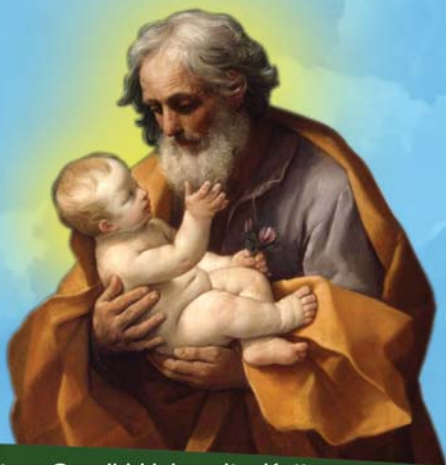


SYLLABUS

Two Year
M.Ed. Degree Programme



**ST. JOSEPH'S TRAINING COLLEGE
MANNANAM, KOTTAYAM**



Affiliated to The Mahatma Gandhi University, Kottayam
Re-accredited (3rd Cycle) by NAAC with A Grade
Recognised by The National Council for Teacher Education (NCTE), New Delhi



ST. JOSEPH'S TRAINING COLLEGE MANNANAM, KOTTAYAM

Affiliated to Mahatma Gandhi University • Recognised by NCTE

• Re-accredited by NAAC with A Grade

Phone: 0481-2597347 (Off.), 2970011 (Principal), Fax: 0481-2597347

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VISION

To nurture teachers who are globally competent who shall promote democratic and spiritual values to create a just and humane society.

MISSION

- To form teachers who remain ever committed to excellence in academic standards.
- To form teachers who uphold and promote holistic development of the individuals.
- To form leaders of quality in all walks of life who serve their fellowmen with justice, truth and love.
- To form teachers who promote an appreciation of our cultural heritage and help to mould a just society.
- To form teachers who are sensitive to environmental issues.
- To form educators who are recognized for their contribution in the field of teaching, research, and extension.
- To form teachers who imbibe national, social, spiritual values and international understanding.

CONTENTS

Sl. No.	Section	Page Nos.
1	Aim of the Programme	
2	Scope of the Programme	
3	Admission	
4	Medium of Instruction and Assessment	
5	Faculty under which the Degree is awarded	
6	Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees	
7	The Programme Structure	
7.1	Credits allotted to the Courses	
7.2	Semester-wise Course Summary of the Programme	
7.3	Specialisation (Taught and Practicum) Courses	
7.4	Field Internships	
7.5	Dissertation and Dissertation Viva voce	
7.6	Comprehensive Viva Voce	
7.7	Attendance, Improvement, Re-appearance and Re-admission	
7.8	Minimum requirements for successful completion of the Programme	
7.9	The Assessment Process	
7.10	Additional Specialisation	
7.11	Transitory Provision	
8	The Syllabi and Model Question Paper	
8.1	Semester I	
	ED010101 – Advanced Philosophy of Education	
	ED010102 – Advanced Educational Psychology: Learning and Development	
	ED010103 – Introduction to Educational Research and Statistics	
	ED010104 – Trends, Issues, Innovations and Research in Teacher Education	

ED010105 – ICT and Skill Development

8.2 Semester II

ED010201 – Perspectives on Education Studies

ED010202 – History, Sociology and Political Economy of Education

ED010203 – Advanced Educational Psychology: Individual Differences

ED010204 – Advanced Educational Research and Statistics

ED010205 – Context and Issues of Elementary Education

8.3 Semester III

Thematic Cluster A – Current Practices in Education

ED800301 – Educational Evaluation

Thematic Cluster B – Emerging Issues in Education

ED810301 – Environmental Education

8.4 Semester IV

ED010401 – Curriculum Development and Transaction

ED010402 – Context and Issues of Secondary and Senior Secondary Education

Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education

ED820401 – Advanced Methodology and Pedagogical Practices of Language
Education – English

ED820406 – Advanced Methodology and Pedagogical Practices of Mathematics
Education

ED820407 – Advanced Methodology and Pedagogical Practices of Science
Education

ED820408 – Advanced Methodology and Pedagogical Practices of Social
Science Education

9 Format of Awards to be issued to Students

9.1 Grade Cards for each Semester

9.2 Consolidated Grade Card

9.3 Provisional Certificate

9.4 Degree Certificate

M.Ed. DEGREE PROGRAMME (Two Year)

(Mahatma Gandhi University Regulations PG CSS 2019 from 2019-20 Academic Year)

1. Aim of the Programme

The Masters in Education is a two year (of four semesters) professional post graduate programme for advanced praxis based study of the discipline of Education.

The M.Ed. Degree Programme is designed to develop the discipline of Teacher Education for empowering teacher educands with

- in-depth knowledge and understanding of Education,
- specialisations in select areas of Education, as well as
- capabilities for research in Education.

The Programme is embedded in comprehensive foundations of Philosophy, Sociology, Psychology, Research Methodology, and other specialised areas of Education. Besides academic study, the Programme intends to sensitise students toward critical issues in Education and to evolve as proactive practitioners in text book preparation, curriculum reform, educational policy analysis, educational administration, educational technology, educational evaluation, special education, inclusive education, Non Formal education, human rights education, guidance and counselling, and the like, in harmony with national aspirations and global trends. It seeks to prepare educational experts capable of generating knowledge and to find solutions to the problems and issues relating to the theory and practice in the varied fields of education.

The Programme also has a strong research component with a view to hone the research acumen and potential of the students in diverse dimensions of Education as well as to groom them for doctoral and post-doctoral research in Education.

The Expert Committee in Education (PG) pooled the best expertise available to revise the M.Ed. curriculum for strengthening the content, structure, as well as the assessment of the Programme so as to be at par with the professional requirement of the programme.

2. Scope of the Programme

The scope of the Post Graduate Teacher Education Programme spells out its strategic benefits and deliverables. The Two Year M.Ed. Degree Programme is designed to mould teacher educands at par with global

standards. After successful completion of the M.Ed. Programme, it is expected that teacher educators will

- have crystal clear knowledge about the pedagogical sciences.
- attain sound foundations of the multi-dimensional bases of teacher education.
- be equipped with innovative talents in the art and science of teaching.
- acquire specific skills related to lifelong learning, teaching, and research.
- be fortified with abilities to transact soft skills and life skills in professional life.
- be conversant with up-to-date information in the discipline of education.
- harness ICT and technological developments for educational practice, professional empowerment and constructive life.
- be groomed as professionals in teacher education, as specialised personnel/leaders in different walks of life, and as social engineers.
- be inspired to broaden their horizons and nurture social responsibility.

3. Admission

The admission, eligibility for admission, norms for admission, and reservation of seats for the Two Year M.Ed. Degree Programme shall be in accordance with University/Government/NCTE norms from time to time.

4. Medium of Instruction and Assessment

The medium of instruction and assessment (Internal and External) of the M.Ed. Degree Programme shall be English.

Those candidates who desire to prepare tools for data collection in Malayalam, Hindi, Sanskrit, or Arabic languages, are permitted to do so, but the English version of the same shall also be appended in the Dissertation.

5. Faculty under which the Degree is awarded

The Degree for the Two Year M.Ed. Programme will be awarded under the Faculty of Education.

6. Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees

In compliance with the UGC's Act, the M.Ed. Degree offered by the Mahatma Gandhi University shall observe the minimum standards of

instruction and norms prescribed by the National Council for Teacher Education (NCTE). The Two Year M.Ed. Programme shall be imparted by duly qualified teaching faculty and shall have appropriate academic physical infrastructure facilities.

7. The Programme Structure

In tune with the framework suggested by NCTE, the M.Ed. Programme comprises theory courses (including common core courses and branches of specialization courses), field internships, research leading to dissertation, and viva voces. A series of Practicum are organised along with the Theory Courses. The Programme is intended to provide supervision to students for guided reading, field internship and research dissertation.

7.1 Credits allotted to the Courses:

The Credits allotted to the Courses of the M.Ed. Programme are as follows:

- i. The M.Ed. Programme has a total of 80 credits.
- ii. The Common Core Courses (Taught Course & Practicum) have 48 credits.
 - Perspective Courses have a total of 24 credits. They are designed so that students attain the robust theoretical perspectives on Education, in general, and Teacher Education, in particular. The Courses include:
 - 1) Advanced Philosophy of Education - 4 credits
 - 2) Advanced Educational Psychology: Learning and Development - 4 credits
 - 3) Perspectives on Education Studies – 4 credits
 - 4) History, Sociology and Political Economy of Education - 4 credits
 - 5) Advanced Educational Psychology: Individual Differences - 4 credits
 - 6) Curriculum Development and Transaction - 4 credits
 - Tools Courses have a total of 12 credits. They are envisioned to provide students skills that enable them to work as professionals and scholars in the field. The Courses include:
 - 1) Introduction to Educational Research and Statistics - 4 credits
 - 2) ICT and Skill Development (ICT, Communication Skill & Expository Writing, Academic Writing & Research Proposal, Self- Development

including and Yoga) - 4 credits

- 3) Advanced Educational Research and Statistics - 4 credits
- Teacher Education Courses have a total of 12 credits. They are intended to provide students with focussed exposure and experiences. The Courses include:
 - 1) Trends, Issues, Innovations and Research in Teacher Education- 4 credits
 - 2) Two Field Internships - 4 credits each
- iii. The Specialisation Courses (Taught Course & Practicum) have a total of 16 credits. They are aimed for any one of the school levels/areas, such as elementary, secondary and/or senior secondary, and further thematic specialisations/elective clusters in thematic areas pertinent to that stage. The Courses include:
 - 1) Context and Issues of Elementary Education - 4 credits
 - 2) Context and Issues of Secondary and Senior Secondary Education - 4 credits
 - 3) Current Practices in Education (one Course opted from Thematic Cluster A) - 4 credits
 - 4) Emerging Issues in Education (one Course opted from Thematic Cluster B) - 4 credits
 - 5) Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education(one Course opted from Thematic Cluster C) - 4 credits
- iv. The Dissertation has 8 credits.
- v. The Viva Voces have a total of 4 credits.
Dissertation Viva Voce - 2 credits
Comprehensive Viva Voce - 2 credits

Thus, the Core Courses (Perspective Courses, Tool Courses, Teacher Education Courses, and Field Internships) and Comprehensive Viva Voce in the M.Ed. Programme have an aggregate of 60% of total credits (i.e. 48 credits) while the Specialisation Courses, Dissertation, and Dissertation Viva Voce have an aggregate of 40% of total credits (i.e. 32 credits).

7.2 Semester-wise Course Summary of the Programme:

The Course Codes, Course Titles, Type of Course, Teaching hours per week and Credits for all the Courses in the four Semesters of the M.Ed. Programme are summarised as follows.

Course Code	Title of Course	Type of Course	Teaching hours per week	Credits	Total Credits in Semester
FIRST SEMESTER					20
ED010101	Advanced Philosophy of Education	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010102	Advanced Educational Psychology: Learning and Development	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010103	Introduction to Educational Research and Statistics	Common Core Course - Tool Course - Taught Course & Practicum	5	4	
ED010104	Trends, Issues, Innovations and Research in Teacher Education	Common Core Course - Teacher Education Course - Taught Course & Practicum	5	4	
ED010105	ICT and Skill Development – ICT – Communication Skill & Expository Writing – Academic Writing & Research Proposal – Self-Development including Yoga	Common Core Course - Tool Course - Taught Course & Practicum (Internal assessment only)	5	1 1 1 1	20
SECOND SEMESTER					
ED010201	Perspectives on Education Studies	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010202	History, Sociology and Political Economy of Education	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010203	Advanced Educational Psychology: Individual Differences	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010204	Advanced Educational Research and Statistics	Common Core Course - Tool Course - Taught Course & Practicum	5	4	
ED010205	Context and Issues of Elementary Education	Specialisation Core Course - Taught Course & Practicum	5	4	

THIRD SEMESTER					22
Thematic Cluster A – Current Practices in Education (one Course from Thematic Cluster A shall be opted)		Specialisation Elective Course - Taught Course & Practicum	5	4	
ED800301	Educational Evaluation				
ED800302	Educational Technology				
ED800303	Guidance and Counselling				
ED800304	Higher Education				
Thematic Cluster B – Emerging Issues in Education (one Course from Thematic Cluster B shall be opted)		Specialisation Elective Course - Taught Course & Practicum	5	4	
ED810301	Environmental Education				
ED810302	Inclusive Education				
ED810303	Non Formal Education				
ED810304	Human Rights and Value Education				
ED010301	Field Internship in Primary Schools, Primary Teacher Education Institution, & Field Site relevant to Cluster A & Cluster B	Common Core Course - Field Internship	---	4	18
ED010302	Dissertation	Dissertation	---	8	
ED010303	Viva Voce	Dissertation	---	2	

FOURTH SEMESTER					18
ED010401	Curriculum Development and Transaction	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010402	Context and Issues of Secondary and Senior Secondary Education	Specialisation Core Course - Taught Course & Practicum	5	4	
Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education (one Course from Thematic Cluster C shall be opted)		Specialisation Elective Course - Taught Course & Practicum	5	4	
ED820401	Advanced Methodology and Pedagogical Practices of Language Education – English				
ED820402	Advanced Methodology and Pedagogical Practices of Language Education – Malayalam				
ED820403	Advanced Methodology and Pedagogical Practices of Language Education – Hindi				
ED820404	Advanced Methodology and Pedagogical Practices of Language Education – Sanskrit				
ED820405	Advanced Methodology and Pedagogical Practices of Language Education – Arabic				

ED820406	Advanced Methodology and Pedagogical Practices of Mathematics Education			
ED820407	Advanced Methodology and Pedagogical Practices of Science Education			
ED820408	Advanced Methodology and Pedagogical Practices of Social Science Education			
ED820409	Advanced Methodology and Pedagogical Practices of Commerce Education			
ED8204010	Advanced Methodology and Pedagogical Practices of IT and Computer Science Education			
ED010403	Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	Common Core Course - Field Internship	---	4
ED010404	Viva Voce	Comprehensive	---	2
TOTAL CREDITS FOR THE PROGRAMME				

Summary of Semester-wise Credits

Semester	Credits
I	20
II	20
III	22
IV	18
Total	80

7.3 Specialisation (Taught and Practicum) Courses:

Specialisation Courses are offered in the IInd, IIIrd and IVth semesters of the Programme as follows:

In the IInd semester, one Specialisation Core Course, viz. Context and Issues of Elementary Education.

In the IIIrd semester, four Specialisation Elective Courses in Thematic Cluster A – Current Practices in Education & four Specialisation Elective Courses in Thematic Cluster B – Emerging Issues in Education.

In the IVth semester, one Specialisation Core Course, viz. Context and Issues of Secondary and Senior Secondary Education & ten Specialisation Elective Courses in Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education.

All these Courses are of 4 credits each. The teacher educand shall opt one Course from each of the three Clusters A, B and C. Thus, the total credits acquired will be 20 for the Taught and Practicum Specialisation Courses.

7.4 Field Internships:

Field internship is a compulsory part of the M.Ed. Programme that involves periods of supervised training required for qualifying the profession. The teacher educand is expected to familiarise with the ongoing practices of administration as well as the curricular and co-curricular activities in the Schools, Primary Teacher Education Institutions, Secondary Teacher Education Institutions, and field experiences relevant to the areas of specialisation opted for study 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 educator from the respective institutions. Internships in field sites relevant to the areas of specialisation opted from the three Thematic Clusters shall be completed under the supervision of a teacher educator/field mentor. Separate records/reports shall be maintained for the activities undertaken in each Institution and field site during the internship.

The field internships, in the third semester (40 days) and fourth semester (45 days), are to be scheduled and assessed through continuous internal evaluation as follows.

Semester	No. of Days	Institutions for Internship	Credits	Total Credits in a Semester
III Semester	10	Primary Schools	1	4
	30	Primary Teacher Education Institutions	2	
		Field site relevant to the areas of specialisation opted from Thematic Clusters A & B	1	
IV Semester	15	Secondary & Senior Secondary Schools	1	4
	30	Secondary Teacher Education Institutions	2	
		Field site relevant to the area of specialisation opted from Thematic Cluster C	1	

7.5 Dissertation and Dissertation Viva Voce:

Dissertation is an integral component of the M.Ed. Programme. It is distinct from other academic writings and involves distinctive expectations and processes. It is conceived as a curricular exercise wherein teacher educands (under the supervision of a faculty member) learn to plan and

conduct research and write a research report. It is a space for them to see and draw linkages between the theories of education (transacted through the theory courses) and the practice of research. Thus, the process as well as the product of the dissertation component are equally significant.

The dissertation should preferably be from the areas of specialisation opted by the teacher educand or the areas in the perspective courses. The dissertation work shall be commenced in the IInd Semester. The finalisation of the title of the Dissertation shall be done by a Research Committee in each Institution, constituting a minimum of three members – the Head of the Department and two Faculty members – and a minimum of one External Expert. The finalised titles of Dissertations shall be approved by the Dean, Faculty of Education, in the IInd Semester.

The various skills that are expected to be developed through this component include formulating a research problem, engaging with the relevant body of theories, reviewing the literature, articulating research questions, designing a plan to conduct the study, implementing the plan, analysing and writing the findings in an academic fashion, and presenting the research work. The data collection for the research work is to be done for a minimum of 20 days. The dissertation is to be submitted in the IIIrd Semester. The dissertation report shall be approximately between 10,000 to 20,000 words, depending on the nature of the topic of research.

The internal assessment shall be done by the supervising teacher and the external assessment by the M.Ed. Faculty (also former M.Ed. Faculty) from universities/colleges of teacher education from a panel of examiners decided by the University. All teacher educands who have submitted the dissertation and appeared for the IIIrd Semester examination shall appear before the duly constituted board of examiners for the dissertation viva voce in the IIIrd Semester.

7.6 Comprehensive Viva Voce:

The teacher educands who have appeared for all the end semester examinations shall appear for the Comprehensive Viva Voce before the board of examiners duly constituted by the University. The Viva Voce will be comprehensive with adequate coverage of all the Courses included in the M.Ed. Programme. Teacher educands shall be assessed on their attainment of knowledge of the aims and essentials of the M.Ed. Programme.

7.7 Attendance, Improvement, Re-appearance and Re-admission:

A teacher educand has to complete the Programme within a period of four semesters from the date of commencement of the Ist semester of the Programme.

One semester of the M.Ed. Programme will normally consist of 90 to 100 working days. The percentage of attendance in a semester shall be calculated based on the total number of working days as stipulated by the University/NCTE.

The improvement, re-appearance and re-admission for the M.Ed. Two Year Programme shall be in accordance with the PG CSS Regulations, 2019, of Mahatma Gandhi University.

7.8 Minimum requirements for successful completion of the Programme

The minimum requirements for successful completion of the M.Ed. Programme are as follows.

Requirement for the complete Programme	80 Credits
Requirement for the Common Core Courses and Field Internships	48 Credits
Requirement for the Specialisation Courses	20 Credits
Requirement for the Dissertation	8 Credits
Requirement for the Dissertation Viva Voce	2 Credits
Requirement for the Comprehensive Viva Voce	2 Credits
Attendance requirement for each Semester	80 %
Attendance requirement for Field Internship	90 %

7.9 The Assessment Process:

Assessment will be conducted as per Mahatma Gandhi University PG CSS Regulations, 2019. The assessment process will be in four stages:

- i. First stage – both Internal and External shall be done by the Teacher.
- ii. Second stage – calculation of Grade Point Average (GPA) of each Course shall be done by the University.
- iii. Third stage – calculation of Semester Grade Point Average (SGPA) shall be done by the University.
- iv. Fourth stage – calculation of Cumulative Grade Point Average (CGPA) shall be done by the University.

The academic growth of the teacher educand shall be assessed through continuous internal evaluation and end semester examination.

Type and weight of questions for Theory Courses: Questions shall be set such that due weight is given to each module based on content/teaching hours allotted to each module in a Course. The question setter shall ensure that questions covering all skills are included. A question paper shall be a judicious mix of short answer type questions, short essay type questions, and long essay type questions. The different types of questions shall be awarded different weights to quantify their range as follows.

Type of question	Weights	No. of questions to be answered	Maximum weights
Short answer	1	8 out of 10	$1 \times 8 = 8$
Short essay	2	6 out of 8	$2 \times 6 = 12$
Long essay	5	2 out of 4	$5 \times 2 = 10$

Total questions to be answered= 16 out of 22

Sum of weight= 30

Grade Points: The questions shall be prepared in such a way that the answers can be awarded A+, A, B, C, D, and E grades. The grade points for the respective grades will be as follows.

Grade	Grade points	Range
A+	5	4.50 to 5.00
A	4	4.00 to 4.49
B	3	3.00 to 3.99
C	2	2.00 to 2.99
D	1	0.01 to 1.99
E	0	0.00

Hence, the maximum Weighted Grade Point (WGP) is 150 (i.e. $5 \times 30 = 150$)
 The Grade Point of a Course = Sum of WGP / Sum of Weight

Weights for Assessment of Theory, Dissertation and Comprehensive Viva Voce: The weights for the assessment of each Theory Course, Dissertation, and Comprehensive Viva Voce shall be as follows.

Assessment	Weights
Internal	5
External	15

Components and Weights for Internal Assessment: The components and weights for the Internal Assessment of Theory Courses shall be as follows.

Components	Weights
Assignment	1
Seminar	2
Two Test papers	2 (1 each)
Total	5

Components and Weights for Assessment of Dissertation: The components and weights for the Internal and External Assessments of the Dissertation shall be as follows.

Components	Weights	
	Internal	External
Relevance of the Topic	1	1
Methodology	2	5
Analysis	1	4
Dissertation Viva Voce	1	5
Total	5	15

Components and Weights for Assessment of Comprehensive Viva Voce: The components and weights for the Internal and External Assessments of the Comprehensive Viva Voce shall be as follows.

Component	Weight	
	Internal	External
Comprehensive Viva (all Courses from I st semester to IV th semester)	5	15
Total	5	15

Grading System: The Direct Grading System based on a 7-point scale shall be used to assess the performance of students, both External and Internal. All Courses, Semesters, and overall Programme shall be assessed on this scale. All Letter Grades, Grade Point Average (GPA), Semester Grade Point Average (SGPA), and Cumulative Grade Point Average (CGPA) shall be awarded based on the scale. The 7-point grading scale is as follows.

Range	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very Good
3.00 to 3.49	B	Good /Average
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal
upto 1.99	D	Deficient / Fail

There shall be no separate minimum Grade Point for internal assessment of Theory, Dissertation, and Comprehensive Viva Voce. A minimum of 'C' grade is required for a pass in External Assessment as well as for a Course.

7.10 Additional Specialisation:

An M.Ed. Degree holder of Mahatma Gandhi University under this regulation, is eligible to take another specialisation from the Thematic Clusters A, B, or C, one at a time. With the sanction of the University, the candidate shall remit the semester fee as decided by the University from time to time, join an Institution at the beginning of the respective semester, and complete all the requirements of the semester including activities and attendance. Field internship shall be done with respect to the Specialisation newly opted. A candidate opting for Specialisation from Thematic Cluster C shall have B.Ed. Degree in the concerned subject with 55 % marks.

7. 11 Transitory Provision:

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

8. The Syllabi and Model Question Papers

Each of the 28 Courses spread over the four semesters, designed for 90 hours and 4 Credits, details the objectives of the Course, mode of transaction, Course content in 5 modules, practicum, recommended references, and model question paper. The detailed syllabi and model question papers for each Course in the four semesters are provided herewith.

SEMESTER I

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

First Semester
COMMON CORE COURSE
ED010101 - ADVANCED PHILOSOPHY OF EDUCATION

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

On completion of this course the student will be able to

- gain understanding of the philosophical origin/basis of education and its application for the enhancement of educational quality.
- be exposed to the concepts of philosophical inquiry and use them as a basis to all their educational endeavours.
- 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.
- develop a philosophical outlook for their personal life situations and in the handling of the problems related to educational issues.
- become aware of the contributions of the important philosophical schools to the theory and practice of education.
- realize the value basis of education, human rights problems and concerns of life and implement it at life situations.
- get acquainted with the process of validating information in different disciplines and learn to use the knowledge as application to education.
- get acquainted with the major Philosophical systems/schools and use them to recognize issues that need understanding from ethical, epistemic, aesthetic and political perspectives and their implications for education.
- analyse critically postulates and vision of great thinkers and their educational implications.
- develop a deeper understanding of the major modern movements in

educational philosophies in the West and in India.

- develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.
- 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, and peer group discussion, interaction with communities, case study, survey and dialogue.

COURSE CONTENT:

Module One: Philosophical Perspectives of Education (20 hours)

1. Philosophy – meaning nature and purpose, need for philosophical frame work, functions of philosophy – normative, speculative and critical.
2. Educational philosophy, concept, nature and scope, relationship between philosophy and education and importance.
3. Conceptual analysis in education - freedom, authority, curriculum, discipline, learning, training and instruction.
4. Modern concepts of philosophy: Logical analysis – logical empiricism and positive relativism.
5. Knowledge - meaning and nature, types, sources, method of acquiring knowledge.

Module Two: Western Schools of Philosophy (25 hours)

6. Fields of Philosophical Enquiry - Metaphysics, Epistemology and Axiology – Meaning, Scope and area of operation.
7. Idealism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
8. Naturalism - Critical analysis of the metaphysical, epistemological and

axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.

9. Pragmatism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
10. Existentialism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
11. Marxism - Critical analysis of the metaphysical, epistemological and axiological aspects
- implications of this philosophy in determining the aim, curriculum and methodology of education.

Module Three: Indian Schools of Philosophy, Gita, Quran and Bible (20 hours)

12. Unique characteristics of Indian philosophies and its relationship with Indian cultural heritage.
13. Comparative study of orthodox school of philosophy and heterodox school of philosophy.
14. Explore the metaphysical, epistemological and axiological aspect of Yoga, Nyaya and Vedanta and their educational implications.
15. Critical analysis of Buddhism, Jainism and Charvaka School of philosophy.
16. Central theme of Bhagavat Gita, Quran and Bible and their educational implications.

Module Four - Philosophical Thoughts of Western and Indian Thinkers (15 hours)

17. Child Centered Education- Froebel and Maria Montessori.
18. Critical Pedagogy- Paulo Friere.
19. Deschooling Movement- Ivan Illich.
20. Craft Centered and Liberal Education–Mahatma Gandhi and Rabindranath Tagore.
21. Integral Education – Aurobindo Ghosh and Jiddu Krishnamurthy.

Module Five – Understanding Values (10 hours)

22. Meaning of values and their role in individual and social life.
23. Different aspects of values - ethics, morals, principles, rules, laws, customs and traditions.
24. Value sources, Value Conflict, Methodology of teaching values.
25. Indian Concept of values; purushartha, self-realization, constitutional values.
26. Inculcation of values and role of education.

PRACTICUM (any two):

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. Organize 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.

RECOMMENDED REFERENCES:

- Adisesiah, W. T. V. and Pavanasam, R. (1974). Sociology in Theory and Practice. New Delhi: Santhi Publishers.
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Anweshika - Journal of Teacher Education, NCTE, New Delhi.

Documentation on Women, Children and Human Rights. New Delhi: All India Association for Christian higher education.

EduTracks. Hyderabad: Neelkamal Publications Pvt. Ltd.

Human rights and values. Justice. M. Rama Jois, New Delhi: NCTE Publication. Indian Educational Abstracts, NCERT.

Indian Educational Review. NCERT publication.

Journal of Educational Planning and Administration. New Delhi: NIEPA.

Journal of Indian education, NCERT.

Journal of Value Education, NCERT.

New Frontiers in Education. International Journal of education. New Delhi: Lok Bodhan Kendra.

University News. New Delhi: Association of Indian Universities.

QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Examination, 2019

First Semester

Faculty of Education

COMMON CORE COURSE

ED010101 - Advanced Philosophy of Education

(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. Define the concept 'logical positivism'.
2. How does orthodox philosophy differ from heterodox philosophy?
3. What is Deschooling?
4. What do you mean by motivated auto education? In what ways does Didactic Apparatus help to achieve this?
5. Write the characteristics of craft centered education.
6. Examine the influence of Jainism on education in India.
7. The Bhagavad Gita depicts good teacher pupil relation. Comment.
8. Who coined the term Negative education? What does it mean?
9. What are the characteristics of a self-realised person?
10. What is the concept behind Liberal education?

(8x1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Describe the methodology of teaching values.
12. Idealism is truly a psycho centric philosophy. Substantiate.

13. Charvaka school of philosophy is considered as Indian materialism. Substantiate.
14. Describe the major tenets of the Marxian Philosophy.
15. How would you help your students to acquire knowledge through Project Method?
16. What are the sources of valid knowledge according to the Nyaya philosophy?
17. What is value crisis? Suggest means to overcome value crisis.
18. What are the noble truths of Buddhism?

(6x2=12)

Section C

(Answer any **two** questions. Each question carries a weight of 5.)

19. Critically examine how modern education is influenced by pragmatism.
20. Describe the contributions of Paulo Freire towards education.
21. Examine the educational implications of yoga philosophy.
22. "The educator looks to Philosophy to provide him with principles so that he can place his work on a sound basis." Examine.

(2x5=10)

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

First Semester

COMMON CORE COURSE

ED010102 - ADVANCED EDUCATIONAL PSYCHOLOGY: LEARNING AND DEVELOPMENT

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

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

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Introduction to Psychology (10 hours)

1. Origin and Nature of Psychology - Scientific Approach. Branches - Pure and Applied Psychology
2. Major Schools of Psychology - Structuralism, Functionalism, Behaviourism, Gestalt, Psychoanalytic, Humanistic, Cognitive, Neuro psychology
3. Methods in Psychology - Introspection, Survey, Interview,

Experimental, Case Study.

4. Educational Psychology - its application and scope in terms of Knowledge, Learner, Environment and Assessment.

Module Two: Learning and Development (25 hours)

5. Growth and Development - Meaning and Stages. Principles of Development: Developmental Task. Approaches in Studying Development- Longitudinal and Cross- sectional. Factors Influencing Development
6. Neurological and other Biological Aspects of Development- Influence of Endocrine Glands, Brain and Nervous System on Human Development and Behaviour.
7. Adolescents - Problems and Challenges. Resilience - Stress Management.
8. Aspects of Development - Physical and Motor Development- its Significance. Emotional Development- Bridge's Chart. Cognitive Development- Critical appraisal of the views of Piaget and Bruner.
9. Learning Beyond Cognition – Psycho-social Development (Erikson). Moral Development- Views of Kohlberg. Language Development- Critical analysis of views of Noam Chomsky and Vygotsky.

Module Three: The Process of Learning (25 hours)

10. Meaning and Nature of Learning - Learning Curve- its Implications.
11. Behavioural Perspectives of Learning- Critical evaluation of the relevance of Behavioural Learning Principles of Thorndike, Pavlov, Skinner and Hull.
12. Cognitive Perspectives of Learning- Purposive Behaviourism (Tolman), Gestalt view of Learning, Meaningful Verbal Learning (Ausubel)
13. Learning as Construction of Knowledge - Learning as Cognitive and Socio-cultural Process- Comparative analysis of the Views of Piaget, Vygotsky and Bruner- Implications in Learning and Curriculum Transaction.
14. Learning Styles - KOLB.
15. Transfer of Learning- Concept, Theories and Implications.

16. Motivation in Learning- Achievement Motivation – Atkinson - Weiner - Maslow's Hierarchy of Needs.

Module Four: The Process of Thinking (20 hours)

17. Nature of Higher Level Thinking - Critical and Creative Thinking. Facilitating Critical and Creative Thinking in Classroom.
18. Information Processing - Concept. Information Processing Framework of Learning (Sternberg and Kosslyn), Atkinson and Shiffrin Model.
19. Memory - Constructive nature of Memory - Autobiographic, Memory Distortions, Episodic and Semantic. Working Memory – Baddeley. Strategies to Enhance Memory - Mnemonics.
20. Forgetting - Types, Causes. Curve of Forgetting. Theories of Forgetting. Interference- Proactive and Retroactive.
21. 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.

Module Five: Learner and the Learning Environment (10 hours)

22. Psychosocial Dimensions of Learner - Social Learning - Concept and Importance. Factors Affecting Social Learning - Social Conformity, Social Competency.
23. Socio-cultural Environment of School and Classroom - Classroom Dynamics - Concept, Need and its Relevance.
24. Strategies for Promoting Socio-cultural Environment in Classroom - Violence in School - Role of Teacher in Preventing Violence.
25. Role of Family and Peer Group in the Development of Learner.

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.

RECOMMENDED REFERENCES:

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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019

First Semester

Faculty of Education
COMMON CORE COURSE

ED010102 - Advanced Educational Psychology:
Learning and Development
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. What is introspection? Write its merits and demerits.
2. Define stress. Mention the strategies for stress management.
3. What is Plateau in a learning curve?
4. Mention any four characteristics of a self- actualised person.
5. Enumerate the factors affecting socialisation.
6. Differentiate Retroactive and Proactive inhibition.
7. Suggest ways of facilitating critical thinking.
8. Describe any two neurological aspects of development.
9. Differentiate growth and development.
10. What is case study?

(8X1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Compare the views of Structuralism and Functionalism.
12. Explain the major principles of development.
13. Explain emotional development with reference to Bridge's chart.

14. Describe Kolb's learning style.
 15. Critically evaluate the Behavioural learning principles proposed by Skinner.
 16. Explain transfer of learning in terms of Gestalt theory. 17 Discuss Baddeley's working memory Model.
 18. Enumerate the steps in the process of creative thinking
- (6X2=12)**

Section C

(Answer any **two** questions. Each question carries a weight of 5.)

19. Define Educational Psychology. Explain its application and scope.
 20. Critically analyse the views of Noam Chomsky and Vygotsky in Language development.
 21. Compare the Constructivist views of Piaget and Bruner.
 22. Bring out the relevance of Socio-cultural environment in the development of learner.
- (2X5=10)**

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

First Semester
COMMON CORE COURSE
ED010103 – INTRODUCTION TO EDUCATIONAL RESEARCH AND
STATISTICS

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- understand the meaning of research and its application in the field of education.
- understand the types and methods of educational research.
- develop the skill in selecting a relevant research problem.
- prepare a research proposal.
- develop the ability to critically analyse the research studies.
- develop the ability to formulate hypothesis.
- understand and use descriptive statistical techniques in education.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Educational Research: Concept, Types, and Methods (20 hours)

1. Meaning of research - Methods of acquiring knowledge - The meaning and characteristics of research.
2. Research as a scientific process - Scientific method – characteristics - Steps involved in scientific method.
3. Educational research - Need and significance, scope and functions of educational research - Historical development of educational research

- Steps in educational research.
- 4. Classification of educational research based on purpose - Basic/Fundamental/Pure research - Applied/Functional research - Action Research.
- 5. Quantitative research - Survey research: descriptive, normative – Experimental: pre experimental, true experimental and quasi experimental research - Correlational studies - Causal-comparative research - Meta analysis.
- 6. Qualitative research - Historical research – Ethnographic research - Document or content analysis - Mixed methods research (integration of qualitative and quantitative approaches)

Module Two: Conceptualization of Research Problem (20 hours)

- 7. Problem formulation - Research problem: identification, sources of educational research problems, detection of research areas on the basis of (i) experience (ii) discussion and (iii) literature, formulation of a research problem, statement of the problem on the basis of research questions, characteristics of a good research problem.
- 8. Variables - concept, nature and types of variables - independent, dependent, extraneous, confounding, intervening, controlling extraneous variables.
- 9. Research hypotheses - hypotheses and objectives - need and functions. Concept and definition of hypotheses, sources of hypotheses, characteristics of good hypotheses
- 10. Types of hypotheses - directional, non-directional, declarative, null and alternative hypotheses.
- 11. Population and sample - concepts of population and sample - sampling techniques - probability sampling and non-probability sampling.
- 12. Research proposal - 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.

Module Three: Review of Related Literature (10 hours)

- 13. Need and significance - purpose and need of review of related literature at different stages of educational research.

14. Sources of review of literature - primary sources and secondary sources - literary resources and electronic resources.
15. Organizing and reporting literature - abstracting and organizing related studies, critical analysis of related literature - APA style of presentation and reference.

Module Four: Basic Statistics (20 hours)

16. Introduction to statistics - Statistics - meaning and scope - descriptive and inferential statistics - importance and application in educational research.
17. Scales of measurement - nominal, ordinal, interval and ratio scales – distinction – uses.
18. Nature of educational data - continuous and discrete series - organization and tabulation of data - frequency distribution - advantages and uses.
19. Graphic representation of ungrouped data - graphic representation of ungrouped data (pie diagram, pictogram, bar graph, line graph) – advantages.
20. Graphic representation of grouped data - graphic representation of grouped data (histogram, frequency polygon, frequency curve, smoothed frequency curve, ogive) – advantages.

Module Five: Descriptive Statistics (20 hours)

21. Measures of central tendency - mean, median, mode - merits, limitations, and uses.
22. Measures of variability - range, quartile deviation, average deviation, standard deviation- merits, limitations, and uses.
23. Quartiles, deciles, percentiles, and percentile ranks.
24. Measures of relationship - correlation - concept, types - linear, partial, multiple - uses
25. Methods of correlation - Spearman's rank difference method, Pearson's product moment method, Coefficient of correlation – interpretation, Regression equation and prediction.

PRACTICUM (any two):

1. Review two published research papers in education.
2. Prepare a model research proposal.

3. Conduct an action research of your choice.
4. Analyse graphically the result of the previous batch of your institution.

RECOMMENDED REFERENCES:

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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019

First Semester
Faculty of Education

COMMON CORE COURSE

ED010103 – Introduction to Educational Research and Statistics
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. Define scientific method.
2. What is meant by ethnographic study?
3. What are the sources of review of literature?
4. Mention the sources of educational research problems.
5. What is the role of hypothesis in educational research?
6. Mention the major steps involved in educational research.
7. What are the measures of central tendency?
8. Differentiate descriptive and inferential statistics.
9. What do you mean by extraneous variables?
10. What is the need of sampling in research?

(8×1 =8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Distinguish between basic and applied research.
12. Explain various methods of acquiring knowledge.
13. Describe various types of hypotheses.

14. What are the steps followed in developing a research proposal?
15. Explain continuous and discrete series of data with examples.
16. Explain various forms of scales of measurement.
17. Distinguish between percentile and percentile ranks.
18. From the following table, find out if there is any relationship between scores in Test I and Test II by computing product moment coefficient of correlation.

Student	A	B	C	D	E
Scores in Test I	19	16	18	17	10
Scores in Test II	16	12	14	13	12

(6×2 =12)

Section C

(Answer any **two** questions. Each question carries a weight of 5.)

19. Explain various types of quantitative research with suitable examples.
20. Critically analyse the role of review of related literature at different stages of educational research.
21. Which are the different measures of variability? Explain each with its merits, limitations, and uses.
22. Describe the various types of graphical representations of grouped and ungrouped data. Mention two advantages and uses of graphical representation of data.

(2×5 =10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

First Semester
COMMON CORE COURSE
ED010104 – TRENDS, ISSUES, INNOVATIONS AND RESEARCH IN
TEACHER EDUCATION

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- understand the concept of development of 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 trends of research in teacher education

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:

Module One: Conceptual Framework of Teacher Education (25 hours)

1. Historical development of teacher education in India.
2. Pre-service teacher education – need, aims, theoretical and practical aspects at different levels – Pre-primary, Primary, Secondary, Higher secondary and Tertiary levels.
3. Agencies of teacher education – National and State level - their role

and functions: SCERT, SIE, State Board of Teacher Education, University Departments of Education, NGOs and Academic Staff Colleges - NIE, RIE, NUEPA, NCERT, CASE, NKC.

4. Role and functions of International level agencies of Teacher Education – UNESCO and UNO.
5. Modes of teacher education - face to face, distance and online.

Module Two: Trends in Teacher Education (15 hours)

6. Quality in Teacher Education, State Vs. Private control of education, Employability, Competency Based Education.
7. Impact of Privatization and Globalization in Teacher Education.
8. TQM in Teacher Education, Autonomy in teacher education, Bench Marking.
9. Professional ethics and accountability of Teachers.
10. Recognition, Assessment and Accreditation of Teacher Education Institutions - Role of NCTE, NAAC and RUSA.

Module Three: Issues in Teacher Education (20 hours)

11. Teacher Development - Concept, Objectives, Berliner's Stages of Development of a Teacher.
12. A review on National and State Policies on Teacher Education.
13. In-service education – Concept, need, Innovative programmes for continuous professional development of Teacher Educators.
14. Problems and issues in professional development of teachers- gender issues, issues of the marginalized.
15. Challenges in Linking Teacher Education Institutions with School & Community, Government Agencies, Universities, Teacher Training Institutions.

Module Four: Innovations in Teacher Education (15 hours)

16. Models of Teaching – General Principles, Families of Models.
17. Innovative Instructive Practices - Learning Cycle Model, Blended Learning, Gilly Salmon's Five Stage Model, Modern Teaching Models – 5E and 7E Models.

18. Knowledge Management Strategies – SECI Model (Nonaka and Takeuchi); views of Boisot.
19. Role of ICT in teacher education, virtual universities, MOOC, e-resources: e-book, e-journal, digital library, e-magazine.
20. Empowerment of teacher educators through technology: M-learning applications, webinar.

Module Five: Research in Teacher Education (15 hours)

21. Contributions of Shulman and Gage in Teacher Education.
22. Concept and strategies for making teacher as a Reflective practitioner.
23. Emerging Trends of Research in Teacher Education.
24. Methodological issues of research in teacher education.
25. Need and scope of Action Research in teacher education.

PRACTICUM: (any two):

1. A comparative study of the pre-service teacher education programme in primary, and secondary levels in terms of duration, organization, transaction and evaluation.
2. Identify the challenges in present teacher education system and remedies.
3. Prepare a report on 'Best Practices' prevailing in teacher education institutions.
4. Review of any two published research papers in Teacher Education.

RECOMMENDED REFERENCES:

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- Caggart, G. L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.
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- Democracies. New Delhi: Sterling Publishers Pvt. Ltd.
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- Kundu, C. L. (1998). *Indian Year Book on Teacher Education*. New Delhi: Sterling Publishers Pvt. Ltd.
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Ramdas, V. *Developing Training Competence of DIET and BRC Personnel through Teleconferencing*. RIE: Mysore.

Schon, D. (1987). *Educating the Reflective Practitioner-Towards New Designs for Teaching and Learning in the Professions*. New York: Basic Book.

Sharma, M. L. (2001). *Educating the Educator*. Ambala: The Indian Publications. Shrimali, K. L. *Better Teacher Education*. Ministry of Education, Government of India

Singh, L. C. & Sharma, P. C. (1997). *Teacher Education and the Teacher*. Vikas: New Delhi. Walker, R. & Adelman, C. A. (1990). *Guide to Classroom Observation*. Routledge: London. Websites of NCERT, NUEPA, NCTE, SCERT, NAAC.

QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019

First Semester
Faculty of Education

COMMON CORE COURSE

ED010104 – Trends, Issues, Innovations and Research in Teacher Education
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. What are the different modes of teacher education?
2. Define autonomy in teacher education
3. What is professional ethics?
4. Write the concept TQM.
5. What do you mean by Bench marking in teacher education?
6. What is meant by knowledge management strategies?
7. Define the concept 'accountability of teachers'.
8. What is blended learning?
9. Write any two innovative programmes for continuous professional development of teacher educators?
10. What is action research?

(8x1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Explain 5E Model of teaching.

12. What are the challenges in linking teacher education with community?
13. Review the national policies on teacher education in India.
14. Discuss Models of Teaching.
15. Explain the methodological issues of research in teacher education.
16. How can we say that teacher is a reflective practitioner?
17. Discuss the impact of globalization in teacher education?
18. Explain the aims and objectives of internship programmes.

(6x2=12)

Section C

(Answer any **two** questions. Each question carries a weight of 5.)

19. Discuss Theoretical and Practical aspects of teacher education program at undergraduate level.
20. What are National agencies of teacher education? Explain their role and functions.
21. Discuss the role of ICT in teacher education. How can we empower teacher educators through technology?
22. Describe the contributions of Shulman and Gage in teacher education research.

(2x5=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme
First Semester

COMMON CORE COURSE

ED010105 - ICT AND SKILL DEVELOPMENT

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

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

MODE OF TRANSACTION:

Seminars, web based student learning, panel discussion, group discussion, journaling, creative workshops, Research reporting, Document analysis, Brain storming, report writing, debates, assignments, Lecture-cum-discussion, demonstration, Practicing, experiential learning, survey.

COURSE CONTENT:

PART A – INFORMATION AND COMMUNICATION TECHNOLOGY

Module One: Teaching ICT: Developing as a Reflective Teacher (15 hours)

1. Free and proprietary softwares - comparative study of Ubuntu and Windows, MSOffice and Open Office.

2. Computer Lab Management - Familiarising smart class rooms - contemporary issues in ICT teaching.
3. e-content - concept.
4. Interacting: e-mail, internet messaging, chat rooms and virtual worlds. Publishing: web pages, blogs and podcasts. Social networking: learning together-wikis in schools- challenges.

PART B – SKILL DEVELOPMENT

Module Two: Communication Skill and Expository Writing (20 hours)

5. Communication-Meaning, Types, Components - Barriers in communication.
6. Communication skills - Interpersonal Skills, Presentation Skills, Listening Skills, Writing Skills, Speaking skills, Reading Skills.
7. Introduction - Types of Expository Writing.
8. Expository Text Structures: Description, Sequence, Comparison, Cause and Effect, Problems and Solutions
9. Expository Writing Techniques - Incorporating Technology in Expository Writing- Steps in assessing Expository Writing.

Module Three: Academic Writing (10 hours)

10. Different kinds of writings and writing styles - Style Manuals: APA, MLA, Chicago, Vancouver.
11. 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.

Module Four: Research Proposal (20 hours)

12. Need and significance of writing a research proposal.
13. Steps in the preparation of a research Proposal - Introduction, Procedure for collecting data, Procedure for treating data, Bibliography, Time schedule.
14. 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 - basic assumptions about the study.

15. Procedure for collecting Data - Sampling-method used in the study - variables in the study - tools and techniques used for data collection - Procedure to organize, analyse and interpret data.
16. Bibliography - List of books, journals and other documents, Time Schedule - Preparation of a realistic time schedule for completing the study within the time available.

Module Five: Self Development including Yoga (25 hours)

17. Soft Skills - Life Skills - Strategies for improving self-development - Modalities for mental and physical well-being - Developing self-coaching skills - Health skill coaching - Managing stress.
19. Communication and Action skills - Mind skills - Goal setting skills - Consolidation skill.
20. Yoga Education –Yoga: origin, history and development. The concept of Pancha Kosha (concept of body, mind and spirit) - Asanas, Mudras, Pranayamas and meditation.
21. Important Asanas: Padmasana, Salabhasana, Ardhasalabhasana, Bhujangasana, Vipareethasalabhasana, Ardhamatsyendrasana, Trikonasana, Vrikshasana, Dhanurasana and Suryanamaskar.
22. Mudras: Chin mudra, Chinmaya mudra, Adi mudra, Merudhanda mudra and Bhramma mudra.
23. Pranayama: Nadisudhi Pranayama, Sectional breathing, Surya Bhedana Pranayama, Chandra Bhedana Pranayama.
24. Meditation: Pancha Kosha Meditation.
25. Present day popularity of Yoga - Positive thinking – role in developing mental and physical health.

PRACTICUM (any two):

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.

RECOMMENDED REFERENCES:

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Cohen, L. & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.

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SEMESTER II

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Second Semester

COMMON CORE COURSE

ED010201 – PERSPECTIVES ON EDUCATION STUDIES

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- develop understanding about education as a discipline and field of study.
- analyse education in the context of social phenomena and social practice.
- appreciate education as a discipline in terms of the theoretical, practical and application elements.
- examine the vision of education in India reflected in the policies and programmes of government.
- comprehend the performance appraisal of higher education institutions and the conduct of quality analysis in educational institutions.
- critically examine the pivotal issues of contemporary India and to prepare action plans.
- comprehend the educational ideas of seminal thinkers with respect to the vision and mission of education.
- critically evaluate the problems and prospects of international initiatives and national policies in the present context.

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:

Module One: Education as a Discipline (15 hours)

1. Concept of Education as Discipline – Meaning, Scope and Relevance.
2. Theoretical bases of Education as a Discipline – Philosophical, Psychological, Sociological, Political and Economic.
3. Platform for Practice of Education as a Discipline – Formal, Informal,

Non-formal institutions.

4. Area of Application of Education as a Discipline – Individual, Family, Society, National and Global levels.
5. Interdisciplinary nature of Education – Relationship with other disciplines.

Module Two: Education as Social Phenomena and Practice (20 hours)

6. Education as a Social Phenomenon – Meaning and Significance.
7. Education as an Interactive Process – Bi-polar, Tri-polar and Multipolar Processes.
8. Education for Cultural Development, Preservation, Transmission and Transformation of Culture.
9. Education as a Practice in Society – Social Functions of Educational Institutions – Extension Activities and Research.
10. Learning: The Treasure Within – Four Pillars of Education (UNESCO, 1996).
11. Education for Empowerment – Social, Economic and Women.

Module Three: Stakeholders and Beneficiaries of Education (20 hours)

12. Stakeholders and Beneficiaries of Education – Students, Parents, Community, Society and State.
13. Grant-in-aid Policies at National and State levels.
14. National Structure of Education – Primary, Secondary and Higher Education; Vision and Mission of Higher Education.
15. Performance Appraisal of Higher Education Institutions – Need, Importance, Process and Methods.
16. Total Quality Management in Higher Education.

Module Four: Seminal Thinkers on Education (15 hours)

17. Educational vision of Paulo Friere reflected in *Pedagogy of the Oppressed*.
18. Education as a Dialogical Process reflected in Martin Buber's *I and Thou*.
19. Basic Education of Mahatma Gandhi as enunciated in *Dr. Zakir Hussain Report of 1938*.
20. Educational Thoughts of Dr. APJ Abdul Kalam as depicted in *Indomitable Spirit*.

Module Five: Contemporary Concerns of Education Policy (20 hours)

21. Brief accounts of Educational Policies in India.
22. Challenges of Education – Universalisation – Vocationalisation – Quality Education – Employability – Competency based Education.
23. State Vs Private Control of Education.
24. Advent and growth of Foreign Universities in India – Problems and Prospects of Foreign Direct Investment (FDI) in Indian Education.
25. Education for Global Citizenship.

PRACTICUM (any two):

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*
2. Visit any educational institution having innovative practices of quality enhancement.
3. Debate on any contemporary educational issue.
4. Conduct a SWOC Analysis of your institution.

RECOMMENDED REFERENCES:

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Krishnamurti, J. (1992). Education and world peace. In Social responsibility. Krishnamurti Foundation.

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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Examination

Second Semester

Faculty of Education

COMMON CORE COURSE

ED010201 – Perspectives on Education Studies

(2019 admissions onwards)

Time: Three Hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. Write any two merits of private control of education.
2. How is Education related to Neuro-Science?
3. What do you mean by Education as a social phenomenon?
4. Mention any two ways by which culture can be preserved by education.
5. Define Education as a Multi Polar process.
6. State two measures for empowering women through education.
7. Outline the national structure of school education.
8. Write a short note on Total Quality Management in education.
9. Mention the different platforms for practice of education as a discipline.
10. What is meant by competency based education?

(8x1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Explain the need and importance of Education for Global Citizenship.
12. Enumerate the Problems and Prospects of Foreign Direct Investment (FDI) in Indian Education.
13. Explain the importance of Education as a Dialogical Process proposed by Martin Buber.
14. Elaborate the process of performance appraisal of Higher Education Institutions.
15. What are the Grant-in-aid policies at National level with special reference to UGC.
16. Give a brief account of NPE 1986.

17. Present your arguments regarding the benefits of education for various stakeholders.
18. What are the challenges of education in terms of employability?
(6x2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. Analyse the concept of Education as a Discipline from the theoretical point of view. Elaborate its Philosophical, Sociological and Economic bases.
20. Critically evaluate the vision of education given in the document 'Learning: The Treasure Within (1996)' in the contemporary context.
21. Analyse the educational thoughts of Dr. APJ Abdul Kalam. Explain the relevance of these thoughts in Indian education.
22. Discuss the challenges of education with special reference to Universalisation, Vocationalisation, Quality Education and Employability. **(2x5=10)**

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Second Semester
COMMON CORE COURSE

**ED010202 - HISTORY, SOCIOLOGY AND POLITICAL ECONOMY OF
EDUCATION**

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

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

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:

Module One: Historical Perspectives of Indian Education (15 hours)

- 1) Educational Evolution in India – An Analysis of Dravidian, Vedic, Buddhist, Islamic and Christian contributions in Education.
- 2) Ancient Indian Universities - Nalanda, Taxila and Vikramasila.
- 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.
- 4) Landmarks in the History of Education in Kerala – Primary, Secondary and Higher Education.

Module Two: Sociological Perspectives of Education (15 hours)

- 5) Concept of Sociology – Meaning and Scope.
- 6) Educational Sociology - Concept, Nature and Scope, Relationship between Education and Sociology.
- 7) Structural, Functional, Symbolic, Interactionist and Conflict perspectives in Sociology.
- 8) Education as a Social Subsystem – Relationship between Education and other Social Subsystems: Economy, Polity, Culture and Religion.

Module Three: Education and Social Process (25 hours)

- 9) Education as a Social Process - Meaning and Scope.
- 10) Importance of Cultural and Multicultural aspects in Education – Cultural Lag – Acculturation – Enculturation.
- 11) Socialization – Agencies of Socialization – Family, Peer group, Community and Media.
- 12) Social Mobility, Social Control and Social Stratification.
- 13) Social Change – Impact of Education in Modernising Indian Society.
- 14) Creation of a Humane Society – Education for Liberation from social evils like Addictions, Dowry, Consumerism, Superstitions, Abuses and Discrimination.

Module Four: Political and Economic Perspectives of Education (25 hours)

- 15) Education and Political system – Educational Policies of State as an Instrument of Transformation.
- 16) Trends in Democracy and Secularism – Role of Education.
- 17) Education and Indian Constitution – Educational Provisions in the constitution and challenges of its implementation.
- 18) Universalisation of Education – Problems and Prospects – Equality of education opportunities – Social Inequalities - Right to Education Act, 2009.
- 19) Education and Development – Human Resource Development – Education as an Investment - Human Development Indices - Education for Sustainable Development.
- 20) Financing of Education – Planning, Budgeting and Monitoring.
- 21) Impact of Liberalization, Privatisation and Globalisation on Education.

Module Five: Contemporary Issues in Education (10 Hours)

- 22) Human Rights Violations in our Society - Education for Protection of Human Rights.
- 23) Issues of Autonomy and Accountability in Education.
- 24) Issues of Gender and Marginalization in Education.
- 25) Women Empowerment – Trends and Issues.
- 26) Politicisation of Education - Problems and Prospects.

PRACTICUM (any two):

1. Conduct a study on women empowerment and income generating programmes in your locality (e.g. Kudumbasree/Ayalkootam).
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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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019

Second Semester
Faculty of Education

COMMON CORE COURSE

EDU010202 - History, Sociology and Political Economy of Education
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. Write briefly on Education for Sustainable Development.
2. Define cultural lag.
3. Briefly explain Education as a Social Process.
4. Write a constitutional provision for Protection of Human Rights.
5. Mention any two factors that affect social mobility.
6. Elaborate the concept of Marginalisation in our society.
7. Write a short note on Nalanda and Taxila.
8. What is meant by Universalisation of Education?
9. List any two issues of Globalisation on Education.
10. Compare Buddhist Education and Islamic Education with reference to discipline.

(8X1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Explain the relationship between education and sociology in the present context.
12. Explain the importance of Cultural and Multicultural aspects in

Education with respect to Acculturation and Enculturation.

13. Elaborate the role of Education in Modernising Indian Society.
14. Give a brief account of issues of Autonomy and Accountability in Higher Education.
15. 'Educational Policies of the State are Instruments of Transformation'. Justify.
16. 'Education is an investment'. Comment.
17. Explain the structural and functional perspectives of sociology.
18. Briefly explain the problems related to politicisation of education.

(6X2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. Analyse education as a Social Subsystem. Explain the relationship between education and other Social Subsystems.
20. Critically evaluate the role of education for liberation from social evils to create a humane society.
21. Analyse the educational provisions in the Indian constitution and challenges of its implementation.
22. Analyse the historical development of education in India.

(2X5=10)

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Second Semester

COMMON CORE COURSE

ED010203 - ADVANCED EDUCATIONAL PSYCHOLOGY: INDIVIDUAL DIFFERENCES

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- understand the basic concepts, principles and their theories related to individual differences.
- understand the implications of theories of personality and intelligence.
- evaluate the relevance of various theories.
- develop scientific attitude and research competency.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Determinants of Individual Differences (5 hours)

1. Individual Differences - Introductory Concepts - Causes of Individual differences.
2. Role of Heredity and Environment - Catering to individual Differences-Measures.

Module Two: Personality (30 hours)

3. Nature and Characteristics of Personality. Biological Determinants of Personality - Social and Cultural Determinants of Personality.
4. Theories of Personality - Type Theories. Trait Perspective - Allport, Cattell. Type - Trait Theory - Eysenck.

5. Psycho Analytic Perspective - Freud, Jung.
6. Neo-analytic Perspective - Adler, Horney, Fromm.
7. Humanistic Perspective - Roger, Maslow, Lewin, Goldstein.
8. Social Learning Perspective - Bandura, Dollard and Miller.
9. Interactionist Perspective - Sullivan, Murray.
10. Measurement of Personality - Subjective, Objective and Projective Techniques. Deviant Personality - Understanding Psychopathology.
11. Classification of Personality Disorders - Neurotic, Psychotic, Psychosomatic, Mood (Bipolar) Disorders, Schizophrenia. Stress and Coping with Stress - Different strategies of Stress Management. Resilience - Sources of Resilience in Adulthood and Later Life.

Module Three: Adjustment and Mental Health (15 hours)

12. Adjustment - Concept, Definition. Adjustment Mechanisms. Maladjustment - Causes and Symptoms. Detection of Maladjustment.
13. Principles of Mental Hygiene- Preventive, Constructive and Curative Measures.
14. Psychotherapy - Transaction analysis. Types and techniques of Guidance and Counselling.
15. Life Skill Education - The Power of Positive Teacher.

Module Four: Intelligence (25 hours)

16. Nature and Definition of Intelligence. Theories of Intelligence - Theories of Spearman, Thorndike, Thurstone, Burt and Vernon, Guilford, Cattell, Sternberg, Jensen.
17. Multiple Intelligence (Gardner), Emotional Intelligence (Goleman), Social Intelligence, Moral Intelligence and Spiritual Intelligence.
18. Measurement of Intelligence - IQ, EQ and SQ. Types of Intelligence Tests.
19. Sociocultural Correlates of Intelligence - Home Environment, Birth Order, Family Size, Social Class, Racial and Ethnic Differences.
20. Metacognition - Meaning and Significance. Factors of metacognition. Metacognitive Strategies.
21. Creativity - Nature and Characteristics, Creative Process,

Characteristics of Creative Person, Identification of Creativity, Creativity Tests, Fostering Creativity in the Learner. Aptitude - Concepts, Definition, and Measurement. Interest - Concepts, Definition, and Tests. Attitude - Definition, Nature, Characteristics, Components and Measurements.

Module Five: Exceptional Children (15 Hours)

22. Meaning and Characteristics of Mentally Challenged, Physically Challenged, Visually Impaired, Hearing Impaired, Learning Disabled, Backward Children, Gifted and Delinquent.
23. Educational Provisions for Mentally Challenged, Physically Challenged, Visually Impaired, Hearing Impaired, Learning Disabled, Backward Children, Gifted and Delinquent.
24. Policies and Programmes - Organised by Government and NGOs for Exceptional Children.
25. Inclusive Education - Concept and Significance, Issues and Problems.

PRACTICUM (any two):

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 LD among secondary school students.
4. Outline a programme to develop any one life skill in learners at secondary level.

RECOMMENDED REFERENCES:

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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019

Second Semester
Faculty of Education

COMMON CORE COURSE
ED010203 - Advanced Educational Psychology:
Individual Differences
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. What is resilience?
2. Describe congruence and incongruence.
3. What is observational learning?
4. What is the concept of vicarious reinforcement?
5. Define metacognition. List out its components.
6. Write the sociocultural correlates of intelligence.
7. What do you mean by spiritual intelligence?
8. List out the different types of intelligence proposed by Howard Gardner.
9. Differentiate between aptitude and attitude.
10. Bring out your familiarity with any two interest inventories.

(8X1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. What do you mean by Individual Difference? What are the causes of

Individual differences?

12. Explain the Trait theory proposed by Eysenck.
13. Mention any three Projective techniques to measure personality.
14. Explain the Humanistic perspective of Rogers.
15. Discuss any two neurotic personality disorders.
16. Define Intelligence. Explain the SI model of Guilford.
17. What are the major policies and programmes organised by Government for Exceptional children.
18. Briefly explain the major problems while implementing inclusive education.

(6X2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. What is Mental Hygiene? What are the principles of Mental Hygiene? List out the Preventive, Constructive and Curative Measures.
20. What do you mean by Creativity? Explain the characteristics of a creative person. As a teacher how will you foster creativity in your classroom?
21. Explain the educational provisions for the gifted and mentally challenged children.
22. What is Maladjustment? Explain the causes of Maladjustment. Describe any five defence mechanisms.

(2X5=10)

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Second Semester

COMMON CORE COURSE

**ED010204 – ADVANCED EDUCATIONAL RESEARCH AND
STATISTICS**

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

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

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Design of Educational Research (20 hours)

1. Research design - meaning, purpose, characteristics, elements, types.

2. Historical research - meaning, scope and steps, sources of data - primary and secondary - Types of historical sources - external and internal criticisms.
3. Experimental design - principles of experimental design, pre experimental design, true experimental design, quasi experimental design, and factorial design; internal and external experimental validity - threats to internal and external validity.
4. Research - survey, causal comparative, correlational, case study, longitudinal, cross sectional, ex-post facto design.

Module Two: Sampling, Tools, and Techniques of Research (18 hours)

5. Sampling - meaning, importance, purpose, characteristics, sample size - rationale for fixing sample size.
6. Methods and techniques of sampling - probability sampling: types - simple random, stratified, systematic, and cluster sampling - advantages; Non-probability sampling: types - convenience - purposive - quota sampling - advantages and limitations.
7. Errors in sampling and its control.
8. Tools of research - check list, rating scale, questionnaire, attitude scale, inventory, sociogram, cumulative record, rubrics, e-tools - construction of tools, advantages and limitations,
9. Techniques of research - observation, interview, sociometry, projective techniques, testing - administration, advantages and limitations.
10. Characteristics of a good measuring instrument -
11. Different types of tests - construction and standardization of tests, validity and reliability - establishing reliability and validity.

Module Three: 3: Normal Distribution (12 hours)

12. Normal probability curve - meaning and characteristics, measuring divergence from normality - skewness and kurtosis, Non-normal distributions.
13. Applications of normal probability curve - percentage of cases in a normal distribution within given limits - limits in any normal distribution which include a given percentage of cases - comparison of two distributions in terms of overlapping - categorization of a group

according to normally distributed traits.

14. Score transformation - Standard scores and T-scores - advantages and uses.

Module Four: Inferential Statistics (20 hours)

15. Statistical inference - concept of population, sample, parameter, statistic - sampling error, central limit theorem, standard error - significance of mean, standard deviation, percentage, and coefficient of correlation - degrees of freedom, estimation of parameters, levels of significance, confidence levels and confidence intervals.
16. Tests of significance of difference between means - concept, null hypothesis and testing of null hypothesis - directional (one tailed) and non-directional (two tailed) test of significance - test of significance of the difference between the means for independent and correlated samples (large and small samples).
17. Parametric tests - concept and uses of parametric tests - analysis of variance (ANOVA) and analysis of co-variance (ANCOVA), factorial design - concept, basic assumptions and uses
18. Non parametric tests - basic assumptions and uses - Chi-square test - concept, use and application - Mann Whitney u test.

Module Five: Analysis, Interpretation, and Research Report (20 hours)

19. Analysis and interpretation- processing of data, analysis of data - qualitative and quantitative analysis.
20. Testing of hypothesis: decision making - Type I error and Type II error - interpretation and generalization of quantitative data.
21. Computer data analysis - computer data management, possibilities of using software available for analysis of social science data – EXCEL, SPSS, STATA and R - cyber security and cyber ethics.
22. Report Writing - research report - formal composition, pagination, title page, chapterisation, style of writing, preparing tables for presentation of data, APA style, use of abbreviation, bibliography, appendices.
23. Characteristics of a good research report.
24. Evaluation of a research report - criteria for evaluation - appropriateness of title and abstract, problem, hypotheses, review of related literature,

methodology, results, discussion, references, materials and overall writing.

25. Ethical issues in educational research – plagiarism.

PRACTICUM (any two):

1. Prepare a sample research article for a journal.
2. Illustrate the situations where parametric and non-parametric tests 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.

RECOMMENDED REFERENCES:

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- Willis, J. W. (2007). *Foundations of qualitative research: Interpretative and critical approach*. New Delhi: Sage Publications.

QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019

Second Semester
Faculty of Education

COMMON CORE COURSE

ED010204 – Advanced Educational Research and Statistics
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. How do you establish the validity and reliability of an achievement test?
2. Write briefly on APA style.
3. Describe the importance of software in computation of data.
4. What are the ethical issues in educational research?
5. What are the assumptions of Analysis of Co-variance?
6. Describe experimental design.
7. What is sampling? What is the rationale for fixing sample size?
8. What are E-tools?
9. Describe the significance of qualitative analysis of data.
10. What are the characteristics of a good research report?

(8X1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Write a short note on Historical research.
12. Compare causal comparative and correlational research.
13. Distinguish between questionnaire and inventory.
14. What do you mean by normal probability curve? Briefly explain its

properties.

15. Explain standard scores and T- scores. What are their advantages?
16. Calculate the test of significance of difference between means for the following data.

Groups	Mean	Standard Deviation	N
Group A	32.4	6.7	60
Group B	29.7	4.1	50

17. What is confidence interval? Explain.
18. What is meant by sampling error? Suggest measures for controlling it.

(6X2=12)

Section C

(Answer any **two** questions. Each question carries a weight of 5.)

19. What is research design? Explain the meaning, purpose, characteristics, elements and types? Describe any one Experimental Design.
20. What are the different methods and techniques of sampling? Describe any one method in detail.
21. When will you use chi-square test in hypothesis testing? Test the hypothesis that "the status of achievement is independent of method of teaching" for the following data.

Method of Teaching	Status of Achievement	
	Improvement	No improvement
Method 1	23	34
Method 2	17	41

22. What are the components of a Research Report? Prepare a research report for a problem of your choice.

(2X5=10)

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Second Semester

SPECIALIZATION CORE COURSE

ED010205 - CONTEXT AND ISSUES OF ELEMENTARY EDUCATION

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

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

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:

**Module One: Elementary Education: Framework and Allied Concepts
(15 hours)**

1. Elementary Education – Meaning, Objectives, Scope Vision and Mission.
2. Philosophical, Social, and Psychological Bases of Elementary Education
3. Constitutional provisions for elementary education – Articles related to elementary education and their implications,
4. Right to Education and child rights – Background of 86th Constitutional Amendment.
5. ECCE as a feeder programme for Elementary Education and Role of ICDS.
6. Role of Home, Community and Mass media in child development.

Module Two: Development of Elementary Education (15 hours)

7. Historical development of elementary education in India from 1813 to 1947, Gandhiji's Basic Education: A Critical Analysis.
8. Analysis of the reports of The Education Commission 1966, National Policy on Education 1986, Yashpal Committee.
9. National Curriculum Framework 2005, National Curriculum Framework 2016, Kerala Curriculum Frame Work 2007.
10. Priorities on Elementary Education as envisaged in 10th, 11th and 12th Five-Year Plans.
11. Management of Elementary Education – State vs Private control – Decentralisation of Elementary Education.

Module Three: Systems, Issues and Concerns of Elementary Education (25 hours)

12. Systems and structural organization of Elementary Education in India.
13. Universalisation of Elementary Education – Issues and Challenges.
14. National Elementary Education Mission – Aims and Programmes, Quality Elementary Education – Responsibilities and challenges of MHRD, NCERT, SCERT, DIETs, BRCs and CRCs.
15. Role of NGOs and voluntary organisations, Elementary Education in the International context – UNESCO, UNICEF and UN Initiatives.
16. Education for All and Equalisation of Educational Opportunities – Challenges and solutions – Hindrances of Elementary Education – Child labour – Child abuse – Gender disparity – Marginalisation – Wastage and Stagnation.

17. Programmes and Initiative for Elementary Education – Critical evaluation of the outcomes of the Government initiatives – Operation Blackboard (OB) – District Primary Education Programme (DPEP) – Sarva Shiksha Abhiyan and Samagra Shiksha Abhiyan (SSA) – National Programme for Education of Girls at Elementary Level (NPEGEL) – Kasturba Gandhi Balika Vidyalaya (KGBV) – Lok Jumbish – Shiksha Karmi Project.

Module Four: Curriculum, Pedagogy and Evaluation in Elementary Education (20 hours)

18. Curriculum for Elementary Education – Principles and Maxims, Paradigms in contemporary curriculum, Joyful Learning – Experiential Learning – Guided Learning.
19. Competency based Education – Importance of Life Skill education.
20. Methodology and Pedagogical Analysis of Elementary Education – Language, Mathematics, Environmental Science, Art Education, Health and Physical Education.
21. Methods of Classroom transaction – to develop discovery approach in learning – to develop presentation skills – to develop writing skills (story writing, poetry writing, and written exam) – to develop performance skills (Drawing skill, Music presentation, Drama, Dance, Physical activities) – to develop practical skills (experimentation and observation).
22. 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.

Module Five: Contemporary Trends and Research in Elementary Education (15 hours)

23. Recent Researches on Elementary Education – An analysis of the status.
24. Inclusive education at elementary level – Challenges of bringing all children in the same school with special reference to children with disabilities, children from weaker social, cultural and economic backgrounds.

25. Quality Improvement of Elementary Education – Role of IT – Contribution of IT@School Project – National Programme for Technology Enhanced Learning (NPTEL).
26. Elementary Education in the context of Globalization and Commercialisation – Issues related to multicultural classrooms.
27. Teacher Education at Elementary level – Current practices for professional development of practitioners and teacher educators – Initiatives of NCTE.

PRACTICUM (any two):

1. Prepare a questionnaire for evaluating curriculum for any standard at elementary level.
2. Prepare an innovative lesson transcript based on a subject at elementary level of your choice.
3. Prepare a report on the recent research on curriculum development at elementary level.
4. Make comparative Study of two syllabi of standard I – Kerala State Government and CBSE.

RECOMMENDED REFERENCES:

- Aggarwal, J. C. (1993). *Development and Planning of Modern Education*. New Delhi, Vikas Publishing House Pvt. Ltd.
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Committee for Review of National Policy on Education, 1986 (1990). Ministry of Human Resource Development, Department of Education, New Delhi.

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PROGRAMME STRUCTURE AND SYLLABUS PGCSS – M.Ed. 71

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QP Code:

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MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019
Second Semester
Faculty of Education

COMMON CORE COURSE
ED010205 – Context and Issues of Elementary Education
(2019 admissions onwards)

Time: Three Hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. Mention the context of revision of Article 45 to Article 21 A.
2. Write two relevant areas of research at elementary level with its importance.
3. Write the importance of 11th Five-Year Plan with respect to elementary education.
4. Briefly describe how you will develop life skills among students at elementary level.
5. What is the significance of experiential learning at elementary level?
6. Is it possible to attain the mission 'Education for All' in India? Justify your answer.
7. Write down the structural organization of elementary education in India.
8. Give a brief account on Joyful learning.
9. Write one principle of curriculum development indicating its relative importance.
10. Mention two objectives of teaching environmental science at elementary level.

(8x1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. What are the objectives of elementary education? Critically examine how far the objectives have been achieved.
12. How does ECCE help for the attainment of universalization of elementary education?
13. State the problems and issues of elementary education given in Yashpal

Committee Report.

14. Briefly describe the role of IT in quality improvement of elementary education.
15. Indicate the advantages and disadvantages of continuous and comprehensive evaluation practiced in our schools
16. What are the hindrances of elementary education? Suggest measures to overcome them.
17. State the initiatives of NCTE for the professional development of elementary school teachers.
18. Give an account of issues pertaining to multicultural classrooms at elementary level.

(6x2=12)

Section C

(Answer any **two** questions. Each question carries a weight of 5.)

19. Critically examine the major programmes and initiatives in India for the achievement of universalization of elementary education.
20. Elaborate the development of elementary education in pre-independent India.
21. Discuss the role of state level agencies, NGOs and voluntary organizations for quality elementary education.
22. Analyse different methods adopted for classroom transaction at elementary level.

(2x5=10)

SEMESTER III

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Third Semester

SPECIALISATION ELECTIVE COURSE

ED800301 – EDUCATIONAL EVALUATION

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- familiarize the student with theoretical background of educational evaluation.
- make students aware about the various functions of evaluation.
- help the students to understand the different models of evaluation.
- make students familiar with tools and techniques of evaluation'
- enable students to prepare quality test items
- develop competence in construction and standardization of various measuring instruments.
- nurture the skill in interpretation of data and test results.
- 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.

COURSE CONTENT:

Module One: Process of Evaluation (15 hours)

1. Concept of evaluation - meaning and definitions, Taxonomy of educational objectives - revised version of Bloom's Taxonomy, Different

approaches to formulating objectives and special learning outcomes, McCormack and Yager's Classification of Objectives.

2. Need and scope of evaluation. Functions of evaluation -Placement, classification, feedback and motivation, prognosis, diagnosis, certification and assessment, interrelationship between measurement and evaluation in education.
3. Differences among measurement, assessment and evaluation, scales of measurement.
4. Types of evaluation - Formative Vs. Summative, Diagnostic Vs. Prognostic, and Criterion referenced Vs. Norm referenced.
5. Administering the evaluation programme - (Rapport, scheduling various types of evaluation, student participation in evaluation) Competency based instruction and evaluation.

Module Two: Models of Evaluation in Education (15 hours)

6. Evaluation as a model for change, concept of models of evaluation, Need for evaluation Models.
7. Types of evaluation Models (• Goal Attainment model, and • Goal free model)
8. Kirkpatrick Model (Advanced level of evaluation — results level, performance level, Basic level of evaluation — Training level, Reaction level)
9. CIRO Model (Context evaluation, Input evaluation, Reaction evaluation, outcome evaluation)
10. Stufflebeam's CIPP Model (Context evaluation input evaluation, Process evaluation Product evaluation).

Module Three: Tools and Techniques of Measurement and Evaluation (25 hours)

11. Tools of evaluation - tests (intelligence, aptitude, creativity, performance tests).
12. Scales (different types), checklist, inventory, questionnaire, schedule - meaning and uses.
13. Techniques of evaluation - Interview, Observation, Self-reporting, projective techniques – meaning and Uses.

14. Evaluation Instruments as a basis for staff development – Peer observation, Curriculum Delivery systems, making staff development work.
15. Developing achievement tests - Test items - Objective items (different types), descriptive items (short answers and essay type), and guidelines for preparing various types of items, merits and demerits of each type of test items. Classification of tests - oral Vs. written, individual Vs. group, Achievement Vs. Diagnostic test, Standardized Vs. teacher made test.

Module Four: Construction and Standardization of Evaluation Instruments (25 hours)

16. 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.
17. 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.
18. Norms — (age, gender, locale, grade norms), Standard score, Percentile norm, T score, C score, Stanine score.
19. Steps in administering tests to Groups of pupils, interpreting test results and other evaluative data.
20. Factors and precautions to be considered in the interpretation and use of evaluative data, Individual administration.

Module Five: Modern Trends in Educational Evaluation (10 hours)

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

24. Online examination, web based assessment, uses of computers in various phases of evaluation, electronic portfolios.
25. 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 Evaluation.
2. Prepare any one evaluation tool.
3. Prepare an e-portfolio.
4. Prepare a soft copy of Question Bank on any topic of your choice.

RECOMMENDED REFERENCES:

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- Bhatia, S. K. & Jindal, S. (2016). *A text book of Curriculum, Pedagogy and Evaluation*. New Delhi: Paragon International Publishers.
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San Francisco CA: Jossey-Bass.

Thorndike, R. M. & Thorndike, T. M. (2004). *Measurement and Evaluation in Psychology and Education*. Delhi: Prentice-Hall of India Pvt Ltd.

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MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019
Second Semester

Faculty of Education
SPECIALISATION ELECTIVE COURSE
ED800301 – Educational Evaluation
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. Give two suggestions for improving essay type questions for an Achievement test.
2. How does Achievement test differ from Diagnostic test?
3. Examine the difference between Verbal and Non-verbal intelligence test.
4. List two Functions of Evaluation.
5. State the need for Evaluation Models.
6. Differentiate between Standardized and Teacher made tests.
7. Give two merits of grading system.
8. Comment on Open book examination.
9. Define standard score.
10. Suggest two methods to establish the reliability of a test.

(8x1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Enumerate the strengths and weaknesses of 'Conferencing' as an evaluation practice.

12. Analyse the role of 'Peer observation' in staff development.
13. Comment on Goal free Model in evaluation.
14. Describe how you would develop a question bank and use it for effective evaluation.
15. Explain the meaning and use of Projective Techniques in evaluation.
16. With the help of an example, differentiate the concepts 'measurement', 'assessment' and 'evaluation'.
17. List out the steps in preparing an e-portfolio.
18. Suggest the precautions to be taken in the interpretation and use of evaluative data.

(6x2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. Describe the steps involved in the preparation and standardisation of any evaluation tool.
20. Illustrate how the revised version of Bloom's Taxonomy is an improvement upon its former version. Bring out the educational significance of the changes.
21. Discuss the meaning, significance, merits and problems of 'Continuous and Comprehensive Evaluation'.
22. Explain the characteristics of a good evaluation instrument. How will you ensure the validity of a test that you have prepared?

(2x5=10)

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Third Semester

SPECIALISATION COURSE

ED810301 – ENVIRONMENTAL EDUCATION

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- develop comprehensive concept about the scope and importance of environmental education.
- acquaint with environmental issues and problems.
- be aware of the recent environmental hazards and the plan of action to overcome this in a broad perspective.
- provide training in IT enabled strategies for imparting environmental education.
- carry out research projects for improving environmental quality and sustainable development.
- conduct awareness program and develop an action plan for the public about sustainable development.
- lead a nature friendly life and promote green living in the society.
- develop an attitude to conserve the nature and natural resources.

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:

Module One: Concept of Environmental Education (20 hours)

1. Concept of Ecology, ecosystem.
2. Food chain, Food web - Factors affecting food chain and food web.
3. Meaning, need and significance of environmental education.
4. Structure and status of environmental education- primary, secondary and higher education.
5. Environmental education in a global perspective – steps taken by National, International and State organizations in the promotion of environmental education.
6. Environmental Literacy.

Module Two: Curriculum Construction for Environmental Education (15 hours)

7. Curriculum planning - Factors affecting Curriculum Construction.
8. Methods in Environmental Education - Outdoor education, Experiential Education, Inquiry Method.
9. Approaches in Environmental Education - Holistic, Integrated, Interdisciplinary, Multidisciplinary.
10. Formal and Informal Strategies in environmental education - Debate and discussion, Video, Case study, Action projects, Simulation - Poster and Brochure preparation, Workshop, Interactive website, Guided nature walk, Green classroom activities.
11. Issues related to supervision and assisting in environmental education.

Module Three: Environmental Problems (20 hours)

12. Environmental problems at Global and regional level: Global level - Global Warming and Glacier Erosion, e-Waste Management, Loss of Habitat and Biodiversity, Pollution; Regional Level - Solid and Liquid Waste Management, Quarrying and Sand Mining, Ecological Hot Spot.
13. Natural Disasters - Disaster Management.
14. Conservation of Nature and Natural Resources.

Module Four: Environmental Planning and Management (20 hours)

15. Concept and need of environmental planning.
16. Issues related to environmental planning.
17. Need and scope of sustainable development.
18. Environment monitoring System.
19. Environmental Accountability – Environmental Ethics.
20. Contributions of social activists in environmental education in India.
21. Recent Eco concepts – Ecotourism, Eco-feminism, Green living, Organic farming, Family farming.

Module Five: Evaluation and Research in Environmental Education (15 hours)

22. Need and Significance of Evaluation.
23. Difficulties in Evaluation.
24. Recent Trends in Evaluation - CCE, Learner report, Skill Tests, Simulated Practical test, Portfolio, Rubrics.
25. Recent Researches in Environmental Education

PRACTICUM (any two):

1. Suggest conservation strategies to be adopted in your locality.
2. Prepare a biological album/CD on endangered species.
3. Write a proposal for observation of Environmental Day.
4. Report a field experience on an area of environmental issue.

RECOMMENDED REFERENCES:

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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019
Third Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED810301 - Environmental Education
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. What do you mean by Ecofeminism?
2. Define ecosystem.
3. What do you mean by environmental literacy?
4. Write a short note on environmental monitoring system
5. Mention any two recent researches in environmental education.
6. What do you mean by disaster management?
7. Mention any four difficulties in environmental education.
8. What are the factors affecting curriculum construction in Environmental education?
9. Write the factors affecting food chain and food web?
10. Mention the methods in environmental education.

(8x1 =8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Explain the structure and status of environmental education at Secondary level.
12. Explain the need and significance of environmental education.

13. Bring out the contributions of two social activists in India in the field of Environmental education.
14. Explain the concept of environmental sustainability.
15. Discuss the recent trends in the evaluation of environmental education.
16. Discuss the major issues related to environmental planning.
17. Describe any two approaches employed in environmental education.
18. Explain environmental accountability and environmental ethics.

(6x2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. Deliberate the prominent environmental issues at Global level and regional level. Suggest remedial measures.
20. Describe the formal and informal strategies employed in environmental education.
21. Highlight the need for conservation of nature and natural resources in the present scenario.
22. Discuss the steps taken by national and international organizations in the promotion of environmental education.

(2x5=10)

SEMESTER IV

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Fourth Semester
COMMON CORE COURSE
ED010401 - CURRICULUM DEVELOPMENT AND TRANSACTION

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- understand the concept of curriculum and its various determinants
- explore the process of curriculum development
- analyse foundations of curriculum and different areas of curriculum.
- check for the theoretical background of curriculum development
- reflects on the models, approaches and issues in curriculum development
- check for the critical evaluation on curriculum and curriculum development
- analyse on approaches to curriculum, influencing factors on the effectiveness of curriculum implementation
- resolve the purpose of curriculum evaluation and evaluation of curriculum materials.
- familiarize curriculum planning and organization – new trends in curriculum planning
- understand how to select the materials and procedure for curriculum planning and organization
- understand the importance of values, individual capacities, economic growth, and problems in curriculum planning and organization
- understand curriculum transaction in relation to its requirements, material and process

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Nature, Principles and Determinants of Curriculum (15 hours)

1. Meaning, Definition, Nature and Components of Curriculum
2. Review of educational policies and recommendations on Curriculum (UNESCO, MHRD, UGC, NCTE, NCF)
3. Principles, Stages, and Scope of Curriculum Development
4. Philosophical, Psychological and Sociological bases of Curriculum Development
5. Different types of Curriculum – Core, Activity, Interdisciplinary, Hidden, and Humanistic Curriculum

Module Two: Theories of Curriculum (25 hours)

6. Curriculum as a product, process and praxis
7. Models of Curriculum Development – (Technical Scientific Models: Ralph Tylor model - Hilda Taba model - Saylor, Alexander and Lewis model) – (Non Technical - Non Scientific Models: Glatthorn model- Weinstein and Fantini model – Doll, Prigogine model)
8. Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
9. Reconstructionist curriculum – characteristics, purpose, role of the teacher, psychological basis of reconstructionist curriculum
10. Issues in Curriculum Development - Centralized Vs. decentralized curriculum - Diversity among teachers in their competence - Problems of curriculum load - Participation of functionary and beneficiaries in curriculum development

Module Three: Curriculum Planning, Organisation, and Implementation (20 hours)

11. New trends in Curriculum Planning
12. Selection of materials for organising the content - fostering individual as a productive member of society - fostering moral, spiritual and aesthetic values - consideration of economic growth
13. Selection and organisation of learning experiences – work experience, gender parity, peace oriented values, health education, needs of children with disabilities, arts and India's heritage of crafts, environment related knowledge, use of local resources
14. Problems of curriculum organisation
15. Factors influencing the effectiveness of curriculum implementation - students, teachers and instructional environment

Module Four: Curriculum Transaction (15 hours)

16. Curriculum transaction and its requirement - duration, intake, eligibility of students, content, qualification of teaching staff, infrastructure and institutional facilities, classroom climate and ICT
17. Curricular materials - text book, presentation of content, language, illustrations, episode, stories and practice /exercise
18. Teachers Guide: its role in curriculum transaction
19. Collaborative/cooperative learning: meaning and its role in curriculum transaction
20. Issues related to curriculum transaction – gender and value education

Module Five: Curriculum Evaluation, Reform and Research (15 hours)

21. Nature and purpose of evaluation – Metfessel Model of Evaluation
22. Tools and techniques of curriculum evaluation – Observation, Interview, Opinionnaire, Project Work, Peer Evaluation
23. Issues in curriculum evaluation
24. Government interventions of curriculum reforms in Indian Context
25. Recent trends in Curriculum Research

PRACTICUM (any two):

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.

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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019
Fourth Semester
Faculty of Education

COMMON CORE COURSE
ED010401 - Curriculum Development and Transaction
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. Write the meaning and definition of Curriculum.
2. Write the issues related to curriculum transaction.
3. What are the problems related to curriculum organisation?
4. Write a note on curriculum evaluation.
5. What is Humanistic curriculum?
6. Give a brief account of the stages of curriculum development.
7. Give the sociological basis of curriculum development.
8. What you mean by Reconstructionist curriculum?
9. What is the role of teacher in curriculum transaction?
10. What is cooperative learning?

(8x1= 8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Write a brief note on the requirements for curriculum transaction.
12. Learning experience provides healthy and wonderful outcomes. Explain.
13. How curriculum fosters moral, spiritual and aesthetic values? Explain with examples.

14. Write a brief note on components of curriculum.
15. Explain curriculum as a product.
16. Write a note on Technical scientific model of curriculum development with example.
17. Enumerate the problems of curriculum reform.
18. Differentiate between centralized curriculum and decentralized curriculum.

(6x2=12)

Section C

(Answer any **two** questions. each question carries a Weight of 5.)

19. Give a brief account of the factors which influence the effectiveness of curriculum implementation?
20. Critically evaluate the issues in curriculum development.
21. Explain the Metfessel Model of Evaluation of Curriculum and its importance.
22. Describe the governmental interventions of curriculum reforms in India.

(2x 5=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme
Fourth Semester
SPECIALISATION CORE COURSE
ED010402 – CONTEXT AND ISSUES OF SECONDARY AND SENIOR
SECONDARY EDUCATION

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- develop understanding about conceptual perspectives of secondary and senior secondary education.
- examine the history, vision and development of secondary and senior secondary education in the post- independent India.
- critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.
- comprehend the institutions, structures, and initiatives for secondary and senior secondary in India.
- critically examine the issues of contemporary India with respect to secondary and senior secondary education and to prepare action plans.
- comprehend the curriculum and evaluation in secondary and senior secondary education.
- critically evaluate the international trends in secondary and senior secondary education and the national initiatives and policies in the present context.
- analyse the impact of quality enhancement programmes and initiatives at secondary and senior secondary levels and ICT implementation, teacher training and media influence.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Secondary and Senior Secondary Education: Concept and Perspectives (15 hours)

1. Secondary and Senior Secondary Education – Nature, Objectives, Vision and Mission.
2. Psychological and sociological perspectives of secondary education – Socio-emotional competencies of the adolescents – Role of Secondary education.
3. Historical Development of Secondary and Senior Secondary Education in India in the post-independent period with special reference to Kerala.
4. Aims, Objectives and Concerns prioritised in Commissions and Documents on Secondary Education – Secondary Education Commission 1953, Education Commission 1966, Yashpal Committee Report, National Curriculum Framework (Latest Revision), Kerala Curriculum Framework 2007.
5. National Knowledge Commission – major recommendations with special reference to Secondary Education, National Vocational Education Qualification Framework (NVEQF).
6. Constitutional Provisions for Secondary Education – Articles related to education and their implications.

Module Two: Programmes, Problems and Challenges of Secondary and Senior Secondary Education (20 hours)

7. Programmes and Initiatives for secondary and senior secondary education – critical evaluation of the government initiatives – SSA (Sarva Siksha Abhiyan), RMSA Rashtriya Madhyamik Siksha Abhiyan), SSA (Samagra Siksha Abhiyan).
8. Role and responsibilities of DPI and Directorate of Senior Secondary education.
9. Allocation of funds for Secondary and Senior Secondary Education.
10. Psycho-social problems of students at secondary level – Social sensitivity – Gender concerns – Cyber Ethics – Sex education – Health and Hygiene – Social abuses: drugs and alcoholism.
11. Problems of differently abled – Challenges of inclusive education.
12. Universalisation of Secondary education in India with special reference to Kerala, Open Schools, Equalisation of educational opportunities at secondary level.

Module Three: Curriculum and Evaluation in Secondary and Senior Secondary Education (20 hours)

13. Philosophical, Psychological and Sociological bases of curriculum development at Secondary and Senior Secondary level.
14. Skills development among Secondary and Senior Secondary school students – Life Skills – Additional Skills Acquisition Programme, Role of professional management.
15. Role of teachers and PTA as functionaries and beneficiaries of curriculum.
16. Classroom testing and Evaluation – Quantitative and Qualitative Perspectives – Recent trends in evaluation – CCE, Online testing, Performance based evaluation and Collaborative Evaluation.
17. Competency based Education and Curriculum.

Module Four: Quality Perspectives in Secondary and Senior Secondary Education (20 hours)

18. Quality education in Secondary and Senior Secondary level – Initiatives of MHRD, NCERT, SCERT – Role of NGOs.
19. Local and Global resources for Quality enhancement at Secondary and Senior Secondary levels.
20. Quality enhancement through ICT- Integrating Technology at Secondary and Senior Secondary levels – 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).
21. Quality and Qualification of Teachers – Teacher Education at Secondary and Senior Secondary levels – Recent Initiatives of SCERT, NCERT and NCTE.
22. Institutions and systems of secondary education at national and local levels – different school systems at government and private sectors.

Module Five: Recent Trends and Research in Secondary and Senior Secondary Education (15 hours)

23. Technology based learning models – Problem based learning – Virtual Learning – Web based Learning.
24. Type of Media and Interactive Technologies – Multimedia –

- Teleconferencing – Video Conferencing – Web Conferencing.
25. New horizons in educational technology – Cloud computing, Game-based learning, Augmented reality, E-twinning, Digital workplace.
 26. Need and Importance of research at secondary and senior secondary levels – relevant areas – Curriculum, Teachers and Practices.
 27. Educational Development Index – Components and Indicators.

PRACTICUM (any two):

1. Prepare a report based on the over use of technology among secondary or senior secondary school students.
2. Conduct a comparative study on the Enrolment and results of students at secondary schools in your locality (preferably 10th or 12th standards).
3. Conduct a survey of the accessibility of school facilities for universalisation of secondary education (compare the public and private sectors).
4. Conduct a debate/seminar/panel discussion on the socio-emotional issues of the students at secondary or senior secondary level.

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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Examination

Fourth Semester

Faculty of Education

SPECIALISATION CORE COURSE

ED010402 – Context and Issues of Secondary and Senior Secondary Education

(2019 admissions onwards)

Time: Three Hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. Write two constitutional provisions which ensure equality of education.
2. Mention two relevant areas of research to be conducted at senior secondary level and its importance.
3. What is Samagra Siksha Abhiyan?
4. What is virtual learning?
5. Write a brief note on the role of NGOs for the quality enhancement of secondary education.
6. List the solutions recommended in the Yashpal Committee Report for reducing curriculum load.
7. Write the importance of video conferencing in senior secondary education.
8. Give a short note on the components of Educational Development Index.
9. What are the local resources for quality enhancement at secondary level?
10. What is the role of PTA as beneficiary of curriculum?

(8x1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Suggest measures to overcome the psycho-social problems of students at secondary level.
12. Briefly describe the planning and allocation of funds for school education in 12th Five-Year Plan.
13. State the role of Additional Skill Acquisition Programme in the overall development of students.

14. Give an account of programmes at secondary level for quality enhancement through ICT.
15. Write the major recommendations of National Knowledge Commission with reference to Secondary Education.
16. In India, secondary education falls under different boards. In such a condition is it possible to ensure equalization of educational opportunity. Substantiate your answer.
17. Briefly indicate the challenges of inclusive education at secondary school level.
18. Give a brief account on new horizon educational technology.

(6x2=12)

Section C

(Answer any **two** questions. Each question carries a weight of 5.)

19. Explain the objectives, vision and mission of secondary education in India. Evaluate how far the objectives have been achieved.
20. What are the qualities of a secondary school teacher? Critically examine the initiatives taken by SCERT for quality improvement of teachers.
21. Analyse the psychological and sociological bases of curriculum development at secondary level.
22. Discuss recent trends in evaluation at secondary and senior secondary levels.

(2x5=10)

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Fourth Semester

SPECIALISATION ELECTIVE COURSE

**ED820401 – ADVANCED METHODOLOGY AND PEDAGOGICAL
PRACTICES OF LANGUAGE EDUCATION - ENGLISH**

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- understand the key ideologies in learning and teaching a language.
- attain the skills of curriculum design and construction in language learning.
- understand the psychology of language learning.
- gain acquaintance with the modern language pedagogy.
- gain acquaintance with the latest trends in assessment and evaluation of language learning.
- be able to design and construct online and offline tests.
- gain acquaintance with the digital resources in language education.
- develop research attitude.
- realise the need and importance of Continuing Professional Development.

MODE OF TRANSACTION:

Lecture cum discussion – group presentations – power point presentations – contribution to debate/discussion – video presentations – invited talks – seminars – debates – assignments – brainstorming sessions – self-study – general and group work – peer group discussion –peer tutoring – projects – interaction with community – educational survey – online learning – supervised study – Creative workshop.

COURSE CONTENT:

Module One: Perspectives in language learning (10 hours)

1. Nature and scope of language learning.
2. Implications of learning theories in language learning – Behaviourism, Cognitivism, Constructivism and Connectivism.
3. Aims and objectives of language learning – Bloom's revised taxonomy of educational objectives.

Module Two: Dimensions of language curriculum development (15 hours)

4. Principles of curriculum construction – language curriculum.
5. Types of language syllabi – structural, skill based, situational, notional-functional, communicative, discourse based.
6. Comparison and critical analysis of different school curricula and textbooks - SCERT, NCERT, ICSE.
7. Curricular reforms and revisions in India – especially related to English language learning.

Module Three: Modern Pedagogical Practices (30 hours)

8. Enhancing proficiency in language and communication – development of language skills at different levels.
9. Teaching language elements – vocabulary and grammar.
10. Teaching of prose: Aims of teaching prose lessons – Linguistic aspects – Development of language skills, vocabulary and grammar - Ideational part – Cultural and aesthetic growth. Methods of teaching different forms of prose – drama, short story, biography, autobiography, preparation of reports, screenplays and development of different types of discourses.
11. Teaching of poetry: Aims of teaching poetry – Appreciation and development of creativity.
12. Modern approaches, methods, and techniques: Post methods era.

13. Current pedagogic practices – digital practices, e-learning, m- learning, flipped learning, blended learning, collaborative learning – online networks – EDMODO.
14. Digital resources - Cyber ethics - netiquette, cyber security, copyright rules.
15. Inclusive and differential pedagogic practices.

Module Four: Changing trends in Evaluation and Assessment (20 hours)

16. Assessment practices – Formative, summative, CCE, grading, self-assessment, peer evaluation, proficiency and placement tests (IELTS, TOEFL, TKT, CELTA, DELTA).
17. Language tests for language elements – vocabulary, grammar, pronunciation, language skills and discourses, communicative properties of tests, assessment batteries
18. Performance based assessment techniques – checklists, rubrics, portfolio, blogs.
19. Online and offline assessment – design, construction, conduct (websites, online resources, Computer Adaptive Tests).
20. Different types of tests – teacher made test, standardized test, diagnostic test, achievement test.

Module Five: Professional Empowerment (15 hours)

21. Continuous Professional Development (CPD), Pre-service and in-service strategies, orientation programmes, refresher courses, seminar, symposium, panel discussions, workshops, conferences, self-study, teacher portfolio, reflective teaching, study groups, and study circles, book clubs, extension lectures, research colloquium, online professional development courses (MOOCs).
22. Professional organisations and agencies, online networks.
23. Professional ethics, stress coping strategies, communication - soft skills.
24. Current trends and practices in research: learner corpora, inter language, multimodal learning, qualitative studies.

25. Review of latest research in English language education (since 2000).

PRACTICUM (any two):

1. Prepare a lesson transcript based on the Constructivist paradigm.
2. Develop an e-content on any school level topic in English.
3. Conduct a seminar on recent research trends in language.
4. Design and construct an online test to assess language skills.

RECOMMENDED REFERENCES:

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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019
Fourth Semester
Faculty of Education
SPECIALISATION ELECTIVE COURSE

**ED820401 – Advanced Methodology and Pedagogical Practices of
Language Education - English**
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. State any two objectives of teaching English in India.
2. What are the principles on which a language curriculum is constructed? Mention any two principles.
3. State any two recommendations of NCF 2005 regarding the teaching of languages in India.
4. Write any two implications of the Constructivist theory of learning for second language classrooms.
5. Name any two online networks of English teachers.
6. Define the concept 'learner corpora'.
7. What is meant by a rubric?
8. What is the expansion of TOEFL?
9. What is m-learning?
10. Name any two online databases.

(8X1=8)

Section B

(Answer any **six** questions. Each question carries a weight of **2**.)

11. How does the theory of Connectivism explain language learning in the digital era?
12. Compare and contrast the communicative syllabus and discourse-based syllabus.
13. How can learning grammar be made interesting for students?
14. Briefly explain the steps involved in the design and construction of online assessment.
15. Suggest how teachers can cope with stress in professional life.
16. Elaborate on Bloom's revised taxonomy of educational objectives.
17. Explain the principles of construction of a language curriculum.
18. Why is the knowledge of netiquette essential for a good netizen?

(6X2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. Critically analyse the current pedagogical practices in teaching of English.
20. Critically review the latest research trends in English language education.
21. The teacher is a professional. Explain the need for professionally updating oneself in the teaching profession.
Critically examine the reforms and revisions in English education in India.

(2X5=10)

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Fourth Semester

SPECIALISATION COURSE

**ED820406 – ADVANCED METHODOLOGY AND PEDAGOGICAL
PRACTICES OF MATHEMATICS EDUCATION**

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- understand the key ideologies in learning and teaching Mathematics.
- attain the skills of curriculum design and construction in Mathematics learning.
- understand the Psychology of Mathematics learning.
- gain acquaintance with the modern Mathematics pedagogy.
- gain acquaintance with the latest trends in assessment and evaluation of Mathematics learning.
- gain acquaintance with the digital resources in Mathematics Education.
- develop research attitude.
- develop positive attitude towards the profession.
- realise the need and importance of Continuing Professional Development.
- explore avenues of Professional Growth.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Nature and Objectives of Teaching Mathematics (20 hours)

1. Abstractness of Mathematics - Pure and Applied Mathematics - Historical development of Mathematical concepts with some famous anecdotes such as from Gauss, Ramanujan, etc. - Mathematical Modelling.
2. Aims and Objectives of teaching Mathematics at various levels of School - Blooms Revised taxonomy of educational objectives.
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 - Connectivism Theory.
4. Structure of Mathematics - Undefined terms and Axioms - Proofs and Verifications - Role of examples in Mathematics - Scope and limitations of Intuition in Mathematics.

Module Two: New Trends in the Teaching of Mathematics (15 hours)

5. Constructivist approach in teaching of Mathematics - Cognitive Acceleration Approach, 7E Learning Cycle Model, Cognitive Apprenticeship Model.
6. Gamification- Meaning, Steps, Advantages.
7. Computer Based Instructions – Interactive softwares (Geogebra), Mobile Technology Learning Applications in Mathematics, Online tutoring, BLOGS, e-Content.
8. Programmes for Technology Enhanced Learning - SWAYAM, SAMAGRA, EDMODO, MOODLE.
9. Innovative Learning Strategies - Edutainment Learning Strategy, Blended Learning, Brain Based Learning, Problem Based Learning, Flipped Learning.

Module Three: Mathematics Curriculum (15 hours)

10. Curriculum: concept and types - Curriculum Development: Content driven curriculum, Objective driven curriculum and Process driven

curriculum - Approaches and Patterns: Discipline wise, Unified, Interdisciplinary, integrated, correlated and Hidden Curriculum- Horizontal and Vertical Acceleration.

11. Curricular Innovations and interventions in India - Reforms by NCERT, SSA, DPEP, NCF, and KCF – new trends in the development and transaction of Mathematics Curriculum.
12. Curriculum Planning: Significance, Steps and Criteria for selection and organization of content.

Module Four: Changing Trends in the Evaluation and Assessment (20 hours)

13. Concepts and role of Evaluation in Teaching – Assessment Practices (Formative, Summative, CCE).
14. Types of Tests: Diagnostic tests, teacher made tests, standardized tests, criterion referenced and norm referenced tests.
15. Types of Test items in Mathematics – Long answer type, Short answer type, Very Short answer type and Objective type.
16. Recent Trends and Practices in Assessment and Evaluation – Assignments, Projects, Seminars, Portfolios, Rubrics, Student Profile, Poster Assessment, Open Book Exam, Peer Assessment, Participatory Assessment.
17. Online Examinations – Concept, characteristics, advantages and limitations.
18. Types of Mistakes in Mathematics - Calculation errors, Procedural errors, and Symbolic errors - Identification and Analysis with a purpose of Preventing and Remedial Measures
19. Digital resources - Cyber ethics – netiquette, cyber security, copyright rules.

Module Five: Professional Development of Mathematics Teachers (25 hours)

20. Classroom management, coping strategies for teachers' stress and burnout - Development of Soft skills - Teacher's ability to integrate pedagogical knowledge with the content knowledge of Mathematics.

21. Professionalism - changing roles and responsibilities of Mathematics teachers - Professional ethics, commitments, dedication, accountability, autonomy and academic freedom - Ethics of Teaching Profession.
22. Professional Development – Needs and provisions for Continuous Professional Development - Ways and Means of Developing Professionalism.
23. Teacher Educators: Roles and responsibilities of teacher educators - Provisions for the continuing education of teacher educators - Extension activities for Mathematics teachers- Pre-Service and In-service Programmes - Participation in Webinars/ Orientation/Conference/ Workshops, Professional Forums and Associations (Online & Offline), Journals, Teacher Portfolio, Online Professional Development Courses (MOOCs).
24. Research in Mathematics Education - Recent trends and practices in researches conducted - multimodal learning, qualitative studies - Developing research attitude: Research Journaling – identifying Mathematics Education areas in which more research is needed.
25. Reflective teaching: concept, role, significance and strategies for making teachers reflective practitioners - Teacher as a Reflective Practitioner- concept in instruction and Assessment: Reflective journals, Reflective portfolio.

PRACTICUM (any two):

1. Construct and validate an assessment tool in Mathematics at school level.
2. Prepare a digital Question Bank on any one Unit at Secondary School Level.
3. Develop an e-content on any school level topic in Mathematics.
4. Creation of a blog or uploading a computerized assessment tool in Mathematics.

RECOMMENDED REFERENCES:

A Textbook of Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT. Artzt, A. F. & Thomas, E. A. (2002). *Becoming a*

Reflective Mathematics Teacher. New York.

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QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019
Fourth Semester Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED820406 – Advanced Methodology and Pedagogical Practices of
Mathematics Education
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Name any two Programmes for Technology Enhanced Learning.
2. Write two contributions each of Gauss and Ramanujan to Mathematics.
3. What do you mean by 'Teacher as a Reflective Practitioner'?
4. Define Axioms. Write any two axioms in Mathematics.
5. Write two different types of test items with examples for secondary school Mathematics.
6. What do you meant by Geogebra?
7. Briefly describe any two Coping strategies.
8. Mention the characteristics of Online Examinations.
9. Name any two Pre-Service and In-service Programmes for developing Professionalism of Mathematics teachers.
10. Write are the steps in Mathematics Curriculum Planning at school level?

(8X1=8)

Section B

(Answer any **six** questions. Each question carries a weight of **2**.)

11. Explain Bloom's revised taxonomy of educational objectives.
12. Explain the Steps of Gamification.

13. What are the differences between Formative and Summative Evaluation in Mathematics?
14. How will you identify different types of mistakes of students while learning Mathematics at school level? Describe the remedial measures to avert them.
15. How can a mathematics teacher enhance transfer of learning in the class room?
16. Briefly describe any one research work carried out in Mathematics Education.
17. Explain the significance of Continuous Professional Development of Mathematics teachers.
18. Explain briefly the different Approaches and Patterns in School Mathematics Curriculum Development.

(6X2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. Briefly explain the Innovative Learning Strategies for teaching Mathematics.
20. Describe the new trends in the development and transaction of school Mathematics curriculum.
21. Explain the Recent Trends and Practices in Mathematics Assessment and Evaluation at secondary school level.
22. Describe any one Constructivist approach in teaching of Mathematics with the help of any one topic in Secondary School Mathematics Curriculum.

(2X5=10)

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Fourth Semester

SPECIALISATION ELECTIVE COURSE

**ED820407 - ADVANCED METHODOLOGY AND PEDAGOGICAL
PRACTICES OF SCIENCE EDUCATION**

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- understand the features of Science Education.
- explain various considerations for curriculum development.
- describe various guiding principles for selection and organisation of learning experiences.
- discuss various issues in curriculum development.
- develop the skills needed for designing the science curriculum and for developing support materials for curriculum transaction.
- understand the need to evaluate curricula and evaluate the same on the basis of different validities.
- know about and critically analyse innovative curricular efforts in India and abroad.
- understand the diversity of instructional materials, their role, and the need for contextualization in science education.
- appreciate the role of co-curricular activities in science education.
- understand the Constructivist approach to science instruction.
- understand the role of assessment in the teaching-learning process in science.
- familiarize with new, innovative trends in assessment.
- analyze the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.
- develop understanding of the process of In-service education.
- use various methods and techniques for the identification of training

needs.

- use various techniques for the evaluation of In-service teacher education programmes.
- reflect on issues, concerns and problems of teacher in-service education.
- appreciate the use of ICT for the professional development of teachers.
- appreciate the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned.
- prepare a conducive teaching learning environment in varied school settings.
- identify and utilize existing resources for promoting inclusive practice.
- 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:

Module One: Nature and Objectives of Science Education (15 hours)

1. Evolution of Science and Science Education, Goals in Science education based on National Education Commissions.
2. Relevance of Science Education at Primary, Secondary and Tertiary levels.
3. Taxonomy of Educational Objectives- Bloom, McComar & Yager, Anderson and Krathwohl.
4. Social significance of Science Education.
5. Science Education for Sustainable development, Environmental Stewardship, Conservation of Environmental Heritage

Module Two: Science Curriculum (25 hours)

6. Curriculum: concept and types, Curriculum Development – Content driven curriculum, Objective driven curriculum, Process driven curriculum.
7. Approaches in Curriculum development – Discipline-wise, Unified, Interdisciplinary, integrated, correlated and Hidden Curriculum.
8. Psychological approaches in Science Education – Behaviouristic approach, Cognitivist approach and Constructivist approach.
9. Critical appraisal of the contributions of Piaget, Bruner, Ausubel and Vygotsky with reference to Science Education. Implications of Gardner's Multiple Intelligence Theory in Science Education.
10. Curricular Innovations and interventions in India - Reforms by NCERT, SSA, DPEP, NCF, and KCF.

Module Three: Instructional Dynamics of Science Education (25 hours)

11. Approaches to science learning: Process and product approach, enquiry approach, pure and guided discovery approach, inductive-deductive approach, Conceptual-Factual approach, Issue based approach.
12. Strategies of Science Instruction – Concept Mapping, Blended Strategies, Meta cognitive strategies, Problem solving strategies, Cooperative and Collaborative learning, Activity based learning, POGIL, ADDIE, 5E and 7E Cycles.
13. Strategies for deformatisation of Science instruction – PSI, PLM, Learning Modules/packages, contact learning, auto lecture. 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.
14. Models of teaching – Concept Attainment Model, Advance Organizer Model, Inquiry Training Model, Inductive Thinking Model, Generative Learning Model.
15. Impact of ICT in science education, Utilizing major services of the internet – Search engines for Science learning, Virtual learning, M-learning, e-Journals, e-books, e-projects, e-content.

Module Four: Assessment of Science Education (15 hours)

16. Internal and external evaluation, formative and summative evaluation, continuous and comprehensive evaluation.
17. Diagnostic tests, teacher made tests, standardized tests, criterion referenced and norm referenced tests.
18. 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.
19. Performance based assessment of Projects, Models, Seminars, Symposia, and Group Discussions.
20. Innovative Assessment Practices – Open book examination, Self-assessment, Peer assessment, Online assessment, Portfolio assessment, and Rubrics for assessment.

Module Five: Science Teacher (10 hours)

21. The changing profile - changing roles and responsibilities of Science teachers.
22. Teacher Educators - Roles and responsibilities of teacher educators. Provisions for the continuing education of teacher educators, Extension activities for science teachers.
23. Professionalism - Professional ethics, commitments, dedication, accountability, autonomy and academic freedom. Teacher's ability to integrate pedagogical knowledge with the content knowledge of Science.
24. Classroom management, coping strategies for teachers' stress, burnout.
25. Reflective teaching: concept and strategies for making teachers reflective practitioners. Developing Research attitude: Research Journaling, Science Education areas in which more research is needed.

PRACTICUM (any two):

1. Supervision of at least two 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.

RECOMMENDED REFERENCES:

- Aggarwal, Deepak (2007). Curriculum development: Concept, Methods and Techniques. New Delhi: Book Enclave.
- Aggarwal, J. C. (1990). Curriculum Reform in India- World overviews. Doaba World Education Series-3. Delhi: Doaba House, Book seller and Publisher.
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- Jha, M. (2002). *Inclusive Education for All: Schools without Walls*. Chennai: Heinemann Educational publishers.
- Korthagen, Fred A. J. et al. (2001). *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
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- Mohammad, Miyan (2004). *Professionalisation of Teacher Education*. New Delhi: Mittal Publications.
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- NCTE (1998). *Policy Perspective in Teacher Education- Critique and Documentation*. New Delhi: NCTE.
- Reimers, Eleonora Villegas (2003). *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris. Siddiqui, M.A. (1993). *In-Service Education of Teachers*. New Delhi: NCERT.
- Schon, D. (1987). *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York: Basic Books.
- Science Teacher – NSTA's peer reviewed journal for secondary science teachers.
- Steve, Alsop & Hicks, Keith (2003). *Teaching Science*. Kogan Page India Private Limited. Taba, Hilda (1962). *Curriculum Development: Theory and Practice*, New York: Harcourt Brace, Jovanovich Inc.
- Wendy, Conklin (2006). *Instructional Strategies for Diverse Learners - Practical Strategies for Successful Classrooms*. Shell Educational Publishing.

QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination, 2019
Fourth Semester Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED 820407 - Advanced Methodology and Pedagogical Practices of
Science Education
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. Define curriculum and mention the types.
2. What are the criteria for evaluating a seminar?
3. Give the recommendations of NCF on Science Education.
4. Describe the Unified approach in curriculum.
5. What is contact learning?
6. Differentiate between Criterion referenced and norm referenced tests.
7. What is research journaling?
8. Name any two e-journals.
9. Mention the advantage of using Rubrics.
10. What is PLM?

(8x1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. What is the relevance of science teaching at secondary level?
12. Write a note on the social significance of Science Education.
13. Explain the constructivist approach in Science learning.

14. Describe various Metacognitive strategies.
15. How would you integrate ICT and Science teaching?
16. Explain any four innovative assessment practices in Science Education.
17. What are the different strategies for making teachers reflective practitioners?
18. Explain the coping strategies of teachers for the effective management of classroom.

(6x2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. Explain the goals of Science Education based on National Education Commissions.
20. Discuss the salient features of Inquiry Training Model. What are its classroom implications?
21. Enumerate the implications of Gardner's theory of Multiple Intelligences in the teaching and learning of Science with suitable examples.
22. Analyse the changing trends in assessing Science learning.

(2x5=10)

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Programme

Fourth Semester

SPECIALISATION ELECTIVE COURSE

**ED820408 – ADVANCED METHODOLOGY AND PEDAGOGICAL
PRACTICES OF SOCIAL SCIENCE EDUCATION**

Total Credits: 4

Total Hours: 90

OBJECTIVES OF THE COURSE:

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

- develop an understanding of the meaning, nature, theoretical imperatives and componential convergence of the concept of social science in relation with education and curriculum.
- understand the aims and objectives of teaching social science in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.
- understand the principles and techniques of organization of social science curriculum.
- understand the nature and importance of inter-disciplinary approaches to teaching social science.
- understand the psychological considerations of social science instruction.
- use modern instructional strategies and models in the teaching and learning of social science.
- understand the nature, scope and use of technology in Social Science education.
- identify the various resources for learning social science and use different media, materials and resources for teaching Social Science.
- develop competence to construct and administer appropriate

assessment tools of evaluation and interpret results.

- identify priority areas of research and experimentation in Social Science education.
- 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 uploading.

COURSE CONTENT:

Module One: Epistemological Theories of Social Science (20 hours)

1. Emergence of Social Science theories – Karl Popper (Evolutionary Epistemology), Max Weber (Social Action), George Simmel (Conflict Theory), Daisaku Ikeda (Peace Education).
2. Positivism and Post Positivism.
3. Knowledge – Construction, De-construction and Re-construction.
4. Society – Growth, Development and De-growth.

Module Two: Componential Convergence in Social Science (15 hours)

5. Geo-political understanding about Society, Critical geo-political inquiry, Geo-political Economy.
6. Social adaptation and Community living – Economic Restructuring and Living Standards - Values and Culture.
7. Eco-habitation – Eco friendly living, effective use of resources, scarcity issues, and population related issues.
8. Human Rights Education, Dignity of Human being, and Civic Sense.

Module Three: Pedagogical Applications and Strategies of Social Science Discipline (20 hours)

9. Conceptual background of Social Science Pedagogy – NCF (2009, 2014).

10. Pedagogical Approaches and Principles of Social Science – Behaviourist approach, Constructivist approach, Inter-disciplinary approach, Integrated approach.
11. Critical Pedagogy.
12. Inclusive Classrooms- Essentialities, Morale and Relevance.
13. Models of Teaching – Group Investigation Model, Jurisprudential Inquiry Model.
14. Critical appraisal of various teaching learning Strategies – Micro Teaching, Concept Mapping.
15. ICT Integration – Online Learning, E-Learning, M-Learning, Open and Distance Learning (ODL), Virtual Learning, Teleconferencing.
16. Scaffolding Strategies - Peer tutoring, Cooperative learning, Team teaching.

Module Four: Social Science Teacher as a Reflective Practitioner (20 hours)

17. Reflective Teaching: Concepts and strategies for making Social Science Teachers reflective practitioners.
18. Professional Development of Social Science Teacher Educators: Understanding the learner (Teacher Educand), Continuing Education for Teacher Educators.
19. Professional ethics of social science teacher.
20. Teacher Educator – Techno-Pedagogue, Curriculum Designer.
21. Teacher Educator as a researcher – Roles and Responsibilities.

Module Five: Assessment in Social Science Education (15 hours)

22. Designing Learner Evaluation: Class room Assessment Techniques (CATs), Portfolios, Rubrics, Self-reflection, Peer evaluation.
23. Grading: principles of grading, grade inflation.
24. Assessing Student Performance: Internal Evaluation, student progression, quality, innovation, leadership, internship and involvement in community.
25. Examination as a Feedback mechanism: Open book examination, On-line Tests.

PRACTICUM (any two):

1. Conduct a study on the constitutional values of India and the school activities for upholding those values.
2. Prepare a reflective journal based on the Internship programme.
3. Prepare an e-lesson transcript at secondary level.
4. Conduct a debate/seminar/panel discussion on a human rights violation in society.

RECOMMENDED REFERENCES:

Angelo, T. A. & Cross K. P. (1993). *Class room Assessment Techniques: A Handbook for College Teachers (2nd edn)*. San Francisco: Josey-Bass Publishers.

Banerjee, A. C. & Sharma S. R. (1999). *Sociological and Philosophical issues in Education*. Jaipur: Book Enclave.

Bining, A. C. & Bining, D. H. (1969). *Teaching Social Studies in Secondary Schools*.

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London: Heinemann Educational.

Coulby, D. & Zambeta, G. (2005). *Globalization & Nationalism in Education*. New York: Routledge, Falmer.

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Kenkel, W. F. (1980). *Society in Action: Introduction to Sociology*. New York: Harper and Row.

Kohli, A. S. (1996). *Teaching of Social Science*. New Delhi: Anmol Publications Pvt. Ltd. Leon, Alexis. & Leon, Mathews (2012). *Internet for Everyone (15th edn)*. New Delhi: Vikas

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Leslie, W. T. & Bybee, W. R. (1996). *Teaching Secondary School Science*.

New Jersey: Prentice Hall.

Martin, David Jerne (2006). *Elementary Social Science Methods: A Constructive Approach (Ed.)*. Singapore: Wordsworth Publishing.

Mathur, S. S. (2008). *A Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.

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Radhakrishnan, N. (2014). *Daisaku Ikeda*. Trivandrum: Ikeda Centre for value education. Ronis, Diane (2007). *Brain Compatible Assessments*. California: Corwin Press, Sage

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Sharma, S. P. (2011). *Teaching of Social Studies*. New Delhi: Kanishka Publishers Distribution.

Talla, M. (2012). *Curriculum Development Perspectives, Principles & Issues*. Delhi: Pearson Pvt. Ltd.

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

QP Code:

Reg. No.:

MAHATMA GANDHI UNIVERSITY

M.Ed. Degree (CSS) Examination, 2019

Fourth Semester

Faculty of Education

SPECIALISATION ELECTIVE COURSE

**ED820408 - Advanced Methodology and Pedagogical Practices of
Social Science Education**

(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

Section A

(Answer any **eight** questions. Each question carries a weight of 1.)

1. What do you mean by positivism?
2. Which are the principles of grading?
3. List out the pedagogical principles in Social Science Education.
4. How can you arouse geo-political understanding in classroom?
5. What are the essentialities of Inclusive Education?
6. What is the role of a teacher educator as a curriculum designer?
7. Distinguish between growth and de-growth.
8. List out the scaffolding strategies that can be employed in social science teaching.
9. What is Critical Pedagogy?
10. List the professional Ethics expected of a Social Science teacher?

(8X1=8)

Section B

(Answer any **six** questions. Each question carries a weight of 2.)

11. Examine the relevance of Peace Education in the present scenario.
12. How does Social Science Education help in social adaptation and community living?
13. Elucidate the role of NCF for providing conceptual background for Social Science Pedagogy.
14. What is the role of Micro Teaching in developing teaching skill?

15. Compare and contrast constructivist and behavioural approach in Social Science.
16. How can Jurisprudential Inquiry Model develop social dialogue among students?
17. How can ICT be integrated in the social science classroom?
18. Explain conflict theory.

(6X2=12)

Section C

(Answer any **two** questions. Each question carries a weight of 5.)

19. What are the contributions of Max Weber and Karl Popper in the emergence of Social Science Theory?
20. Explain the role of Human Rights Education in upgrading dignity of labour and civic sense.
21. Briefly explain the classroom assessment techniques in Social Science education.
22. What are the roles and responsibilities of teacher educators as researchers?

(2X5=10)

9. Format of Awards to be issued to Students

The University, under its seal, shall issue to the teacher educands, Grade Cards on completion of each semester and Consolidated Grade Card, Provisional Certificate and Degree Certificate on completion of the Programme. The model Grade Cards for the four semesters, Consolidated Grade Card, Provisional Certificate and Degree Certificate are provided hereunder.

9.1 Grade Cards for each Semester

Grade Cards shall be issued to the teacher educands on completion of each semester, which will indicate the Grade as well as the Semester Grade Point Average (SPGA). Model Grade Cards are provided hereunder and shall contain the following information.

Model Grade Card (I Semester)
Mahatma Gandhi University

Section:
Student ID:

Date:

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, (month & year)

Course Code	Title of Course	Credits (C)	Marks						Grade Awarded	Grade Point (GP)	Weighted Grade Point (WGP)
			External		Internal		Total				
			Awarded (E)	Maximum	Awarded (E)	Maximum	Awarded (E)	Maximum			
	Common Core Courses										
ED010101	Advanced Philosophy of Education	4									
ED010102	Advanced Educational Psychology: Learning and Development	4									
ED010103	Introduction to Educational Research and Statistics	4									
ED010104	Trends, Issues, Innovations and Research in Teacher Education	4									
ED010105	ICT and Skill Development	4									
	Total Credits	20									

I Semester SGPA

Assistant Section Officer

Assistant Registrar

Controller of Examinations

Model Grade Card (II Semester)
Mahatma Gandhi University

Section:
Student ID:

Date:

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 II Semester Examination, (month & year)

Course Code	Title of Course	Credits (C)	Marks						Grade Awarded	Grade Point (GP)	Weighted Grade Point (WGP)
			External		Internal		Total				
			Awarded (E)	Maximum	Awarded (E)	Maximum	Awarded (E)	Maximum			
	Common Core Courses										
ED010201	Perspectives on Education Studies	4									
ED010202	History, Sociology and Political Economy of Education	4									
ED010203	Advanced Educational Psychology: Individual Differences	4									
ED010204	Advanced Educational Research and Statistics	4									
ED010205	Specialisation Core Course Context and Issues of Elementary Education	4									

II Semester SGPA

Assistant Section Officer

Assistant Registrar

Controller of Examinations

Model Grade Card (III Semester)
Mahatma Gandhi University

Section:
Student ID:

Date:

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 III Semester Examination, (month & year)

Course Code	Title of Course	Credits (C)	Marks						Grade Awarded	Grade Point (GP)	Weighted Grade Point (WGP)
			External		Internal		Total				
			Awarded (E)	Maximum	Awarded (E)	Maximum	Awarded (E)	Maximum			
ED800301 to ED800304	Specialisation Elective Course Thematic Cluster A - Current Practices in Education: (title of one Course)	4									
ED810301 to ED810304	Specialisation Elective Course Thematic Cluster B - Emerging Issues in Education: (title of one Course)	4									
ED010301	Common Core Course Field Internship in Primary Schools, Primary Teacher Education Institution, & Field Site relevant to Cluster A & Cluster B	4									
ED010302	Dissertation	8									
ED010303	Dissertation Viva Voce	2									
	Total Credits	22									

III Semester SGPA

Assistant Section Officer

Assistant Registrar

Controller of Examinations

Model Grade Card (III Semester)
Mahatma Gandhi University

Section:
Student ID:

Date:

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 IV Semester Examination, (month & year)

Course Code	Title of Course	Credits (C)	Marks						Grade Awarded	Grade Point (GP)	Weighted Grade Point (WGP)
			External		Internal		Total				
			Awarded (E)	Maximum	Awarded (E)	Maximum	Awarded (E)	Maximum			
ED010401	Common Core Course Curriculum Development and Transaction	4									
ED010402	Specialisation Core Course Context and Issues of Secondary and Senior Secondary Education	4									
ED820401 to ED8204010	Specialisation Elective Course Thematic Cluster C - Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education: (title of one Course)	4									
ED010403	Common Core Course Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	4									
ED010404	Comprehensive Viva Voce	2									
	Total Credits	18									

IV Semester SGPA

Assistant Section Officer

Assistant Registrar

Controller of Examinations

9.2 Consolidated Grade Card

The final Grade Card issued at the end of the final semester shall contain the details of all Courses taken during the last semester along with the total credits acquired for each semester (SGPA) and the overall credits (CGPA) acquired for the whole Programme. A Consolidated Grade Card shall be issued to the teacher educands on completion of the M.Ed. Programme. A model of the Consolidated Grade Card is provided hereunder and shall contain the following information.

Model Consolidated Grade Card MAHATMA GANDHI UNIVERSITY Priyadarsini Hills P.O., Kottayam

Section:
Student ID:

Date:

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 Examination, (batch)

Course Code	Course Title	Common/ Specialisation Course	Credits	Grade
ED010101	Advanced Philosophy of Education	Common Core Course	4	
ED010102	Advanced Educational Psychology: Learning and Development	Common Core Course	4	
ED010103	Introduction to Educational Research and Statistics	Common Core Course	4	
ED010104	Trends, Issues, Research and Innovations in Teacher Education	Common Core Course	4	
ED010105	ICT and Skill Development	Common Core Course	4	
I Semester:	Total Credits acquired: 20	SGPA:		
ED010201	Perspectives on Education Studies	Common Core Course	4	
ED010202	History, Sociology and Political Economy of Education	Common Core Course	4	
ED010203	Advanced Educational Psychology: Individual Differences	Common Core Course	4	

ED010204	Advanced Educational Research and Statistics	Common Core Course	4	
ED010205	Context and Issues of Elementary Education	Specialisation Core Course	4	
II Semester:	Total Credits acquired: 20	SGPA:		
ED800301 to ED800304	Thematic Cluster A - Current Practices in Education (title of the Course)	Specialisation Elective Course	4	
ED810301 to ED810304	Thematic Cluster B - Emerging Issues in Education (title of the Course)	Specialisation Elective Course	4	
ED010301	Field Internship in Primary Schools, Primary Teacher Education Institution, & Field Site relevant to Cluster A & Cluster B	Common Core Course	4	
ED010302	Dissertation	Dissertation	8	
ED010303	Viva Voce	Dissertation	2	
III Semester:	Total Credits acquired: 22	SGPA:		
ED010401	Curriculum Development and Transaction	Common Core Course	4	
ED010402	Context and Issues of Secondary and Senior Secondary Education	Specialisation Core Course	4	
ED820401 to ED8204010	Thematic Cluster C - Advanced Methodology and Pedagogic Practices of Optional Subjects in Secondary and Senior Secondary Education (title of the Course)	Specialisation Elective Course	4	
ED010403	Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	Common Core Course	4	
ED010404	Viva Voce	Comprehensive	2	
IV Semester:	Total Credits acquired: 18	SGPA:		

Total Credits acquired for the programme: 80

CGPA:

Assistant Section Officer

Assistant Registrar

Controller of Examinations

(back side of the Consolidated Grade Card)

MAHATMA GANDHI UNIVERSITY

Grading System

Range	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very Good
3.00 to 3.49	B	Good /Average
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal
upto 1.99	D	Deficient / Fail

9.3 Provisional Certificate

A Provisional Certificate shall be issued to the teacher educands on successful completion of the M.Ed. Programme. A model of the Provisional Certificate is provided hereunder and shall contain the following information.

Mahatma Gandhi University

(Established by Kerala State Legislature by Notification

No. 3431/Leg. C 1/85/Law, dated 17th April 1985)

Sl. No.: (Emblem)

Date:

PROVISIONAL CERTIFICATE

Certified that Sri/Smt (name) has passed the following examination of the University with the details as shown below:

Name of the Examination: M.Ed. Degree Examination, (month and year)

FACULTY OF EDUCATION

Permanent Register Number :

Grade:

Specialisations:

1.
2.
3.

Section: E IV

Checked by (emblem)

Section Officer

for CONTROLLER OF EXAMINATIONS

9.4 Degree Certificate

The University shall issue a Degree Certificate to the teacher educands on successful completion of the M.Ed. Programme. A model of the Degree Certificate is provided hereunder and shall contain the following information.

Register No.:

Date:

Month and Year:

(emblem)

The Syndicate of the Mahatma Gandhi University
hereby makes known that
(name)
has been admitted to the
Degree of Master of Education
having been certified by duly appointed examiners to be
qualified to receive the same with specialisations in
..... ,
..... &
Advanced Methodology and Pedagogical Practices of
.....
at the examination held in
Given under the seal of the University