

Part B

Curriculum for

(Answer any Ten questions. Each question carries 5 marks)

5. Briefly discuss the problems in teaching English as a second language.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of

6. What are the different types of Curriculum?
7. Explain Chomsky's LAD.

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

8. How does E- Learning Help in English Language instruction?
9. Enumerate the techniques for individualization of English Language Learning.
10. Discus the relevance of synetics model of Teaching English in enhancing language creativity.
11. How will you plan a lesson in English based on constructivist principles?

12. Suggest some strategies for coping with professional stress among teachers.

13. How does a diagnostic test differ from an achievement test?

14. Examine the relevance of action research in English Language education.

15. Explain blogs and podcasts.

16. What are the principles of language curriculum construction

(10x5 = 50 Marks)

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

Part C.

(Answer any five questions. Each question carries 2 marks)

17. List out the humanistic approaches to English language Learning.

18. What do you mean by T.G Grammar?

19. Differentiate Between active and passive vocabulary in English.

20. Comment on the significance of narrative discourses in English Classroom.

21. What are the objectives of Teaching English literature at secondary school level?

22. Analyse the role of virtual library in English Language Learning.

23. How can you make use of rubrics in English Language instruction?

(5x2=10 Marks)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALISATION COURSE

EDU 917. 2 ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION- MALAYALAM

MAHATMA GANDHI UNIVERSITY

COURSE OUTLINE

PRIYADARSHINI HILLS

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

KOTTAYAM-686 560

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of the course the learner will be able to:-

1. Develop an understanding about the significance of teaching Malayalam language and literature at various levels of education
2. Internalize various skills involved in teaching Malayalam
3. Apply the theory acquired skills in the actual classroom situations
4. Acquaint with the pedagogy of Malayalam language and appropriate strategies of teaching and evaluation.
5. Understand the need for a scientific approach in the teaching of Malayalam language and literature
6. Acquaint with various areas of research in Malayalam language education
7. Examine the various aspects related to assessment and evaluation
8. Survey the various aspects in relation to teacher empowerment
9. Understand the modern trends in the evaluation of learning outcomes
10. Get an idea of the various traditional and technological learning resources
11. Gain an understanding of the nature, functions, and implications of planning for teaching languages

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit- I Theoretical Bases of Malayalam Language Education (16 hours)

1.1 Nature, origin and, growth, Development and characteristics of Malayalam language- level of structure-language learning. Relevant theories- the aims of teaching Mother tongue- Mother tongue as the medium of thought and communication of ideas, emotions, and experiences- means of developing imagination and aesthetic taste-creativity and language- language as cultural heritage and means to cultural development

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1.2 The Indian tradition: contribution of Panini, Patanjali and Bhartruhari, A.R. Rajaraja varma, Kuttikrishna marar, Sgeshagiri Prabhu, Ezhuthachan- songs, stories, folklore – Influence of media- The western tradition- behaviouristic approach- cognitive approach- constructivist approach- social constructivist approach- communicative approach-contributions of Dr. Hermen Gundert, Chomsky, Vygotsky- Generative grammar. Psycho linguistic approach- principles and psychology of language-learning. Physiological, sociological and philosophical bases of language learning- State Institute of languages- Role and significance in developing as medium of instruction

Unit- II Curriculum Development (16 hours)

2.1 General principles- foundations of curriculum- philosophical- Psychological sociological- Different types of curriculum- structural- skill based-situational- Notional- Functional- Communicative- Discourse based. The curriculum process and stages- selection of aims, goals and objectives. Role of curriculum in effective teaching and learning- role of teachers in curriculum development- Nature of Language curriculum, basic considerations in curriculum planning- modern trends in curriculum construction.

Review of National School Curriculum (2000)- NCF (2005)- NCF (2007)- Modern trends in curriculum construction-Critical analysis of Malayalam curriculum and textbooks newly implemented in Kerala.

2.2 Learning Resources

Text books- objectives- Principles of text book preparation- evaluation and improvement- Text book analysis procedure-supplementary reading materials- school library- its organization and use- selection of periodicals including journals- Use of community resources. Electronic dictionaries and grammers..

E-learning- M-learning- U-learning- Multimedia equipments- EDUSAT- Tele conferencing- virtual learning- virtual libraries- smart classrooms – web tools- Blogs- Podcasts- Moodle- Digitalized language laboratories- scope and functions of Victors channel in Kerala- Barriers in utilizing visual media in language education

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

Unit- III Instructional practices in Malayalam Education (16 hours)

Principles and theories of language learning. Theories of language acquisition – Environmentalist theory, Nativist theory, Interactionist theory. Critical pedagogy and other relevant theories regarding current practices at secondary and higher secondary level. Detailed study of multiple intelligence theory and its classroom implications with special reference to language education. Suitable models of teaching for Malayalam language- Synectics and Concept attainment Model.

Bloom's taxonomy of Educational objectives- Developing language skills: Basic, Intermediate and Advanced.

Curriculum for

Unit- IV Methods of teaching Malayalam Language and Literature (16 hours)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4.1 Teaching of prose- Aims of teaching prose lessons- language aspects, skills, vocabulary, Grammar, social aspects, language for instruction, language for cultural transmission, language and intellectual growth.

4.2 Teaching different forms of literature- appreciation and development of creativity- composition of different forms of literature in Malayalam - Poetry, Story, Drama, Biography, life sketch, Diary, Auto biography, Screen play- travelogue- preparation of reports.

4.3 Teaching of Poetry- aims of teaching poetry-methods of teaching poetry-Teaching of Grammar-place of grammar in language learning- Teaching fundamental and functional grammar- different methods of teaching grammar- Developing language skills- Teaching methods- oral approach-direct method- indirect method- structural method- inductive and deductive method- play way method- Activity oriented method- heuristic method

4.4 Techniques of Teaching

Questioning- Co-operative learning –Collaborative learning- Brain storming- Peer tutoring- Role play- Dramatization- Computer assisted instruction- Workshop-Symposia- Mastery learning- Buzz session- Debates- Method of Individualized assignments-reflective learning. The concept of techno-pedagogic content knowledge analysis (TPCKA)- E-twinning for professional growth/instructional growth. Practice teaching and internship programmes.

Unit- V Evaluation of learning outcomes (16 hours)

Evaluation- Formative, Summative CCE, Grading, CBCSS- Performance based assessments- portfolio assessment- Types of tests- Teacher made, Standardized tests – diagnostic tests, Achievement tests, diagnosis and remedial teaching. Different steps for standardization of an Achievement test. Variables of language testing- Elements and skills. Revised Bloom's taxonomy.

Evaluation techniques in Malayalam language skills- Modern trends- evaluation projects, seminars, group discussions, symposia, assessment using portfolio, rubrics- online assessment. Different assessment techniques used for discourses.

Evaluation of Language skills including listening, speaking, reading and writing-literature-music-Dance forms Folklore- Drama- techniques of self learning- Distance learning- Self directed learning- Tele conferencing- e-learning-Assessment of different skills

Unit- VI Empowering the Malayalam Teacher (10 hours)

Pre-service training, In-service training–Different modalities, Role of professional organizations like NCERT, SCERT and voluntary organizations and various Medias. Self developed routine practices using various electronic Medias and computer based resources,

Online teacher networks- Reflective teaching- Teacher portfolio- strategies of coping with personal and professional stress. Professional traits of a teacher- Need for professional development of teachers. Professional organizations- Teacher portfolio.

e-learning, m-learning, virtual libraries, web tools, blogs, podcasts, EDUSAT, Micro teaching, practicing various skills- developing teaching competencies- linking ICT enabled skills- developing criteria for evaluating teaching competence- practicing team teaching

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Research perspectives

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KOTTAYAM-686 560

A survey of recent research trends available which can be applied in Malayalam language education- Relevant areas of research in Malayalam education with special emphasis on curriculum revisions, pedagogy, testing and assessment, development of innovative techniques- Research gaps in Language education. Identification of research topics and preparation of research designs. Research journals- undertaking research publications- research on reflective teaching- action research- practitioner research- constructive research paradigm.

Advanced practicum

1. Preparation of lesson transcripts in Malayalam based on Synectics Model
2. Preparation of lesson transcripts in Malayalam based on Concept Attainment Model
3. Critically analyze a course book in Malayalam at Secondary/Higher secondary level
4. Prepare a lesson design based on any one modern instructional strategy
5. An action research on the problems faced by Malayalam learners at secondary level
6. Critically analyze the existing trends and techniques of evaluation
7. Prepare a multimedia learning package on any topic for developing communicative skill in Malayalam
8. Produce a short film in Malayalam
9. Publish a Malayalam periodical in weekly or monthly basis

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER

SPECIALISATION COURSE

EDU 917. 2 ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION- MALAYALAM

MODEL QUESTION PAPER

Contact Hours : 90 hrs | Maximum Mark : 80

Duration of Exam : 3 hrs | Number of Credits: 4

PART A

ഏതെങ്കിലുംരണ്ട്ചോദ്യങ്ങൾക്ക് ഉത്തരമെഴുതുക

(ഓരോന്നിനും 15 മാർക്ക്വീതം)

1. നിലവിലുള്ള അദ്ധ്യാപക പരിശീലന പദ്ധതികളുടെ ഗുണദോഷങ്ങൾ ചർച്ചചെയ്യുക.ഒരു ഭാഷാദ്ധ്യാപകന് തന്റെ അധ്യാപനശേഷിവർദ്ധിപ്പിക്കാനുതകുന്ന ഏതാനും നിർദ്ദേശങ്ങൾ മുന്നോട്ടുവയ്ക്കുക
2. പ്രാരംഭഘട്ടത്തിലെ ഭാഷാധ്യാപനത്തിന്റെവിവിധഉദ്ദേശ്യലക്ഷ്യങ്ങൾസംക്ഷിപതമായിവിവരിക്കുക
3. ആധുനികമലയാളഭാഷാപുരോഗതിക്കായിനടത്തിയിട്ടുള്ളഗവേഷണങ്ങളെവിമർശനാത്മകമായിവിലയിരുത്തുക
4. വിദ്യാർത്ഥികളുടെസമഗ്രവികസനത്തിനായിമൂല്യനിർണ്ണയപ്രക്രിയയെ എങ്ങനെയെല്ലാം ഫലപ്രദമായിവിനിയോഗിക്കാമെന്ന്ചർച്ചചെയ്യുക (15X2=30 മാർക്ക്)

PART B

ഏതെങ്കിലുംഎട്ട്ചോദ്യങ്ങൾക്ക് ഉത്തരമെഴുതുക

(ഓരോന്നിനും 5 മാർക്ക്വീതം)

5. അദ്ധ്യാപകശാക്തീകരണത്തിൽ പ്രൊഫഷണൽഓർഗനൈസേഷന്റെ പങ്ക് വിശദമാക്കുക
6. മലയാളഭാഷാപഠനത്തിന് പുതിയലക്ഷ്യങ്ങൾആവശ്യമാണോ?വിശദമാക്കുക
7. ഭാഷാപഠനത്തിന്റെപൊതുതത്വങ്ങൾ ഏവ?വിശദമാക്കുക.
8. പ്രൊജക്ടുകൾ, സെമിനാറുകൾ ഇവതയ്യാറാക്കുമ്പോൾ ശ്രദ്ധിക്കേണ്ട വസ്തുതകൾഎന്തെല്ലാം ?
9. വിവരസാങ്കേതികവിദ്യയുടെസാധ്യതകൾമലയാള ഭാഷാധ്യാപകന് ക്ലാസ്മുറികളിൽഎങ്ങനെയെല്ലാം പ്രയോജനപ്പെടുത്താമെന്ന്വിശദമാക്കുക
10. ക്രിയാഗവേഷണത്തിന്റെ (Action Research) വ്യത്യസ്തഘട്ടങ്ങൾ വിശദമാക്കുക
11. വാർഷികാസൂത്രണം(Year plan)ഏകകാസൂത്രണം(Unit plan) പാഠാസൂത്രണം(Lesson plan)ഇവവിശദമാക്കുക
12. ഒരുഭാഷാധ്യാപകനുണ്ടായിരിക്കേണ്ട സവിശേഷസിദ്ധികൾ എന്തെല്ലാം ?
13. അധ്യാപന മാതൃക (Models of Teaching) എന്നാലെന്ത്? ഏതെങ്കിലും രണ്ട് അധ്യാപന മാതൃകകൾ വിശദീകരിക്കുക
14. കൈയ്യക്ഷര നൈപുണികൾ വികസിപ്പിക്കാൻ കൊടുക്കാവുന്ന പ്രവർത്തനങ്ങളും അവയുടെമൂല്യനിർണയരീതികളുംവിശദമാക്കുക (8X5=40)

PART B

ഏതെങ്കിലുംഅഞ്ച്ചോദ്യങ്ങൾക്ക് ഉത്തരമെഴുതുക

(ഓരോന്നിനും 2മാർക്ക്വീതം)

15. നല്ല കൈയ്യക്ഷരത്തിനുവേണ്ടസവിശേഷതകൾ ഏവ?
16. ഭാഷാഭ്യാസനത്തെ സംബന്ധിച്ചിടത്തോളം പ്രാഥമികഘട്ടത്തിന്റെ പ്രാധാന്യം എന്ത്?
17. ഭാഷാപഠനത്തിൽശബ്ദാവലിപോഷണത്തിനുതകുന്ന 2 പ്രവർത്തനങ്ങൾ സൂചിപ്പിക്കുക
18. സിനറ്റിക്സ്(Synetics) മാതൃകയുടെപ്രത്യേകതകൾ ഏവ?
19. പ്രശ്നാധിഷ്ഠിതപാഠ്യപദ്ധതിഎന്നാലെന്ത്?
20. സ്വയംപഠനരീതിയുടെ(self learning)ഗുണവശങ്ങൾ ഏവ ?
21. കുട്ടികളുടെചിന്താനൈപുണികൾവികസിപ്പിക്കുന്നതിനുള്ള പഠനതന്ത്രങ്ങൾ ഏവ? (5X2=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALIZATION COURSE

EDU 917.3 : ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION – HINDI

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**

(80 External + 20 Internal)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to understand the various aspects and dimensions of teaching Hindi in the schools and colleges of Kerala
2. to internalise psychological theories of learning for effective transaction of curriculum
3. to internalise various skills involved in teaching Hindi and its application in actual classroom situations
4. to understand the various dimensions of curriculum and its relationship with the aims of education
5. to get acquainted with modern instructional practices
6. to assess the efficacy of methodologies and practices adopted in language education
7. to make use of information technology in Hindi teaching-learning process
8. to understand modern classroom evaluation practices
9. understand essential qualities, competencies and professional ethics of a teacher
10. understand the role of agencies and resources for teacher professionalism
11. understand the importance of research in the subject area

Curriculum for
CHOICE BASED CREDIT SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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.

Unit: I Historical perspectives of Hindi Language Education (10 hours)

1.1 Nature and scope of Hindi

1.2 General Principles of language learning

1.3 Psychological and Sociological factors associated with language development

1.4 Behaviourist, Cognitivist and Constructivist views of language learning (Theories of Skinner, Bruner, Piaget and Vygotsky)

1.5 Chomskyan theory of language acquisition – LAD – Universal Grammar

1.6 Theory of Multiple Intelligence –Its importance in languageeducation

1.7 Aims and Objectives of teaching Hindi – Objective Based Instruction- Bloom's Taxonomy of Instructional Objectives

1.8 Multi-lingual context in India – Language policies of India – Three Language Formula – Hindrances in teaching Hindi – Ways to remove obstacles

Unit: 2 Curriculum and Learning Resource development (25 hours)

2.1 Meaning- Definition and foundations

2.2 Curriculum planning – factors – Phases Curriculum and Syllabus

2.3 Principles of curriculum development – Approaches to Curriculum development

2.4 Approaches to curriculum organization (Topical, Concentric, Spiral,

Progressive and Regressive)

2.5Activity oriented, Child centred, Subject centred, Community based, Core and Hidden curriculum

2.6 Differentiated curriculum to meet individual differences (catering the needs of gifted, creative and slow learners)

2.7Types of Curriculum evaluation modes: Teacher evaluation of students, student evaluation of teachers, evaluation of learning outcomes and materials.

2.8 Curricular reforms and revisions with reference to NCF, KCF and NCERT – Critical analysis of the existing curriculum of schools and revised B.Ed syllabi of different Universities in Kerala

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

2.9 Learning resources – Text books – Principles of Text book preparation – Evaluation and improvement – Text book analysis – Supplementary reading materials – Selection of books – Journals – School library and its use – Different types of Audio-visual aids – Preparation of low cost teaching learning aids.

Importance of e - learning- m-learning - virtual library - smart classrooms - web tools - blogs- video conferencing – podcasts - digitalized language laboratory.

Unit 3 : Instructional Dynamics of Hindi Education (10 hours)

3.1 Methods, strategies and approaches of teaching Hindi - Direct method – Structural approach - Communicative language teaching – Co-operative language teaching – Collaborative language teaching – Brainstorming – Buzz sessions – Computer Assisted Instruction – Concept mapping – Brain based learning – Self - directed learning – Reciprocal teaching – Graphic organizers – Cognitive apprenticeship - Portfolio writing – Experiential learning- Reflective practices

3.2 Models of teaching – Introduction– Families of Models – Definition – Importance and features of Synectics model –Concept Attainment model – Inquiry Training model.

Unit 4: Methods of teaching different forms of literature and grammar

4.1 Teaching of prose: Aims of teaching prose lessons – Linguistic aspects – Development of language skills – Vocabulary and grammar – Ideational part – Cultural and Aesthetic growth. 4.2 Methods of teaching different forms of prose – drama, short story, biography, autobiography, preparation of reports, screenplays and development of different types of discourses.

4.3 Teaching of poetry: Aims of teaching poetry – Appreciation and development of creativity.

4.5 Teaching of grammar - Place of grammar in language learning - Different methods of teaching grammar.

4.6 Developing language skills – Different methods involved.

Unit 5: Evaluation of educational outcomes in Hindi (10 hours)

5.1Analysis of objectives and specifications relevant to Hindi instruction – Evaluation techniques – Continuous and comprehensive evaluation

5.2 Importance of achievement tests – Steps involved in the preparation of question papers – Teacher made and standardized tests.

5.3 Modern trends in evaluation process – projects, seminars, group discussion, peer assessment, self- assessment, portfolio, rubrics and on-line assessment.

5.4 Importance of educational diagnosis and remedial teaching.

Unit 6: Empowering the Hindi teacher (25 hours)

6.1 Professional development – Meaning and significance

6.2 Ways and means of developing professional competency-Pre-service and In-service courses

6.3 Continuous professional development – Need, effectiveness and stages – On-line teacher net -works- Podcasts-Virtual libraries-EDUSAT

6.4 Teacher as a Reflective practitioner

6.5 Agencies for professional development of teachers

6.6 Professional ethics of a teacher

6.7 Research perspectives – Recent research trends in Hindi language education – Undertaking of Action research.

PRACTICUM (Any two items)

1. Preparation of lesson designs for Secondary school students and preparing teacher text for the same.
2. Conduct of action research based on problems faced by students in learning Hindi at Secondary level.
3. Development of observation schedule for assessing practice teaching class and preparing reports.
4. Preparation of video learning programme for broadcasting in an educational channel.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTER DEGREE IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FOURTH SEMESTER

SPECILISATION COURES

EDU 917.3: ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION – HINDI

Time : Three Hours Maximum Marks: 80

Part-A

किन्हीं दो प्रश्नो के उतर लिखिए । प्रत्येक प्रश्न केलीए १५ अक।

1. भाषा शिक्षण में ‘‘बहुआयामी बुद्धी ‘‘को किस प्रकार होना चाहिए उद्दाहरण सहित व्यक्त कीजिए ।

2. व्याकरण शिक्षा का क्या महत्व है? इस विषय पर अपने विचार प्रकट करते हुए व्याकरण–शिक्षण के उद्देश्यों को स्पष्ट करें ।

3. हिन्दी–शिक्षक के सामान्य गुणो को स्पष्ट करें ।

4. दृश्य – श्रव्य साधन क्या होते है ? भाषा शिक्षण मे इन की महत्ता एंव आवश्यकता पर प्रकाश डालें।

(8×5=40)

Part-B

निम्न लिखित प्रश्नो मे से किन्हीं आठ प्रश्नो के उतर लिखिए । प्रत्येक पश्न केलिए ५ अंक।

5. हिन्दी कविता – शिक्षण के महत्व पर संक्षिप्त टिप्पणी लिखिए।

6. जीन प्याजे के प्रमुख योगदानो का वर्णन कीजिए।

7. भाषा सीखने के सम्बन्ध में मनोवैज्ञानिक तथ्यों का उल्लेख कीजिए।

8. सफल मुल्यांकन केलिए शिक्षण–उद्देश्यों का ज्ञान क्यों आवश्यक है ? ‘‘ब्लूम टाक्सोणमि’’ द्वारा स्पष्ट कीजिए।

9. मातृभाषा मे निदानात्मक शिक्षण किस उद्देश्य से किया जाता है ? दोनों प्रकार के शिक्षण प्रकिया को संक्षेप में लिखें ।

10. पाठ्य-पुस्तकों के गुण-दोषों पर प्रकाश डालिए।

11. द्वितीय भाषा हिन्दी शिक्षण की प्रमुख विधीयों को स्पष्ट कीजिए ?

12. भाषा शिक्षण में " ज्ञान-निर्मितिवाद "के प्रयोग कैसा होना चाहिए। स्पष्ट कीजिए ?

13. प्रत्यय निष्पत्ति प्रतिमान (Concept Attainment Model) के चरणों को सोदाहरण स्पष्ट कीजिए।

14. कंम्यूटर सहारा शिक्षण (Computer Assisted Instruction) - टिम्पणी लिखिए ।

15. रंगमंच अभिनय प्रणाली से क्या तात्पर्य है ?

16. हिन्दी की आधुनिक मुल्यांकन पद्धति पर विचार कीजिए ।

(8×5=40)

Part-C

निम्नलिखित पाँच प्रश्नों के उत्तर संक्षेप में लिखिए । हर प्रश्न केलिए २ अंक।

17. पाठ्यक्रम का अर्थ क्या हैं ?

18. भाषा-शिक्षण के सामान्य उद्देश्य क्या हैं ?

19. उपचारात्मक शिक्षण का प्रमुख उद्देश्य क्या हैं ?

20. व्याकरण शिक्षण के दो प्रमुख उद्देश्य लिखिए ।

21. योजना विधि के मुख्य सोपान क्या-क्या हैं ?

22. सामाजिक ज्ञाननिर्मितिवाद में अध्यापक की भूमिका क्या हैं ?

23. ब्रूणर के अनुसार अध्यापक कैसे होना चाहिए ?

(5×2=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALIZATION COURSE

EDU 917.4 : ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION – SANSKRIT

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**

(External 80, Internal 20)

Duration of Exam: 3 hrs **Number of Credits : 4**

OBJECTIVES

On completion of the course the learner will be able

1. to get an awareness about the various dimensions and objectives of teaching Sanskrit language up to the higher secondary level.
2. to identify the principles theories and historical aspects of languages acquisition in the various stages of human development.
3. to internalize the linguistic, psychological and social processes underlining learning of Sanskrit language and literature.
4. to get an idea about the foundations of Sanskrit curriculum and steps involved in the construction of language curriculum.
5. to gain an understanding of the innovative instructional practices in Sanskrit curriculum transaction
6. to develop textbook lessons and teacher texts in Sanskrit language.
7. to produce supplementary learning materials and learning aids in Sanskrit using modern technological devices.
8. to internalize and apply various skills involved in teaching Sanskrit.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

9. to formulate framework for analyzing approaches for differentiating between teaching language and teaching literature
10. to understand the methods and techniques of teaching Sanskrit language and literature
11. to get an idea of the various traditional and technological learning resources in Sanskrit.
12. to understand the modern trends in the evaluation of learning outcomes in Sanskrit.
13. to examine the various aspects related to assessment and evaluation in Sanskrit education.
14. to construct and apply different types of evaluation tools in Sanskrit at different levels .
15. to survey the various aspects in relation to teacher empowerment and utilize the same.
16. to examine various areas of research in Sanskrit language and education.
17. to undertake small research projects related to Sanskrit language learning and teaching.
18. to gain an understanding of the nature, functions and implications of planning for teaching Sanskrit

MODE OF TRANSACTION

Lecture-cum-demonstration, Power point presentation, General Discussion, Group Discussion, Brain storming, Video Presentation, Interview, Guest Lecture, , Problem solving, Assignment, seminar, Project work , Case study, Group work, Creative work shop, Resource centre visit , Video conferencing, Voice/ Vedio Chatting with Scholars, listening radio programmes based on Sanskrit, Visiting Places of Sanskrit importance , Visiting Sanskrit villages and interacting with Sanskrit Speaking people- Conducting Communicative Sanskrit classes.

Unit -1. Historical and theoretical Basis of Sanskrit Language and Learning (12 hrs)

1.1 Nature and scope of Sanskrit Education.

Origin and Development of Sanskrit Language – Linguistic structure of Sanskrit - Sanskrit as the mother of all Indian languages – Influence of Sanskrit on various sciences and languages - Nature and relevance of Sanskrit Education - Aims objectives and values of learning Sanskrit at different levels from primary to higher education – Relevance o f Sanskrit Education in the Modern era – Status of Sanskrit Education in India and foreign countries – Issues in Sanskrit Education – Multilingual context in India

– Constitutional provisions regarding language education and their impact - language policies in Indian Education – Three language formula and Sanskrit.

1.2 Theoretical Basis of Sanskrit Learning

General principles of language learning – Stages of language development - Psychological and sociological factors in language development –Individual differences in learning of Sanskrit – Identifying catering the needs of gifted, slow learners, low achievers and under achievers – Learner factors in second language acquisition (age, sex, intelligence , aptitude, motivation, personality disposition, cognitive style and attitude) Motivational techniques in teaching of Sanskrit – Learner centered approach.
Theories in language acquisition – Behaviorism – cognitivism – Chomsky LAD – Universal grammar – Transformative grammar - generative grammar - social constructivism – Theory of multiple intelligence of Howard Gardner – Blooms Taxonomy of Educational objectives.

Unit – II Curriculum Development (16 hrs.)

2.1 Language Curriculum Construction –

General Principles – Foundations of curriculum – Philosophical – Psychological – sociological - Different types of Curriculum – Structural – Skill based –Situational – Notional – Functional – Communicative – Discourse based
Review of National school curriculum (2000) – NCF (2005) – KCF (2007) – Modern trends in curriculum construction – Critical analysis of Sanskrit curriculum and textbooks newly implemented in Kerala

2.2. Learning Resources

Text books – objectives –Principles of text book preparation – evaluation and improvement – Text book analysis procedure – Supplementary reading materials- school library – its organization and use – selection of books journals and other periodicals – Use of community resources.

E-learning – M-learning - Virtual libraries – Smart classrooms- Web tools –Blogs – podcasts –Digitalized language laboratories – EDUSAT – Scope and functions of Victors channel in Kerala – Barriers in utilizing Visual Media in education.

Unit – III Instructional Dynamics of Language Education (16 hrs)

3.1 Direct method, Bilingualism and multilingualism, Communicative approach, Humanistic approach.

Language games , role play, dramatization, collaborative learning, ability grouping, group work and pair work, learning through narratives and discourses, Brain storming, C.A.I , mind mapping, portfolio writing, graphic organizers.

3.2 Models of teaching – families – Elements – synectics, Jurisprudential inquiry model, Advance Organizer model, Group investigation model

3.3 Blooms Taxonomy of Educational objectives – Developing language skills: basic ,Intermediate Advanced

Unit – IV Methods of Teaching Sanskrit Language and Literature (16 hrs)

4.1 Teaching of prose – Aims of teaching prose lessons – language aspects, skills , vocabulary, Grammar, social aspects, language for instruction, language for cultural transmission, language and intellectual growth.

4.2 Teaching different forms of literature – appreciation and development of creativity - composition of different forms of literature in Sanskrit - Poetry, Story, Drama, Biography, life sketch, Diary, Auto biography, , Screen play – travelogue - preparation of reports.

4.3 Teaching of Poetry – aims of teaching Poetry – methods of teaching poetry,

4.4 Teaching of prosody – teaching of meter.

4.5 Teaching of Teaching of grammar – place of grammar in language learning – teaching fundamental and functional grammar – different methods of teaching grammar. Developing language skills –

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4.6 Teaching methods – Oral approach –direct method – indirect method – structural method – inductive and deductive method- playway method- Activity oriented method – heuristic method

Techniques of teaching

Questioning, Co-operative learning-Collaborative learning - Brain storming - Peer tutoring - Role play- Dramatization - Computer assisted instruction, Workshop - symposia -mastery learning, Buzz session, Debates, method of Individualized assignments - reflective teaching

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Unit – V Evaluation of Learning outcomes (16 hrs)

5.1 Evaluation techniques in Sanskrit language skills

Modern trends – evaluating projects, seminars, group discussions, symposia, assessment using port folio, rubrics, -online assessment.

5.2 Assessment Practices – Formative, summative, continuous and comprehensive evaluation (CCE) – Grading direct – indirect – CBCSS – Performance based assessments- portfolio assessment

5.3 Types of tests – teacher made , Standardized tests – diagnostic tests, achievement test, diagnosis and remedial teaching

5.4 Evaluation of Language skills –literature –music –Dance forms Folklore –Drama – techniques of self learning – Distance learning , Self directed learning, Tele conferencing – e-learing

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit – VI Teacher Empowerment (14 hrs)

Pre service Training , In service training, -Role of Professional organizations like N.C.E.R.T., S.C.E.R.T. and voluntary organizations and various medias. Self developed routine practices using various electronic medias and computer based resources.

- On line teacher networks, Reflective teaching, Teacher portfolio, Strategies of coping with professional stress, Developing communicative competence in Sanskrit using various resources and spoken Sanskrit classes.
- e-learning, m-learnig, virtual libraries, webtools, blogs , podcasts, Edusat,
- Micro teaching – practicing various skills -developing teaching competencies – linking ICT enabled skills – developing criteria for evaluating teaching competence – Practicing team teaching.

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Research Perspectives

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Recent research trends in Sanskrit language education, Undertaking action research based on teahing and learning of Sanskrit.

ADVANCED PRACTICUM (Any two)

1. Develop a Sanskrit lesson for secondary level text book and prepare a Teacher text for the same.
2. Conduct an Action Research based on any problem faced in Sanskrit teaching and learning.
3. Prepare a multimedia learning package on any topic for developing communication skill in Sanskrit.
4. Visit a Sanskrit related place like a Sanskrit village, Sanskrit University etc. and prepare a feature for Sanskrit news paper

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

REFERENCES

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2. The Problems of Sanskrit Teaching - Hupanikar

3. *Samskrita Sikshanavidhi* – Praghunatha Saphay

4. *Samskrita Adhyaparva* – Viswanatha Sarma

5. *Samskrita Siksha* – Ramasuklapandya

6. Methods of Teaching Sanskrit – Professor Rama Varma

7. Principles of Language Teaching – Palmer

8. Language in Education –Michael West

9. On Teaching Poetry – Haddon

10. Practical Sanskrit Grammar – PRD Sarma

11. History of Sanskrit Literature – Keith

12. History of Sanskrit Literature – Macdonel

13. *Rasa* and *Dhvani* – Dr. A. Sankaran

14. *Kuvalayananda* – Appayyadikshita

15. *Laghusidhanta Kaumudi*

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FOURTH SEMESTER EXAMINATION

SPECIALIZATION COURSE

EDU 917.4 : ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION – SANSKRIT

Time: 3 Hrs **Max. Marks: 80**

Part A

*(Answer any **two** questions. Each question carries **10** marks)*

1. इतरभारतीयभाषासु साहित्ये च संस्कृतभाषायाः प्रभावमधिकृत्य विस्तरेण प्रतिपादयत।
2. ज्ञाननिर्मितिवादं बहुमुखसिद्धान्तञ्च संस्कृतशिक्षणविधौ कथं युज्यतेति चिन्तयत।
3. संस्कृतपाठ्यचर्यायाः रूपवत्करणे श्रद्धेयानंशान् सविस्तरं प्रतिपादयत।
4. संस्कृतकाव्यशिक्षणस्य प्रयोजनानि काव्यशिक्षणविधिञ्च विवृणुत।

(2x10=20 marks)

Part B

*(Answer any **ten** questions. Each question carries **5** marks)*

5. विद्यायाः महत्वप्रतिपादकं श्लोकमेकं विलिख्य अन्वयमाशयञ्च लिखत।
6. संस्कृताध्यापकेन अपेक्षिताः गुणाः के?
7. संस्कृताध्यापने उपयुक्तानि त्रीणि तन्त्राण्यधिकृत्य विशदयत।
8. संस्कृतभाषायां आनुकालिकप्रसिद्धीकरणानि कानि? लघुविवरणं लिखत।
9. SCERT, NCERT संस्थायोः नियोगः कः?

10. नूतनसंस्कृतपाठ्यचर्यायाः सविशेषताः निरूपयत।
11. संस्कृतपठने पाठपुस्तकस्य स्थानं विशदयत।
12. संस्कृतपठनाय अन्तेर्जालस्य उपयोगः कियन्मात्रमिति निरूपयत।
13. अध्यापनमातृकाः (Models of teaching) अधिकृत्य प्रतिपादयत।
14. संस्कृतपठने मूल्यनिर्णयस्य प्राधान्यं निरूपयत।
15 KCF, N.C.F नियोगः कः ?
16 CBCSS लघुविवरणं लिखत।

(10x5=50 Marks)

Part C

*(Answer any **five** questions. Each question carries 2 marks)*

17. सुभाषितपठनस्य प्रयोजनं लिखत।
18. व्याकरणपठनस्य उद्देश्यानि कानि।
19. उच्चारणदोषस्य कारणानि लिखत।
20. संस्कृतसंभाषणपरिशीलनस्य आवश्यकता का?
21. संस्कृतपठनस्य प्रयोजनानि लिखत।
22. प्रमुखानि संस्कृतपठनतन्त्राणि कानि?
23. भाषापठनस्य सामान्यतत्वानि लिखत?

(5x2=10 Marks)

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALISATION COURSE

EDU 917.5 ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF LANGUAGE EDUCATION- ARABIC

MAHATMA GANDHI UNIVERSITY

COURSE OUTLINE

PRIYADARSHINI HILLS

Contact Hours : 90 hrs Maximum Mark : 100

(External 80, Internal 20)

KOTTAYAM-686 560

Duration of Exam : 3 hrs Number of Credits: 4

COURSE OBJECTIVES

On completion of the course, the learner will be able to

1. to understand the various aspects and dimensions of teaching Arabic in the Schools and colleges of Kerala
2. gain an understanding of the nature of language
3. become familiar with the linguistic, psychological and social processes underlying learning of language
4. get an idea about the trends and phases in curriculum construction in language education
5. to understand the various dimensions of curriculum and its relationship with the aims of education
6. gain an understanding of the innovative instructional practices in Arabic curriculum transaction
7. develop textbook lessons and teacher texts in Arabic language
8. get an idea about the various traditional and technological learning resources in Arabic
9. examine the various aspects related to assessment and evaluation in Arabic education
10. examine various areas of research in Arabic language and education
11. get acquainted with the pedagogical practices and evaluation of Arabic language

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit – I Historical and Theoretical Basis of Arabic Language Education

1.1 Nature and Scope of Arabic Education (16 hours)

Nature, origin and, growth and characteristics of Arabic language-First language, second language and foreign language-Arabic as a second language- Linguistic structure of Arabic-Influence of Arabic on various sciences and languages- Nature and relevance of Arabic Education –Aims, objectives and values of learning Arabic at different levels from primary to higher education- scope of Arabic language education at different levels of schooling and higher education- problems of teaching Arabic as a language- suggestive measures to overcome problems of learning Arabic-Relevance of Arabic in Modern era- status of Arabic Education in India and foreign countries- Issues in Arabic education- Multilingual context in India- constitutional provisions regarding language education and their impact- language policies in Indian education- psychological and social processes that underlie learning of language

1.2 Theoretical Basis of Arabic Education

General principles of Language learning- stages of language development-psychological and sociological factors in language development-Individual differences in learning of Arabic-Identifying the needs of gifted, slow learners, low achievers and under achievers- Learner factors in second language acquisition (age, sex, intelligence, aptitude, motivation, personality disposition, cognitive style and attitude)- Motivational techniques in teaching of Arabic-Learner centered approach- Theories of Arabic language acquisition- Cognitivism-Behaviourism- Constructivism- Social constructivism-Psycho linguistic theories-Chomskian concept of language development-Arabic language: phonology, morphology, syntax and semantics-Arabic language policies in India- Theory of Multiple Intelligence of Howard Gardener- Blooms taxonomy of Educational objectives

Unit – II Curriculum Development (16 hours)

2.1 Language Curriculum Construction

General principles of Curriculum construction- Foundations of curriculum- Philosophical – Psychological- sociological- Different types of curriculum- structural, skill based situational,

national, functional communicative- discourse based- Topical- Concentric- Spiral- Review of National School Curriculum (2000)- NCF (2005)- NCF (2007)- Modern trends in curriculum construction-Critical analysis of Arabic curriculum and textbooks newly implemented in Kerala

2.2 Learning Resources

Text books- objectives- Principles of text book preparation- evaluation and improvement- Text book analysis procedure-supplementary reading materials- school library- its organization and use- selection of periodicals including journals- Use of community resources

E-learning- M-learning- U-learning- Multimedia equipments- EDUSAT- Tele conferencing- virtual learning- virtual libraries- smart classrooms – web tools- Blogs- Podcasts- Moodle- Digitalized language laboratories- scope and functions of Victors channel in Kerala- Barriers in utilizing visual media in language education

Unit – III Instructional Dynamics of Arabic Education (16 hours)

3.1 Direct method- communicative approach- Humanistic approach – Constructivist approach- Issue based approach. Teaching methods- direct method, indirect method, inductive-deductive, play way, activity oriented, project, problem-based, heuristic, dramatization, self directed learning, co-operative learning, collaborative learning, reflective learning, brain based learning. Language games- role play- dramatization- ability grouping- group work and pair work- learning through narratives and discourses- Brain storming- CAI- Mind mapping- portfolio writing- graphic organizers

3.2 Models of teaching- families- Elements- Synectics, Jurisprudential inquiry model, Advance organizer Model, Group Investigation model

3.3 Blooms taxonomy of Educational objectives- Developing language skills(Basic, Intermediate and Advanced)- Activities for developing skills- Evaluation of skills- Mentoring skills

MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) of TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit- IV Methods of Teaching Arabic Language and Literature (16 hours)

4.1 Teaching of prose- Aims of teaching prose lessons- language aspects, skills, vocabulary, Grammar, social aspects, language for instruction, language for cultural transmission, language and intellectual growth.

4.2 Teaching different forms of literature- appreciation and development of creativity- composition of different forms of literature in Arabic- Poetry, Story, Drama, Biography, life sketch, Diary, Auto biography, Screen play- travelogue- preparation of reports.

4.3 teaching of Poetry- aims of teaching poetry-methods of teaching poetry-Teaching of Grammar-place of grammar in language learning- Teaching fundamental and functional grammar- different methods of teaching grammar- Developing language skills- Teaching methods- oral approach-direc t method- indirect method- structural method- inductive and deductive method- play way method- Activity oriented method- heuristic method

4.4 Techniques of Teaching

Questioning- Co-operative learning –Collaborative learning- Brain storming- Peer tutoring- Role play- Dramatization- Computer assisted instruction- Workshop-Symposia- Mastery learning- Buzz session- Debates- Method of Individualized assignments-reflective learning. The concept of techno-pedagogic content knowledge analysis (TPCKA)- E-twinning for professional growth/instructional growth. Practice teaching and internship programmes

Unit- V Evaluation of Learning Outcomes (16 hours)

5.1 Evaluation techniques in Arabic language skills

Evaluation- Formative, Summative CCE, Grading, CBCSS- Performance based assessments- portfolio assessment- Types of tests- Teacher made, Standardized tests – diagnostic tests, Achievement tests, diagnosis and remedial teaching

Evaluation techniques in Arabic language skills- Modern trends- evaluation projects, seminars, group discussions, symposia, assessment using portfolio, rubrics- online assessment

Evaluation of Language skills-literature-music-Dance forms Folklore- Drama- techniques of self learning- Distance learning- Self directed learning- Tele conferencing- e-learning.

MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 Curriculum for CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) Of TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit-VI Teacher Empowerment (14 hours)

Pre- service training, In service training – Role of professional organizations like NCERT, SCERT and voluntary organizations and various medias. Self developed routine practices using various electronic medias and computer based resources,

Online teacher networks- Reflective teaching- Teacher portfolio- strategies of coping with professi onal stress- Developing communicative competence in Arabic using various resources and spoken Arabic classes.

e-learning, m-learning, virtual libraries, web tools, blogs, podcasts, EDUSAT, Micro teaching, practicing various skills- developing teaching competencies- linking ICT enabled skills- developing criteria for evaluating teaching competence- practicing team teaching

Research perspectives

Recent research trends in Arabic language education- Research journals- undertaking research publications- research on reflective teaching- action research- practitioner research- constructive research paradigm. R eview of latest research studies on Arabic Language Education with special emphasis on curriculum revisions, pedagogy, testing and assessment, development of innovative techniques- Research gaps in Language education

ADVANCED PRACTICUM

1. Critically analyze a course book in Arabic at Secondary/Higher secondary level
2. Prepare a lesson design based on any one modern instructional strategy
3. An action research on the problems faced by Arabic learners at secondary level
4. Critically analyze the existing trends and techniques of evaluation
5. Develop an observation schedule for assessing an Arabic class at undergraduate level and prepare a report on the observed class
6. Prepare a multimedia learning package on any topic for developing communicative skill in Arabic
7. Produce a short film in Arabic
8. Publish an Arabic periodical in weekly or monthly basis

References

Brown, G., & Yule, G. (1983). Discourse analysis. Cambridge: Cambridge university press

O'Malley, M.J., & Chamot, U.A. (1990). Learning strategies in second language Acquisition. Cambridge: Cambridge university press

Mentis, M., & Mentis, M. (2008). Mediated learning. New Delhi: SAGE publications India Pvt. Ltd.

Adel, E., & Janet, L. (1988). Arabic at your finger tips. London: Routledge.

Haris, W., & Cowan, M.J. (1976). A dictionary of modern written Arabic. New York: Spoken language services.

Wright, W. (1984). A grammar of Arabic Language. New Delhi: S. Chand and company.

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KOTTAYAM-686 560

Curriculum for

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

Of

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATHMA GANDHI UNIVERSITY

M.Ed Degree Fourth Semester Examination

Specialization Course

EDU 917.5 Advanced Methodology And Pedagogical Practice of Language Education-Arabic

MAHATMA GANDHI UNIVERSITY

Time: 3Hrs **Max.Marks: 80**

PRIYADARSHINI HILLS
KOTTAYAM-686560

Part A

(*Answer any two questions. Each question carries 10 marks)*

1. اشرح عن النظرية القواعد العمومية لذى تشومسكي

2. ما هي المشاكل في تدريس اللغة العربية ؟ اقتراح الحلول للتغلب على المشاكل؟

3. اشرح عن طريقة التدريب لإستفهامي باستخدام خطة الدرس

4.اشرح تصنيف بلوم للأهداف التربوية

(2×10=20)

Part B

(*Answer any Ten questions. Each question carries 5 marks)*

Curriculum of

5. أهداف وقيم تعلم اللغة العربية في المرحلة الابتداعي.

6. اشرح تقنيات تقييم مستمر وشامل.

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)

7. اشرح الطرق المختلفة لتكنولوجيا المعلومات والاتصالات في تدريس اللغة.

8. كيف يمكنك استخدام الأسلوب النشاط الموجه في قواعد اللغة التدريس؟

OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

9. اشرح التعلم التعاوني والتعلم المشاركة.

10. اشرح الفرق بين التقييم التكويني والتقييم التجميعي.

11. كيف كنت تدير بطيئي التعلم في الفصول الدراسية الخاصة بك في التعلم التقدم.

12. اشرح التقنيات الحديثة في تقييم العربية.

13. اكتب عن مبادئ إعداد الكتب المدرسية.

14. اشرح عن لأنواع المناهج الدراسية.

15. ما دور مدرّس العة العربية في تحقيقي الأهداف العامة للمناهج الدراسية في المدارس؟

16. ما هي مساهمات كى. سي . اف 2007 ؟ (10×5=50)

Part C

(*Answer any five questions. Each question carries 2 marks)*

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17. تعريف المكتبة الافتراضية.

18. ما هو التشكل؟

19. ما طريقة التربوية؟

20. ماذا تقصد عن طريق التعلم العاكس؟

21. ما هي العوامل المؤثرة في اكتساب اللغة؟

22. ماذا تقصد عن طريق التعلم الإلكتروني؟

23. ما هي الفرق بين الطريقة الاستقرائية والطريقة الإستذلالية؟

(5×2=10)

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALISATION COURSE

EDU 917.6 : ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF MATHEMATICS EDUCATION

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

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

1. appreciate the abstract nature of mathematics
2. distinguish between the roles of Pure and Applied Mathematician
3. develop the skill of solving real –life problems through mathematical modeling as an art
4. develop the skill of using various methods of teaching Mathematics
5. develop the an awareness towards the structure of Mathematics
6. develop the skill of constructing test items
7. adopt different strategies of evaluation
8. highlight the significance of Mathematics Laboratory & Mathematics Club
9. develop the skills required for Action Research in Mathematics
10. develops positive attitude towards profession
11. explores avenues of professional growth

MODE OF TRANSACTION

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

COURSE CONTENT

Unit I: NATURE , OBJECTIVES OF TEACHING MATHEMATIOCS (10 hrs)

1.1 Abstractness of Mathematics; Distinction between Mathematics and Science; Distinction roles of Pure and Applied Mathematicians; Mathematization; Aesthetic aspect of Mathematics; Historical development of Mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc; Teaching of Mathematical Modeling

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, Burner, Gagne, Vygotsky, Ausubel, Richard Suchman and Gardner for Mathematics Education and learning

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KOTTAYAM-686 560

Unit II : STRATEGIES OF TEACHING MATHEMATICS(15 hrs)

2.1 Methods of teaching Mathematics-Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving Skills-stages in problem solving techniques to improve problem solving skills (Polya method); Competence based approach to teaching mathematics; constructivisit approach in teaching of Mathematics; Computer based instructions;

2.2 Models- Information Processing Models
Concept Attainment Model
Advance Organizer Model
Inquiry Training Model
Inductive Thinking Model
Congnitive Growth Model

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

Unit III: STRUCTURE OF MATHEMATICS (20 hrs)

Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them; Types of Theorems such as Existence and Uniqueness theorems etc; 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.

Unit IV : MATHEMATICS CURRICULUM (15 hrs)

Curriculum Development- Approaches and Patterns-Criteria for selection and organization of contents

New trends in the development and transaction of mathematics curriculum

Different curricula-Horizontal curricula- Horizontal and Vertical Acceleration-Enrichment Programmes-individualized instruction

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Unit V EVALUATION IN MATHEMATICS (15 hrs)

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KOTTAYAM-686 560

Concept of Evaluation in Teaching –Learning process(Formative, Summative, Criterion, Diagnostic);Role of Evaluation in Teaching –Learning process; 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, Very Short answer type and objective type; Construction of unit test (Blue print, construction of items, administration, scoring & interpretation);

Unit VI PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER (15 hrs)

Research in Mathematics education (focusing on Problem-Solving Ability & diagnostic studies);Action Research in Mathematics; Use and preparation of teaching aids; Development of Mathematics Laboratory and Organizing Mathematics Club; Ethics of teaching profession; Need for recurrent education; 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

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

PRACTICUM (Any two items)

1. Assignment on construction of Test items for a Unit
2. Analysis of famous quotations on Mathematics
3. Preparation & use of teaching aids
4. Conducting mathematics Olympiads (school level)

REFERENCES

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Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FOURTH SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 917.6 ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF MATHEMATICS EDUCATION

Time: 3 Hrs **Max. Marks: 80**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

PART A

(Answer any 2 questions. Each carries 10 marks)

1. Construct and standardize an achievement test in mathematics
2. Describe the new trends in the development and transaction of mathematics curriculum
3. Write down the contributions of Bruner for present mathematics teaching and learning in secondary and higher secondary school curriculum.
4. Describe cognitive growth model with the help of any one topic in secondary mathematics curriculum

(2x10=20 marks)

PART B

(Answer any 10 questions. Each carries 5 marks)

5. Describe pure and applied mathematics.
6. Discuss the aims and objectives of teaching mathematics at secondary and higher secondary levels.
7. As a mathematics teacher how can you enhance transfer of learning in class room.
8. Explain the means to improve problem solving skills in mathematics of school children.
9. Point out the significance of competence based approach in mathematics teaching.
10. Explain different types of mathematics curricula with examples.
11. What are the differences between formative and summative evaluation in mathematics.
12. How will you identify different types of mistakes of students while learning mathematics and mention the remedial measures to avert it.
13. Briefly describe the research carried out in mathematics education with special reference to problem-solving ability and diagnostic studies.

14. Outline the various forms of professional development practice among mathematics teachers.
15. Explain horizontal and vertical acceleration.
16. Discuss the aesthetic aspect of Mathematics.

(10x5=50 marks)

PART C

(Answer any 5 questions. Each carries 2 marks)

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KOTTAYAM-686 560

17. Define abstractness of mathematics.
18. Write two contributions each of Gauss and Ramanujan to mathematics.
19. What do you mean by mathematics modeling.
20. List out the phases of Advance Organizer Model.
21. Define Axioms. Write two axioms in mathematics.
22. Note down the different types of test items in mathematics with examples.
23. Briefly explain the needs for recurrent education in mathematics.

(5x2=10 marks)

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALISATION COURSE

EDU 917.7 : ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SCIENCE EDUCATION

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the students will:

1. understand the features of Science Education
2. explore the areas of paradigm shift in Science Education
3. describe various modes of curriculum development
4. explain various considerations for curriculum development
5. describe various guiding principles for selection and organisation of learning experiences.
6. discuss various issues in curriculum development
7. develop the skills needed for designing the science curriculum and for developing support materials for curriculum transaction
8. understand the need to evaluate curricula and evaluate the same on the basis of different validities;
9. know about and critically study innovative curricular efforts in India and abroad;
10. understand diversity of instructional materials, their role and the need for contextualization in science education;
11. appreciate the role of co-curricular activities in science education;
12. understand the Constructivist approach to science instruction;
13. understand the role of assessment in the teaching –learning process in science;

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

14. familiarize with new, innovative trends in assessment;
15. analyze the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.
16. develop understanding of the process of In-service education,
17. use various methods and techniques for the identification of training needs,
18. use various techniques for the evaluation of In-service teacher education programmes,
19. reflect on issues, concerns and problems of teacher in-service education,
20. appreciate the use of ICT for the professional development of teachers.
21. appreciating the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned,
22. preparing a conducive teaching learning environment in varied school settings,
23. identify and utilize existing resources for promoting inclusive practice
24. understand the research findings in science education for improving practices related to Science Education

MODE OF TRANSACTION

Group discussion, Lecture-cum –discussion, Panel discussion, Seminars, Symposium, Reports, Research Journals, reading additional resources provided on web-based students study sites, individual and group exercises, School visits and sharing of experiences.

COURSE CONTENT

Unit I: Nature and Objectives of Science Education (10 hrs)

1.1 Evolution of Science and Science Education over the centuries.

1.2 Social significance of Science Education

1.3 Goals and Trends in Science education - at national and international level.

1.4 Goals given by various National education Commissions - National Curriculum Framework.

1.5 Relevance of Science Education at Primary, Secondary and Tertiary levels.

1.6 Taxonomy of Educational Objectives- Bloom, Anderson and Krathwohl, Simpson, Dave, Harrow, Mc Comark & Yager.

1.7 Integrating the Taxonomies for Science Education

Unit II: Science Curricula (20 hrs)

2.1 Curriculum: concept and types of curriculum

2.2 Curriculum planning - Science Curriculum planning, Issues in Science Curriculum planning.

2.3 Basic considerations of Curriculum Development - Content driven curriculum, Objective driven curriculum, Process driven curriculum. Different Approaches - Discipline wise, Unified, Interdisciplinary, Condensed, integrated and correlated curriculum- Hidden Curriculum.

2.4 Assessment of Science curriculum: content, cognitive, process, historical, environmental, ethical. Taxonomy for curriculum development in Science Education.

2.5 Curricular Innovations and interventions in India - Reforms by NCERT, SSA, DPEP, NCF, reforms by KCF in Kerala. Study of various curricular projects in science in abroad -PSSC, HPP,CHEM study, CBA,SAPA, BSCS, Nuffield Sciences.

2.6 Science syllabus revision in Kerala - from Primary to Higher Secondary level.

Unit III: Psychological Bases of Science Education (15 hrs)

3.1.Psychological approach in Science Education- Approaches to Teaching-learning, Behaviouristic approach, Systematic approach; Cognitivistic approach, Constructivist approach.

3.2.Learning as construction of knowledge; meta cognition, socio-cultural mediation, experimental learning, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field.

3.3.Critical appraisal of the contributions of Piaget, Bruner, Gagne, Ausubel and Vygotsky with reference to Science Education. Importance of individual differences-concept of multiple intelligence-Gardner, Sternberg.

Unit IV: Instructional Dynamics of Science Education (25 hrs)

4.1.Constructivist paradigm and its implications for Science learning.

4.2.Approaches to science learning: Process and product approach, enquiry approach, stable and fluid enquiry approach, pure and guided discovery approach, inductive - deductive approach, Conceptual - Factual approach, environmental Approach, Issue based approach and Investigatory approach.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4.3. Strategies of Science Instruction- Concept Mapping , Mind Mapping, Blended Strategies, meta cognitive strategies , problem solving strategies- Brain Based learning, co operative and collaborative learning, problem based learning, Activity based learning.

4.4. Strategies for deformalisation of Science instruction – PSI, PLM, Learning Modules/paclkages , contact learning, autolecture, tapping the hidden curriculum. Use of local knowledge and children's out of school experience in science learning. Co-curricular activities in science teaching for meeting diverse needs of children.

4.5. Models of teaching- Cognitive growth model, Concept Attainment model, Advance Organizer, Inquiry training Model, Inductive Thinking Model, Tobin Capie Process model, 5 E, 7E learning Cycle Model, ADDIE model, Generative learning model. Modern trends in Models of Teaching.

4.6. ICT based Science Education- Impact of ICT in science education, Broadcast and audio recordings - Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference. Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes. Use of animation films for the development of children's imagination. Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions. Utilizing major services of the internet- Search engines for Science learning, Virtual learning, M learning,U learning, E- Journals, E- books, E-projects, web based learning.

Unit V: Evaluation of Educational Outcomes/ Assessment in Science Education

(10 hrs)

5.1. Internal and external evaluation, formative and summative evaluation, continuous and comprehensive evaluation, diagnostic tests, teacher made tests, standardised tests, criterion referenced and norm referenced tests.

5.2 Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to group assessment, from learning outcome to learning experiences, performance based assessment of Projects, models, activities and investigative skills. Assessment during teaching, designing good test items, open book examination, self-assessment and feedback, shorter examination. Shift from content based testing to problem solving, logical thinking, critical

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

thinking. Teacher observation and reflective discussion in a group. Online assessment-Cyber coaching. Assessment using Portfolios/Rubrics.

5.3 Assessment of Content knowledge through Activities and Experiments, assessment of Projects, Seminars , Symposia and Group discussions.

Unit VI: Science Teacher (10 hrs)

6.1 The changing profile; changing roles and responsibilities of Science teachers.

6.2 Reflective teaching: concept and strategies for making teachers reflective practitioners.

6.3 Teacher Educators: Roles and responsibilities of teacher educators. Provisions for the continuing education of teacher educators, Extension activities for science teachers

6.4 Professionalism of the Science teacher and teacher educator- Professional ethics, commitments, dedication, accountability, autonomy and academic freedom. Teacher's ability to integrate pedagogical knowledge with the content knowledge of Science. Classroom management , coping strategies for teachers' stress, burnout.

6.5 Developing Research attitude: Research Journaling, Science Education areas in which more research is needed

PRACTICUM (Any 2 items)

1. Supervision of a t least three B.Ed practice teaching classes in Science and writing supervision comments.
2. Identification of group learning and self-learning strategies for learning Science following constructivist approach and their field-testing.
3. Identification of learning difficulties of the student in Science through administration of diagnostic test and development of remedial instruction.
4. Interaction with the faculty of Science of Secondary teacher education Institutions to ascertain the strategies they use for their professional development.

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FOURTH SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 917.7 : ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SCIENCE EDUCATION

Duration :3 hrs **Max. Marks: 80**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560

Part A

(Answer any two questions. Each question carries 10 marks)

1) Critically evaluate the present day Science curriculum with special reference to needs, selection of objectives, selection and organisation of content and learning experiences and evaluation.
2) Discuss the salient features of Inquiry Training Model. What are its classroom implications?
3) Enumerate on the implications of Gardner's theory of Multiple Intelligence in teaching and learning of science with suitable examples.
4) Write a note on the changing trends in assessing Science learning.

(10x2=20 marks)

Part B

(Answer any ten questions. Each question carries 5 marks)

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5) What is the relevance of science teaching at secondary level?
6) How would you motivate your students to learn Science?
7) Write a note on the evolution of Science as a discipline.
8) What are the different types of advance organizers? Mention the instructional and Nurturant effects of Advance Organizer Model.
9) What are the different types of constructivist approaches to science learning? Explain any two.
10) Distinguish between concept mapping and mind mapping.
11) Explain Tobin Capie Process model.
12) How would you integrate ICT and Science teaching ?
13) How would you cater to the diverse needs of your students in an inclusive setting while teaching Science?

14) What are the different strategies for making teachers reflective practitioner?

15) What are the issues in curriculum planning?

16) Explain the role of Television and CCTV in instruction and planning.

(10x5= 50 marks)

Part C

(Answer any 5 questions. Each question carries 2 marks)

15) What is teacher accountability?

16) What is the criteria for evaluating a seminar?

17) What is open book examination?

18) Expand the following a) CIET b) IGNOU c) SIET d) UGC-CEC

19) What is brain based learning?

20) Differentiate between Content driven and objective driven curriculum?

21) What is research journaling?

(5x2= 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM 686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALISATION COURSE

EDU 917.8 : ADVANCED METHODOLOGY AND PEDAOGICAL PRACTICES OF SOCIAL SCIENCE EDUCATION

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PRIYADARSHINI HILLS
KOTTAYAM-686 560

COURSE OUTLINE

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of the course, the student will be able to:

1. develop an understanding of the meaning, nature, theoretical imperatives and componential convergence of the concept of social science in relation with education and curriculum.
2. understand the aims and objectives of teaching social science in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.
3. understand the principles and techniques of organization of social science curriculum.
4. understand the nature and importance of inter-disciplinary approaches to teaching social science.
5. understand the psychological considerations of social science instruction.
6. use modern instructional strategies and models in the teaching and learning of social science.
7. understand the nature, scope and use of technology in Social Science education.
8. identify the various resources for learning social science and use different media, materials and resources for teaching Social Science.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTER'S IN EDUCATION (M.Ed.) PROGRAMME

9. develop competence to construct and administer appropriate assessment tools of evaluation and interpret results.
10. identify priority areas of research and experimentation in Social Science education.
11. develop competencies through practical experiences to become an effective teacher educator in social science.

MODE OF TRANSACTION

Class room Lecture with ICT Integration, Group Discussion, Seminar Presentations, Practicum, Assignments, Interaction with community, Cooperative and collaborative learning, Experiential learning, On-line Submissions, Blog based uploadings.

COURSE CONTENT

UNIT 1. Epistemological Frames of Social Science (10 hours)

1.1 Phenominology and Social Science.

Emergence of theories - Karl Popper (Evolutionary Epistemology), Kress (Multi modality theory), Max Weber (Social Action), Scott and Prell (Social Network Analysis), George Simmel (Conflict theory), Daisaku Ikeda (Peace Education). NCF (2009, 2014).

1.2 Positivism, Anti Positivism and Post Positivism.

1.3 Construction, De-construction and Re-construction.

1.4 Growth , Development and De-growth.

UNIT 2. Componentical Convergence in Social Science (20 hours)

2.1 Geo-political understanding about Society- Critical geo-political inquiry, Geo-political Economy.

2.2 Social adaptation and Community living - Economic Restructuring and Living Standards. Values and Culture.

2.3 Eco-habitation – Eco friendly living, effective use of resourses, scarcity issues, population related issues.

2.4 Citizenship and Obligations to the State.

2.5 Human Rights Education and Dignity of Human being.

2.6 Language Mediation in Society.

2.7 Historico-pedagogic sources of Knowledge Generation.

2.8 Resource base for Social Science.

UNIT 3. Pedagogical Applications of Social Science discipline (10 hours)

3.1 Conceptual background of Social Science Pedagogy.

3.2 Pedagogical analysis of Social Science

3.3 Pedagogical Principles.

3.4 Pedagogical Approaches - fusion, integration and correlation approach.

3.5 Integrated Vs Disciplinary emphasis of Social Science.

UNIT 4. Strategies for Social Science Instruction (20 hours)

4.1 Psychological considerations of Social Science Instruction- behaviorist, cognitivist, constructivist and humanistic theories.

4.2 Inclusive Classrooms- Essentialities

4.3 Skill Development - Micro Teaching, Peer Tutoring, Macro Teaching, Team Teaching.

4.4 ICT Integration – Online Learning, E-Learning, M-Learning, Open and Distance Learning (ODL), Virtual Learning, Teleconferencing

4.5 Scaffolding Strategies

4.6 Modular Explorations – Developing Learning Packages.

4.7 Models of Teaching – Group Investigation Model, Social Inquiry Model.

UNIT 5. Social Science Teacher Educator (10 hours)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5.1 Pedagogic priorities: Innovative practices, exploring creativity

5.2 Reflective Teaching : Concepts and strategies for making Social Science Teachers reflective practitioners.

5.3 Teacher Educators: Roles and Responsibilities

5.4 Professional Development of Social Science Teacher Educators : Understanding the learner (Teacher Educand), Continuing Education for Teacher Educators, Professional Ethics.

5.5 Teacher Educator as a Techno-Pedagogue

5.6 Teacher Educator as a Curriculum Designer

5.7 Teacher Educator as a Researcher : Development of research potential

UNIT 6. Assessment in Social Science Education (10 hours)

6.1 Designing Learner Evaluation : Class room Assessment Techniques (CATs), Port folios, Rubrics, Self reflection, Peer evaluation.

6.2 Grading : principles of grading, grade inflation.

6.3 Assessing Student Performance : Internal Evaluation, student progression, quality, innovation, leadership, internship and involvement in community.

6.4 Examination as a Feed back mechanism : Open book examination, On-line Tests

PRACTICUM (any two items)

1. Prepare any one Model based Lesson Transcript based on any one of the subject areas of your choice.
2. Develop a meta-narrative about changing communities (observe, explain, witness and elaborate the changes occurring in a particular community and develop thick descriptions)
3. Identify some archeological materials (minimum 5 items) in the locality and prepare a report on these items emphasizing the educational and historical significance.

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

4. Prepare a rubric for assessing the teacher trainees in teaching Social Science during their teaching practice.

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MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) OF TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

OTHER RESOURCES

- Journal of Social Science Education
- International Journal of Social Sciences and Education
- Educational Quest - An International Journal of Education and Applied Social Sciences
- International Journal of Humanities and Social Sciences
- International Journal of Humanities and Social Science Invention
- Journal of International Social Studies

TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FOURTH SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 517.8 ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF SOCIAL SCIENCE EDUCATION

Time: Three Hours **Max. Marks: 80**

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Part – A

(Answer any two questions. Each question carries 10 marks)

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KOTTAYAM-686 560

1. Explain the meaning, nature, theoretical imperatives of the concept of Social Science in relation with teaching.
2. How will you identify the various resources for teaching Social Science? Explain how you will integrate Multimedia approach in teaching Social Science with examples.
3. Examine the role of modern instructional strategies in teaching Social Science. Explain any two strategies that can be used for Social Science Teacher Education.
4. Explain the roles and responsibilities of Teacher Educator in Social Science Education.

(10x2 = 20 marks)

Curriculum for

Part – B

(Answer any ten questions. Each question carries 5 marks)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5. Explain briefly the syntax of Group Investigation Model.
6. What are the various measures to be adopted for assessing student performance?
7. What do you mean by ‘inclusive class rooms’? How will you handle such a class room?
8. Examine the importance of ‘Human Rights Education’ as an integral component of Social Science Education.
9. Explain the various issues related to ‘Eco-Habitation’in a country like India.
10. Distinguish between Construction, De-construction and Re-construction.

11. How is Phenominology related to Social Science Education?
12. Explain the theory of ‘Social Action’ as propounded by Max Weber.
13. What are the major recommendations of NCF -2014 with regard to Social Science Education?
14. Explain the importance of ‘Micro Teaching’ as a strategy for skill development in teaching Social Science.
15. Differentiate between anti positivism and post positivism
16. What is 'Teleconferencing'?

(10x5 = 50 marks)

Part C

(Answer any five questions. Each question carries 2 marks)

17. What do you mean by ‘Peer Tutoring’?
18. How can you use ‘Port folio’ as a tool for student evaluation in Social Science?
19. Mention the scope of continuing education for teacher educators.
20. Write two advantages of ‘Open Book Examination’.
21. What do you mean by ‘Reflective Teaching’?
22. Write the syntax of ‘Social Inquiry Model’.
23. Distinguish between ‘Fusion’ and ‘Integration’ as pedagogical principles in Social Science.

(5x2 = 10 marks)

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALISATION COURSE

EDU 917.9 : ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF COMMERCE EDUCATION

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to make sense of the aims, objectives and skills of teaching Commerce.
2. to conceptualize the ideology of psychological theories in Commerce teaching
3. to explore the distinctive features of varied instructional approaches, techniques and methods of teaching Commerce
4. to entwine models of teaching in effectual instructional practices of Commerce education.
5. to gain a perspective on the principles and approaches of curriculum construction.
6. to outfit prospective teachers in up surging skills for effectual teaching in Commerce
7. to acquaint with practices of feedback mechanisms and online assessment tools and techniques
8. to acquaint with concept of techno pedagogy and understand the role of the teacher as a techno-pedagogue
9. to boost up the levels of teaching competence by synchronizing IT in teaching Commerce
10. to conscientize with the recent research trends in Commerce education

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MODE OF TRANSACTION:

Lecture cum discussion- group presentations- seminars- debates and assignments- brain storming sessions - peer group discussion- Peer tutoring- Project- interaction with community- case study- educational survey.

COURSE CONTENT

Unit 1- Conceptual background of Commerce (15 hours)

Meaning-Definition - Scope of Commerce in Higher Secondary curriculum-Paradigm shift in the nature of discipline-Role of commerce in the technological era -Historical Background of Commerce education- Aims and objectives of Teaching Commerce -Revised Bloom's taxonomy- Competency Based instruction and Competency based evaluation - Interdisciplinary Nature of Commerce-Development of skills and competencies needed for the 21st century- Entrepreneurship education.

Unit II : Curriculum Development (15hours)

Meaning- definition of Curriculum.-Modern trends in the construction of curriculum- Curriculum mapping- Approaches and Principles of Curriculum Construction- Types of Curriculum- Curriculum implementation and renewal: critical evaluation of the present Higher Secondary Commerce Curriculum

Conceptual analysis of Constructivism- Theories of Multiple Intelligence - Emotional Intelligence –implications in Commerce Education -Brief sketch about NCF/KCF

Techno pedagogic Content Knowledge- Scope and challenges of Techno Pedagogic Content Knowledge

Unit III : Approaches for Teaching Commerce (15hours)

Approaches to Instruction: Experiential learning- Reflective learning- Modular approach- concept mapping- Problem Based Learning.

Approaches of teaching Accountancy: Journal approach, Ledger approach, Balance sheet approach, Equation approach, Spiral development approach, Complete cycle approach

Methods of Teaching Commerce: Lecture- Socialized methods- Project method- Problem solving method- Inductive and Deductive- Analytic and Synthetic- Case study- Source Method - Community Resources and its utilization-Current affairs and scope in commerce

Techniques of Teaching Commerce: Drill –Review- Exposition- Buzz- Brainstorming- Role play- simulation

Models of Teaching: Families of Models of Teaching -Advance Organizer Model- Concept attainment Model- Jurisprudential Inquiry Model

Unit – IV : Technology in Commerce Education (15 hours)

Technology for instruction: CAI-CMI- Concept of e-learning- m-learning- need and importance -role in Commerce learning-IT enabled instructional resources: significance of videos- YouTube resources- animations- film clippings- e-journals- educational blogs- C.D's.

Online learning: Virtual classroom -Video conferencing and Tele conferencing in teaching of commerce- Teacher as a Techno-Pedagogue

Unit V – Assessment in Commerce education (12hours)

Assessing student performance: Formative and Summative Evaluation -Criterion Referenced and Norm Referenced Test - Continuous and Comprehensive Evaluation - Recent trends in Evaluation- Grading-Portfolio assessment- Standardization of Achievement test in Commerce -Evaluation of projects and seminar-

E-assessment: computer assisted assessment – Online assessment tools -online quiz- online test**.**

Unit VI Research trends in Commerce education (8 hours)

Research in Commerce Education- Need and importance -Recent researches in Commerce learning with special emphasis to instructional strategies - Researches on teaching students with diverse learning needs: novel modes- Researches on Capacitating Technology in Commerce learning

PRACTICUM (any two items)

1. Prepare a report on the critical analysis of any one text book in commerce at Higher Secondary level of your choice
2. Analyze the content of any one unit from business studies or Accountancy of Std. XI/XII of CBSE/ICSE/STATE syllabus and upload a self designed innovative lesson design of your choice
3. Prepare a report on the critical analysis of the existing Higher Secondary Curriculum based on the curriculum reforms.
4. Preparation and use of animation films/video clippings in teaching of Commerce.

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MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 Curriculum for CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) Of TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FOURTH SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU917.9 ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF COMMERCE EDUCATION

Time: 3 hours **Maximum Marks: 80**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

PART- A

(Answer any two questions. Each question carries 10 marks)

1. Explain e-resources. How it can be effectively used in constructivist approach of commerce teaching and learning environment.
2. Briefly describe the research trends in commerce education.
3. Examine the interdisciplinary nature of commerce. Illustrate the relation of commerce with other subjects.
4. Explain modern instructional strategies used for teaching business subjects in process oriented learning environment

(2x 15 = 30 marks)

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

PART B

(Answer any ten questions. Each question carries 5 marks)

5. Examine the concept of virtual classroom.
6. How would you ensure community involvement while teaching subjects in commerce?
7. Explain the implications of theory of multiple intelligence in commerce.
8. Describe the recent trends in evaluation of commerce?
9. State the educational significance of social networking in commerce education.
10. Examine the principles of curriculum construction in commerce.
11. Describe the features of KCF with special reference to vocational education
12. Comment on the role of teacher as a techno-pedagogue.

13. Explain the merits of portfolio assessment.
14. Give a brief description of how the revised Blooms Taxonomy can be used in the teaching of business subjects.
15. Give a brief sketch about NCF
16. What is Entrepreneurship.

(10 x 5 = 50 Marks)

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PART C

*(Answer any **five** questions. Each question carries two marks)*

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KOTTAYAM-686 560

17. How can we adopt theories of Goleman in the teaching and learning of Business subjects?
18. Illustrate the historical development of commerce education
17. Examine the role of teacher as reflective practitioner
18. Define commerce education
19. List out any problem for research in the area of commerce education
20. Differentiate between aims and objectives.
21. What are the 21st century skills required for commerce students?

Curriculum for

(5x 2 = 10 Marks)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY
M.Ed. DEGREE PROGRAMME

SEMESTER IV

SPECIALISATION COURSE

EDU 917.10: ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF IT AND COMPUTER SCIENCE EDUCATION

COURSE OUTLINE

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560

Contact Hours: 90 hrs **Maximum Mark: 100**
(External - 80, Internal -20)

Duration of Exam: 3 hrs **Number of Credits : 4**

COURSE OBJECTIVES

On completion of this course, the student will be able

1. to gain an analytical perspective on different conceptual versions of IT and Computer science.
2. to attain the advanced versions of IT in teaching - learning process.
3. to frame and evaluate the research trends in IT and Computer Science Education.
4. to develop the practical skills in the use of IT enabled instruction materials.
5. to capacitate the teacher educand to integrate and make use of IT and Computer Science for Curriculum transaction.
6. to internalize the reflections on the use of IT in latest teaching styles.
7. to develop awareness and insight in the significant values, ethics of computer and communication devices.
8. to develop an awareness about IT and Computer Science in Open and Distance Education.

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

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.

COURSE CONTENT

UNIT – I Information Technology and Computer Science – An Overview (15 hrs)

IT Basics – Evolution of IT, Nature and scope of IT, Advantages and Limitations of IT; Role of IT in Education with reference to Classroom, school management, Professional development.

Computer Science Education - Aims and objectives of teaching Computer Science; Computer fundamentals – Definition, Functions of computers; Operating System- Different types, Free and Proprietary softwares; Programming languages- Procedure and Object Oriented languages; DBMS – SQL – DDL,DML.

Difference between IT and Computer Science.

UNIT – II Advances in Computing and its applications in Education (25 hrs)

Introduction to Educational Softwares – Ubuntu based softwares in School Curriculum; Artificial Intelligence; Man Machine Communication; Natural Language Processing; Mobile based Learning.

E-learning and E-contents - Introduction, Concept & Nature, Need, Types: synchronous and asynchronous; On-line and blended learning - Creating Online Learning Environments.

Communication on the web - e-mail, chat, newsgroups, blog, discussion forum, Social networks, Web conferences, Tele/Videoconferencing by using 3G Mobile technology;
Impact of Internet as a Communication medium in education - Advantages and disadvantages of communication on the Internet.

Learning Legal & Ethical issues - copyright, Hacking Netiquettes, Student safety on the Net (Net safely); Cyber Security; Cyber ethics; Cyber Laws – Introduction, importance and awareness: Role of teacher.

UNIT – III Research trends in IT education (10 hrs)

IT based Resources: Online books and journals, ERIC database, online thesis and dissertations, online conferences related to research, web casting, online surveys of educational

research; Arrangement of e-resources - e-textbooks, e- journals, digital library – INFLIBNET,NLIST; Computer science educational research – latest trends; Significance of report writing; E-source for problem identification, review, methodology.

UNIT – IV IT and Computer Science mediated Education (10 hrs)

Concept, Importance, Meaning and Nature of IT and Computer Science; Need of IT and Computer Science in Education; Paradigm shift in Education due to IT; Challenges in integrating IT and Computer Science in school education; Affordable IT equipped classrooms - Interactive white board and virtual classroom; Computer for instruction; Use of IT in developing instructional material; Computer Aided/Assisted Instruction(CAI) – methods of CAI, role of teacher in CAI, advantages and limitations of CAI.

UNIT – V Curriculum, Monitoring and Evaluation of IT and Computer Science in Education (20 hrs)

Importance of IT in Curriculum framework; The impact of IT in Curriculum planning, Curriculum Development, Curriculum change and Curriculum delivery; IT and Computer Science in primary, secondary, higher secondary and collegiate education. Challenges of Introducing IT and computer science into the Curriculum. IT and Computer Science capability across the Curriculum.

Monitoring and Evaluation of IT in Education – Introduction and scope, Use of IT in diagnostic test, remedial teaching; Computerized Test Construction and Administration - Concept, meaning and importance; Computerized Question Bank; Computer based testing; on-line examination; Pros and cons of evaluation using IT.

UNIT – VI IT in Open and Distance Education (10 hrs)

Open and Distance Education - A Conceptual Framework, Innovations in Distance Education; Open Universities; Implications of IT in Open and Distance Education ;Security in

open distance learning, The challenging issues of IT infrastructure setup in Open and Distance Education; Virtual Education – nature and concept of virtual education, virtual classroom problems with conventional education, effectiveness of virtual education, limitations and challenges of virtual education/environment; Tele/Videoconference and Role of EDUSAT in open and distance education.

PRACTICUM (Any two items)

1. Develop a unit for Higher Secondary class on a selected topic which can be transacted with Computer Aided Learning(CAL).
2. Develop an e-content based on any topic in collegiate education.
3. Prepare a lesson design based on IT enabled instruction strategy.
4. Prepare a 20 min. long script for a video/audio lesson on any topic from Secondary/Higher Secondary curriculum.

References

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MAHATMA GANDHI UNIVERSITY PRIYADARSHINI HILLS KOTTAYAM-686 560 CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS) OF TWO YEAR DEGREE PROGRAMME (THREE YEAR DEGREE PROGRAMME)

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MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS
KOTTAYAM-686 560
Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
Of
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

MAHATMA GANDHI UNIVERSITY

M.Ed. DEGREE FOURTH SEMESTER EXAMINATION

SPECIALISATION COURSE

EDU 917.10: ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF IT AND COMPUTER SCIENCE EDUCATION

MAHATMA GANDHI UNIVERSITY

Time: 3 hrs **Max. Marks: 80**

PRIYADARSHINI HILLS
KOTTAYAM-686 560

Part A

(Answer any two questions. Each question carries 10 marks)

1. Describe about the challenging issues of IT in open and distance education.
2. Explain the role and impact of Internet in education and the advantages and limitations of the same.
3. Give a detailed description about the paradigm shift in Education due to IT and justify the challenges in integrating ICT in school education.
4. Critically evaluate IT enabled education in Secondary and Higher Secondary school curriculum.

(2x10=20 marks)

Curriculum for

Part B

(Answer any ten questions. Each question carries 5 marks)

CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
OF
TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME

5. Differentiate the features of Procedure and Object Oriented languages.
6. Briefly explain the communication services on the web.
7. What is e-learning? How will you create online learning environment?
8. Describe about the research based IT based Resources.
9. Explain the methods of CAI.
10. Give a detailed description about the role of IT in diagnostic test and remedial teaching.
11. Describe the effectiveness of virtual classrooms.
12. Explain the advantages and limitations of evaluation using IT.

13. What is the role of a teacher for giving the awareness about the cyber security and cyber ethics?
14. List out the aims and objectives of computer science education.
15. Briefly note the implications of IT in distance education
16. What is the importance of Cyber ethics?

(10x5=50 marks)

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Part C

(Answer any five questions. Each question carries 2 marks)

PRIYADARSHINI HILLS
KOTTAYAM-686 560

17. Differentiate between free and proprietary software.
18. What is Mobile based learning?
19. Distinguish between online and blended learning.
20. List out the significance of IT enabled report writing in educational research.
21. Write about the importance of interactive white boards in present classroom atmosphere.
22. Which are the applications of IT in school management system?
23. List out the different Ubuntu based softwares in school curriculum.

(5x2=10 marks)

Curriculum for
CHOICE BASED CREDIT AND SEMESTER SYSTEM (CBCSS)
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TWO YEAR MASTERS IN EDUCATION (M.Ed.) PROGRAMME