

**M.Ed.**  
**Master of Education**  
**(TWO YEAR)**

**PROGRAMME STRUCTURE AND SYLLABUS**  
**2019-20 ADMISSION ONWARDS**

**(UNDER MAHATMA GANDHI UNIVERSITY PG CSS REGULATIONS 2019)**



**EXPERT COMMITTEE IN EDUCATION (PG)**  
**MAHATMA GANDHI UNIVERSITY, KOTTAYAM, KERALA**  
**2019**

## **THE EXPERT COMMITTEE IN EDUCATION (PG)**

### **Chairperson:**

Prof. (Dr.) Jaya Jaise,  
Dean, Faculty of Education, &  
Head of the Department, School of Pedagogical Sciences,  
Mahatma Gandhi University, Kottayam.

### **Members:**

1. Prof. (Dr.) Minikutty A.,  
Faculty,  
School of Pedagogical Sciences,  
Mahatma Gandhi University, Kottayam.
2. Dr. Soosamma P. A.,  
Head of the M.Ed. Department,  
Mt. Carmel College of Teacher Education for Women, Kottayam.
3. Dr. T. M. Mollykutty,  
Head of the M.Ed. Department,  
St. Thomas College of Teacher Education, Pala.

The Post Graduate Expert Committee for Education duly acknowledges the whole-hearted and sincere contributions made by Faculty of Post Graduate Departments of Education from Teacher Education institutions affiliated to Mahatma Gandhi University towards this Curriculum Revision of the Two Year M.Ed. Programme.

## Table of Contents

Sl. No.	Section	Page Nos.
<b>1</b>	<b>Aim of the Programme</b>	6
<b>2</b>	<b>Scope of the Programme</b>	6
<b>3</b>	<b>Admission</b>	7
<b>4</b>	<b>Medium of Instruction and Assessment</b>	7
<b>5</b>	<b>Faculty under which the Degree is awarded</b>	7
<b>6</b>	<b>Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees</b>	7
<b>7</b>	<b>The Programme Structure</b>	8
7.1	Credits allotted to the Courses	8
7.2	Semester-wise Course Summary of the Programme	9
7.3	Specialisation (Taught and Practicum) Courses	12
7.4	Field Internships	13
7.5	Dissertation and Dissertation Viva voce	14
7.6	Comprehensive Viva Voce	14
7.7	Attendance, Improvement, Re-appearance and Re-admission	15
7.8	Minimum requirements for successful completion of the Programme	15
7.9	The Assessment Process	15
7.10	Additional Specialisation	18
7.11	Transitory Provision	18
<b>8</b>	<b>The Syllabi and Model Question Paper</b>	18
<b>8.1</b>	<b>Semester I</b>	19
	ED010101 – Advanced Philosophy of Education	20
	ED010102 – Advanced Educational Psychology: Learning and Development	26
	ED010103 – Introduction to Educational Research and Statistics	31
	ED010104 – Trends, Issues, Innovations and Research in Teacher Education	37
	ED010105 – ICT and Skill Development	41

<b>8.2</b>	<b>Semester II</b>	44
	ED010201 – History, Sociology and Political Economy of Education	45
	ED010202 – Advanced Educational Psychology: Individual Differences	51
	ED010203 – Advanced Educational Research and Statistics	55
	ED010204 – Context and Issues of Elementary, Secondary and Senior Secondary Education	61
	ED800201 – Thematic Cluster A – Current Practices in Education	
	ED800201.1 – Educational Evaluation	69
	ED800201.2 – Educational Technology	74
	ED800201.3 – Guidance and Counselling	78
	ED800201.4 – Higher Education	83
<b>8.3</b>	<b>Semester III</b>	88
	ED810301 – Thematic Cluster B – Emerging Issues in Education	
	ED810301.1 – Environmental Education	89
	ED810301.2 – Inclusive Education	93
	ED810301.3 – Non Formal Education	99
	ED810301.4 – Human Rights and Value Education	103
<b>8.4</b>	<b>Semester IV</b>	111
	ED010401 – Curriculum Development and Transaction	112
	ED820401 – Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education	
	ED820401.1 – Advanced Methodology and Pedagogical Practices of Language Education – English	118
	ED820401.2 – Advanced Methodology and Pedagogical Practices of Language Education – Malayalam	124
	ED820401.3 – Advanced Methodology and Pedagogical Practices of Language Education – Hindi	129
	ED820401.4 – Advanced Methodology and Pedagogical Practices of Language Education – Sanskrit	135
	ED820401.5 – Advanced Methodology and Pedagogical Practices of Language Education – Arabic	140
	ED820401.6 – Advanced Methodology and Pedagogical Practices of Mathematics Education	146

ED820401.7 – Advanced Methodology and Pedagogical Practices of Science Education		150
ED820401.8 – Advanced Methodology and Pedagogical Practices of Social Science Education		155
ED820401.9 – Advanced Methodology and Pedagogical Practices of Commerce Education		159
ED820401.10 – Advanced Methodology and Pedagogical Practices of IT and Computer Science Education		163
<b>9</b>	<b>Format of Awards to be issued to Students</b>	168
<b>9.1</b>	Grade Cards for each Semester	168
<b>9.2</b>	Consolidated Grade Card	172
<b>9.3</b>	Provisional Certificate	174
<b>9.4</b>	Degree Certificate	175

## **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 educands 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 40 credits.
  - Perspective Courses have a total of 20 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) History, Sociology and Political Economy of Education - 4 credits
    - 4) Advanced Educational Psychology: Individual Differences - 4 credits
    - 5) 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) Context and Issues of Elementary, Secondary and Senior Secondary Education - 4 credits
  - 3) Field Internship - 4 credits
- 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) Current Practices in Education (one Course opted from Thematic Cluster A) - 4 credits
  - 2) Emerging Issues in Education (one Course opted from Thematic Cluster B) - 4 credits
  - 3) Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education(one Course opted from Thematic Cluster C) - 4 credits
  - 4) Field Internship - 4 credits
- iv. The Dissertation has 12 credits.
- v. The Viva Voces have a total of 8 credits.
- Dissertation Viva Voce - 4 credits
  - Comprehensive Viva Voce - 4 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
<b>FIRST SEMESTER</b>					
ED010101	Advanced Philosophy of Education	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	<b>20</b>
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	
<b>SECOND SEMESTER</b>					
ED010201	History, Sociology and Political Economy of Education	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	<b>20</b>
ED010202	Advanced Educational Psychology: Individual Differences	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010203	Advanced Educational Research and Statistics	Common Core Course - Tool Course - Taught Course & Practicum	5	4	
ED010204	Context and Issues of Elementary, Secondary and Senior Secondary Education	Common Core Course - Teacher Education Course - Taught Course & Practicum	5	4	
ED800201 – Thematic Cluster A – Current Practices in Education (one Course from Thematic Cluster A shall be opted)		Specialisation Course - Taught Course & Practicum	5	4	
ED800201.1	Educational Evaluation				
ED800201.2	Educational Technology				
ED800201.3	Guidance and Counselling				
ED800201.4	Higher Education				

<b>THIRD SEMESTER</b>					
ED810301 – Thematic Cluster B – Emerging Issues in Education (one Course from Thematic Cluster B shall be opted)		Specialisation Course - Taught Course & Practicum	5	4	<b>24</b>
ED810301.1	Environmental Education				
ED810301.2	Inclusive Education				
ED810301.3	Non Formal Education				
ED810301.4	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	
ED010302	Dissertation	Specialisation Course - Dissertation	---	12	
ED010303	Viva Voce	Specialisation Course - Dissertation	---	4	
<b>FOURTH SEMESTER</b>					
ED010401	Curriculum Development and Transaction	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	<b>16</b>
ED820401 – 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 Course - Taught Course & Practicum			
ED820401.1	Advanced Methodology and Pedagogical Practices of Language Education – English				
ED820401.2	Advanced Methodology and Pedagogical Practices of Language Education – Malayalam				
ED820401.3	Advanced Methodology and Pedagogical Practices of Language Education – Hindi				
ED820401.4	Advanced Methodology and Pedagogical Practices of Language Education – Sanskrit		5	4	
ED820401.5	Advanced Methodology and Pedagogical Practices of Language Education – Arabic				
ED820401.6	Advanced Methodology and Pedagogical Practices of Mathematics Education				
ED820401.7	Advanced Methodology and Pedagogical Practices of Science Education				
ED820401.8	Advanced Methodology and Pedagogical Practices of Social Science Education				
ED820401.9	Advanced Methodology and Pedagogical Practices of Commerce Education				

ED820401.10	Advanced Methodology and Pedagogical Practices of IT and Computer Science Education				
ED010402	Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	Specialisation Course - Field Internship	---	4	
ED010403	Viva Voce	Common Core Course - Comprehensive	---	4	
<b>TOTAL CREDITS FOR THE PROGRAMME</b>					<b>80</b>

### Summary of Semester-wise Credits

Semester	Credits
I	20
II	20
III	24
IV	16
Total	80

### 7.3 Specialisation (Taught and Practicum) Courses:

One group of Specialisation Courses are offered each in the II<sup>nd</sup>, III<sup>rd</sup> and IV<sup>th</sup> semesters of the Programme as follows:

- In the I<sup>st</sup> semester, four Courses in Thematic Cluster A – Current Practices in Education.
- In the II<sup>nd</sup> semester, four Courses in Thematic Cluster B – Emerging Issues in Education.
- In the III<sup>rd</sup> semester, ten Courses in Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education.

All the Courses are of 4 credits each. The teacher educand shall opt one Course from each of the three Clusters, thus acquiring a total of 12 credits for the 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.

<b>Semester</b>	<b>No. of Days</b>	<b>Institutions for Internship</b>	<b>Credits</b>	<b>Total Credits in a Semester</b>
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 II<sup>nd</sup> 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 II<sup>nd</sup> 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 III<sup>rd</sup> 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 III<sup>rd</sup> Semester examination shall appear before the duly constituted board of examiners for the dissertation viva voce in the III<sup>rd</sup> 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 1<sup>st</sup> 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	44 Credits
Requirement for the Specialisation Courses and Field Internships	16 Credits
Requirement for the Dissertation	12 Credits
Requirement for the Dissertation Viva Voce	4 Credits
Requirement for the Comprehensive Viva Voce	4 Credits
Attendance requirement for each semester	80 %

### **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 x 8 = 8
Short essay	2	6 out of 8	2 x 6 = 12
Long essay	5	2 out of 4	5 x 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
A+	5
A	4
B	3
C	2
D	1
E	0

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	7
Analysis	1	2
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 <sup>st</sup> semester to IV <sup>th</sup> 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:**

- Adiseshiah, W. T. V. and Pavanasam, R. (1974). *Sociology in Theory and Practice*. New Delhi: Santhi Publishers.
- Anand, C. L. et al. (1993). *Teacher and Education in the Emerging Indian Society*. New Delhi: NCERT.
- Bali, D. R. (1989). *An Introduction to Philosophy*. New Delhi: Sterling Publishers Private Limited.
- Banrs, J. A. (1996). *Cultural diversity and education: Foundations curriculum and teaching* (4th ed.). Boston: Allyn and Bacon.
- Bernd, P. (2000). *The Modern Condition of Educational Thought*. New Delhi: Gyan Publishing House.
- Best, John W. (1963). *Research in Education*. New Delhi: Prentice Hall of India (P) Ltd.
- Beyer, L. E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press.
- Bhatt, S. R. (1986). *Knowledge, Value and Education: An Axiomatic Analysis*. Delhi: Gain Publishing House.
- Boudy, S. H. (1962). *Building a philosophy of Education*. New York: Prentice Hall.
- Broudy, H. S. (1977). Types of knowledge and purposes of education. In R. C. Anderson, R. J., Spiro and W. E. Montanague (eds.) *Schooling and the acquisition of knowledge*. Hillsdale, New Jersey: Erlbaum.

- Brubacher, J. S. (1947). *History of the Problems of Education*. New York: McGraw Hill.
- Brubacher, J. S. (1995). *The Challenge to philosophies of Education*. University of Chicago Press.
- Brubacher, John S. (1969). *Modern Philosophies of education*. New Delhi: Tata McGraw Hill, Publishing Company Pvt Ltd.
- Bruner, J. S. (1996). *The Culture of education*. Cambridge, M.A.: Harvard University Press.
- Butchvarov, P. (1970). *The Concept of knowledge*. Evanston, Illinois: North Western University Press.
- Christoper (1969). *What is philosophy of Education?* London: Collier McMillan Ltd.
- Christoper (1984). *Philosophy and Language*. New Delhi: Capital Publishing House.
- Coombs, Philips H. (1985). *The World Crisis in Education*. New York: Oxford University Press.
- Curtis, S. J. (1966). *An introduction to philosophy of Education*. London: Turoria Press.
- Dearden, R. F. (1984). *Theory and practice in Education*. Routledge K Kegan& Paul.
- Delors, Jacques (1996). *Learning the Treasure within*. UNESCO: Report to UNESCO of the International Commission on Education for Twenty first Century.
- Delors, Jacques et al. (1996). *Learning: The Treasure within report of the international commission on education for 21st century*, UNESCO.
- Devadas, Rajammal P. & Kulandaivel K. (1976). *A Handbook of Methodology of Research*. Coimbatore, Sri R.K. Mission Vidyalaya Teachers College.
- Dewey, J. (1916/1977). *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
- Fox, D. J. (1969). *The Research Process in Education*, New York: Holt, Rinehart and Winston.
- Freire, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Harper and Harper.
- Freire, P. and Shor, I. (1987). *A Pedagogy of liberation*. London: Macmillan Education.
- Garrett, Henry E. *Statistics in Psychology and Education*, Bombay, Vakils, Feffer& Simons Pvt. Ltd.
- Good, Cartor V. et al. (1972). *Methodology of Educational Research*. New York: Appleton-Century Craft Inc.
- Guilford J. P. (1994). *Psychometric Methods*. New York: McGraw Hill Book Co. Inc.
- Guilford, J. P. (1965). *Fundamental Statistics in Psychology and Education*. New York: McGraw Hill Book Co.
- Heyes, D., Hills, M., Chistie, P. and Lingard, B. (2007). *Teachers and schooling: Making a Difference*. Australia: Allen and Unwin.
- Illich, I. (1971). *Deschooling society*. New York: Harper Row.
- India, Ministry of Human Resource Development (1986). *Innovations in Education*. New Delhi: Ministry of HRD.
- International Encyclopedia of Education. (1994). 2nd edition. Vol.10. Perganon Press.
- Kerlinger, F.N. (1973). *Foundations of Behavioural Research*. New York: Holt, Rinehart and Winston.
- Kumaravel, Karpaga R. (1999). *Philosophical Thoughts in Indian Education*. Coimbatore: Sri Ramakrishna Vidhyalaya College of Education.

- Matheson, David (2004). *An Introduction to the study of education* (2nd edition). David Fulton Publishers.
- Mathus, S.S. (1998). *A Sociological Approach to Indian Education*. Agra: Vinod Prakashen.
- MHRD, (1992). *Programme of action*. Government of India, New Delhi.
- MHRD, Government of India (1992). *National policy on education* (revised), New Delhi.
- Mookherjee, K. K. (1972). *Some Great Educators of the World*. Calcutta: Das Gupta & Co Pvt. Ltd.
- Mukherjee, S. N. (1966). *History of Education in India*. Baroda: Acharya Bool Depot.
- Naik, J. P. (1975). *Equality, quality and quantity: The elusive triangle of Indian education*. Bombay: Allied Publications.
- Naik, J. P. and Syed. N. (1974). *A Student's History of Education in India*. New Delhi: MacMillan Co.
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education*, New Delhi.
- Palmer, Joy A. (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. Routledge Flamer. London. USA. Canada.
- Peters, R. S. (1967). *The Concept of Education*. United Kingdom: Routledge.
- Peters, R. S. (ed.) (1975). *The Philosophy of education*. London: Oxford University Press.
- Ruhela, S. P. and Vyas, K. C. (1970). *Sociological Foundations of Education in Contemporary India*. Delhi: Dhanpat Raj and Sons.
- Seshadri, C. M. A. Khader & Adhya, G. L. (1992). *Education in Values: A Source Book*. NCERT.
- Slattery, Patrick & Dana, Rapp (2002). *Ethics and the foundations of education- Teaching Convictions in a postmodern world*. Allyn & Bacon.
- Wall, Edmund (2001). *Educational theory: philosophical and political perspectives*. Prometheus Books.
- Winch, C. (1986). *Philosophy of human learning*. London: Routledge.

**Other recommended references:**

- 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:**

- Ausubel, D. P, Novak, J. D. & Hanesian, H. (1968). Educational psychology: A cognitive view. Holt, Rinchart and Winston Inc.
- Baron R.A. & Misra G. (2014). Psychology (5th ed). USA: Pearson
- Bee, Helen (2000). The Developing Child .USA: Allyn & Bacon Comp.
- Bernard, R. F., & Snowman, J. (1993). Psychology Applied to Teaching (7th ed.) Boston: Houghton Mifflin Co.
- Bruner, J.S. (1986). Actual minds, possible worlds. Cambridge, Mass: Harward University Press.
- Carmichael, L. (1968). Manual of child psychology, New Delhi: Wiley Eastern Private Ltd.
- Clarke – Stewart, A., Friedman, S., & Koch, J. (1985). Child development – A tropical approach. New York: John Wiley & Sons, Inc.
- Dandapani, S. (2000). Advanced Educational Psychology New Delhi: Anmol Publications Pvt. Ltd.
- Dandekar, W.N. & Sanyogtala, M. (2002). Psychological foundations of education (3rd ed.). McMillan India Ltd.
- David A. H. & Jonathan B. (2012). Brain based Parenting: The Neuroscience of Caregiving for Healthy Attachment. New York: WW Norton & Company
- Eggen, P. D., Kauchak, D. P., & Harder, R. J. (1979). Strategies for teachers, information processing model in the classroom. New Jersey: Prentice Hall Inc.
- Furnham, A. (1997). The Psychology of Behaviour at Work. New York: Psychology Press.
- Gagne, R. M. (1965). The conditions of learning. New York: Holt, Rinehart and Winston Inc.
- Gagne, R. M. (1985). The cognitive psychology of school learning. Boston: Little Brown.
- Hal, R. A., & Garske, J. P. (1977). Psychological theories of motivation. California: Wordsworth Publishing Company Ltd.
- Hermen, T. M. (1977). Creating learning Environments: The Behavioural approach to education. Boston: Allyn and Bacon.
- Hilgard, E. R., & Bower, G. H. (1977). Theories of learning. New Delhi: Prentice Hall of India Pvt Ltd.
- Hurlock, E. B. (1990). Developmental Psychology – A life Span approach. New York: McGraw Hill Inc.
- Kelli Allen, Jeanna Scheve & Vicki, Nieter (2012). Understanding Learning Styles: Making a Difference for Diverse Learners. Huntington Beach CA.

- Kolesnik, W. B. (1970). Educational psychology (2nd ed.) New York: Mc Graw Hill Book Co.
- Kosslyn, S. M. (1980). Image and mind Cambridge, Massachusetts: Harvard University Press.
- Laura, Berk. E. (2001). Child Department 3rd.ed.). Delhi Prentice Hall Co.
- Marlene D. L. (2004). Learning Styles: Reaching Everyone God Give You to Each. Colorado Springs.
- Morgan, Chifford T. (1986). Introduction to Psychology New York: McGraw-Hill Books Co.
- Paivio, A. (1986). Mental representations. New York: Oxford University Press.
- Pande, K. P. (1988). Advanced educational psychology (2nd ed.) Delhi: Konark Publishers Pvt. Ltd.
- Parameswaran, E. G. & Beena (2002). An invitation to psychology. Hyderabad: Neelkamal Publications.
- Schering M. S. and Danu K. J. (2001). Student empowerment from cognition to metacognition. New York: St. Johns University, Centre for the study of Learning and teaching.
- Shaffer, D. R. (1996). Developmental psychology- childhood and adolescence (4th ed.). USA: Brooks/Cole Publishing Co.
- Smith P. K. & Blades, M. C. (2011). Understanding Children's Development. UK: John Wiley & sons.
- Snowman J. & Mc Cown, R. (2012). Psychology Applied to Teaching. New Delhi. Cengage Learning India Pvt. Ltd.
- Sousa D. A. (2011). How the Brain Learns. California: Corwin Press.
- Sternberg, R. J. (2001). Psychology: In search of the human mind (3rd ed.) Harper Collins Publishers.
- Vaidya, N. (1991). Jean Piaget with love and understanding. New Delhi Oxford and IBW Publishing Ltd.
- Vygotsky, L. S. (1986)). Mind in society. The development of higher psychological process. Cambridge Mass: Harvard University Press.
- Woolfolk, A. (2005). Educational psychology. (9th ed.) New Delhi: Pearson Education Pvt. Ltd.

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:**

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi: PHI Learning Private Limited.
- Best, J. W. & Kahn, J. V. (2006). *Research in education* (10th ed.). New Delhi: PHI Learning Private Limited.
- Chandra, S. S. & Sharma, K. (1997). *Research in education*. New Delhi: Atlantic Publications.
- Cohen, L. & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.
- Downie, N. M. & Heath, R. W. (1970). *Basic statistical methods*. New York: Harper and Row Publishers.
- Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of educational measurement* (5th ed.). New Delhi: Prentice Hall of India.
- Fraenkel, J. R. & Wallen, N. E. (1993). *How to design and evaluate research in education*. (2nd ed.). New York: Mc Graw Hill.
- Garrett, H. E. (1966). *Statistics in psychology and education* (6th ed.). Bombay: Vakils, Feffer, and Simons Ltd.
- Gay, L. R. (1996). *Educational research competencies for analysis and applications* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Gerard, G. (2010). *Basic research methods*. New Delhi: Sage Publications.
- Good, C. V. (2006). *How to do research in education*. New Delhi: Cosmo Publications.
- Guilford, J. P. (1990). *Fundamentals of statistics in psychology and education*. New York: Mc Graw Hill.
- Heiman, C. W. (1995). *Research methods in psychology*. Boston: Houghton Mifflin Company.
- Hittleman, D. R. & Simon, A. J. (1992). *Interpreting educational research* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Keith, F. P. (2009). *Introduction to research methods in education*. New Delhi: Sage Publications.
- Kerlinger, F. N. (1995). *Foundations of behavioral research* (3rd ed.). Bangalore: Prism Books Pvt. Ltd.
- Kiess, H. O. (1996). *Statistical concepts for the behavioral sciences* (2nd ed.). Boston: Allyn and Bacon.

- Koul, L. (2009). *Methodology of educational research* (4th ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Kubiszyn, T. & Boich, G. (2003). *Educational testing and measurement* (7th ed.). Singapore: John Wiley and Sons.
- Leary, M. R. (2001). *Introduction to behavioural research methods* (3rd ed.). Boston: Allyn & Bacon.
- Lichtman, M. (2006). *Qualitative research in education: A user guide*. New Delhi: Sage Publications.
- Mangal, S. K. (2002). *Statistics in psychology and education* (2nd ed.). Delhi: PHI Learning Private Limited.
- Mc Burney, H. D. (2001). *Research methods*. Australia: Wordsworth.
- Mc Millan, J. H. & Schumacher, S. (1989). *Research in education* (2nd ed.). USA: Harper Collins Publishers.
- Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in psychology and education* (3rd ed.). New York: John Wiley & Sons Inc.
- Mouly, G. J. (1964). *The science of educational research*. New Delhi: Eurasia.
- Nation, J. R. (1997). *Research methods*. Upper Saddle River, NJ: Prentice Hall.
- Rummell, F. J. (1964). *An introduction to research procedures in education*. New York: Harper and Row Publishers.
- Sharma, N. K. (1996). *Statistical techniques*. Jaipur: Deep & Deep Publications.
- Sinha, B. L. (Ed.). (2001). *Encyclopedia of statistics, psychology, and education* (Vol. I). New Delhi: Anmol Publications.
- Travers, R. M. V. (1964). *An introduction to educational research*. New York: McGraw Hill.
- Vandalen, D. D. (1968). *Understanding educational research*. New York: McGraw Hill.
- Varma, M. (1965). *An introduction to educational and psychological research*. Bombay: Asia Publishing House.
- 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**  
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:**

- Anderson, L. W. (1995). *International Encyclopedia of Teaching and Teacher Education* (Second Edition). Elsevier Science Ltd. Oxford.
- Caggart, G. L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.

- Chaurasia, Gulab (2000). *Teacher Education and Professional Organizations*. Delhi: Authors Press.
- Chaurasia, Gulab. *New Era in Teacher Education*. New Delhi: Sterling Publishing Pvt. Ltd.
- Dikshit, S. S. *Teacher Education in Modern Democracies*. New Delhi: Sterling Publishers Pvt. Ltd.
- Hammond, L. D. & Bransford (Ed.) (2005). *Preparing Teachers for a Changing world*. Francisco: Jossey-Bass.
- Hayson, J. J. & Sutton, C. R. *Innovation in Teacher Education*. US: McGraw Hill Book Company.
- Hitchcock G. & Hughes D. (1989). *Research and the Teacher*. London: Routledge.
- Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a Cultural Eye*. New York: Teachers College Press.
- Joyce, B. & Weil, M. (2003). *Models of Teaching* (7<sup>th</sup> ed.). Boston: Allyn & Bacon.
- Kundu, C. L. (1998). *Indian Year Book on Teacher Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Lampert, M. (2001). *Teaching Problems and the Problems of teaching*. New Haven: Yale University Press.
- Longford, G. (1978). *Teaching as a Profession*. Manchester: Manchester University Press.
- Mc Nergney Robert, F. & Herbert, Joanne M. (2001). *Foundations of Education: The Challenge of Professional Practice*. Boston: Allyn and Bacon.
- McClelland, V. A. & Varma, V. P. (1989). *Advances in Teacher Education*. Routledge: London.
- Misra, K. S. (1993). *Teachers and their Education*. Ambala Canatt: The Associated Publishers.
- Mohanty, S. B. (1987). *Student Teaching*. New Delhi: Ashok Publishing House.
- Murray, Frank B. (1996). *Teacher Educator's Handbook: Building a Base for Preparation of Teachers*. San Francisco: Jossey-Bass Publishers.
- National Council for Teacher Education (1998). NCTE Document. New Delhi. NCTE.
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
- NCTE: *Policy Perspectives in Teacher Education – Critique and documentation*. NCERT: New Delhi.
- Panda, B. N. & Tewari, A. D. (1997). *Teacher Education*. New Delhi. New Delhi: APH.
- Ram, S. (1999). *Current Issues in Teacher Education*. New Delhi: Sarup and Sons Publication.
- 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, Ardhamalsyendrasana, Trikonasana, Vrikshasana, Dhanurasana and Suryanamaskar.
22. Mudras: Chin mudra, Chinmaya mudra, Adi mudra, Merudhanda mudra and Bhrahma mudra.
23. Pranayama: Nadisudhi Pranayama, Sectional breathing, Surya Bhedana Pranayama, Chandra Bhedhana 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:**

- Best, J. W. & Kahn, J. V. (2006). *Research in education* (10th ed.). New Delhi: PHI Learning Private Limited.
- Brown, Graham & Watson, David - IGCSE Information and Communication Technology (Book & CD Rom).
- Cohen, L. & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.
- Emerging Trends in Teaching of Computer: Ratho, T.N. and Ravi Prakash
- Gay, L. R. (1996). *Educational research competencies for analysis and applications* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Iyengar, B. K. S. (1981). *Light on Pranayama*. Pranayama Deepika. London: Harper Collins Publishers.
- Iyengar, B. K. S. (2006). *Iyengar yoga for beginners: An Introduction to the classic poses*. London: Kirdosker Computer Services Ltd.
- Leon, A. & Leon, M. (2000). *Information Technology*. Chennai: Vikas Publishing House Pvt. Ltd.
- Mario, F. & Manuela, P. (2008). *Encyclopedia of Internet Technologies and Applications*. Portugal: University of Beira Interior.
- Moursund, D.G. (2005). *Introduction to information and communication technology in education*.
- N.C.E.R.T. (1993). *National curriculum for elementary and secondary education* (rev.ed.). New Delhi: N. C. E. R.T.
- NCERT. (2005) *National Curriculum Frame Work* New Delhi: NCERT.
- Nelson, R. & Jones (2007). *Life coaching skills*. London: Sage Publishers.
- Oliver, P. (2008). *Writing your thesis*. (2nd Ed.). London: Sage Publications.
- Richardson, W. (2009). *Blogs, Wikis, Podcasts, and other powerful web tools for classrooms*. (2nd Ed.). California: Corwin Press.

## **SEMESTER II**

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

**Second Semester  
COMMON CORE COURSE  
ED010201 - 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/Ayalkoottam).

2. Trace out the educational history of your locality.
3. Conduct a comparative study on Educational Expenditure and allocation in different five year plans in our country.
4. Prepare a report on Educational Developments in British Period in India and its reflection in the Post-independent Educational system.

#### **RECOMMENDED REFERENCES:**

- Aggarwal J. C. (2005). Landmarks in the History of Modern Indian Education. New Delhi: Amanda Coffey (2001). Education and Social Change. Open University Press.
- Bhakshi P. M. (1998). The Constitution of India. New Delhi: Universal Law Publishing Company.
- Bourgonje, P. & Tromp, R. (2011). Quality Educators: An International Study of Teacher Competences and Standards. Education International. Oxfam Novib, Oxfam International.
- Carr, D. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.
- Chand S. (2005). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S. Chand & Company Ltd., Ram Nagar.
- Chandola, R. P. (2003). The Real Problems of Indian Education. Jaipur: Book Enclave.
- Curriculum & Instruction (2015). Excellence in Content Instruction. Graduate studies, College of Education, University of Washington.
- Dan W. Austin (2005). Teaching Social Foundations of Education: Contexts, Theories, and Issues. Lawrence Erlbaum Associates.
- Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280–299.
- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Dewey, John (1900). The School and Society. Chicago: The University of Chicago Press.
- Documentation on Women, Children and Human Rights (2000). New Delhi: All India Association for Christian Higher Education.
- Education. Cambridge University Press
- Fountain, S. (1988). Learning Together – Global Education. New York: Stanley Thrones Publishers Ltd, New York University.
- Francis, Brown J. (1947). Educational Sociology. New York: Prentice Hall.
- Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage. Rowman & Littlefield.
- Geoffrey, Walford (1998). Durkheim and Modern Education, Routledge.
- Ghosh, S. C. (2007). History of education in India. Rawat Publications.
- Gordon, Wells (1999). Dialogic Inquiry: Towards a Socio-cultural Practice and Theory of Government of India (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
- Government of India (1986). National policy of education. Government of India.
- Government of India (1992, 1998). National policy on education, 1986 (As modified in 1992).

- Government of India (1993). *Learning without Burden*. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India.
- Government of India (2009). *The right of children to free and compulsory education act, 2009*.
- Government of India (2011). *Sarva shiksha abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009*.
- Hall, C. & Hall, E. (2003). *Human relations in education*. Routledge.
- Humayun, Kabir (1959). *Education in new India*. London: George Allen & Unwin Ltd.
- Indira Gandhi National Open University (2014). *Students' handbook, Master of Education (M.Ed.)*. School of Education, IGNOU, Maidan Garhi, New Delhi.
- James, S. Ross. (1952). *Ground works of educational theory*. George G. Harrap & Co. Ltd.
- John, L Rury (2002). *Education and Social Change: Themes in the History of American Schooling*. Lawrence Erlbaum Associates.
- Kalam, Abdul, A.P.J. (1998). *India 2020 – A Vision for the New Millennium*. Penguin Books India Ltd.
- Krishnamurti, J. (1992). *Education and world peace*. In *Social responsibility*. Krishnamurti Foundation.
- Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
- Lynn, Davis (2004). *Education and Conflict: Complexity and Chaos*. Routledge Falmer.
- McLaren, Peter and Leonard, Peter (1993). *Paulo Freire: A Critical Encounter*. Routledge.
- Mishra, A. (2007). *Everyday life in a slum in Delhi*. In D. K. Behera (Ed.) *Childhoods in South Asia*. New Delhi: Pearson Education India.
- Nambissan, G. B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. Indian Institute of Dalit Studies and UNICEF.
- Nath, Prem (1979). *The Bases of Education. A Philosophical and Sociological Approach*. New Delhi: S. Chand & Company Ltd.
- National Council for Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Preparing Professional and Humane Teacher*. (Member-Secretary, NCTR, New Delhi, India).
- NCERT (2006). *National Curriculum Framework for School Education 2005*, New Delhi: NCERT.
- NCERT (2006a). *Position paper-National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT.
- NCERT (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
- NCERT (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
- NCTE (1998). *Gandhi on Education*, New Delhi: NCTE.
- NCTE (2000) *Human Rights and Indian Values*, New Delhi: NCTE.
- Nirantar (2010). *Textbook regimes: A feminist critique of nation and identity*. New Delhi.
- Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory* (pp. 213-230). Palgrave.
- Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.



- Payne, E. George (1928). *Principles of Educational Sociology an Outline*. New York.
- Peters, R. S. (1967). *The Concept of Education*. New York: Humanities Press.
- Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of constructivism. *Educational Researcher*, 5–12.
- Pillai, K. Sivadasan (1998). *Vidyabhyasam*. Trivandrum: Kalanikethan.
- Ramachandran, Padma and Ramkumar, Vasantha (2005). *Education in India*. New Delhi: National Book Trust.
- Reddy G. L., Thankachan, T.C., George, Alex and Shylaja, M. (2015). *Human Rights Education*. Hyderabad: Neelkamal Publishers.
- Reddy G. L., Thankachan, T.C., Thomas, Maryand David, Bindu (2015). *Environmental Education*. New Delhi: Discovery Publishers.
- Robert A. and Dentler, Praeger (2002). *Practicing Sociology: Selected Fields Librarian's tip*. University Press.
- Rodrigues, Valerian (2002). Democracy. In *The essential writings of B. R. Ambedkar*. New Delhi: Oxford University Press.
- Ruhela, S. P. (1968). *Human Values and Education*. New Delhi: Sterling Publishers.
- Singh L. C. (1990). *Teacher education in India*. N.C.E.R.T.
- Sreedharamenon, A. (1996). *Cultural Heritage of Kerala*. Madras: S. Viswanathan Printers and Publishers.
- Sykes, M. (1987). *The story of Nai Talim*. Wardha: Nai Talim Samiti.
- Tagore, R. (2003). Civilization and progress. In *Crisis in civilization and other essays*. New Delhi: Rupa & Co.
- Taneja, V. R. (2003). *Educational Thoughts and Practice*. New Delhi: Sterling Publishers.
- UNESCO (1960) *Convention and Recommendation against Discrimination in Education*, UNESCO.
- UNESCO (1989). *UN convention on the rights of the child*. UNESCO.
- UNESCO (2006). *United Nations convention on the rights of persons with disabilities*.
- UNESCO (2009). *Policy guidelines on inclusion in education*. UNESCO.
- UNESCO.
- Vikas Publishing House.
- Wagner, Robert B. (1989). *Accountability in Education*. London: Routledge.
- Weir (Eds.). *Curriculum, syllabus design and equity: A primer and model*. Routledge.
- World Declaration on Education for All, adopted by the World Conference on Education for All. (1990). *Meeting Basic Learning Needs*, Jomtien.
- Yadav, S. (2013). *Preparing teacher educators: M.Ed. curriculum of teacher education*. Department of Teacher Education, NCERT. New Delhi: Sri Aurobindo Marg.

QP Code: .....

Reg. No.: .....

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

Second Semester  
Faculty of Education

**COMMON CORE COURSE**  
**EDU010201 - 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**  
**ED010202 - 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:**

- Ahuja, N. (1990). A Short text book of Psychiatry. Jayapee Brothers. New Delhi
- Barlow, D. H. & Durano Mark, V. (2005). Abnormal Psychology: An Integrative Approach. New Delhi: Cengage Learning India Pvt. Ltd.
- Baumgarder, S. R., Crother, M.K. (2009). Positive Psychology. Dorling Kinderky: Pearson Education in South Asia.

- Bensley, D. A. (1998). *Critical Thinking in Psychology. A Unified Skill Approach*. Brooks/Cole Publishing Company: USA.
- Biehler and Snowman (1991). *Psychology Applied to Teaching*. Houghton Mifflin Company. USA.
- Bridget Robinson Riegler and Greg L Robinson Riegler (2008). *Cognitive Psychology: Applying the Science of the Mind*. Baba Barkha Nath Printers: New Delhi
- Dennis, Coon & John, O. Mitter (2007). *Introduction to Psychology*. New Delhi. Akash Press.
- Friedman, H. S. & Schustack, M. W. (2009). *Personality: Classic Theories and Modern Research*. (3rd Ed.). Pearson Education.
- Henson, K. T. & Eller, B. F. (1998). *Educational Psychology for effective Teaching*. New York: Wadsworth Publishing Company.
- Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (1975). *Introduction to Psychology*. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.
- Hollingworth, H. L. (1993). *Educational Psychology*. New York: Appleton Century Craft Inc.
- Kosslyn M. S. & Rosenberg S. R. (2008). *Psychology in Context* (3rd Ed.). New Delhi: Pearson Education Inc.
- Kuppuswamy, B. (1991). *Advanced Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Laplanche, J. (1989). *New Foundation of Psychoanalysis*. UK: Basil Blackwell
- Mangal, S. K. (2000). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
- Santrock, J.W. (2006). *Educational Psychology*. New Delhi: Tata McGraw Hill Publishing Company.
- Santrock, J. W. (2006). *Educational Psychology*. New Delhi: Tata Mc Graw Hill Publishing Company
- Serebriakoff, V. (1998). *A guide to Intelligence and Personality Testing*. The Parthenon Publishing Group Limited: New Jersey.
- Shaffer, D. R. (2009). *Developmental Psychology: Childhood and Adolescence* (8th Ed.). Wadsworth Publishing Co. Inc.
- Steve, M. Jex (2006). *Organisational Psychology - A Scientist practitioner Approach*. John Wiley & Sons.

QP Code: .....

Reg. No.: .....

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

Second Semester  
Faculty of Education

**COMMON CORE COURSE**  
**ED010202 - 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**  
**ED010203 – 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:**

- American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Anastasi, A. & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi: PHI Learning Private Limited.
- Best, J. W. & Kahn, J. V. (2006). *Research in education* (10th ed.). New Delhi: PHI Learning Private Limited.
- Chandr, S. S. & Sharma, K. (1997). *Research in education*. New Delhi: Atlantic Publications.
- Cohen, L. & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.
- Downie, N. M. & Heath, R. W. (1970). *Basic statistical methods*. New York: Harper and Row Publishers.
- Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of educational measurement* (5th ed.). New Delhi: Prentice Hall of India.
- Edwards, A. L. (1957). *Techniques of attitude scale construction*. New York: Appleton Century Crofts Inc.
- Fraenkel, J. R. & Wallen, N. E. (1993). *How to design and evaluate research in education* (2nd ed.). New York: Mc Graw Hill.
- Garrett, H. E. (1966). *Statistics in psychology and education* (6th ed.). Bombay: Vakils, Feffer, and Simons Ltd.
- Gay, L. R. (1996). *Educational research competencies for analysis and applications* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.
- Gerard, G. (2010). *Basic research methods*. New Delhi: Sage Publications.
- Good, C. V. (2006). *How to do research in education*. New Delhi: Cosmo Publications.
- Guilford, J. P. (1990). *Fundamentals of statistics in psychology and education*. New York: Mc Graw Hill.
- Heiman, C. W. (1995). *Research methods in psychology*. Boston: Houghton Mifflin Company.

- Hittleman, D. R. & Simon, A. J. (1992). *Interpreting educational research* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Keith, F. P. (2009). *Introduction to research methods in education*. New Delhi: Sage Publications.
- Kerlinger, F. N. (1995). *Foundations of behavioral research* (3rd ed.). Bangalore: Prism Books Pvt. Ltd.
- Kiess, H. O. (1996). *Statistical concepts for the behavioral sciences* (2nd ed.). Boston: Allyn and Bacon.
- Koul, L. (2009). *Methodology of educational research* (4th ed.). New Delhi: Vikas Publishing House.
- Kubiszyn, T. & Borich, G. (2003). *Educational testing and measurement* (7th ed.). Singapore: John Wiley and Sons.
- Leary, M. R. (2001). *Introduction to behavioral research methods* (3rd ed.). Boston: Allyn & Bacon.
- Lichtman, M. (2006). *Qualitative research in education: A user guide*. New Delhi: Sage Publications.
- Mangal, S. K. (2002). *Statistics in psychology and education* (2nd ed.). Delhi: PHI Learning Private Limited.
- Matt, H. M. & Nick, J. (2011). *A critical introduction to social research*. New Delhi: Sage Publications.
- Mc Burney, H. D. (2001). *Research methods*. Australia: Wordsworth.
- Mc Millan, J. H. & Schumacher, S. (1989). *Research in education* (2nd ed.). USA: Harper Collins Publishers.
- Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in psychology and education* (3rd ed.). New York: John Wiley & Sons Inc.
- Mouly, G. J. (1964). *The science of educational research*. New Delhi: Eurasia.
- Nation, J. R. (1997). *Research methods*. Upper Saddle River, NJ: Prentice Hall
- Rummell, F. J. (1964). *An introduction to research procedures in education*. New York: Harper and Row Publishers.
- Sharma, N. K. (1996). *Statistical techniques*. Jaipur: Deep & Deep Publications.
- Sinha, B. L. (Ed.). (2001). *Encyclopedia of statistics, psychology and education* (Vol.I). New Delhi: Anmol Publications.
- Travers, R. M. V. (1964). *An introduction to educational research*. New York: McGraw Hill.
- Vandalen, D. D. (1968). *Understanding educational research*. New York: McGrawHill.
- Varma, M. (1965). *An introduction to educational and psychological research*. Bombay: Asia Publishing House.
- Willis, J. W. (2007). *Foundations of qualitative research: Interpretative and critical approaches*. New Delhi: Sage Publications.
- 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**  
**ED010203 – 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  
COMMON CORE COURSE  
ED010204 - CONTEXT AND ISSUES OF ELEMENTARY, 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 elementary, secondary and senior secondary education.
- examine the history, vision and development of elementary, 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 elementary, secondary and senior secondary education in India.
- critically examine the issues of contemporary India with respect to elementary, secondary and senior secondary education and to prepare action plans.
- comprehend the curriculum and evaluation in elementary, secondary and senior secondary education.
- critically evaluate the international trends in elementary, 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 elementary, 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: Concept and Perspectives (15 hours)**

1. Elementary, Secondary and Senior Secondary Education – Nature, Objectives, Vision and Mission.
2. Systems and structural organisation of elementary, secondary education in India
3. Historical Development of Elementary, Secondary and Senior Secondary Education in India in the post independent period with special reference to Kerala.
4. National Elementary Educational Mission.
5. Aims, Objectives, and Concerns prioritised in Commissions and Documents on Elementary and Secondary Education - Secondary Education Commission

1953, Education Commission 1966, National Policy on Education 1986 (and revised policies), Yashpal Committee Report, National Curriculum Framework (latest revision), Kerala Curriculum Framework 2007.

6. Constitutional Provisions for Elementary, Secondary Education - Articles related to education and its implications, Right to education and child rights.

### **Module Two: Programmes, Problems and Challenges (20 hours)**

7. Programmes and Initiatives for Elementary, Secondary and Senior Secondary education, Critical evaluation of the outcomes of the government initiatives, Operation Blackboard (OB) - District Primary Education Programme (DPEP) - National Programme for Education of Girls at Elementary Level (NPEGEL) - Kasturba Gandhi Balika Vidyalaya (KGBV) – Lok Jumbish – Shiksha Karmi Project - Sarva Siksha Abhiyan (SSA) - Rashtriya Madhyamik Siksha Abhiyan (RMSA) – Samagra Siksha Abhiyan (SSA).
8. Role and responsibilities of DPI and Directorate of Senior Secondary Education.
9. Education for All – Challenges and solutions- Hindrances of Elementary Education – Child labour – Child abuse – Gender disparity – Marginalisation - Wastage and Stagnation
10. Psycho-social problems of students at secondary level - Social sensitivity - Gender concerns - Cyber ethics - Sex education - Health and hygiene - Social abuses - drug and alcoholism.
11. Problems of the differently abled - Challenges of inclusive education.
12. Universalisation of Elementary and Secondary education in India with special reference to Kerala, open schools, Equalisation of educational opportunities.

### **Module Three: Curriculum and Evaluation (20 hours)**

13. Philosophical, Psychological and Sociological bases of curriculum development at Elementary, Secondary and Senior Secondary level.
14. Methodology and Pedagogical Analysis of Elementary Education – Language, Mathematics, Environmental Science, Art Education, Health and Physical Education, Innovative learning - Joyful Learning – Experiential Learning – Guided Learning.
15. Skills development among Secondary and Senior Secondary school students - Life Skills - Additional Skills Acquisition Programme, Role of professional Management.
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 - Tools and Techniques of Evaluation.

### **Module Four: Quality Perspectives (20 hours)**

18. Local and Global resources for Quality enhancement at Elementary, Secondary and Senior Secondary level.
19. Elementary Education in the International context – UNESCO, UNICEF and UN Initiatives.
20. Quality enhancement through ICT - Integrating Technology at Elementary, Secondary and Senior secondary level - Role of IT - Contribution of IT @School Project - National Programme for Technology Enhanced Learning (NPTEL) – E-patasala - Sakshat –

National Repository of open Educational Resources - National Mission on Education through ICT (NMEICT).

21. Quality and Qualification of Teachers – Teacher Education at Elementary, Secondary and Senior Secondary level – Recent Initiatives of SCERT, NCERT and NCTE.

#### **Module Five: Recent Trends and Research (15 hours)**

22. New horizons in educational technology- Virtual Learning, Web based Learning, Cloud computing, Game-based learning, Augmented reality, E-twinning, Digital workplace.
23. Type of Media and Interactive Technologies – Multimedia – Teleconferencing - Video Conferencing - Web Conferencing.
24. Need and Importance of research at Elementary, Secondary and Senior Secondary levels - Relevant Areas - Curriculum, Teachers and Practices.
25. Educational Development Index- Components and Indicators.

#### **PRACTICUM (any two):**

1. Prepare a report based on the use of technology among school students.
2. Conduct a comparative study on the enrolment and results of students at secondary level in local schools (preferably 10<sup>th</sup> or 12<sup>th</sup> standards).
3. Prepare an innovative lesson transcript based on a subject at elementary level.
4. Make a comparative study of two syllabi of standard I- Kerala state Government and CBSE.

#### **RECOMMENDED REFERENCES:**

- Aggarwal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
- Aggarwal, J. C. (2001). *Principles, methods and techniques of teaching*. Delhi: Vikas.
- Arcaro, J. (1997). *Quality in Education: An Implementation Handbook*, Vanity Books International New Delhi.
- Arora, G. L. (2002). *Teachers and their teaching*. Delhi: Ravi Books.
- Barrel, G. W. (2000). *The twenty first century: The world at carrying capacity*. Bioscience.
- Bartlett, L. D & Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Bhatia, K. K. (2001). *Foundation of Teaching Learning Process*. Ludhiana: Tandon Publishers.
- Bourgonje, P. & Tromp, R. (2011). *Quality Educators: An International Study of Teacher competences and Standards*. Education International, Oxfam Novib, Oxfam International.
- Bruner, J. (1975). *The process of education*. London: Harward University Press.
- Bush T., L. B. (2003). *The Principles and practice of Educational Management* (Ed.) New Delhi: Sage Publications.
- Chandola, R.P. (2003). *The Real Problems of Indian Education*. Jaipur: Book Enclave.
- Chau M. and Kerry T. (2008). *International Perspectives on Education*. New York: Continuum.

- Committee for Review of National Policy on Education – 1986(1990). New Delhi: Ministry of Human Resource Development, Department of Education.
- Curriculum & Instruction (2015). Excellence in Content Instruction. Graduate Studies, College of Education, University of Washington.
- Dan W. Autin (2005). Teaching Social Foundations of Education: Contexts, Theories, and Issues, Lawrence Erlbaum Associates.
- Dash, B. N. (2003). Principles of Education. (2<sup>nd</sup> edition). New Delhi: Neelkamal Publications Pvt. Ltd.
- Dash, B.N.(2007). Curriculum planning and development. New Delhi: Dominant Publications.
- Davis, L. (2004). Education and Conflict: Complexity and Chaos. Routledge Falmer.
- Delors, J. (1996). Learning the Treasure within: Report of International Commission on Education for the 21<sup>st</sup> Century. Paris: UNESCO.
- Dessent, T. (1987). *Making ordinary School Special*. Jessica Kingsley Publications.
- Documentation on Women, Children and Human Rights (2000). New Delhi: All India Association for Christian Higher Education
- Dunkin, Michael, J. (1987). *The International Encyclopedia of Teaching and Teacher Education*. Oxford: Pergamon Press.
- Fountain, S. (1988). Learning Together – Global Education. New York: Stanley Thrones Publishers Ltd, New York University.
- George, P. E. (1928). Principles of Educational Sociology an Outline. New York: NY New York U.P.
- Ghosh, S.C. (2007). History of Education in India. Rawat Publications.
- Gore, M. S. (1994). Indian Education- Structure and Process, New Delhi: Rawat Publishers.
- Gore. M. C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers*. Crowin Press, Sage Publications.
- Government of India (1993). Learning without Burden. New Delhi: Ministry of Human Resource Development (MHRD), Department of Education, Government of India.
- Government of India (2009). The right of children to free and compulsory education act, 2009.
- Government of India (2011). Sarva Shiksha Abhiyan-Frame work for implementation based on the right of children to free and compulsory education act, 2009.
- Government of India (1998). National Policy on Education, 1986 (as modified in 1992).
- Hall, C., and Hall, E. (2003). Human relations in Education. Routledge.
- Hunt, M.P. (1973). Foundation of Education Social and Cultural Perspectives. New York: Halt, Rinehart and Winston.
- Justin, D. and Meg, M. (1997). *Becoming a Teacher: Issues in Secondary Teaching*. Buckingham: Open University Press.
- Kabir, H. (1959). Education in new India. London: George Allen & Unwin Ltd.
- Kalam, A. P. J. (1998). India 2020 – A Vision for the New Millennium. Penguin Books India Ltd.
- Krishnamurthi, J. (1992). Education and World Peace in social responsibility. Krishnamurti Foundation.
- Kumar, K. (2013). Politics of education in colonial India. India: Routledge.



- Learning Library (1987). *Teacher's strategies: Personal Growth, Classroom Performance, Student Problems*. Springhouse Pennsylvania Learning Books Springhouse Corporation.
- McLaren, P. and Leonard, P. (1993). *Paulo Freire: A Critical Encounter*, Routledge.
- MHRD (1993). *Learning without Burden*. Yashpal Committee Report, New Delhi.
- Ministry of Education (1953). *Report of Secondary Education Commission (1952-53)*. New Delhi: Government of India.
- Ministry of Education (1996). *Education and National Development. Report of the Commission (1964-66)*. New Delhi: Government of India.
- Mohanty, J. (1988). *Indian education in the emerging society*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mukharji, S. (2007). *Contemporary Issues in Modern Indian Education*, Authors Press.
- Mukherjee, S.N. (1966). *History of Education in India*. Baroda: Acharya Book Depot.
- National Commission on Teachers (1983-85). *Controller of Publications, Delhi*.
- National Commission on Teachers-1 (1983-85). *Teacher and Society*. Delhi, Government of India Press.
- National Council for Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Preparing Professional and Humane Teacher*. (Member Secretary, NCTR, New Delhi, India).
- NCERT (1998) *National Curriculum Framework for Teacher Education*, NCERT, New Delhi.
- NCERT (2005). *National Curriculum Framework for School Education*. New Delhi.
- NCTE (1978). *Teacher Education Curriculum a Framework*. NCERT, New Delhi.
- NCTE (1988). *Curriculum Framework for Quality Teacher Education*, NCTE, New Delhi.
- NCTE (2009): *National Curriculum Framework for Teacher Education*. New Delhi.
- Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory*. Palgrave.
- Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.
- Phillips, D.C. (1995). *The good, the bad, and the ugly: The many faces of constructivism*. *Educational Researcher*, 5–12.
- Peters, R. S. (1967). *The Concept of Education*. New York: Humanities Press.
- Prem, N. (1979). *The Bases of Education. A Philosophical and Sociological Approach*. New Delhi: S. Chand & Company Ltd.
- Programme of Action (1992). *Ministry of Human Resource Development, Department of Education, New Delhi*.
- Ramachandran, P. and Ramkumar, V. (2005). *Education in India*. New Delhi: National Book Trust.
- Reddy, R. (2007). *Principles of Curriculum Planning and Development*. Delhi, Arise.
- Right to Education Act (2009). *The Gazette of India*. New Delhi.
- Robert A. Dentler Praeger (2002). *Practicing Sociology: Selected Fields Librarian's tip*, University Press.
- Robert. B. Wagner (1989). *Accountability in Education*. London: Routledge.
- Rose, J. S. (1952). *Ground works of Educational Theory*. George G. Harrap & Co Ltd.
- Rury, J. L. (2002). *Education and Social Change: Themes in the History of American Schooling*. Lawrence Erlbaum Associates.

- Saini Debi, K. S. (2000). Human Resource Management. New Delhi: Response Books.
- Sathish, K. K. (1999). Education for a better society. University News.
- Sharma, R. N., & Sharma, R. K. (2006). Problems of education in India. New Delhi: Atlantic Publishers & Distributors.
- Singh, L. C. (1990). Teacher education in India. N.C.E.R.T.
- Sivadasan Pillai K. (1998). Vidyabhyasam. Trivandrum: Kalaniketha.
- Susan, C., Merilyn, L. and Tony, T. (2001). *Learning to teach in the Secondary School*. London: Routledge Falmer.
- Sykes, M. (1987). The story of Nai Talim. Wardha: Nai Talim Samiti.
- Tagore, R. (2003). Civilization and progress. In Crisis in civilization and other essays. New Delhi: Rupa & co.
- Taneja, V. R. (2003). Educational Thoughts and Practice. New Delhi: Sterling Publishers.
- Torsten, H. & Postlethwaite, T.N. (1985). The international encyclopedia of education research & studies. New York: Pergamon Press.
- UNESCO (1960). Convention and Recommendation against Discrimination in Education, UNESCO.
- UNESCO (1998). Learning to Live together in Peace and Harmony. A UNESCO APNIEVE Source.
- UNESCO. (2006). United Nations convention on the rights of persons with disabilities. UNESCO.
- Walford, G. (1998). Durkheim and Modern Education, Routledge.
- Wells, G. (1999). Dialogic Inquiry: Towards a Socio-Cultural practice and theory of education, Cambridge University Press

QP Code: .....

Reg. No.: .....

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

**COMMON CORE COURSE**  
**ED010204 - Context and Issues of Elementary, 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 that ensure equality of education.
2. Mention two relevant areas of research to be conducted at Elementary level and its importance.
3. Briefly describe Kasturba Gandhi Balika Vidyalaya.
4. What is virtual learning?
5. Write the significance of experiential learning at elementary level.
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. Write the components of educational development index.
9. What are the local resources for quality enhancement at elementary level?
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. Suggest the measures to overcome the psycho-social problems of students at secondary level.
12. Analyse the planning and allocation of funds for school education in 12<sup>th</sup> five-year plan.
13. Critically evaluate the role of Additional Skill Acquisition Programme for the overall development of students.
14. What are the objectives of elementary education? Critically examine how far the objectives have been achieved.
15. Explain techniques of evaluation at elementary level and the relative advantage of each technique.
16. In India, secondary education falls under different boards. In this context, is it possible to ensure equalization of educational opportunity? Substantiate your answer.
17. Discuss the challenges of inclusive education at elementary level.
18. Discuss the role of IT in the quality of improvement of Elementary education. **(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. What are the qualities of a secondary school teacher? Critically examine the initiatives taken by SCERT for the quality improvement of teachers?
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)**

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

**Second Semester**  
**SPECIALISATION COURSE**  
**ED800201.1 – 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:**

- Adams, G. S. & Torgerson, T. L. (1956). *Measurement and Evaluation for the secondary school teachers*. New York: The Dryden press.
- Bhatia, S. K. & Jindal, S. (2016). *A text book of Curriculum, Pedagogy and Evaluation*. New Delhi: Paragon International Publishers.
- Bloom, S. B., Hastings, J. T. & Madans, G. F. (1971). *Handbook on Formative and Summative Evaluation of student learning*. New York: McGraw-Hill Book com.
- Borich, G. & Kubiszyn, T. (2013). *Educational Testing and Measurement - Classroom Application and practice*. (4th Ed.). Texas: Harper Collins College Publishers.
- Carey, A. M. (1988). *Measuring and Evaluating School Learning*. Boston: Allyn and Bacon.
- Cronbach, L. J. (1970). *Essentials of Educational Measurement*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Ebel, R. & Frisbie, D. (2003). *Essentials of Educational Measurements*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Edwards, A. L. (1975). *Techniques of Attitude Scale construction*. Bombay: Feiffer and Simeno Pvt. Ltd.
- Fitzpatrick, J. L., Sander, J. R. & Worthen, B. R. (2004). *Programme Evaluation: Alternative Approaches and practical Guidelines* (3rd Ed.) Boston: Pearson
- Freeman, F. (1962). *Psychological Testing (theory and Practice)*. New York: Holt, Rinehart and Winston.
- Gay, L. R. (1996). *Educational Research - competencies for Analysis and Application*. USA: Prentice Hall International (UK) Ltd.
- Gronlund, N. E. (1965). *Measurement and Evaluation in Teaching*. London: Collier-McMillan Ltd.
- Kirkpatrick, D. L. & Kirkpatrick, J. D. (2005). *Transferring Learning to Behaviour: using the four levels to improve performance*. San Francisco: Berret-Koehler.
- Manning, R. C. (1988). *The Teacher Evaluation Handbook*. New Jersey: Prentice Hall.
- Pathak, R. P. (2012). *Measurement and Evaluation in Education*. Delhi: Pearson India.
- Popham, J. W. (1993). *Educational Evaluation*. Boston: Allyn and Bacon.

- Popham, J. W. (2017). *Classroom Assessment - What teachers need to know*. Boston: Pearson Education, Inc.
- Radha Mohan (2016). *Measurement, Evaluation and Assessment in Education*. Delhi: Prentice-Hall of India Pvt Ltd.
- Remmers, H. H. & Gage, N. X. (1955). *Educational Measurement and Evaluation*. New York: Harper and Brothers.
- Reynolds, C. R., Livingston, B. R., Wilson, V. & Jha Arbind, K. (2017). *Measurement and Assessment in Education*. Boston: Pearson.
- Schumacher & McMillan, J. H. (2001). *Research in Education - A conceptual Introduction*. USA: Harper Collins.
- Stufflebeam, D. L. & Kellaghan, T. (Eds.). (2003). *The International Handbook of Educational Evaluation*. Boston: Kluwer Academic publishers.
- Stufflebeam, D. L. & Shinkfield, A. J. (2007). *Evaluation Theory, models and applications*. 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.
- Vashist, S. R. (Ed.) (1994). *Practice of Educational Evaluation*. New Delhi: Anmol Publications Pvt. Ltd.



QP Code: .....

Reg. No.: .....

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

**SPECIALISATION COURSE**  
**ED800201.1 – 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**

**Second Semester**  
**SPECIALISATION COURSE**  
**ED800201.2 – EDUCATIONAL TECHNOLOGY**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

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

- reflect upon the various forms of electronic and digital technology that can be employed in the teaching-learning process.
- understand the meaning, nature scope and significance of Educational Technology and its important components in terms of hardware and software.
- distinguish between communication and instruction.
- get acquainted with modern instructional practices.
- acquire proficiency in effective utilization of education.
- device appropriate ICT oriented assessment tools in the evaluation of learning in the educational process.
- develop learning packages based on Audio Visual Technology.
- apply the principles of systems approach in teacher education, in classroom communication and in FIACS and VICS.

**MODE OF TRANSACTION:**

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

**COURSE CONTENT:**

**Module One: Introduction to Educational Technology (15 hours)**

1. Concept and scope of Educational Technology.
2. Forms of Educational Technology – Teaching, Technology, Instructional Technology, Behaviour Technology.
3. Systems Approach to Education and its components - Goal settings, Task analysis, Content analysis and Evaluation strategies.
4. Application of learning theories of Skinner, Gagne, Bruner and Piaget in Educational Technology.

**Module Two: Communication Technology (20 hours)**

5. Concept, Nature, Components and Types of Classroom Communication.
6. Effectiveness of Communication in Instructional System – Modes of Communication.
7. Barriers and Process of Communication.
8. Communication Approach: Development Communication Approach, Development Support Communication Approach.

9. Education and training: Face-to-face, Distance and other alternative modes.
10. Observation Schedules of Interaction - FIACS, VICS, OSCAR, BLAS.

**Module Three: Instructional Designs and Strategies (20 hours)**

11. Instructional Design - Concept, Stages in the process of Development of Instructional Design; types of Instructional Designs - ADDIE Model, Instructional design for Competency Based Teaching.
12. Models of Teaching - Elements, Families of Teaching Models - Inquiry Training Model, Synectics Model, Contingency Model, Jurisprudential Inquiry Model.
13. Individualized instruction – Meaning, Principles and different types of Individualized Instruction - Programmed Instruction, Keller Plan, Learning Kits, and Language Labs.
14. Modification of Teaching Behaviour – Micro Teaching, Simulation and Link Practice.
15. Memory, understanding and practices of reflective levels of Teaching.

**Module Four: Media and Information Technology (20 hours)**

16. Media Technology - Meaning, Nature, Functions, different forms (Print Media, Electronic Media and Digital Media) and its limitations.
17. Application of Media Technology - Application in Formal, Non Formal and Informal Education, Distance Education and Open Learning Systems.
18. Multisensory Approach - Concept and Significance.
19. Resources Centers for Educational Technology - CIET, SIET, NOS, EMMRC, NIST,
20. ICT in Education – Concept and Scope; E-learning- Concept, Characteristics, Modes of E-learning (Synchronous and Asynchronous).
21. Harnessing e-media – CAI, online education, virtual education, e-text, e-journal and digital library media forums, tele-conferencing, video conferencing, CCTV, INSAT, ETV, Satellite instruction – EDUSAT and VICTERS; future of Media and Technology in learning environment.

**Module Five: New Horizons of Educational Technology (15 hours)**

22. Recent innovations in the area of Educational Technology – Video conferencing, Mobile Technology-Learning Applications, Blended Learning, Prezi Presentations, Free and Open Source Software, Massive Open Outline Course - SWAYAM, Coursera, EDX, Internet Forums, Blogs, Bulletin Boards, Webinar, Moodle.
23. Computer and assessment – Online Testing, Electronic Portfolio, Computerized Administration and scoring tests, Printing and record keeping of the Test Scores, web based assessments.
24. Future trends in digital technology and learning applications.
25. Recent trends in Research with reference to Educational Technology.

**PRACTICUM (any two):**

1. Observation of classroom interaction using FIACS, VICS, etc.
2. Seminar on any one new trend in Educational Technology.
3. Preparation of Radio and T.V. lessons (one each).
4. Developing computer software for instruction.

## RECOMMENDED REFERENCES:

- Aggarwal, J. C. (1995). *Essentials of Educational Technology-Teaching Learning Innovations in Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Ajaraman (1994). *Computer Systems and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.
- Bansal, S.K. (2002). *Fundamentals of information Technology*. New Delhi: AHP Publishing Corporation.
- Bhushan, C. (1992). *Video production and script writing - a working manual for media trainers*. Tehran: Institute for Development of Education Media.
- Ellington, H. P. F. & Race, P. (2005). *Handbook of Educational Technology*, (3rd Ed.). London: Kogan Page Ltd.
- Frant, A.S. (1991). *Instructive Instructional Strategies: Ways to Enhance Learning by TV in Designing for Learner Access: Challenges & Practices*, Madison: University of Wisconsin.
- Goel, D.R. (Ed.). (2000). *Educational Media in India*. Bharatiya Kala Prakashan Publishers.
- Good, Linda (2009). *Teaching and Learning with Digital Photography*. London: Corwin Press.
- Januszewski, A. & Molenda (2008). *Educational Technology: The Development of a Concept*. Libraries Unlimited.
- Karpaga Kumaravel, R. (1998). *Educational Applications of Video-Theory, Research Practice*. Coimbatore: Suri Publishers.
- Karpaga Kumaravel, R. (1999). *Reading in Educational Technology*. Coimbatore: Suri Publishers.
- Katherine S. C., John D. S., and Peggy A. Ertmer (2010). *Technology Integration for Meaningful Classroom Use: A Standard Based Approach*. Cennamo Ross Ertmer.
- Kulkarni, S. S. (1986). *Introduction to Educational Technology*, New Delhi: Oxford & IBH Publishing Co.
- Kumar, K. L. (2000). *Educational Technology*. New Delhi: New age International (p) Ltd.
- Leon (2002). *Internet for Everyone*. New Delhi: Vikas Publishing House.
- Mangal, S. K. & Mangal, U. (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- Mishra, P. & Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for Integrating Technology in Teacher Knowledge*. Teachers College Record, 108(6), 1017-1054.
- Rao, R. R. & Rao, D. B. (2006). *Methods of Teacher Training*, New Delhi: Discovery Publishing House.
- Roblyer, H. D., Edward, Jack & Havriluk (1997). *Integrating educational Technology into teaching*. New York: Merrillas imprint of Prentice Hall.
- Sanjay & Saxena (2002). *Internet for Everyone*. New Delhi: Vikas Publishing House.
- Sharma, R. A. (1993). *Advanced Educational Technology*. Meerut: Loyal Book Depot.
- Singh, U. K. & Sudar Shan, K. N. (1996). *Computer Education*. New York. Discovery Publishing Company.
- Vanaja, M. (2012). *Educational Technology*. Hyderabad: Neelkamal Publications Pvt Ltd.
- Walia, J. S. (1997). *Educational Technology*, Jalandhar: Paul Publishers,( pp. 104-120).

QP Code: .....

Reg. No.: .....

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

Second Semester  
Faculty of Education

**SPECIALISATION COURSE**  
**ED800201.2 – Educational Technology**  
(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 system approach?
2. Define Educational Technology.
3. Write two functions of NCTE.
4. What is Competency Based Teacher Education?
5. List out any two barriers of communication.
6. List out the role of computers in assessment of students.
7. What is Open Learning System?
8. What is Simulated Teaching?
9. Describe nurturant effects of Jurisprudential Inquiry Model.
10. What do you mean by Learning Kits? **(8x1=8)**

**Section B**

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

11. Suggest any two educational e-journals for the reference purpose of your students.
12. Differentiate between hardware and software technology.
13. Write the activities of SIET and EMMRC for the improvement of teaching-learning.
14. What is e-learning?
15. Write any four applications of media technology.
16. What is electronic portfolio?
17. What do you mean by mobile technology application?
18. Describe briefly class room communication? **(6x2=12)**

**Section C**

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

19. Explain the application of Educational Technology in formal, informal and Non Formal Education.
20. Discuss the role of ICT in education of students with diverse needs.
21. Explain the term instructional design. Describe the process of system analysis and indicate its use in education.
22. What are the different types of interaction analysis? Illustrate Flander's Classroom Interaction Analysis. How can feedback be given to a teacher for modification of classroom behaviour? **(2x5=10)**

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

**Second Semester**  
**SPECIALISATION COURSE**  
**ED800201.3 – GUIDANCE AND COUNSELLING**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

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

- acquire knowledge and develop effective skills in guidance and counselling
- develop interest to enter into the field of guidance and counselling
- identify the problems in educational setting
- take initiative in planning and organising various guidance services in educational institutions
- equip with advanced tools and techniques of guidance and counselling
- recognize the impact of new technology in guidance and counselling

**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: Introduction to Guidance and Counselling (15 hours)**

1. Concept of Guidance - Meaning, nature, characteristics and general principles of guidance.
2. Need and importance of guidance - Scope and objectives of guidance - general, individual, and social needs of guidance.
- 3: Guidance and schooling - Relationship of guidance with education, Need for guidance at various levels of schooling.
- 4: Concept of Counselling - Meaning, nature, scope, and characteristics of counselling, Basic principles of counselling, Place of counselling in the total guidance programme, Distinction between guidance, counselling, and psychotherapy.
- 5: Goals of Counselling - Resolution of problems, Modification of behaviour, Promotion of mental health.

**Module Two: Guidance in Schools (20 hours)**

6. Guidance programme in schools - School Guidance: a collaborative effort of school and community, Role of various stake holders in guidance and counselling programmes in school and out of school - parents, community, and professionals, Planning of guidance programme in schools, Pre-requisites of a guidance programme.
7. Types of Guidance - Educational, vocational, personal guidance - meaning, need, and importance, Strategies to impart educational, vocational, and personal guidance.

8. Individual guidance and group guidance - Characteristics of individual guidance, Advantages of individual guidance, Understanding group membership and behaviour in groups (group dynamics), Group guidance activities - class talk, career talk, career conference, career fair, socio drama, psychodrama, and role play.
9. Career guidance - Need and significance of career development in schools, Theories on career development - Ginzberg and Super, Factors affecting career development.
10. Tools and techniques of guidance- Psychological tests- intelligence, aptitude, interest, and personality-sociometry, interview, rating scale, cumulative record, achievement records, anecdotal records.

### **Module Three: Guidance Services (10 hours)**

6. Objectives of various guidance services, Activities of guidance service for different levels of education.
7. Characteristics of guidance services - Integral part of school system, Structure and personnel in guidance services.
8. Functions of the guidance services - Developing self-understanding, Promotion of educational objectives, Accentuating the relationships between academic pursuits and personal development, Contributing to feeling of security.
9. Types of guidance services - School guidance services - orientation service, pupil inventory service, placement service and follow up service, National and State level guidance services -National employment service and State employment service.

### **Module Four: Counselling in Schools (25 hours)**

15. Types of counselling - Directive, non-directive, and eclectic counselling - meaning, steps involved, advantages and disadvantages.
16. Counselling process and counselling interview - Steps in counselling process, identification of the need of counselling, preparation for counselling, conduct of counselling sessions and follow up, Counselling interview - steps - establishing relationship, problem identification and exploration, action plan for problem solving, solution application, and termination.
17. Areas of counselling - Family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special group, and peer counselling.
18. Approaches to counselling - behaviourist, gestalt, psychoanalytic, and person centered approaches to counselling.
19. Counselling techniques -Relaxation techniques - systematic desensitization, Rational Emotive Behaviour Therapy (Albert Ellis), Neuro Linguistic Programming NLP.
20. Transactional analysis - Transactional analysis (Eric Berne) - meaning, ego states, types of transaction, games, scripts, psychological positions.
21. Qualities and skills of a counsellor - Qualities of an effective counsellor, counselling skills - attending, responding, personalizing, and initiating.

### **Module Five: Role of Guidance and Counselling in the Educational Scenario (20 hours)**

22. Role of teacher as a counsellor - Role of teacher as a counsellor in class rooms for improving academic performance, Ethical considerations of guidance and counselling.

23. Guidance and counselling for children with special abilities and needs - Concept of children with special abilities and needs, Guidance and counselling for gifted, creative, differently abled, slow learners, and socially disadvantaged children.
24. Guidance of students with special problems - Problems and issues in schools at different levels - underachievement, problems of violence, bullying, drug abuse, truancy, dropout, etc. - Guidance of students with behavioural problems - promoting psychological well-being and peace through school based programmes.
25. Modern trends in guidance and counselling - Counselling and technology -tele-counselling and cyber counselling, Life skills training and assertiveness training, Art therapy.

**PRACTICUM (any two):**

1. Conduct a survey of the problem that is most prevalent which needs immediate attention of a guidance worker and prepare a brief report.
2. Prepare a plan for any career information activity for secondary school students.
3. Conduct a mock counselling and prepare report.
4. Prepare a detailed outline of career talk in any institution.

**RECOMMENDED REFERENCES:**

- Abraham, J. (2003). *Guidance and counselling for teacher education*. New Delhi: Sarup and Sons.
- Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi: PHI Learning Private Limited.
- Asch, M. (2003). *Principles of guidance and counselling*. New Delhi: Sarup and Sons.
- Barki, B. G., & Mukhopadhyay, B. (1989). *Guidance and counselling: A manual*. Delhi: Sterling Publishers Private Limited.
- Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling: A theoretical perspective* (Vol. 1). New Delhi: Vikas Publishing House.
- Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling: A practical approach* (Vol. 2). New Delhi: Vikas Publishing House.
- Burnard, P. (1995). *Counselling skills training: A source book of activities*. New Delhi: Viva Books Private Limited.
- Devu, I. (1984). *The basic essentials of counselling*. New Delhi: Sterling Pvt. Ltd.
- George, R. L., & Christiani, T. H. (1990). *Counselling theory and practice*. New Jersey: Prentice Hall.
- Gibson, R. L. (2005). *Introduction to counselling and guidance* (6th ed.). New Delhi: Prentice Hall of India.
- Jones, J. A. (1979). *Principles of guidance*. New York: Mc Graw Hill.
- Kennedy, E., & Charles, C. (1997). *On becoming a counsellor: A basic guide for professional counselors*. New York: The Cross Road Pub. Co.
- Kochar, S. K. (1980). *Educational and vocational guidance in secondary school*. New Delhi: Sterling Pvt. Ltd.



- Lakshmi, K. S. (Ed.). (2000). *Encyclopaedia of guidance and counselling* (Vol. I-IV). New Delhi: Mittal Publications.
- Martin, G., & Pear, J. (1999). *Behaviour modification: What it is and how to do it* (6th ed.). Upper Saddle River, New Jersey: Prentice Hall Inc.
- Milne, A. (2003). *Teach yourself counselling*. London: Hodder and Stoughton Ltd.
- Nayak, A. K. (2007). *Guidance and counselling*. New Delhi: APH Publishing Corporation.
- Nayak, A. K., & Rao, V. K. (2004). *Guidance and career counselling*. New Delhi: APH Publishing Corporation.
- Olson, J. L., & Platt, J. M. (1996). *Teaching children with special needs* (2nd ed.). Englewood Cliffs, New Jersey: Prentice Hall Inc.
- Rao, S. N. (1981). *Counselling psychology*. New Delhi: Tata Mc Graw Hill.
- Rao, S. N. (1991). *Guidance and counselling* (2nd ed.). New Delhi: Tata McGraw Hill Publishing Company.
- Sharma, A. S. (2004). *Counselling psychology*. Delhi: Commonwealth Publishers.
- Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. New Delhi: Atlantic Publishers and Distributors.
- Thompson, R. A. (2012). *Professional school counselling: Best practices for working in the schools* (3rd ed.). New York: Routledge.

QP Code: .....

Reg. No.: .....

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

SPECIALISATION COURSE  
**ED800201.3 - Guidance and Counselling**  
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

**Section A**

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

1. How guidance is related to educational process?
2. What is Rational Emotive Behavioural Therapy?
3. Define psychotherapy.
4. Write any four principles of guidance?
5. Give various life positions suggested by Berne.
6. What are the goals of school counselling?
7. Mention the functions of guidance services.
8. What are the qualities of an effective counsellor?
9. Distinguish between career talk and career conference.
10. Write a note on cyber counselling. (8×1=8)

**Section B**

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

11. Explain different types of counselling. Mention the advantages of each.
12. Briefly explain the counselling for behavioural problems among adolescent learners.
13. What kind of guidance strategies will you provide for gifted children and slow learners?
14. Explain the theory of career development proposed by Super.
15. What are the ethical considerations in school counselling?
16. What is the significance of parental counselling in educational scenario?
17. Briefly explain the steps involved in counselling interview.
18. Write down the characteristics of school guidance services. (6×2=12)

**Section C**

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

19. Discuss the strategies of vocational guidance at school stage.
20. What are the basic principles of counselling? Distinguish counselling from psychotherapy and guidance.
21. Explain various tools and techniques used in guidance programme.
22. Analyse various approaches to counselling. (2×5=10)

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

**First Semester**  
**SPECIALISATION COURSE**  
**ED800201.4 – HIGHER EDUCATION**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

On completion of this course, the teacher educands will be able to

- explore the organizational structures of higher education and its role within our society.
- think critically about current issues and problems in Indian higher education
- anticipate the future of higher education and the levers available to shape or change that future
- understand the goals, norms, and practices of university
- understand the issues, problems and perspectives of universities in the changing global scenario.
- understand the pattern of administration, planning and management of higher education.
- acquaint the recent trends and development in knowledge management in higher education.
- conduct research related to an identified issue or program in higher 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: Higher Education in India (10 hours)**

1. Concept of Higher Education. The Indian System of Higher Education - Vision, Mission, Objectives, Roles and Functions. Agencies Responsible for Higher Education.
2. Organisational Structure of Higher Education in India.
3. Higher Education as Envisaged in the Various Reports of Education Commission and Policies. Constitutional provisions related to Higher Education

**Module Two: The Issues and Challenges of Higher Education in India (25 hours)**

4. Problems and Solutions of Higher Education in India - Equality of Opportunity, Low Quality of Institutions, Financing, Political Factor, Moral Issues, Gap in Supply and Demand, Theory Oriented Syllabus and Challenges elevated by LPG.
5. Manpower Planning - Meaning, Need, Importance. Manpower Requirements for the Expansion of Higher Education. Problems of Manpower Planning in India. Strategic Manpower Forecasts.

6. Brain Drain: a Growing Threat in India. Causes, Consequences and Solutions of Brain Drain.
7. Issues, Problems and Challenges of Indian Universities.

**Module Three: Administration, Autonomy and Knowledge Management in Higher Education (25 hours)**

8. Concept of University - Types of Universities and National Higher Educational Institutions. Basic Functions of University.
9. Structure of University Administration - Responsibilities of Senate, Syndicate, Academic Council, Board of Studies. University authorities - Chancellor, Pro-Chancellor, Vice Chancellor, Pro-Vice-Chancellor.
10. Marking/Grading System, Semester System, Credit and Semester System; Latest trends in Evaluation system.
11. Changing Roles of Universities in Teaching, Research, and Extension in the Context of Social and Economic Development.
12. Concept of Autonomy in Higher Education - Meaning, Significance, Scope, Merits and Demerits. Autonomous Universities, Autonomous Colleges, Deemed University.
13. Autonomy within the University - Academic, Administrative and Financial Autonomies, Autonomy to the teaching departments.
14. Relevance and Application of Knowledge Management in Higher Education. Creating a Learning Organization for Knowledge Workers.
15. Models of knowledge Management.
16. Effective use of ICT for Knowledge Management. Future of Knowledge Management in a 21st Century Knowledge-Based organization

**Module Four: Quality Management and Financing in Higher Education (15 hours)**

17. Quality Management in Indian Higher Education. Need for Quality Enhancement in Higher Education.
18. Authorities, Teachers and Students as Partners in Quality Management. Minimum Qualification for the Appointment of Teachers in Higher Education. UGC regulations for the Appointment of a Teacher. Performance Appraisal for Teachers and Administrators.
19. Assessment & Accreditation of Institutions of Higher Education - NAAC, NBA, NCTE. Regulations of NCTE 2014.
20. National Testing Agencies and Schemes of Higher Education - UGC, NEUPA, RUSA, ICSSR, CABE, AISHE
21. Financing in Higher Education, Source of Fund for Higher Education. Financial Accountabilities of Universities. Central Grants to the Universities, and Colleges, Grants in Aid to the State Universities and Colleges from the State Governments.

**Module Five: Internationalization of Higher Education in India (15 hours)**

22. Internationalisation of Higher Education in India - Rationale, Approaches, Strategies and Organisation Models for Internationalisation of Higher Education.

23. Maintenance of International Standards in Higher Education. Competition from the Emergence of Foreign Higher Education Institutions in India.
24. Academic Network and Alliances with Foreign Universities. Comparison of Higher Education System in India, USA and UK.
25. The Changing Nature of Research in Higher Education. Need for Research in Higher Education. Internationalisation of Higher education: A Research Area.

**PRACTICUM (any two):**

1. Conduct a diagnostic study on the performance of any one higher educational institution in promoting soft skills.
2. Analyse the problems of higher education in India through a survey and give suggestions to solve the problems.
3. Critical appraisal of administrative hierarchy of a professional institution of your choice.
4. Conduct a SWOT analysis about the performance of a Teacher Education Institution in your locality.

**RECOMMENDED REFERENCES:**

- Altbach, P. G., Gumport, P. J. & Berdahl, R. O. (2011). American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges (Third Edition). Baltimore: Johns Hopkins University Press.
- Barnett, Ronald & Griffin, Anne (ed). (1997). The End of Knowledge in Higher Education. London: Cassell Wellington House.
- Chalam K. S. (ed). (1991). Academic Staff Development Higher Education. Calcutta: K. P. Bagchi & Company.
- Dr. Agarwal R.B. (1993). Financing of Higher Education in India. Varanasi: Varanasi Ganga Kaveri Publishing House.
- Dressel, P. L. & Mayhew, L. B. (1974). Higher education as a field of study: The emergence of a profession. San Francisco: Jossey-Bass.
- Hammond, L. D. & Bransford (Ed.) (2005). Preparing Teachers for a Changing world. San Francisco: Jossey-Bass.
- Heggade, O. D. (1998). Finances and Cost of Higher Education in India. New Delhi: Mohit Publications.
- Jayaram, N. (1987). Higher Education and Status Retention. Delhi: Mittal Publications.
- Lampert, M. (2001). Teaching Problems and the Problems of teaching. New Haven: Yale University Press.
- Lewis, Ian (1984). The Student Experience of Higher Education. Sydney: Croom Helm Ltd.
- Martin, D. J. & Kimberly, S. L. (2006). Building Teachers - A Constructivist approach to introducing Education. USA: Wadsworth Publishing.
- Massey, D. S., Charles, C. Z., Lundy, G. F. & Fischer, M. J. (2003). The source of the river: the social origins of freshmen at America's selective colleges and universities. Princeton, N.J.: Princeton University Press.
- Milem, J. F., Chang, M. J., and Antonio, A. L. (2005). Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: American Association of Colleges and

Universities.

- Moonis, Raza & Nirmal, Malhotra (1991). *Higher Education in India: A Comprehensive Bibliography*. New Delhi: Ashok Kumar Mittal Concept Publishing Company
- Ram, Atma (1990). *Higher Education in India - Issues and Perspectives*. New Delhi: Mittal Publications.
- Ramachandran, C. M. (1987). *Problems of Higher Education in India*. New Delhi: Mittal Publications.
- Nair, K. R. Ramachandran (1986). *The Emerging Spectrum Essays on Indian Higher Education*. Bombay: Himalaya Publishing House.
- Ramsden, Paul (1998). *Learning to lead in Higher Education*. London: Routledge Publications.
- Schmidlein, F. A. & Berdahl, R. O. (2011). *Autonomy and accountability*. In Altbach, P. G., & Gumport, P. J. (Eds.), *American higher education in the twenty-first century: Social, political, and economic challenges*. Baltimore: The John Hopkins University Press
- Selingo, J. J. (2013). *College (un)bound: the future of higher education and what it means for students*. Boston: Houghton Mifflin Harcourt.
- Singh, U. K. & Sudarshan, K. N. (1996). *Higher Education*. New Delhi: Discovery Publishing House, New Delhi.
- Sporn, B. (1999). *Adaptive university structures: an analysis of adaptation to socioeconomic environments of US and European universities*. London: J. Kingsley Publishers.
- Sreekumar, S. S. (1990). *Programme Planning in Higher Education*. Allahabad: Vohra Publishers & Distributors.
- Tierney, W. G. & Hentsche, G. C. (2007). *Growth, demand, and purpose in higher education. New players, different game: Understanding the rise of for-profit colleges and universities*. Baltimore: Johns Hopkins University Press.
- Tight, Malcolm (1991). *Higher Education: A Past-time Perspective*, Buckingham: SRHE and Open University Press.
- Vohra A. L. & Vahist S. R. (1998). *Rural Higher Education*. New Delhi: Aksharadeep Publishing House, New Delhi.

QP Code: .....

Reg. No.: .....

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

First Semester  
Faculty of Education

**SPECIALISATION COURSE**  
**ED800201.4 – Higher 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 is the vision of Higher Education in India?
2. Enumerate the basic functions of a university.
3. Write the merits of autonomy in Higher Education.
4. What are the major challenges of Indian universities?
5. State any two constitutional provisions related to Higher Education.
6. Write two functions of NEUPA.
7. What are the responsibilities of Syndicate?
8. What is the significance of performance appraisal for teachers?
9. Define the concept of Autonomy.
10. List the types of universities.

**(8X1=8)**

**Section B**

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

11. Explain the models of Knowledge Management.
12. 'Assessment and Accreditation of institutions of Higher Education is a necessity of the day'. Discuss.
13. Prepare a note on the significance of ICT for Knowledge Management.
14. Critically evaluate the scope of Internationalisation of Higher Education in India.
15. Show your familiarity with Marking /Grading system and Credit/Semester system.
16. Briefly discuss the causes and consequences of brain drain. Suggest possible solutions for preventing it.
17. What do you mean by man power planning? Highlight its need and significance in the present context.
18. What are the major functions of UGC?

**(6X2=12)**

**Section C**

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

19. Discuss the major problems faced by higher education in India. Suggest possible solutions for preventing it.
20. Portray the financial accountabilities of universities. Explain it in the light of legislation for the universities Act, Statutes and regulations.
21. Compare the higher education system in India, USA and UK.
22. What are the Roles of Universities in Teaching, Research, and Extension in the context of Social and Economic Development?

**(2X5=10)**

## **SEMESTER III**



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

**Third Semester**  
**SPECIALISATION COURSE**  
**ED810301.1 – 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:**

- Bell, F. et al. (1996). *Environmental Psychology*, New York: Harcourt College Publishers.
- Bennet, D. B. (1989). *Evaluating Environmental Education in Schools- A Practical Guide For Teachers*. UNESCO- UNEP – International Environmental Education Programme.
- Bridgeman, H. (1992). *Global Air Pollution*, New Delhi: CBC Publishers and Distributors.
- Chhockar, K. B. et al. (2005). *Understanding environment*. New Delhi: SAGE.

- Elliot, D. (1997). *Energy, Society and Environment*, London, Routledge Introduction to Environmental Series.
- Goudie, A. (1993). *The Nature of Environment*, Great Britain: Hartnolls Ltd.
- Harrison, L. (1995). *Environmental Health and Safety. Auditing: Hand Book*, New York: Mc. Graw- Hill Inc.
- Jadhav, H. V. (1994). *Principles of Environmental Science*. New Delhi: Himalaya Publishing House.
- Jones, M. A. (1997). *Environmental Biology*. New York: Routledge Introduction To Environmental Series.
- Khoshoo (1991). *Environmental Concerns and Strategies*. New Delhi: Ashish Publishing House.
- Lacey. C. & Williams, R. (1987). *Education, Ecology and Development*. Great Britain: Dereck Doyle and Associates.
- Light, A. & Katz, E. (1996). *Environmental Pragmatism*. London: Environmental Philosophies Series.
- Mehta, C. S. (1997). *Environmental Protection and the Law*. New Delhi: Ashish Publishing House.
- Mohal, I. (1989). *Environmental Pollution and Management*. New Delhi: Ashish Publishing House.
- Palmer, J. & Neal, P. (1996). *The Hand Book of Environmental Education*. London: Routledge.
- Pepper, D. (1996). *Modern Environmentism: An Introduction*. London: Routledge.
- Right, R. P. (2008). *Environmental Science towards a Sustainable Future*. New Delhi: PHI Learning (pvt) Ltd.
- Seth, M. S. & Iqbal, S. A. (1998). *Encyclopaedia of nature and environment*. New Delhi: Discovery Publishing.
- Sharmakadambari. (1996). *Perspectives in Nuclear Toxic and Hazardous Wastes*. New Delhi: Commonwealth Publishers.
- Srivastava, N.Y. (1995). *Environmental pollution*. New Delhi: Himalaya Publishing.
- Stokking, H., Vanalart, L., Meijhrg, W. & Kaskens, A. (1999). *Evaluating environmental education*. England, Switzerland & Cambridge, UK: IUCN.
- Vgas, L. N., Garg, R. K. et al. (1996). *Contributions to the Environmental Sciences*. New Delhi: Himansion publications.
- Yearly, S. (1996). *Sociology, Environmentation & Globalization*. London: SAGE.

QP Code: .....

Reg. No.: .....

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

**SPECIALISATION COURSE**  
**ED810301.1 - 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)**

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

**Third Semester**  
**SPECIALISATION COURSE**  
**ED810301.2 - INCLUSIVE EDUCATION**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

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

- analyse the concept of ‘disability’ and ‘inclusion’ and develop a dynamic approach to pupil diversity and individual differences.
- identify needs of children with diversities.
- get acquainted with the cultures, policies and educational practices and equipped with inclusive practices.
- incorporate multidisciplinary approach and innovative practices in inclusive set up.
- use specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms.
- understand the global and national commitments towards the education of children with diverse needs.
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
- analyse special education, integrated education and inclusive education practices.
- identify and utilize existing resources for promoting inclusive practice.

**MODE OF TRANSACTION:**

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

**COURSE CONTENT:**

**Module One: Inclusive education - framework and allied concepts (20 hours)**

1. Definition, concept, historical development, need and importance of inclusion.
2. Difference between special education, integrated education and inclusive education.
3. Concept of impairment, disability and handicap.
4. Classification of disabilities based on ICF model.
5. Inclusive education in India – current status and issues.
6. Causes and prevention of disabilities.
7. Legal provisions and policies.

**Module Two: Exceptional learners – types, prevalence, characteristics, identification, assessment and educational provisions (30 hours)**

8. Intellectually exceptional – mentally challenged, gifted and creative.
9. Sensory exceptional – visually impaired and hearing impaired.
10. Non-sensory physically exceptional – orthopaedic impaired.
11. Communicationally exceptional – communication disorders, speech and language disorders.
12. Learning or academically exceptional – learning disabled, ADHD, slow learners.
13. Socially or emotionally exceptional – socially disadvantaged, emotionally disturbed, socially handicapped or delinquents.
14. Multiple and severely exceptional – children with multiple disabilities, children with autism, children with cerebral palsy.

**Module Three: Assistive/Adaptive technology (10 hours)**

15. Products, Aids and Appliances for diverse needs, Process, Individualised Education Plan (IEP), Remedial teaching.
16. Therapeutic interventions - need and scope.
17. Use of Information communication technology (ICT) in the inclusive classroom.
18. Elimination of Architectural barriers.

**Module Four: gender equality (10 hours)**

19. Gender issues, gender inequality, gender sensitivity.
20. Strategies and programmes on Girls' education.
21. Research priorities.

**Module Five: Training and research perspectives for inclusion (20 hours)**

22. Multi-disciplinary approach for inclusion, planning and management of inclusive education: Infrastructure, Human resource and instructional practices, curriculum and curricular adaptations, classroom evaluation practices, management of inclusive education classrooms.
23. Collaborative Practices in Inclusive set up, parent-professional partnership - Role of family (parents and siblings), peers, professionals, teachers, school community.
24. Professional development with focus on inclusion - skills and competencies of teachers, Professional Ethics and Professional Development.
25. Research perspectives - researches in inclusive education in India - current status and issues of inclusive education in India - barriers to inclusive education: Attitudinal, social and educational.

**PRACTICUM (any two):**

1. Conduct a survey on inclusive practices of a few social institutions in your locality, with special reference to the barriers and facilities to learning and participation and recommendations for inclusive practices.
2. Prepare an institutional profile of a special school with special emphasis to the educational strategies used.
3. Conduct an awareness program/campaign on 'Inclusive educational Practices'.
4. Conduct a case study/experimental study/action research on inclusive education.

## RECOMMENDED REFERENCES:

- Adams J. A. (1992). Learning and memory - An introduction. Homewood, Illinois Dorsey Press.
- Ahuja. A. & Jangira, N. K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi: National Publishing house.
- Ainscow, M. (1990). Special Needs in the Classroom: A Teacher Education Resource Pack. UNESCO.
- Ainscow, M. & Booth, T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Barciey. J. R. (1993). Counselling and Philosophy. San Francisco.
- Baquer, A. & Sharma, A. (1997). Disability: Challenges vs. Responses. CAN Pub.
- Bartlett, L. D. & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Berdine, W. & Blackhurst (1985). An Introduction to Special Education. Boston: Little Brown.
- Brody, E. B. & Brody, N. (1996). Intelligence Nature, determinants and consequences. New York: Academic Press.
- Butcher, H. (1993). Human Intelligence: Its nature and assessment. London: Merhuen.
- Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.
- Choate, J. S. (1997). Successful Inclusive Teaching. Allyn and Bacon.
- Daird, P. (1980). Curriculum Design and Development. New York: Harcott Brace.
- Daniels, H. (1999). Inclusive Education. London: Kogan.
- Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.
- Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.
- Floelick. C. P. (1988). Guidance Services in Schools. New York: Allyn & Bacon.
- Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.
- Gartner, A. & Lipsky, D. D. (1997). Inclusion and School Reform - Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.
- Gathoo, V. (2004). Curriculum Strategies and Adaptations for Children with Hearing Impairment. RCI, New Delhi: Kanishka Publishers.
- Giuliani, G. A. & Pierangelo, R. (2007) Understanding, Developing and Writing IEPs. Corwin Press, Sage Publishers
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers. Corwin Press, Sage Publications.
- Gottfried. A. V. V. (1995). Home Environment and Early cognitive Development. San Francisco.
- Guilford, J. B. (1996). Fields of Psychology (ed.). New York: Van Nostrand.
- Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion. Corwin Press, Sage Publishers.
- Hunter, Ian. M. R. (1994). Memory. London: Penguin Books.

- Jangira N. K. & Mani, M. N. G. (1990). *Integrated Education for Visually Handicapped*. Gurgaon, Old Subjimandi: Academic Press.
- Jha. M. (2002). *Inclusive Education for All: Schools without Walls*. Chennai: Heinemann Educational publishers.
- Jha, M. M. (2002). *School without Walls: Inclusive Education for All*. Oxford: Heinemann Education.
- Hollahan & Kauffman (1978). *Exceptional Children: An Introduction to Special Education*. Prentice Hall
- Johnson, D. J. & Mykleloust, H. R. (1967). *Learning Disabilities - Educational Principles and Practices*. New York: Grune and Stralton.
- Jones. A. P. (1994). *Principles of Guidance*. New York: Holt.
- Karant, P. & Rozario, J. (2003). *Learning Disabilities in India*. Sage Publications.
- Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications.
- Keller. F. S. (1997). *The Definitions of Psychology (Ed.)*. New York: Appleton century.
- King□Sears, M. (1994). *Curriculum Based Assessment in Special Education*. California, Singular Publications.
- Kirk, S. A. (1962). *Educating Exceptional Children*. Boston: Houghton Mifflin Co.
- Larry, A. Fais (1976). *Learning Disabilities - A Competency Based Approach*. Boston: Houghton Mifflin Co.
- Lewis, R. B. & Doorlag, D. (1995). *Teaching Special Students in the Mainstream (4th Ed.)*. New Jersey: Pearson.
- Mathew, S. (2004). *Education of Children with Hearing Impairment*. RCI, New Delhi: Kanishka Publications.
- McCormick, Sandra (1999). *Instructing Students who Have Literacy Problems (3rd Ed.)*. New Jersey: Pearson.
- Montgomery, D. (1990). *Special Needs in Ordinary Schools: Children with Learning Difficulties*. London: Cassel Educational Limited.
- Munn. N. L. (1997). *Introduction to Psychology*. Delhi.
- Panda, K. C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publications.
- Petri. H. L. (1995). *Motivation: Theory and Research (2nd ed.)*. Belmont, Cawadsworth.
- Puri, M. & Sen, A. K. (1989). *Mentally Retarded Children in India*. New Delhi: Mittal Publications
- RCI, Syllabus, 2010: B.Ed. Special Education (MR) - Norms, Regulations & Course Content. Rehabilitation Council of India (Statutory Body under the Ministry of Social Justice and Empowerment), New Delhi.
- Ramaa, S. (1993). *Diagnosis and Remediation of Dyslexia –An Empirical Study in Kannada, an Indian Language*. Mysore: M/S Vidyasagar Printing and Publishing House.
- Rangasayee, R. & Gathoo, V. (2007). *Towards Inclusive Education of Children with Hearing Impairment - A Hand Book for Regular School Teachers*. AYJNIHH Publishers.
- Rayner, S. (2007). *Managing Special and Inclusive Education*. Sage Publications
- Ryandak, D. L. & Alper, S. (1996). *Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting*. Boston: Allyn and Bacon.
- Sawrey, J. H. & Telford, C. (1998). *Educational Psychology (2nd ed.)*. New Delhi: Prentice Hall of India.



- Sedlak, R. A. & Schloss, P. C. (1986). *Instructional Methods for Students with Learning and Behaviour Problems*. Allyn and Bacon.
- Stow, L. & Selfe, L. (1989). *Understanding Children with Special Needs*. London Unwin Hyman.
- Sen, A. (1988). *Psycho-integration of the handicapped: Challenge to the society*. New Delhi: Mittal Publication.
- Sharma, P. L. (1990). *Teachers' handbook on IED - Helping children with special needs*. NCERT Publication.

QP Code: .....

Reg. No.: .....

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

Third Semester  
Faculty of Education

**SPECIALISATION COURSE**  
**ED 810301.2 - Inclusive Education**  
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

**Section A**

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

1. Differentiate Impairment, Disability and Handicap.
2. What do you mean by professional ethics?
3. Describe assistive technologies used for orthopedically impaired children.
4. What is IEP?
5. Mention the major barriers of girls' education in India?
6. Describe therapeutic interventions for children with speech and language disorders.
7. What are the legal provisions for children with disability?
8. Describe two classroom management strategies in an inclusive classroom.
9. Describe ICF model.
10. Write two needs of therapeutic intervention.

**(8x1= 8)**

**Section B**

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

11. Give brief descriptions about (a) special education.  
(b) integrated education.
12. Write a note on learning disability. How will you identify a child with learning disability?
13. Briefly explain the functional limitations of hearing impaired children.
14. Who is a socially disadvantaged child? Explain the educational provisions for socially disadvantaged child.
15. Explain the significance of collaborative practices in inclusive education.
16. Explain curricular adaptations for Autistic children.
17. Bring out the relevance of ICT in Inclusive classrooms.
18. Explain ways and means for the prevention of disabilities.

**(6x2=12)**

**Section C**

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

19. Briefly explain the historical development of inclusive education.
20. Explain the characteristics and educational provisions of mentally challenged children.
21. What is inclusive education? Explain issues and barriers of inclusive education in India.
22. Explain the significance of gender equality in inclusion of children with diversities.

**(2x5=10)**

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

**Third Semester**  
**SPECIALISATION COURSE**  
**ED810301.3 – NON FORMAL EDUCATION**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

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

- understand the conceptual frame work of Non Formal education.
- internalize the importance of Non Formal education according to needs and aptitudes.
- understand the philosophical, sociological and psychological perspectives of Non Formal education.
- understand the concept and recent trends in Non Formal education for social transformation and enhancement of quality of life.
- internalize the learning process and strategies of Non Formal education.
- get acquainted with the mode of monitoring, evaluation and research in Non Formal education.
- understand the issues and challenges in Non Formal education.

**MODE OF TRANSACTION:**

Lecture cum Discussions, Demonstration, Group presentations, Seminars, Debates, Assignments, Brain storming sessions, Peer group discussions, Interaction with community, Case study, Survey and Dialogue.

**COURSE CONTENT:**

**Module One: Introduction to Non Formal education (20 hours)**

1. Nature, Need, Aims, and Objectives of Non Formal education - Principles and Characteristics of Non Formal education.
2. Importance and Scope of Non Formal education - Formal Vs. Non Formal education.
3. Origin and development of Non Formal education with special reference to Faure report (1972) and Delor's Report (1996).
4. Target groups of Non Formal education.
5. Non Formal education within educational sector - ECCE, Literacy, and Continuing education.

**Module Two: Philosophical, Sociological, and Psychological background of Non-Formal education (15 hours)**

6. Philosophical principles governing Non Formal education - Major educational theories- Liberal, Progressive, Behavioral, and Humanistic.
7. Contributions of Educational thinkers - Paulo Freire, Ivan Illich and J. P. Naik.
8. Sociological bases of Non Formal education - Socio economic inequalities, Poverty, Social mobility, Social stratification, and Social resistance.

9. Social change - Sociological, Technological and Cultural factors.
10. Psychological principles with special reference to Achievement motivation, Learning, Attention Span, Factors facilitating adult learning.

**Module Three: Agencies and programmes for Non Formal education (20 hours)**

11. Family, community, and religion - State level agencies - Panchayats, Block, Municipalities and Corporation, Government and Non-government agencies, Universities.
12. Agencies at National level - BNFE, UGC and IGNOU.
13. Agencies at International level - UNESCO, UNICEF, ICAE.
14. Programmes - FFLP, RFLP, MPFL, NAEP, NLM, Each one teach one, Total literacy campaign in Kerala.
15. Ongoing continuing programme in India - EQP, IGP, QLIP, IIPP, open learning system.
16. Modern trends in Non Formal education in US and UK and India.

**Module Four: Learning process, Materials, Media and Strategies, Monitoring, Valuation and Research in Non formal education (20 hours)**

17. Learning process - Expository, Participatory- workshops, seminars, discussions - peer coaching.
18. Use of mass media - Pamphlets, Electronics aids, Improvised aids, Folk and popular art forms, CAL, Virtual learning.
19. Strategies - Guided learning and self-directed learning, open schools, open universities and on-line learning.
20. Context evaluation, Input evaluation, Process evaluation, Product evaluation and Participatory evaluation.
21. Use of SWOC analysis - principles and modus operandi.
22. Research in Non Formal education programmes -Types of research - Action research and Ex-post facto research - Case studies of Non Formal education programmes.

**Module Five: Issues and Challenges of Non Formal education (15 hours)**

23. Implementation of target specific programmes considering individual difference and requirements.
24. Issues of women and rural people.
25. Resource problems - obstacles in the structure of the society, the problem of inertia.

**PRACTICUM (any two):**

1. An assessment report of the skill development programme functioning in locality of your choice.
2. Report of the diversified function performed by Adult education agencies.
3. A status report on the functioning of different programmes undertaken by Adult and Continuing Education Department of any Indian university.
4. A report on analysis of materials - print and non-print - for Non formal education.

## **RECOMMENDED REFERENCES:**

- Daswani, C. J. & Shah, S. Y. (Eds.) (2000). *Adult Education in India: Selected Papers*. New Delhi: UNESCO.
- Delors, J. (1996). *Learning: the treasure within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century, UNESCO.
- European Commission (2001). *Making a European area of lifelong learning a reality*. Brussels, COM.
- Freire, Paulo (1970). *Pedagogy of the Oppressed*, New York: Continuum.
- Illich, Ivan (1971). *Deschooling Society*. New York: Harper & Row.
- Kuppuswamy, B. (1975). *Social Change in India*. New Delhi: Vikas Publishers.
- Malcolm, Sknowles (1970). *The Modern Practice of Adult Education*. New York: Association Press.
- Ministry of Human Resource Development (1986). *New Policy on Education*. New Delhi: Government of India.
- Naik J. P. (1977). *Some Perspectives on Non Formal Education*. New Delhi: Allied Publisher Pvt. Ltd.
- Preece, J. (2009). *Lifelong Learning and Development: A Southern Perspective*. London: Continuum International Publishing Group.
- Rajesh & Dixit, V. K. (2001). *Lifelong Learning: Issues and Challenges*. New Delhi: Global Book Organization.
- Roger, Harrison (Ed.) (2002). *Supporting Lifelong Education*. London: Rotledge,
- Sandeep, P. & Madhumathi, C. (2000). *Non Formal, Adult and Continuing Education - Insight for 21<sup>st</sup> Century*. Tarmak: Veera Educational service Consultancy.
- Shah S. Y. (1993). *Indian Adult Education- Historical Perspectives*. New Delhi: J. N. U.
- SKOLVERKET (2001). *Lifelong Learning and Lifewide Learning*. Stockholm: The National Agency for Education.
- UNICEF (1996). *World Declaration on Education for all & Frame work for Action to meet Basic Learning Needs*. World Conference on Education for all. New York: UNICEF House.
- Watson, L. (2003). *Lifelong Learning in Australia*, Canberra: Department of Education, Science and Training.
- Yadav, Rajender Singh (2002). *Adult Education Concept: Theory and Practice*. New Delhi: The Associate Publications.

QP Code: .....

Reg. No.: .....

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

**SPECIALISATION COURSE**  
**ED810301.3 – Non Formal Education**  
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

**Section A**

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

1. Open and distance learning will be an important element of future education and training system. Give reasons.
2. What do you mean by participatory learning?
3. Write the importance of action research in Non Formal education.
4. What are the problems faced in Non Formal education?
5. Give a brief note on total literacy campaign in Kerala.
6. Briefly describe the aims and objectives of Non Formal education.
7. Write the technological factors influencing Non Formal education.
8. Which are the target groups of Non Formal education?
9. Describe the activities of NLM.
10. Give brief description of continuing education programmes in India.

**(8X 1=8)**

**Section B**

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

11. Explain the views of JP Naik on Non Formal education.
12. Give an account of modern trends in Non Formal education in US and UK.
13. How do family, community, and religion function for Non Formal education?
14. Explain the philosophical principles of Non Formal education.
15. What are the recommendations of Faure report and Delor's report on Non Formal education?
16. Explain the scope of Non Formal education in India.
17. Describe the scope of SWOC analysis in the evaluation of Non Formal education.
18. Explain the importance of ECCE in achieving EFA.

**(6X2=12)**

**Section C**

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

19. Describe the role of national level agencies BNFE, UGC and IGNOU in Non Formal education.
20. How does Non Formal education help to minimize socio-economic inequalities, poverty, social mobility and social stratification?
21. What are the issues and challenges in the implementation of Non Formal education programmes for women and rural people?
22. Describe the influence of mass media in learning process of Non Formal education.

**(2X5=10)**

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

**Third Semester**  
**SPECIALISATION COURSE**  
**ED810301.4 – HUMAN RIGHTS AND VALUE EDUCATION**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

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

- understand concepts, aims and objectives of human rights and value education.
- develop skills to analyse human rights in the present social context and curriculum.
- appreciate and practice the dimensions of human rights.
- develop the attitude to appreciate the role of human rights movements and contributions of international and national organizations.
- analyse the models of Conflict Resolutions for effective value education.
- critically evaluate the role of Parents, Teachers, Society, Government etc. in protecting human rights and fostering values.
- apply the practical approaches to human rights education and conflict resolution.
- effectively handle human rights issues related to the aged, women and children, differently abled including child abuse and child labour.
- critically evaluate the issues and prospects of Human Rights and Value Education at Institutional and Society level.
- comprehend and develop positive attitudes towards sustenance of human rights, peace and values.

**MODE OF TRANSACTION:**

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

**COURSE CONTENT:**

**Module One: Human Rights and Value Education (15 hours)**

1. Human Rights – Meaning, Nature and Characteristics – Need and significance of Human Rights Education.
2. Various agencies and their role for human rights and value education- Home, School, Peer group, community, society, and media.
3. Theories of Human Rights – Natural Rights Theory – Historical Theory – Legal Theory – Social Welfare Theory – Idealistic Theory.
4. Values and Value Education – Meaning and Significance – Aims and objectives at school and higher education levels – Value Processing Skills.
5. Human Rights and Indian Constitution - Constitutional Values of India – Promotion of social justice and human welfare – Indian Culture and values.

### **Module Two: Historical Perspectives of Human Rights Education (15 hours)**

6. UN Charter (1945) – UN Declaration of Human Rights (1948) – International Covenant on Economic, Social and Cultural Rights (1966).
7. Human Rights violations - International Court of Justice – Protection of Human Rights – Human Rights and Marginalised sections.
8. Aims and vision of Value Education in India – Traditional and Contemporary – Values reflected in the Commission reports and Documents after independence.
9. Value Education at primary, secondary and higher education levels.
10. Emerging Trends: (a) Human Rights and Terrorism (b) Human Rights and Environment (c) Human rights and technology (d) Human Rights and Globalization.

### **Module Three: Methodology of Human Rights and Value Education (25 hours)**

11. Approaches and Models of Human Rights and Value Education: Cognitive Moral Development - Social Interaction - Value Clarification - Value Discussion - Value Analysis.
12. Value Processing Model - Consequence Analysis Model - Conflict Resolution Model – Dual Concern Model; assertiveness and empathy - Styles: competitive, collaborative, compromising, accommodating and avoiding.
13. Value education through curricular and co-curricular activities - Field Trip, Sports, NSS, NCC, Scouts and Guides.
14. Techniques - Storytelling, Dramatization, Episode writing, Identification of values in all topics/subjects.
15. Role of teacher in promoting Human Rights and Value Education.

### **Module Four: Human Rights and Value Education in the Inter-national, National and Local Contexts (25 hours)**

16. UN Decade for Human Rights Education – Human Rights Organizations at International levels – Amnesty International.
17. National Human Rights Commission – State Human Rights Commission – National and State Commissions for Women, Scheduled Castes and Scheduled Tribes, Backward classes and Minorities - Education for Human Rights and Values in the context of National Integration and Communal harmony.
18. Human Rights and Values - Contributions of religions and Non-governmental organisations.
19. Value and Moral Education – Role of NCERT and SCERT.
20. Models of Moral Education: i) Rationale Building Model ii) The Consideration Model iii) Value Classification Model iv) Social Action Model v) Just Community Intervention Model

### **Module Five: Human Rights Issues and Morality (10 hours)**

21. Human Rights issues related to the Aged, Women and Children, Differently abled, Migrants, Child abuse and Child Labour - Human Rights violations in educational institutions, workplace and society.



22. Measures to prevent Ragging, Eve-teasing, Rape, Genocide and Euthanasia, Female Infanticide, Drug abuse – Role of Educational Institutions and Teachers.
23. Human Rights and Values in the context of Family life Education - WHO and Life Skills.
24. Nature and Concept of Morality - Growth and development of the concept of morality over the ages.
25. Developing Morality - Truthfulness, self-control, trust, honesty, righteousness and integrity.

**PRACTICUM (any two):**

1. Prepare a report on the constitutional values of India and the school activities for upholding those values.
2. Prepare a lesson plan using value analysis model and conduct a class at any educational institution.
3. Analyse the Governmental measures to eradicate social evils like child abuse/child labour/drug abuse.
4. Conduct a debate/seminar/panel discussion on a human rights violations and the society.

**RECOMMENDED REFERENCES:**

- Adans, D. (Ed). (1997). *UNESCO and a culture of peace, promoting a global movement*. Paris: UNESCO Publication.
- Aggarwal, J. C. (2005). *Education for values, environment and human rights*. New Delhi: Shipra publication.
- Babu, Muthuja, Usharani, R. & Arun, R. K. (2009). *Peace and Value Education*. New Delhi: Centinum Press.
- Balasoorya, A. S. (1995). *Education for Peace: Learning Activities*. Maharagama, Sri Lanka: National Institute of Education.
- Brown, G. (1971). *Human Teaching for Human Learning*. New York, Viking.
- Canfeid, Jack. (1975). *101 ways to enhance self-concept in the classroom*. Prentice Hall.
- Delors, J. (1996). *Learning the Treasure within: Report of International Commission on Education for the 21st Century*. Paris: UNESCO.
- Dhand, H. (2000). *Teaching Human Rights: A Handbook for Teacher Educators*. Bhopal: Asian Institute of Human Rights Education
- Fountain, S. (1988). *Learning Together – Global Education*. New York: Stanley Thrones Publishers Ltd, New York University.
- Fountain, S. (1999). *Education for Peace in UNICEF*. New York: Working Paper Education Section, Programme Division, UNICEF.
- German Commission for UNESCO (ed.). (1989). *UNESCO International Consultation With a view to Recommending Criteria for Improving the Study of Major Problems of Mankind and their Presentation in School Curricula and Text books* (George Eckert Institute for International Textbook Research Braunschweig, 7-11 November 1988).

- Ghose, G. N. (2008). A text book of value Education. New Delhi: Dominant Publishers and Distributors.
- Government of India (1966). Report of the Education Commission 1964-66 on “Education and National Development”. New Delhi: Ministry of Education, Government of India.
- Government of India (1993). Learning without Burden. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India.
- Government of India (1986). Report of the National Policy on Education (1986). New Delhi, Ministry of Human Resources Development, Government of India.
- Graves, Norman; Dunlop, Jim & Torney-Purta, Judith (eds.). (1984). Teaching for International Understanding, Peace and Human Rights, UNESCO, Paris, Hall, Engle Cliffs.
- Harris, Robert & Hahn, Carole (eds). (1986). Teaching of Contemporary World Issues. A joint project of UNESCO and the WCTOP. Paris.
- Herzog, S. (1982). Joy in the Classroom. Boulder Creek, California: University of the Tree Press.
- Hodder & Pruzman, P. (1988). The Friendly Classroom for a Small Planet. Progra Fellowship of Reconciliation. London: New Society Publishers.
- Hutchinson, F. P. (1996). Educating beyond Violent Futures. London: Routledge.
- Ignacimuthu, S. (1991). Values for life, Better Yourself Book, Mumbai.
- International Institute for Democracy and Electoral Assistance (IDEA) (2003). Reconciliation after Violent Conflict: A Handbook. Sweden: International Institute for Democracy and Electoral Assistance.
- Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.
- Jagdishchand (2007). Value Education. New Delhi: Anshah publishing House.
- Johnson, G. & Marthour, F. (1989). History of the Drafting of the Universal Declaration of Human Rights, Paris
- Joseph, A & K. Sharma (eds) (2003). Terror Counter-terror. New Delhi: Kali for Women.
- Kirupa Charles and Arul Selvi, (2011). Peace and Value Education, Neelkamal Publications Pvt. Ltd.
- Kreidler, W. I. (1991). Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom. Foreman, Scott, Glenview.
- Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.
- Kuppusamy B. (2004). An Introduction to Social Psychology. Mumbai: Asia Publishing House.
- Lakshmi Narayanan & Uma Maheswari (2009). Value Education, Chennai, Nilnilam Publications.
- Lawrence, D. (1987). Enhancing self-esteem in the classroom. Paul Chap Press. London.

- Mani, Jacob (ed) (2002). Resource Book for value education. New Delhi: Institute for Value Education.
- Maria, D. (2003). 'Value Education for Peace'. The CTE Journal, 2 (3): 25.
- Morrison, M. L. (2003). Peace Education. Australia: McFarland Publication.
- Murthy, S. K. (1986). Essentials of Higher Secondary Education. Ludhiana: Prakash Brothers.
- National Council of Educational Research and Training (NCERT) (2000). National Curriculum Framework for School Education. New Delhi: NCERT.
- NCERT (1983). Study on World Problems in Schools: Human Rights, Disarmament and New International Order (UNESCO Project). New Delhi.
- NCERT National Curriculum Framework Review (2005). Volumes I, II & III, National Focus Groups Position Paper on Peace Education, NCERT.
- Okamoto, M. (1984). "Peace Research and Education for Peace: What is Education for Peace in the New Light of Peace Research?" Gandhi Marg, 6 (July-August): 220.
- Pandey, S. (2004). Education for Peace: Self Instructional Package for Teacher Educators.
- Pant, Daya & Gulati, Sushma (2010). Ways to Peace - A Resource Book for Teachers. New Delhi: NCERT.
- Passi, B. K. & Singh, P. (1999). Value Education. Agra Psychological Corporation.
- Pike, G. & Seiby, D. (1993). Global Teacher-Global Learner: Public Report on Basic Education in India.
- Reardo, B. A. (1997). Tolerance - the Threshold of Peace. Paris: UNESCO.
- Reddy G. L., Thankachan, T. C., George, Alex & Shylaja, M. (2015). Human Rights Education, Neelkamal Publishers, Hyderabad.
- Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.
- Schmidt, F. & Friedman, A. (1983). Creative Conflict Solving for Kids. London: Stoughton Ltd.
- Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.
- Subramanian, K. (1990). Value Education. Madurai: Revana Publication.
- UNESCO (1960). Convention and Recommendation against Discrimination in Education, UNESCO.
- UNESCO (1987). International Meeting of Experts on the Development of Exchange of Students, Educational Personnel; Experience and Information in the Context of Education for International Understanding, Co-operation and Peace (Malta, 7-11 December 1987). Final Report, Paris.
- UNESCO (1991). International Expert Meeting of UNESCO on the Improvement of Textbooks and Curricula from the Point of View of International Education. (Australia, 18-22 March 1991). Final Report and Expert Studies. Paris.
- UNESCO (1998). Learning to live together in Peace and Harmony. A UNESCO APNIEVE Source.

- UNESCO, Brown, G. N. (1981) Apartheid - A Teacher's Guide. UNESCO, Paris.
- UNICEF (1996). Education from Conflict Resolution Project: Final Progress Report to the U.K. Committee for UNICEF. Colombo, Sri Lanka: UNICEF.
- United Nations (1948). Universal Declaration of Human Rights.
- United Nations (1966). International Covenants of Human Rights, UN
- United Nations (1989). Convention on the Rights of the Child, UN
- Vanaja & Bharathi, Vijiya (2011). Value Oriented Education, Initiatives at the Teacher Education Level, New Delhi, Neelkamal Publications Pvt. Ltd.
- Venkataiah, N. (1998). Value Education. New Delhi: APH Publishing Corporation.
- World Declaration on Education for All, adopted by the World Conference on Education for All, Meeting Basic Learning Needs. Jomtien, 1990.

QP Code: .....

Reg. No.: .....

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

**SPECIALISATION COURSE**  
**ED810301.4 – Human Rights and Value Education**  
(2019 admissions onwards)

Time: Three hours

Max. Weights: 30

**Section A**

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

1. What is the need and significance of Human Rights Education?
2. What is the role of co-curricular activities in Human Rights Education?
3. What are the Natural Rights of human being according to Natural Right Theory?
4. List out the values reflected in Commission Reports and Documents in India after Independence.
5. What is the role of NCERT in Value Education?
6. Which are the techniques of imparting Value Education?
7. Describe the agencies that help to develop morality among students.
8. Critically examine the role of International Court of Justice in protecting Human Rights.
9. What is Legal Rights Theory?
10. How does terrorism affect Human Rights? **(8X1=8)**

**Section B**

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

11. Examine the role of teachers in reducing violation of Human Rights in Educational Institutions.
12. Do you believe Value Education can reduce violation of Human Right? Justify your answer.
13. Which are the Human Right issues related to women and children? Suggest remedial measures to reduce them.
14. Illustrate the problems faced by Migrants from the perspective of Human Rights.
15. Differentiate the traditional and contemporary aims and vision of Value Education in India.
16. Did RTE bring all students to school? Justify your answer.
17. Explain the role of the teacher in promoting Value Education.
18. Enlighten the growth and development of the concept of morality over the ages. **(6X2=12)**

**Section C**

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

19. UN Declaration of Human Rights was a milestone in the history of mankind. Comment.
20. Explain the Constitutional Provisions in India to promote Human Rights and Social Justice.
21. Briefly explain the theories of Human Rights.
22. Explain the various models of Moral 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.

### RECOMMENDED REFERENCES:

- Agarwal, P. (2009). *Indian Higher Education - Envisioning the Future*. New Delhi, SAGE Publications Pvt. Ltd.
- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi, Book Enclave.
- Aggarwal, J. C. (2003). *Handbook of Curriculum and Instruction*. Doaba Book House, Nai Sarak, Delhi.
- Aggarwal, J. C (1990). *Curriculum Reform in India* □ *World overviews*. Delhi, Doaba House, Book seller and Publisher.
- Arora, G. L. (1984). *Reflections on Curriculum*. NCERT.
- Arulsamy, S. (2010). *Curriculum Development*. Neelkamal Publications Pvt., Ltd, Hyderabad.
- Balsara, Maitreya (1999). *Principles of curriculum reconstruction*. New Delhi: Kanishka Publishers.
- Best, J. W. & Kahn, J. V. (1996). *Research in education* (7th ed.). New Delhi: Prentice Hall of India Pvt. Ltd.
- Bhati, B. D. & Sharma S. R. (1992). *Principles of Curriculum Construction*. Delhi: Kanishka Publishing House.
- Bhatt, B. D. (1996). *Curriculum Reform change and Continuity*. New Delhi: Kanishka Publishers.
- Bobbitt, Franklin (1924). *How to Make a Curriculum*. Boston: Houghton Mifflin.
- Bobbitt, Franklin (1941). *The Curriculum of Modern Education*. New York: Mcgraw-Hill Book Company.
- Bossing, N. L. & Faunce, R. C. (1967). *Developing the core curriculum*. New York: Prentice-Hall.
- Brady, Laurie (1992). *Curriculum Development*, New York: Prentice Hall.
- Dash, B. N. (2007). *Curriculum planning and development*. New Delhi: Dominant Publications.
- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- Dick, W. et al. (2001). *The Systematic Design of Instruction* (5th ed.). New York: Longman.
- Doll, Ronald C. (1986). *Curriculum Improvement: Decision Making Process*. London, Allyn and Bacon Inc.
- Doll, W. (1986). Prigogine: a new sense of order, a new curriculum. *Theory into Practice*, 25 (1): 10-16.
- Doll, W. E. Jr. (1993). *A Post-modern Perspective on Curriculum*. New York: Teachers College Press.
- Ediger, Marlow, & Digiimurti, Bhaskara Rao (2003). *Philosophy and curriculum*. New Delhi: Discovery Publishing House.
- Erickson, Lynn H. (1998). *Concept-based curriculum and instruction teaching beyond the facts*. California: Corwin Press, INC.
- Finch, C. R., & Crunkilton, J. R. (1999). *Curriculum development in vocational and technical education* (5th ed.). Boston, MA: Allyn Bacon.
- FuUen, M., & Park, P. (1981). *Curriculum implementation: A resource booklet*. Toronto: Ontamo Ministry of Education.

- Ghosh, P. P. (2004). *Effective Curriculum Construction*. Jaipur, Pioneer Publishers.
- Glatthorn, A. (1994). *Developing a quality curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Glatthorn, A. (1995). *Content of the curriculum* (2<sup>nd</sup> ed.). Alexandria, VA: Association for Supervision and Curriculum Development.
- Glen, H. (1983). *Curriculum planning - a new approach*. Boston: Allyn & Bacon, Inc.
- Goodlad, J. I. (1979). *Curriculum inquiry: The study of curriculum practice*. New York: McGraw Hill.
- Guba, E. G. & Lincoln, Y. S. (1981). *Effective evaluation*. San Francisco: Jossey-Bass.
- Handler, B. (2010). Teacher as curriculum leader: A consideration of the appropriateness of that role assignment to classroom-based practitioners. *International Journal of Teacher Leadership*. Volume 3. ISSN: 1934-9726.
- Joseph, P. B. et al. (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
- Kelley, A. V. (1999). *The curriculum, theory and practice*. London: Paul Chapman Publishing Ltd.
- Kerr, J. (1968). *Changing the curriculum*. London: University of London Press.
- Malhotra, M. M. (1985). *Curriculum Evaluation and Renewed*. CPSC Publications, Manila.
- Marsh, C. (2009). *Key Concepts for Understanding Curriculum*. Oxon: Routledge.
- Marsh, J. Colin. (2004). *Key concepts for understanding curriculum* (3<sup>rd</sup> ed.). London: Routledge Palmer.
- McNeil & John, D. (2003). *Curriculum- the teachers' initiative*. New Jersey: Merrill Practice Hall.
- Mrunalini, T. (2008). *Curriculum Development*. Sultan Bazar, Hyderabad, Neelkamal Publication Pvt. Ltd.,
- Nair, Sukumaran V. (2003). *Emerging facts of education*. Thiruvananthapuram: Kerala Literacy Forum.
- NCERT (2005). *National Curriculum Framework 2005*, NCERT, Sri Aurobindo Marg, New Delhi.
- Ornstein, A. C. & Hunkins, F. P. (1988). *Curriculum: Foundations, Principles and Issues*. Englewood Cliffs, NJ: Prentice-Hall.
- Pinar, William F. (2003). *International Handbook of Curriculum Research*. London, Lawrence Erlbaum Associates Publishers.
- Prigogine, I. (1997). *The end of certainty: Time, chaos, and the new laws of nature*. New York: The Free Press.
- Prigogine, I. (1980). *From being to becoming*. San Francisco: W.W. Freeman.
- Prigogine, I. & Stengers, E. (1984). *Order out of chaos*. New York: Bantam Books.
- Richards (2009). *Curriculum development in language teaching*. London: Cambridge University Press.
- Schaffarzok, J. & Harupson, D. H. (1975). *Strategies for curriculum development*. Berkeley: McCutchar.
- Sharif Khan, M. (2004). *School Curriculum*. Ashish Publishing House, New Delhi.
- Slatterly, P. (2006). *Curriculum Development in the Postmodern Era*. London: Routledge.
- Stake, R. E. (2004) *Standards-Based and Responsive Evaluation*. Thousand Oaks, CA: Sage Publication.
- Steinhouse, L. (1975). *An introduction to curriculum research and development*. London: Heinemann.
- Stephen, W. & Douglas, P. (1972). *Curriculum Evaluation*. Bristol: NFER Publishing Co.
- Taba, Hilda (1932). *The Dynamics of Education*. New York: Harcourt Brace, Jovanovich Inc.

- Taba, Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- Taylor, P. H. & Richards, C. M. (1979). *An introduction to curriculum studies*. New York: Humanities Press.
- Tyler, R. W. (2013). *Basic Principles of Curriculum and Instruction*. London: University of Chicago Press.
- UNESCO (1981). *Curriculum and Life Long Education*. Paris, UNESCO.
- Venkataiah, N. (2008). *Curriculum innovations for 2000A.D.* New Delhi: APH Publishing Corporation
- Walker, D. F. (1990). *Fundamentals of curriculum*. Fort Worth: Harcourt Brace College.
- Warwick, D. (1975). *Curriculum Structure and Design*. London: University of London Press.
- Weinstein, G. & Fantini, M. D. (1970). *Toward humanistic education*. New York: Praeger.
- Wiles, J. W. & Joseph, Bondi (2006). *Curriculum Development: A Guide to Practice*. Columbus: C.E. Merrill Pub. Co.
- [www.educationjournal.in/download/130/1-10-22-818.pdf](http://www.educationjournal.in/download/130/1-10-22-818.pdf)

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 COURSE  
ED820401.1 – 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:**

- Agnihotri, R. K. & Kahanna, A. L. (1994). *Second Language acquisition: Sociocultural and Linguistic Aspects of English in India*. New Delhi: Sage Publications.
- Allen, H. B. (1965). *Teaching English as a Second Language: A Book of Readings*. New York: McGraw- Hill.
- Anderson, Kenneth & Joan Maclean (2010). *Study Speaking*. Cambridge University Press.
- Anderson, Steven W. & Siegel, Deborah (2014). *The Tech-Savvy Administrator: How do I use technology to be a better school leader?* ASCD.
- Andrew A. Kling (2010). *Web 2.0 (Technology 360)*. : New Delhi: Lucent Books.
- Athanassios Jimoyiannis (Editor) (2011). *Research on e-Learning and ICT in Education*. USA: Springer.
- Banker, Jonna (2000). *English Language Teacher's Handbook: How to teach large classes with few resources*. Henther Westrup Viva Books Pvt. Ltd.
- Baruah, T. C. (2006). *The English Teacher's Handbook*. New Delhi: Sterling Publishers Pvt. Ltd.
- Bose, Kshank (1999). *Teaching English*. Delhi: DOABA House.
- Brown, Gillian & Yule, George (1987). *Teaching the spoken Language*. Great Britain: Cambridge University Press.
- Bruce M. Whitehead; Devon, Jensen & Boschee, Floyd A. (2013). *Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders*. Corwin: New Delhi.
- Brunfit, Christopher (1992). *Communicative Methodology in Language Teaching*. Great Britain: University Press, Cambridge.
- Burden, Paul R. (2000). *Power Classroom Management Strategies*. London: Sage Publications India Pvt. Ltd.
- Carroll, B. J. (1980). *Testing Communicative Performance*. Oxford: Oxford University Press.
- Carter, Ronald (1997). *Investigating English Discourse*. Wiltshire: Redwood Books.
- Chaturvedi, M. G. & Mohale, B. V. (1976). *Position of languages in social curriculum in India*. New Delhi: National Council of education Research and Training.
- Choudhury, Namita Roy (1998). *Teaching English in Indian Schools*. New Delhi: APH Publishing Corporation.
- Cook, Vivian (1991). *Second Language Learning and Language Teaching*. Great Britain: Edward Arnold.
- Doughty, Chaterine J. and Michael H. Long (Eds.) (2008). *The Hand Book of Second Language Acquisition*. Oxford: Blackwell.
- Ebel, R. L. and Frisbie, D. A. (1991). *Essentials of Educational Measurement*. New Delhi: Prentice Hall.



- Harmer, Jeremy (2001). *The Practice of English Language Teaching*. Longman.
- Hinkel, Eli (2005). *Hand book of Research in Second Language Teaching and Learning*. Mahwah, NJ: Lawrence Erlbaum Associates.  
[http://webservice.ignou.ac.in/institute/STRIDE\\_Hb8\\_webCD/STRIDE\\_Hb8\\_index.html](http://webservice.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html)
- Hudelson, Sarah (1995). *English as a Second Language Teacher - Resource Handbook: A Practical Guide for K-12 ESL Programme*. California: Lorwin Press, Inc.
- Johnson, Robert Keith (1998). *The Second Language Curriculum*. Great Britain: University Press, Cambridge.
- Joyce, Bruce & Weil, Marsha (2003). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Krashan, Stephen D. (1988). *Second Language Acquisition and Second Language Learning*. New Delhi: Prentice Hall.
- Lamont, Gordon (2001). *English speaking and Listening*. London: Hodder Stoughton Educational.
- Lee, William W. & Dianna, L. Owens (2001). *Multimedia based Instructional design: Computer Based Training*. Jossey-Bass.
- Levin, Barbara B. & Schrum, Lynne (2012). *Leading Technology-Rich Schools (Technology & Education Connections (Tec)*. New York: Teachers College Press.
- Liz, Arney (2015.) *Go Blended! A Handbook for Blending Technology in Schools*.
- Loveless, Avril (2001). *ICT-pedagogy and the curriculum-Subject to change*. London: Routledge Falmer.
- Mertler, Crai A. (2008). *Action Research: Teachers as Researchers in the classroom*. CA: Sage Publications.
- Miller, Wilma H. (2202). *Alternative Assessment Techniques for Reading and Writing*. Jossey- Bass, Spl edition.
- Mishra, S. (Ed.) (2009). *STRIDE Hand Book 08: E-learning*. New Delhi: IGNOU.
- Mohanty, Laxman & Vora, Neeharika (2008). *ICT strategies for schools - a guide for school administrators*. New Delhi: Sage publications.
- Mukalel, Joseph C. (2009). *Approaches to English Language Teaching*. New Delhi: Discovery Publishing House Pvt. Ltd.
- Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.
- Papa, Rosemary (2010). *Technology Leadership for School Improvement*. New Delhi: Sage.
- Parrott, Martin (2000). *Grammar for English Language Teachers*. Cambridge: Cambridge University Press.
- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.
- Richards, J. C. & Theodore, S. R. (1998). *Approaches and Methods in Language Teaching*. New York: Cambridge University Press.
- Richards, Jack C. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Rivers, Wilga M. (1986). *Communicating naturally in a second language*. Cambridge: Cambridge University Press.
- Roblyer M. D. & Doering, Aaron H. (2012). *Integrating Educational Technology into Teaching (6th Edition)*.

- Schrum, Lynne & Levin, Barbara B. (2010). *Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement*. Corwin: New Delhi.
- Semenov, Alexy (2005). *Information and Communication Technologies in Schools. A handbook for Teachers*. UNESCO.
- ShalinHai-Jew (2012). *Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information*. Information Science.
- Shemtov, Noam & Walden, Ian (2014). *Free and Open Source Software: Policy, Law and Practice*. Oxford University Press.
- Swan, Michael (2005). *Practical English Usage (3rd Ed.)* Oxford University Press.
- Theodore, Lee (2008). *Professional Development of ICT Integration for Teachers*.
- Underhill, Nic (1987). *Testing spoken Language: A Hand Book of Oral Testing Techniques*. Cambridge: Cambridge University Press.
- Viva, Lachs (2000). *Making Multimedia in the Classroom-A Teachers Guide*. London: Routledge Farmer.
- Wenden, A. (1991). *Learner Strategies in Language Learning*. New Delhi: Prentice Hall.
- Wilkins, D. A. (1976). *Notional Syllabuses*. London: Oxford University Press.
- Yule, George (2005). *The Study of Language (3rd Ed.)*. New York: Cambridge University Press.

QP Code: .....

Reg. No.: .....

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

**SPECIALISATION COURSE**  
**ED820401.1 – 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.
22. Critically examine the reforms and revisions in English education in India. **(2X5=10)**

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

**Fourth Semester**  
**SPECIALISATION COURSES**  
**ED820401.2 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES**  
**OF LANGUAGE EDUCATION - MALAYALAM**

**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 teaching and learning of language
- develop an understanding of the nature, scope and functions of language teaching and learning
- analyze the application of linguistic, psycho linguistic, socio linguistic, neuro-linguistic theories in language learning
- apply the current approaches, methods and innovative techniques in language teaching and learning
- equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
- grasp the techniques underlying the designing and administration of various kinds of language tests
- attain the skills of curriculum construction and design in a language
- adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children
- become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language
- explore modern assessment practices that are in vogue in the field of language teaching
- ensure quality in the continuing professional development of teachers
- equip the prospective teacher educators with a positive attitude towards research
- acquaint themselves with areas of research and various research tools

**MODE OF TRANSACTION:**

Lecture cum discussion, Power point presentations, contribution to debate/discussion, Brain storming sessions, Video presentations, Invited Talks, Seminars, Assignments, Self-study, Group presentations, General and Peer group discussions, Peer tutoring, Project work, Group work, Case Study, Creative workshop

**COURSE CONTENT:**

**Module One: Perspectives in Language Learning (10 hours)**

1. Nature, functions and scope of language learning, changes in the goal of teaching Malayalam, mother tongue as the medium of thought and communication of ideas, emotions and experiences, language and cultural heritage.

2. The Indian tradition: contributions of Panini and Patanjali, Bharthruhari, A.R. Rajaraja Varma, Kuttikrishna Marar, Seshagiri Prabhu, Ezhuthachan – songs, stories, and folklore – influence of media.
3. The western tradition –behaviouristic approach – cognitive approach – constructivist approach – social constructivist approach – communicative approach.
4. Contributions of Chomsky, Vygotsky– Generative grammar– Psycho linguistic approach– principles and psychology of language learning.
5. Physiological, sociological and philosophical bases of language learning– State Institute of languages– Role and significance in developing as medium of instruction.
6. Aims, objectives and principles of Language learning – Bloom’s Taxonomy and revised versions – objective based instruction, process-oriented and outcome based learning.

### **Module Two: Dimensions of Language Curriculum Development (15 hours)**

7. General principles– foundations of curriculum: philosophical, psychological, sociological– different types of curriculum: structural, skill based, situational, notional, functional, communicative, discourse based. Modern trends in curriculum development.
8. Different types of language syllabi.
9. Comparison and critical analysis of different school curricula and text books.
10. Review of National School Curriculum 2016.

### **Module Three: Modern Pedagogical Practices (30 hours)**

11. Principles and theories of language learning: Theories of language acquisition– Environmentalist theory, Nativist theory, Interactionist theory. Critical pedagogy and other relevant theories regarding current practices at secondary and higher secondary level. Detailed study of multiple intelligence theory and its classroom implications with special reference to language education. Suitable models of teaching for Malayalam language learning – Synectics and Concept attainment Models.
12. Teaching of prose – aims of teaching prose lessons – language aspects: skills, vocabulary, grammar; social aspects. Language for instruction, language for cultural transmission, language and intellectual growth.
13. Teaching of Poetry – aims of teaching poetry – methods of teaching poetry.
14. Teaching of Grammar – place of grammar in language learning – teaching fundamental and functional grammar – different methods of teaching grammar – developing language skills – teaching methods: oral approach – direct method – indirect method– structural method – inductive and deductive method – play way method – Activity oriented method – heuristic method.
15. Modern Approaches and Techniques: Questioning – Co-operative learning – Collaborative learning – Brain storming – Peer tutoring – Role play – Dramatization – Computer assisted instruction – Workshop – Symposia – Mastery learning – Buzz session – Debates – Method of Individualized assignments – reflective learning. The concept of techno-pedagogic content knowledge analysis (TPCKA).
16. Digital Resources: Role of Teacher and Learner in Digital Era – Teacher as Techno-pedagogue – Digital Natives and Migrants, Technology enabled Language Teaching and Learning – Multimedia Labs – CALL, Blended Learning, e-learning, m-learning, online

- tutoring – Networking in Language, Learning-Forum – Wiki - Blog - Video Conferencing - Teacher Tube - ESL Café – LinkedIn - Learning Management System.
17. Digital Resources and e-content – Educational Websites, Open Education Resources – Virtual Classrooms, e-library, e-journals, Audio Podcasts, Online Language Games, Film Clips. Cyber Security, Server Security, e-mail Security, Copyright Laws.
  18. Inclusion and differential pedagogical practices – instructional strategies and teaching learning materials to address the children with special needs.

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

19. Formative, Summative CCE, Grading, and CBCSS – Performance based assessments – portfolio assessment – Types of tests: Teacher made, Standardized tests, Diagnostic tests, Achievement tests. Diagnosis and remedial teaching. Different steps in the standardization of an Achievement test. Variables of language testing – Elements and skills.
20. Language Tests for vocabulary, grammar, pronunciation, listening, speaking, reading, writing.
21. Performance based Assessment Techniques – Checklists, Rubrics (for assessing Language Skills and Discourses), Portfolios – Online and Offline Assessment.
22. Placement Tests – TET, SET, NET.

#### **Module Five: Professional Empowerment (15 hours)**

23. Concept of Continuing Professional Development (CPD) – Innovations in the Continuing and Professional Development of Malayalam Language Teachers, Strategies of Professional Development: Orientation Programmes, Refresher Courses, Seminars, Symposium, Panel Discussion, Workshops, Conferences, Self-study, Study groups and Study Circles, Book Clubs, Extension Lectures, Research Colloquium.
24. Pre-service training, In-service training – Different modalities, Role of professional organizations like NCERT, SCERT and voluntary organizations and various Media. Self-developed routine practices using various electronic Media and computer based resources, Online teacher networks – Reflective teaching – Teacher portfolio– strategies for coping with personal and professional stress. Professional traits of a teacher – Need for professional development of teachers. Professional organizations – Teacher portfolio.
25. Professional Code of Ethics – Stress Coping Strategies and soft skills required of Teachers.
26. A survey of recent research trends available which can be applied in Malayalam language education, Teacher – Relevant areas of research in Malayalam education with special emphasis on curriculum revisions, pedagogy, testing and assessment, development of innovative techniques – Research gaps in Language education. Identification of research topics and preparation of research designs.
27. Research journals – undertaking research publications – research on reflective teaching– action research – practitioner research – constructive research paradigm.

**PRACTICUM (any two):**

- 1) Prepare a Lesson Transcript in Malayalam based on Synectics Model or Concept Attainment Model.
- 2) Prepare a multimedia learning package or a lesson design based on any one modern instructional strategy on any topic relating to communicative skill in Malayalam.
- 3) Conduct a survey on various problems with respect to Malayalam language learning: contextual, curriculum, etc.
- 4) Review five recent studies in the area of teaching and learning of Malayalam.

**RECOMMENDED REFERENCES:**

- Bindhu, C. M. (2011). Mathrubhasha bhodhanam: pravarthikalum reethikalum.
- Chomsky, N. (2000). New horizons in the study of language and mind.
- Ellis, Rod. (1987). Understanding Second Language Acquisition. Oxford: Oxford University Press.
- Fitchman & Silva (2003). The Reflective Educators' Guide to Classroom Research. California: Corwin Press, Inc.
- Fosnot, C. (1996). Constructivism: theory, perspectives and practice.
- Frank Rennie & Thara Morrison (2013). E-learning and social net working hand book. Resources for higher education. New York: Taylor and Francis.
- Gagne, R. M. (1985). The Cognitive Psychology of School Learning. Boston: Little.
- Gardner, Howard (1993). Frames of Mind-The Theory of Multiple Intelligence. New York: Basic Books.
- Gurry, P. Teaching of mother tongue in secondary schools.
- Hindi Shikshan. New Delhi: Arya Book Depot.
- Jeeth, Yogendra B. (1986). Shiksha Mem Adhunik Pravritiyam. Agra: Vinod Pustak Mahal.
- Jeeth, Yogendra B. (2005). Hindi Shikshan. Agra: Vinod Pustak Mandir.
- Joyce, B. & Weil, M. (2003). Models of Teaching.
- Kumar, Vijendra Varisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
- Lado, R. (1961). Language teaching: A Scientific Approach.
- Lado, R. (1979). Language testing: the construction and use of foreign language tests.
- Larsen, D. T. (2000). Techniques and Principles of Language teaching. Oxford: Oxford University Press.
- Lougran, J. (2010). What EXPERT teachers do: Enhancing professional knowledge for classroom practice. Crow's nest. Allen and Unwin.
- NCERT (2006). National Curriculum Frame for School Education. New Delhi.
- Pande, K. P. (1988). Advanced Educational Psychology (2nd ed.) Delhi. Konark Publishers Pvt. Ltd.
- Reid, J. (1998). Understanding Learning Styles in the Second language class room. New York: Prentice Hall.
- Saphaya Reghunath (1998). Hindi Shikshan. Jalandhar: Punjab.
- Tiwari, Bholanadh (1974). Bhasha Vigyan. Allahabad: Kitab Maha.

QP Code: .....

Reg. No.: .....

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

**SPECIALISATION COURSE**  
**ED820401.2 – Advanced Methodology and Pedagogical Practices**  
**of Language Education - Malayalam**  
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

**Section A**

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

1. പാനൽ ഡിസ്കഷൻ നടത്തുന്നതിന് നൽകേണ്ട നിർദ്ദേശങ്ങൾ ഏവ?
2. അധ്യാപകരുടെ തൊഴിൽപരമായ ഉന്നമനത്തിനായി പ്രവർത്തിക്കുന്ന പ്രധാന സംഘടനകൾ ഏവ?
3. Virtual Class എന്നാലെന്ത്?
4. വിമർശനാത്മകബോധന ശാസ്ത്രം എന്നാലെന്ത്?
5. Generative Grammar എന്നാലെന്ത്?
6. Blended-Learning എന്നാലെന്ത്?
7. കമ്പ്യൂട്ടർ അസിസ്റ്റഡ് ലേണിംഗിന്റെ മേന്മകൾ എഴുതുക.
8. ഉദ്ദേശ്യധിഷ്ഠിതബോധനം എന്നാലെന്ത്?
9. സാമൂഹ്യജ്ഞാന നിർമ്മിതിവാദത്തിന്റെ പ്രധാന തത്വമെന്ത്?
10. ഹയർസെക്കന്ററി തലത്തിൽ സിംപോസിയം നടത്തുന്നതിന് രണ്ട് വിഷയങ്ങൾ നിർദ്ദേശിക്കുക.  
**(8X1=8)**

**Section B**

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

11. ആശയാധാര മാതൃക വിശദീകരിക്കുക.
12. കവിതാബോധനഘട്ടങ്ങൾ വിശദീകരിക്കുക.
13. വ്യാകരണബോധന രീതികൾ ഏവ?
14. സഹകരണ - സഹവർത്തിത രീതികളുടെ ഗുണദോഷങ്ങൾ വിചിന്തനം ചെയ്യുക.
15. ഭാഷാബോധനത്തിന് സഹായകമായ ഡിജിറ്റൽ റിസോഴ് സസ് ഏവ?
16. CPD എന്നാലെന്ത്?
17. ആന്ത്യന്തിക-സംരചനാ മൂല്യനിർണയ രീതികൾ വിശദീകരിക്കുക.
18. ഭാഷാബോധനത്തിന് ഫോക്ലോറുകൾ നൽകുന്ന സംഭാവനകൾ ഏവ?  
**(6X2=12)**

**Section C**

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

19. ആധുനിക മലയാള ഭാഷാ പുരോഗതിക്കായി നടത്തിയിട്ടുള്ള ഗവേഷണങ്ങൾ വിമർശനാത്മകമായി വിലയിരുത്തുക.
20. വിദ്യാർത്ഥികളുടെ സമഗ്രവികസനത്തിനായി മൂല്യനിർണയ പ്രക്രിയയെ എങ്ങനെ ഫലപ്രദമായി വിനിയോഗിക്കാമെന്ന് വിശദീകരിക്കുക.
21. ഭാഷാബോധനത്തിന് പാണിനി, പതഞ്ജലി, ഭർത്തൃഹരി എന്നിവർ നൽകിയ സംഭാവനകൾ വിശദീകരിക്കുക.
22. ഗദ്യബോധനലക്ഷ്യങ്ങളും ഘട്ടങ്ങളും വിശദീകരിക്കുക.  
**(2X5=10)**



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

**Fourth Semester**  
**SPECIALISATION COURSE**  
**ED820401.3 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES**  
**OF LANGUAGE EDUCATION - HINDI**

**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 teaching and learning of language.
- develop an understanding of the nature, scope and functions of language teaching and learning.
- internalise psychological theories of learning for effective transaction of curriculum.
- understand the various dimensions of curriculum and its relationship with the aims of education.
- compare and analyse different school curricula and textbooks.
- get acquainted with modern pedagogical practices.
- assess the efficacy of methodologies and practices adopted in language education.
- develop technological skills in designing digital texts.
- make use of information technology in Hindi teaching-learning process.
- adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children.
- grasp the techniques underlying the designing and administration of various kinds of language tests.
- familiarize about performance based assessment techniques.
- understand essential qualities, competencies and professional ethics of a teacher.
- understand the role of agencies and resources in developing teacher professionalism.
- understand the importance of research in the subject area.

**MODE OF TRANSACTION:**

Lecture cum discussion, Power point presentations, contribution to debate/discussion, Brain storming sessions, Video presentations, Invited Talks, Seminars, Assignments, Self-study, Group presentations, General and Peer group discussions, Peer tutoring, Project work, Group work, Case Study, Creative workshop

**COURSE CONTENT:**

**Module One: Perspectives in Language Learning (10 hours)**

1. Nature and scope of Hindi language learning - Psychological and Sociological factors associated with language development.

2. Applications of theories in Language Learning - Behaviourist, Cognitivist and Constructivist views of language learning -Theories of Skinner, Bruner, Piaget, Vygotsky, Chomsky, Paulo Freire and Howard Gardner.
3. Aims, Objectives and Principles of teaching Hindi - Objective Based Instruction- Bloom's Taxonomy of Instructional objectives - revised version - Process oriented and outcome based learning.

### **Module Two: Dimensions of Language Curriculum Development (15 hours)**

4. Foundations of curriculum – Psychological, Philosophical and Sociological - Principles of curriculum construction - Different types of curriculum – activity oriented, child centred, subject centred, community based, core and hidden curriculum – Approaches to curriculum organization – topical, concentric, spiral, progressive and regressive.
5. Types of language syllabi – structural, skill based, notional functional, communicative and discourse based.
6. Learning resources – Text books – principles of text book preparation – evaluation and improvement.
7. Text book analysis - Supplementary reading materials – Selection of books and journals.
8. School and class library – Organization and use.
9. Comparison and critical analysis of different school curricula and textbooks (SCERT, NCERT and ICSE).
10. Curricular reforms and revisions with reference to NCF, KCF and NCERT – Critical analysis of the existing curriculum of schools and revised B.Ed. syllabi of different Universities in Kerala.

### **Module Three: Modern Pedagogical Practices (30 hours)**

11. Enhancing proficiency in language and communication - Developing language skills.
12. Teaching Language elements - Vocabulary and Grammar.
13. 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.
14. Teaching of poetry: Aims of teaching poetry – Appreciation and development of creativity.
15. Modern Approaches, methods and techniques in Hindi language Learning - Structural approach – Co-operative learning – Collaborative learning - Brainstorming – Buzz session – Computer assisted instruction – Brain based learning - Situational language teaching – Communicative language teaching - Task-based learning – Concept mapping – Reciprocal teaching – Graphic organizer – Cognitive apprenticeship – Natural Approach – Experiential learning – Whole Language Approach – Humanistic approach – Models of Teaching – Inquiry training model - Synectics model
16. Current pedagogic practices – multi media lab – CALL – blended learning, e-learning, m-learning, online tutoring, networking in language learning: forum, blog, wiki, on-line

discussions, video conferencing, digital learning materials: e-content, teacher tube, Learning Management System (LMS).

17. Digital resources and Cyber security – Copyright laws, Netiquette e-content: educational websites, Open Education Resources (OER), virtual classrooms, e-journals, audio podcasts, e-library, on-line language games, film clips, online Hindi lessons.
18. Inclusive and differentiated pedagogic practices- Instructional strategies to cater to children with special needs (CSWN) in the language classroom.

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

19. Assessment Practices – Formative, Summative, Continuous and Comprehensive Evaluation (CCE) – Grading - Self assessment, Peer evaluation, Teacher evaluation, Proficiency and placement tests – NET, SET, K -TET, C-TET.
20. Language tests for vocabulary, grammar, pronunciation, language skills and discourses.
21. Performance based assessment techniques – checklists, rubrics (for assessing languages and discourses), portfolios and blogs.
22. On-line and off-line assessments – Design, Construction, Administration (on-line resources, websites, apps, Open Education Resources (OER), virtual classroom, e-journals, audio podcasts, e-library, online language games, film clips, online Hindi lessons)
23. Different types of tests – Teacher made tests – standardised tests – diagnostic test – achievement test. Importance of educational diagnosis and remedial teaching.

#### **Module Five: Professional Empowerment (15 hours)**

24. Concept of Continuing Professional Development (CPD), Pre-service and In-service: need, effectiveness and stages – On-line teacher networks – Podcasts-Virtual libraries- EDUSAT, innovative strategies of professional development: orientation programmes, refresher courses, seminars, symposium, panel discussion, workshops, conferences, self-study, reflective teaching, teacher portfolios, study groups and study circles, book clubs, extension lectures, research colloquiums.
25. Professional organizations, agencies and online networks in teacher empowerment.
26. Professional code of ethics, teacher stress coping strategies and soft skills.
27. Current trends and practices in research – Survey of recent research trends which can be applied in Hindi language education with special emphasis on curriculum, teaching strategies and evaluation – Selection of topics for research – Preparation of tools and research design.
28. Review of latest research in Hindi language education – Publishing research papers in journals – Research in reflective teaching and action research.

#### **PRACTICUM (any two):**

- 1) Preparation of lesson transcripts in Hindi based on Synectics Model.
- 2) Prepare a multi-media learning package on any topic for developing communication skill in Hindi.
- 3) Developing rubrics for assessing teaching skills.
- 4) Critical analysis of any Hindi film based on social issues.

## RECOMMENDED REFERENCES:

- Agnihotri, R. K. & Khanna, A. L. (2002). *Second Language Acquisition*. New Delhi: Sage Publications.
- Anderson, J. B. (1980). *Cognitive Psychology and its Implications*. San Francisco: W. H Freeman and Company.
- Armstrong, T. (2001). *Multiple Intelligence in the Classroom*. Washington D.C: ASCD.
- Ausubel, David P.; Novak, Joseph. D. & Hanesian, Helen (1968). *Educational Psychology: A cognitive view*. Holt, Rinchart and Winston Inc.
- Burka, K. (2006). *From standards to rubrics in six steps*. Thousand Oaks, CA: Corwin Press.
- Chomsky, N. (1957). *Syntactic Structure*. The Hague: Mouton and Co.
- Dash, B. N. (2005). *Psychology of Teaching Learning Process*. New Delhi: Dominant Publishers and Distributors.
- Ellis, Rod (1987). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Fitchman & Silva (2003). *The Reflective Educators' Guide to Classroom Research*. California: Corwin Press, Inc.
- Gagne, R. M. (1985). *The Cognitive Psychology of School Learning*. Boston: Little.
- Gardner, Howard (1993). *Frames of Mind-The Theory of Multiple Intelligence*. New York: Basic Books.
- Jeeth, Yogendra B. (1986). *Shiksha Mem Adhunik Pravrithiyam*. Agra: Vinod Pustak Mahal.
- Jeeth, Yogendra B. (2005). *Hindi Shikshan*. Agra: Vinod Pustak Mandir.
- Kumar, Vijendra Varisht (2004). *Shiksha Mano Vigyan*. New Delhi: Arjun Publishing House.
- Lal, Raman Bihari (1991). *Hindi Shikshan*. Meerut: Rastogi Publications.
- Larsen, D. T. (2000). *Techniques and Principles of Language teaching*. Oxford: Oxford University Press.
- Lougran, J. (2010). *What EXPERT teachers do: Enhancing professional knowledge for classroom practice*. Crow's Nest. Allen and Unwin.
- NCERT (2006). *National Curriculum Frame for School Education*. New Delhi.
- Pande, K. P. (1988). *Advanced Educational Psychology (2nd ed.)* Delhi: Konark Publishers Pvt. Ltd.
- Reid, J. (1998). *Understanding Learning Styles in the Second language class room*. New York: Prentice Hall.
- Rennie, Frank & Morrison, Thara (2013). *E-learning and social net working hand book. Resources for higher education*. New York: Taylor and Francis.
- Saphaya Reghunath (1998). *Hindi Shikshan*. Jalandhar: Punjab
- Thompson, Linda (1996). *The teaching of Poetry*. London: Red wood books.
- Tiwari, Bholanadh (1974). *Bhasha Vigyan*. Allahabad: Kitab Mahal.
- Vygotsky, L. (1986). *Thought and Language*. MIT Press. Cambridge: Mass.
- Waltson, J. A. (2005). *Educational objectives and achievement testing*. New Delhi: Common wealth publishers.
- Wiggins, G. (1988). *Educational assessment*. San Francisco: Jossey Bass.

QP Code: .....

Reg. No.: .....

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

**SPECIALISATION COURSE**  
**ED820401.3 – Advanced Methodology and Pedagogical Practices**  
**of Language Education - Hindi**  
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

**Section A**

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

1. मूल्यांकन के दो मुख्य प्रयोजन लिखिए ।
2. नाटक शिक्षण के दो उद्देश्य लिखिए ।
3. गद्य शिक्षण की किसी एक विधि का संक्षिप्त परिचय दीजिए।
4. संगोष्ठी (seminar) के दो मूल्यबिंदु लिखिए।
5. S.C.E.R. T के दो मुख्य कार्य लिखिए।
6. निरंतर वृत्तिक विकास (Continuous Professional Development) से क्या तात्पर्य है?
7. केरल के हिंदी अध्यापक प्रशिक्षण क्षेत्र से सम्बंधित दो समस्याएं लिखिए।
8. योजना विधि के मुख्य दो प्रयोजन लिखिए।
9. अभिव्यक्ति कौशल कौन कौन से हैं ? समझाइए।
10. गुप्त पाठचर्या (Hidden Curriculum) – व्यक्त कीजिए।

**(8X1= 8)**

**Section B**

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

11. बेंजमिन ब्लूम ने भाव क्षेत्र का वर्गीकरण कैसे किया ? समझाइए।
12. वैगोत्सकी के सामाजिक ज्ञान निर्मितिवाद हिंदी शिक्षण में कैसे लाभकारी है ?
13. पाठचर्या (Curriculum) के मुख्य चार प्रकारों पर प्रकाश डालिए।
14. हिंदी की आधुनिक मूल्यांकन पद्धति पर विचार कीजिए।
15. भाषा शिक्षण में ज्ञान निर्मितिवाद (Constructivism) का प्रयोग कैसे होता है ? समझाइए।
16. प्रत्यय निष्पत्ति प्रतिमान (Concept Attainment Model) के चरणों को सोदाहरण स्पष्ट कीजिए।

17. कविता शिक्षण में आई.सी.टी का सफल प्रयोग आप कैसे करेंगे ? सोदाहरण व्यक्त कीजिए।
18. भाषा शिक्षण में उपयोगी किन्ही दो सिद्धान्तों को समझाइए।

(6X2=12)

**Section C**

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

19. हिंदी शिक्षण में व्याकरण का स्थान क्या है ? व्याकरण शिक्षण की प्रमुख विधियों पर प्रकाश डाल कर यह व्यक्त कीजिए कि उच्च माध्यमिक कक्षाओं के लिए उचित विधि कौन सी हैं?
20. हिंदी शिक्षण के लिए उपयोगी किन्ही चार आधुनिक शिक्षण विधियों को विशद रूप में समझाइए।
21. बहुआयाम बुद्धि (Theory of Multiple Intelligence) पर प्रकाश डालिए | हिंदी शिक्षण में इस सिद्धान्त का प्रयोजन व्यक्त कीजिए।
22. हिंदी शिक्षण में उपयोगी मुख्यई-विभव (e-resources) क्या क्या हैं? प्रत्येक के दो-दो लाभ भी लिखिए।

(2X5=10)

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

**Fourth Semester**  
**SPECIALISATION COURSE**  
**ED820401.4 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES**  
**OF LANGUAGE EDUCATION – SANSKRIT**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

On completion of the course, the learner will be able to

- identify the principles, theories and historical aspects of language acquisition in various stages of humane development.
- develop an understanding of the nature, scope and functions of language teaching and learning.
- get an awareness about the various dimensions of teaching Sanskrit language up to higher secondary level.
- internalize the linguistic, psychological and social processes underlining learning of Sanskrit language and literature.
- get an idea about the foundations of Sanskrit curriculum and steps involved in the construction of language curriculum.
- apply the current approaches methods and innovative techniques in Sanskrit language teaching and learning.
- equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills.

**MODE OF TRANSACTION:**

Lecture cum demonstration - Power point presentation- General and group Discussions - Brain Storming - Video presentation – Invited Talks - Problem solving - presentation of projects - contribution to debate/discussion - Project work - Group work - Case Study - Creative workshop.

Resource centre visit, visit to places of Sanskrit importance and interacting with Sanskrit speaking people, Assignments, Video Conferencing, Video chatting with Scholars, listening to radio programmes based on Sanskrit, Action research, conducting Communicative Sanskrit Classes.

**COURSE CONTENT:**

**Module One: Perspectives in Language Learning (10 hours)**

1. Nature, functions and scope of Sanskrit Language Learning.
2. Application of theories in Language Teaching and Learning and their Implications - 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. Different types of language Syllabi – structural, skill based, situational, notional – functional, communicative, discourse based.
6. Comparison and critical analysis of different school curricula and text books.
7. Curricular reforms and revisions in India.

#### **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. Approaches, methods and techniques.
13. Current Pedagogical Practices - digital practices, e-learning, m-learning, flipped learning, blended learning, collaborative learning, online networks.
14. E-resources - Cyber ethics – netiquette, cyber security, copyright rules.
15. Inclusive and differentiated pedagogic practices.

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

16. Assessment Practices and evaluation techniques in Sanskrit language - Formative, summative, CCE, grading, self-assessment, peer evaluation, proficiency.
17. Language tests for vocabulary – grammar – pronunciation - language skills.
18. Performance based assessment techniques – checklists, rubrics, portfolio, blogs, online and offline assessment.
19. Online test administration and offline assessment.
20. Types of tests - teacher made test, standardized test, diagnostic test, achievement test.

#### **Module Five: Professional Empowerment (15 hours)**

21. Continuing Professional Development For Sanskrit Language Teachers - 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.
22. Role of Professional organizations and agencies in teacher empowerment – NCERT, SCERT.
23. Professional ethics.



24. Current trends and practices in research in Sanskrit Language education.
25. Review of latest research in Sanskrit language education (since 2000).

**PRACTICUM (any two):**

1. Prepare a lesson transcript based on constructivist lesson model.
2. Prepare a seminar on recent trends in language research.
3. Conduct an action research based on any problem faced in Sanskrit teaching and learning.
4. Review of recent researches in the area of teaching and learning of Sanskrit.

**RECOMMENDED REFERENCES:**

Appayyadikshita – Kuvalayananda.

Brown Gillian & Yule George (1983). Discourse Analysis. Cambridge: Cambridge University Press.

D.G. Apte - The Teaching of Sanskrit.

Delavan Edward Perry (1992). A Sanskrit Primer. New Delhi: Motilal Banarsidass Publishers.

Dr. A. Sankaran - Rasa and Dhvani.

Garrod Simon & Pickering J Martin (ed) (1999). Language Processing. UK: Psychology Press Ltd.

Haddon - On Teaching Poetry.

Harmer, Jeremy (2001). The Practice of English Language Teaching. Longman.

Hinkel, Eli (2005). Hand book of Research in Second Language Teaching and Learning. Mahwah, NJ: Lawrence Erlbaum Associate.

Hupanikar - The Problems of Sanskrit Teaching.

Keith - History of Sanskrit Literature.

Laghusidhanta Kaumudi

Macdonel - History of Sanskrit Literature.

Mentis Mandia & Mentis Martene (2008). Mediated Learning. Sage Publications India Pvt. Ltd.

Michael West - Language in Education.

O'Malley Michael J. & Chamot Uhl Anna (1990). Learning Strategies in Second Language Acquisition, Cambridge: Cambridge University Press.

Palmer Principles of Language Teaching.

P. R. D. Sarma - Practical Sanskrit Grammar.

Raghunatha Saphaya - Samskrita Sikshanavidhi.

Rama Sukla Pandya - Samskrita Siksha.

Rama Varma - Methods of Teaching Sanskrit.

Sastri Lakshminarayana & Vidhya Vachaspathi (1997). Samskrita Nibandh Kala. New Delhi: Arya Book Depot.

Viswanatha Sarma - Samskrita Adhyapana.

Walter Harding Maurer - The Sanskrit Language.

QP Code: .....

Reg. No.: .....

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

SPECIALISATION COURSE  
ED820401.4 – Advanced Methodology and Pedagogical Practices  
of Language Education – Sanskrit  
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

**Section A**

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

1. उद्देश्याधिष्ठितबोधनम् नाम किं?
2. संस्कृताध्यापकेन अपेक्षिताः गुणाः के?
3. 'e -port folio' -अस्य प्रयोजनम् किं?
4. संकलित विद्याभ्यासः 'नाम किं?
5. 'Advance Organizer Model' नाम किं?
6. गद्यपठनस्य आवश्यकताका?
7. संस्कृत भाषायां भाषणकौशलस्य संपादनं कथं कर्तुं शक्यते?
8. 'Networking'-संस्कृताध्यापने कथं सहायकम् भवति?
9. S.C.E.R.T, N.C.E.R.T. संस्थायोः नियोगः क?
10. संस्कृत भाषायां गवेषणे प्रयुक्ताः 'web resources and e- tools ' के?

(8X1=8)

**Section B**

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

11. संस्कृतपाठ पुस्तकनिर्माणेश्रद्धेयानि विषयानिकानि?
12. व्यकरण शिक्षणस्य उद्देशानिकानि? व्याकरणशिक्षणे अनुयोज्याप्रणालीका?
13. क्रियागवेषणं नाम किं? सोपानानि सोदाहरणं स्पष्टयत ।
14. संस्कृत शिक्षणे उपयुज्यमानाः आधुनिक विभवाः (e-resources) के? स्पष्टयत ।
15. नूतन मूल्याङ्कन संप्रदायानधिकृत्य लिखत ।
16. शोधकभेदाः के? स्पष्टयत ।

17. 'CPD' कथं कर्तुं शक्यते?  
18. 'Netiquette'. नाम किं? संस्कृत शिक्षणेअस्य प्रयोजनम् किं?

(6X2=12)

**Section C**

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

19. माध्यमिककक्ष्यासु काव्यशिक्षणस्यउद्देशानिकानि? काव्यशिक्षणविधयःके?  
20. भाषाध्यापनस्य सामन्यतत्वानि कानि? विशदयत ।  
21. संस्कृतभाषायाः प्राधान्यं किं? इतरभरतीयभाषासु साहित्ये च संस्कृतभाषायाः स्वाधीनं प्रतिपादयत ।  
22. संस्कृतपाठचर्यायः रूपवल्करणे श्रधेयानि अंशान् सविस्तरं प्रतिपादयत ।

(2X5=10)

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

**Fourth Semester**  
**SPECIALISATION COURSE**  
**ED820401.5 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES**  
**OF LANGUAGE EDUCATION - ARABIC**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

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

- explore the features of varied instructional approaches, techniques and methods of teaching Arabic language & related areas of knowledge.
- examine the content and scope of school curriculum in Arabic language.
- acquaint with the recent developments in the curriculum revisions
- analyze the contemporary learning theories and concepts and acquire the basic skills.
- understand the various aspects and dimensions of teaching Arabic as a foreign language in the secondary school/colleges in Kerala.
- understand the problems/hindrances in teaching Arabic as second language to students of schools and colleges whose medium of instruction in other subject areas is their mother tongue.
- internalize various skills involved in teaching Arabic and apply the acquired skills in actual classroom situations.
- acquaint with practices of feedback mechanisms and online assessment tools
- acquaint with the concept of techno pedagogy and understand the role of the teacher as a techno-pedagogue
- gain insight in to the recent research trends in Arabic education
- explore the scope of models of teaching in effectual instructional practices of Arabic education.
- uphold professional quest in varied dimensions of Arabic education.

**MODE OF TRANSACTION:**

Lecture cum discussion, Power point presentations, contribution to debate/discussion, Brain storming sessions, Video presentations, Invited Talks, Seminars, Assignments, Self-study, Group presentations, General and Peer group discussions, Peer tutoring, Project work, Group work, Case Study, Creative workshop

**COURSE CONTENT:**

**Module One: Language Education and its Dimensions (15 hours)**

1. The learning of Arabic in India - Contributing factors to the teaching and learning of Arabic language in India. - The aims of teaching Arabic in schools and colleges - Scope

- of Arabic education at the under graduate and P.G. teacher education programmes – Teaching of Arabic as a second language.
2. Philosophical basis of language learning: various schools of philosophy and language learning.
  3. Psychological basis of language learning – learning theories and language learning – Behaviourism, Insight learning and Constructivism.
  4. Sociological basis of language learning – language and culture – role of environment and society.
  5. Technological basis of language learning – Information and communication technology (ICT) in education– audio visual aids - Language Laboratory – Television – Computer – Internet.

**Module Two: Language Education - Scope and Function (15 hours)**

6. Language Education: Scope and Nature - General principles of language learning – Role of psychology and linguistics in language learning.
7. Teaching and learning methods: Translation method, Direct Method, Communicative method, Play-way method, Project method, Programmed instruction – Activity based learning – Student centered learning.
8. Learning activities – Basic language skills: Listening, speaking, reading and writing skills - Language learning - Developmental process of environmental assistance.
9. Bilingual and multi-lingual communication problems in teaching a foreign language - Interference of the mother tongue - Factors effecting language learning and teaching.
10. Role of Teacher – Facilitator – Text books and Handbook – Class Planning – Reading and Library - Co-curricular activities – Micro teaching – Curriculum construction and organization – Student evaluation and assessment – Models of teaching - Student aptitude – Mixed ability classes – Motivation – Teacher student relationship.

**Module Three: Pedagogical Practices (25 hours)**

11. Instructional objectives in teaching Arabic as a second language - Objectives in cognitive, affective domains - formulation of objectives - Planning to teach - year plan - unit plan - lesson designing.
12. Structures: Content and organization of structural syllabus - principles of gradation of structures, methods of teaching structures - the production stage of language item in new situation and context.
13. Prose passage: Design of the prose passage - techniques of teaching prose - class room procedures during the questioning stage of a reading lesson - types of comprehension errors- the place of charts and cut outs in teaching prose.
14. Poetry: Values and aims of teaching poetry in higher standards - Teaching of comprehension and appreciation - the place of dramatization, narration and explanation to stimulate imagination and interest in poems- the teaching of recitation by groups and individuals.
15. Writing: Teaching to write in Arabic - the guided and free compositions - composition exercises - paragraph production - completion of stories - letter writing – diaries - caption compositions - letter writing, etc.

16. Reading skills: Reading- the abilities of a skilled reader – the importance of reading habit as a source of pleasure and information – the choice and treatment of books for extensive reading- the teaching of silent reading - reference and study skills - ways of stimulating extensive reading – the use of class and school libraries to foster extensive reading.
17. Communication Skills - Arabic as a phonic language – Pronunciation: influence of mother tongue – Elements - Arabic vowels and consonants – Basic intonation patterns – phonetics transcription of words – phonic drill - listening and production exercises - Using pictures and objects - using short dialogues – Role play- Topic discussion- Headlines from newspapers - short speeches

#### **Module Four: Curriculum Construction and Evaluation (20 hours)**

18. The New Curriculum in Kerala: Scope and challenges – Social constructivism, Critical pedagogy, Issue Based Curriculum – Code switching and code mixing, Graphical learning.
19. National Curriculum Framework 2005 – State Curriculum Framework 2007 – Grading & Examination reforms – Continuous evaluation – DPEP – Sarva Shikshan Abhiyan (SSA) – Rashtreeya Madhyamik Shikshan Abhiyan (RMSA).
20. Curriculum construction in Arabic at the secondary level - Types of syllabi - Text books- criteria for preparation and use - evaluation and improvement – Text book of secondary schools of Kerala.
21. Use educational technology devises - Language Laboratory - Television - Computer- Internet - Supplementary Reading materials: Criterion for choice - School library and its use - Community resources.
22. Modern concepts of evaluation - Evaluation Techniques in language Teaching - Criteria for a good test - types of tests - Teacher made and Standardized Tests - Reliability, validity and usability - Diagnostic and achievement tests - testing communication skill, pronunciation and language elements - Forms of questions: essay, short answer, true-false, completion, multiple choice-objective based test - improved multiple items. Diagnostic tests - preparation of achievement tests – continuous evaluation.

#### **Module Five: Professional Empowerment (15 hours)**

23. 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.
24. Professional organisations and agencies, online networks.
25. Current trends and practices in research - review of latest research in Arabic language education (since 2000).

#### **PRACTICUM (any two):**

- 1) Pedagogical analysis of newly revised Arabic text books in the Kerala school curriculum or its teachers' source books.
- 2) Preparation of modules for in-service programmes of teachers.

- 3) Conduct a seminar on recent trends in research in Arabic language.
- 4) Prepare an achievement, aptitude or diagnostic test.

#### **RECOMMENDED REFERENCES:**

- Adel, E. & Janet, L. (1988). Arabic at your fingertips. London: Routledge.
- Brown, G. & Yule G. (1983). Discourse analysis. Cambridge: Cambridge University Press.
- Garrod Simon & Pickering J Martin (ed.) (1999). Language Processing. UK: Psychology Press Ltd.
- Haddon – On Teaching Poetry.
- Hand books and source books prepared by SCERT, Kerala, for various classes at school level.
- Haris, W. & Cowan, M. J. (1976). A dictionary of modern written Arabic. New York: Spoken Language Services.
- Hinkel, Eli (2005). Hand book of Research in Second Language Teaching and Learning. Mahwah, NJ: Lawrence Erlbaum Associate.
- Mentis M. & Mentis, M. (2008). Mediated learning. New Delhi: SAGE Publications India Pvt. Ltd.
- Mentis Mandia & Mentis Martene (2008). Mediated Learning. Sage Publications India Pvt. Ltd.
- Michael West – Language in Education.
- O'Malley Michael J. & Chamot Uhl Anna (1990). Learning Strategies in Second Language Acquisition, Cambridge: Cambridge University Press.
- O'Malley, M. J. & Chamot, U. A (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.
- Palmer – Principles of Language Teaching.
- Wright, W. (1984). A grammar of Arabic language. New Delhi: S. Chan and Company.

QP Code: .....

Reg. No.: .....

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

**SPECIALISATION COURSE**  
**ED820401.5 – Advanced Methodology and Pedagogical Practices**  
**of Language Education - Arabic**  
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

**Section A**

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

1. دور التدريس المصغر في تدريب المعلمين
2. المنهج المؤسس على النتائج
3. برنامج "التعليم للجميع" في الهند
4. النظرية المعرفية ودورها في العلم التربوي الحديث
5. دور تدريب المعلمين في تحسين ظروف مدرسية
6. طرق جديدة لتحسين جودة التحدث والتلفظ عند دارسي اللغة العربية
7. أهمية المنظمات المتقدمة في عملية التدريس
8. اكتساب اللغة يعتمد على استماع اللغة. أوضح.
9. عيوب طريقة الترجمة في التدريس
10. الفرق بين الطريقة الاستقرائية والطريقة الاستدلالية

(8X1=8)

**Section B**

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

11. بين التقويم التربوي بإشارة خاصة إلى التقويم المستمر المستوعب
12. المنهج المؤسس على القضايا
13. تطبيقات تكنولوجيا التربية في تدريس اللغة العربية
14. نظرية البنائية الاجتماعية
15. أهمية نماذج التعليم Models of Teaching في تدريس اللغة العربية
16. نظرية الذكاءات المتعددة
17. وظائف تربوية لنظريات سغماند فرويد النفسية
18. الفرق بين علم النفس السلوكي وعلم النفس المعرفي

(6X2=12)



### Section C

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

19. الطالبهو المحور في عملية التعلم، ناقش
20. ماهية علم النفس التربوي في تدريس اللغة
21. المنهج المدرسي: التنظيم، والبناء، والتنفيذ، والتقويم
22. المناهج المستحدثة والبرامج المعاصرة في مجال تدريس اللغة العربية في ولاية كيرلا

(2X5=10)

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

**Fourth Semester**  
**SPECIALISATION COURSE**  
**ED820401.6 – 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.
- Bennet, S., Marsh, D. & Killen, C. (2008). *Hand Book of Online Education*. Continuum International Publishing Group. New York.
- Cooney T. J. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Mifflin.
- Gronlund, N. E. (1990). *Measurement and Evaluation in Teaching*. New York: Macmillan.
- Heimer, R. T. & Trueblood, C. R. (1970). *Strategies for Teaching Children Mathematics Reading*. Massachusetts: Affison Wesley Publishing Co.
- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics. New Delhi.
- Polya, G. (1957) *How to Solve it* (2<sup>nd</sup> Ed). Garden City, New York: Doubleday and Company.
- Polya, G. (Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. John Wiley & Sons.
- Rosan, A. (2011). *E-learning 2.0- Proven Practices and Emerging Technologies to achieve real results*. New Delhi: Reference Press.
- Sawyer, W. W. (2011). *Mathematics in Theory and Practice*. London: Udham Press Ltd.
- Tiffin, J. & Rajasinh, L. (1995). *In search of the Virtual Class*. New York: Routedledge.

QP Code: .....

Reg. No.: .....

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

**SPECIALISATION COURSE**  
**ED820401.6 – 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 mean 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 COURSE**  
**ED820401.7 - 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 deformalisation 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.
- Ahuja, A. & Jangira, N. K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi: National Publishing House.
- Ainscow, M. & Booth, T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.



- Beck, Clive & Clark, Kosnik Albany (2006). *Innovations in Teacher Education: A Social Constructivist Approach*. State University of York.
- Bhatt, B. D. & Sharma, S. R. (1993). *Methods of Science teaching*. New Delhi: Kanishka Publishing House.
- Caggart, G. L. (2005). *Promoting Reflective Thinking in Teachers*. Crown Press.
- Carey, S. (1986). Cognitive Science and Science Education. *American Psychologist*. 41 (10), 1123-1130.
- Dandapani, S. (2001). *Advanced educational psychology (2nd edition)*. New Delhi: Anmol Publications Pvt Ltd.
- Day, C. & Sachs, J. (Ed.) (2004). *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead: Brinks Open University Press.
- Dececo, J. P. (1977). *The Psychology of learning and instruction*. Delhi: Prentice Hall.
- Eason, M. E. (1972). *Psychological foundation of education*. New York: Holt, Rinehart and Winston, Inc.
- Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York: Teachers College Press.
- 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.
- Linda Darling, Hammond & Bransford, John (2005). *Preparing Teachers for a changing World*. San Francisco: John Wiley & Sons.
- Loughran, John (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching*. New York: Routledge.
- Mohammad, Miyan (2004). *Professionalisation of Teacher Education*. New Delhi: Mittal Publications.
- NCERT (2000). *National Curriculum Framework for School Education*. New Delhi: NCERT.
- NCERT (2005). *National Curriculum Framework-2005*. Sri Aurobindo Marg, New Delhi: NCERT.
- 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 COURSE**  
**ED 820401.7 - 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 COURSE**  
**ED820401.8 – 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 (2<sup>nd</sup> 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*. New York: McGraw Hill Book Co.
- Burrell, G. & Morgan, G. (1979). *Sociological Paradigm and Organizational Analysis*. London: Heinemann Educational.
- Coulby, D. & Zambeta, G. (2005). *Globalization & Nationalism in Education*. New York: Routledge, Falmer.
- Dobkin, S. W. et al. (1985). *A Handbook for the Teaching of Social Studies*. Massachusetts: Allyn and Bacon.
- Haroon, S. & Nasleer, A. (2012). *Teaching of Social Science*. Delhi: Pearson-Dorling Kindersly.
- 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 (15<sup>th</sup> edn.)*. New Delhi: Vikas Publishing House.
- 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.
- Pandey, R. S. (1997). *East West Thoughts on Education*. Allahabad: Horizon Publishers.
- Philips, Jan (2010). *Teaching History*. New Delhi: Sage Publishers.
- Radhakrishnan, N. (2014). *Daisaku Ikeda*. Trivandrum: Ikeda Centre for value education.
- Ronis, Diane (2007). *Brain Compatible Assessments*. California: Corwin Press, Sage Publications.
- Schultz, T. W. (1963). *The Economic Value of Education*. New York: Columbia University Press.
- 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 COURSE**  
**ED820401.8 - 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)**

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

**Fourth Semester**  
**SPECIALISATION COURSE**  
**ED 820401.9 - ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES**  
**OF COMMERCE EDUCATION**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

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

- develop in to a prospective teacher to uphold professional quest in varied dimensions.
- make sense of the aims and objectives of teaching Commerce.
- explore the features of varied instructional approaches, techniques and methods of teaching Commerce.
- entwine models of teaching in effectual instructional practices of Commerce education.
- gain insight about principles and approaches in designing and organization of Commerce curriculum.
- outfit prospective teachers in upcoming skills for effectual teaching in Commerce.
- acquaint with practices of feedback mechanisms and online assessment tools.
- acquaint with concept of techno pedagogy and understand the role of the teacher as a techno-pedagogue.
- boost up the levels of teaching competence by synchronizing techno pedagogical content knowledge.
- conscientise with the recent research trends in Commerce education.

**MODE OF TRANSACTION:**

Lecture cum discussion - group presentations – seminars - debates and assignments - brainstorming sessions - peer group discussion- Peer tutoring – Project - interaction with community - case study - educational survey - online learning - supervised study

**COURSE CONTENT:**

**Module One: Commerce Curriculum Development (20 hours)**

1. Meaning - Definition - Scope of Commerce education - Role of Commerce in technological era - Management thinkers and their contribution - Taylor, Fayol.
2. Aims and objectives of teaching Commerce - Revised Bloom's taxonomy - Competency based instruction and Competency based evaluation.
3. Curriculum - Approaches and Principles of Curriculum Construction - Types of Curriculum - Modern trends in curriculum construction - Curriculum mapping- Curriculum implementation and renewal.
4. Conceptual analysis of Constructivism - Theories of Multiple Intelligence - Emotional Intelligence - implications in Commerce Education.
5. Brief sketch about NCF/KCF and its relevance in vocational education.

### **Module Two: Approaches for Teaching Commerce (20 hours)**

6. Maxims of teaching.
7. Approaches to instruction: Experiential learning, co-operative learning, collaborative learning, brain based learning, concept mapping, Problem based learning.
8. Methods of Teaching Commerce: Lecture - Socialized methods - Inductive and Deductive - Analytic and Synthetic - Case study - Source Method - Current affairs in Commerce.
9. Techniques of Teaching Commerce: Drill - review- Exposition - Buzz - Brainstorming - Role Play - Simulation.
10. Models of Teaching: Families of Models of Teaching - Advance Organizer Model - Concept attainment Model - Jurisprudential Inquiry Model.

### **Module Three: Technology in Commerce Education (20 hours)**

11. Technology for instruction: Relevance of ICT in Commerce education – CAI – CMI – CBT.
12. Instructional resources: Text book, work book, hand book, library, Community Resources.
13. E-resources: e-journals- educational blogs - Virtual classroom - Video conferencing.
14. E-learning: Concept, modes, characteristics and benefits, m-learning.
15. Techno Pedagogic Content Knowledge: Interrelationship between technology, pedagogy and content - Teacher as a techno pedagogue - Scope and challenges of Techno Pedagogic Content Knowledge.

### **Module Four: Assessment in Commerce Education (18 hours)**

16. Assessing student performance: Formative and Summative Evaluation – Criterion Referenced and Norm Referenced Tests - Continuous and Comprehensive Evaluation.
17. Recent trends in Evaluation.
18. Quantitative and qualitative assessment: Achievement test, Diagnostic test, Portfolio assessment, Rubrics, Peer assessment, Self-assessment.
19. E-assessment: computer assisted assessment - Online assessment tools.
20. Competitive examinations: Basic ideas of MAT, CA and CS.

### **Module Five: Professional and Research trends in Commerce Education (12 hours)**

21. Teacher as a professional, Continuing professional development, network twinning.
22. Teacher accountability, professional ethics of a teacher.
23. Research in Commerce Education - Need and importance - qualities of a good researcher.
24. Recent researches in Commerce learning with special emphasis to instructional strategies.
25. Researches on teaching students with diverse learning needs.

### **PRACTICUM (any two):**

1. Analyse the content of any one unit from business studies or Accountancy of Std. XI/XII and upload a self-designed innovative lesson design.



2. Prepare an online assessment tool in Commerce for students at Higher Secondary level.
3. Prepare a report on the critical analysis of any one text book in Commerce at Higher Secondary level.
4. Prepare an e-learning material based on any topic in commerce at Higher Secondary level.

#### **RECOMMENDED REFERENCES:**

- Aggarwal, J. C. (1996). Teaching of Commerce: A Practical Approach. New Delhi: Vikas Publishing House Pvt Ltd.
- Anderson, W. L. & Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Boston: Allyn & Bacon.
- Bloom, B. S. et al. (1956). Taxonomy of Educational Objectives, Hand Book 1: Cognitive Domain. New York: Longmans Green & Co.
- Borich, Gary D. (2012). Effective teaching methods: Research based practice. New Delhi: Pearson Education.
- Brown, J. W. & Lewins (1973). Audio Visual Instruction Technology, Media and Methods. New York: McGraw-Hill Book Co.
- Calhoun, C. C. (1980). Managing and Learning process in Business Education. California: Wadsworth.
- Cohen (2012). Assessment of Children and Youth with Special Needs (3<sup>rd</sup>ed.). New Delhi: Pearson Education.
- Ebel, L. & Frisbie, A. (1991). Essentials of Educational Measurement. New York: McGraw Hill.
- Gehlawat, M. (2012). Information Technology in Education. New Delhi: Pearson Education.
- Harrow, A. J. (1972). Taxonomy of Psycho-motor Domain. New York: McKay.
- <http://www.questia.com/library/education/curriculum-and-instruction>
- <http://www.youtube.com/user/itsvicters>
- Joyce, Bruce & Weil, Marsha (1997). Models of Teaching. New Delhi: Prentice Hall of India Pvt Ltd.
- Krathwohl et al. (1956). Taxonomy of Educational Objectives, Hand Book II: Affective Domain. New York: McKay.
- Linda Darling, Hammond & John Bransford (2005). Preparing Teachers for a Changing World. John Wiley & Son Francisco.
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT.
- Rao, Seema (1995). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
- SCERT (2007). Kerala Curriculum Framework. Trivandrum: SCERT.
- [victers.itschool.gov.in](http://victers.itschool.gov.in)
- 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 COURSE**  
**ED 820401.9 - Advanced Methodology and Pedagogical Practices**  
**of Commerce Education**  
(2019 admissions onwards)

Time: Three hours

Max. Weight: 30

**Section A**

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

1. How can we adopt brainstorming in the teaching and learning of Business subjects?
2. Examine the significance of online assessment tools.
3. Define the concept of continuing professional development.
4. List out any problem for research in the area of Commerce education.
5. Differentiate between analytic and synthetic method.
6. What are the stages of PBL?
7. State any two maxims of teaching.
8. Write the features of vocational education in KCF.
9. Define syntax.
10. Name any two e- journals.

**(8X1=8)**

**Section B**

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

11. Give a brief description of how the revised Blooms Taxonomy can be used in the teaching of business subjects.
12. Examine the principles of curriculum construction in Commerce.
13. Explain the contributions of Taylor.
14. Comment on the role of teacher as a techno-pedagogue.
15. How would you ensure community involvement while teaching Commerce?
16. Describe the recent research trends in teaching students with diverse learning needs.
17. State the educational significance of ICT in Commerce education.
18. Examine the professional ethics of a teacher.

**(6X2=12)**

**Section C**

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

19. Analyse the quantitative and qualitative assessment modes in Commerce education.
20. Briefly describe the research trends with emphasis to instructional strategies in Commerce education.
21. Explain e-resources. How it can be effectively used in constructivist learning environment for Commerce teaching?
22. Explain the concept of multiple intelligence and its implication in Commerce.

**(2X5=10)**

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

**Fourth Semester**  
**SPECIALISATION COURSE**  
**ED820401.10 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES**  
**OF IT AND COMPUTER SCIENCE EDUCATION**

**Total Credits: 4**

**Total Hours: 90**

**OBJECTIVES OF THE COURSE:**

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

- gain an analytical perspective on different conceptual versions of IT and Computer Science.
- attain the advanced versions of IT for the teaching-learning process.
- frame and evaluate the research trends in IT and Computer Science Education.
- develop the practical skills in the use of IT enabled instructional materials.
- capacitate the teacher educand to integrate and make use of IT and Computer Science for curriculum transaction.
- internalize the reflections on the use of IT in latest teaching styles.
- develop awareness and insight in the significant values, ethics of computer and communication devices.
- develop an awareness about IT and Computer Science in Open and Distance Education.

**MODE OF TRANSACTION:**

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

**COURSE CONTENT:**

**Module One: Information Technology and Computer Science: An overview (15 hours)**

1. Information technology – Scope, advantages and disadvantages, Role of IT – Significance of role of learning IT in the present scenario – Role of IT in classrooms, school management and professional development.
2. Computer fundamentals – basic units and functions of Computer, Basics of hardware, software and networking – types of hardware, software and networking.
3. Computer Science education – Aims and objectives of teaching IT and Computer Science, Difference between IT and Computer Science – Contributions if IT and Computer Science to the society.
4. Issues faced in the teaching of IT and Computer Science in our school system – Impediments faced by teachers in transacting the IT and Computer Science curriculum.

- 5 IT as a tool for teaching other subjects – Different application softwares designed to learn subjects like Geogebra, Application of IT in various fields.

### **Module Two: Advances in computing and its applications in Education (20 hours)**

6. Educational software – Introduction – types – popular educational softwares used in school curriculum, which are available in Ubuntu platform – significance of popular educational apps.
7. E-learning – Introduction, types, applications, scopes, advantages and disadvantages; M-learning – Introduction, applications, significance, advantages and disadvantages; Blended learning – components, advantages, role of teachers in blended learning.
8. E-content – Introduction, applications, advantages, Instructional designs related to e-content – ADDIE and ASSURE models – Scope of using e-contents in teaching learning process in the 21<sup>st</sup> century classrooms.
9. Digital learners – characteristics, need and significance of digital literacy; digital natives and digital emigrants; digital divide.
10. Learning legal and ethical issues – copyright, hacking, netiquettes, cyber security and information security, cyber crime; Cyber ethics – importance in present scenario; Cyber laws – Introduction, importance and awareness.

### **Module Three: Research Trends in IT Education (15 hours)**

11. Learning resources in the technology era – Blog, social networks, discussion forum, educational websites, digital library.
12. You Tube – Introduction, educational applications, significance, advantages and disadvantages.
13. Computer Science in educational research – latest trends, significance of report writing and e-resources for problem identification, review and methodology.
14. IT in inclusive education – Specially designed hardware and software for differently abled children – Advantages of IT in inclusive education – assistive technology.
15. Recent innovations in information technology education – interactive video, computer conferencing, hypertext and video text.

### **Module Four: IT for Curriculum Monitoring and Evaluation in Education (20 hours)**

16. Promising trends in IT – increased online access and connectivity, mobile access, ubiquitous computing, free and open source software, technological sophistication and affordability.
17. Current and future trends – emerging role for augmented and virtual reality in education – learning analytics and education – personalised learning spaces – 3D printing and its educational applications – digital badging and games.
18. Paradigm shift in education due to IT – challenges in integrating IT and Computer Science in school education.
19. The impact of IT in curriculum planning, curriculum development, curriculum change and curriculum delivery.

20. Monitoring and evaluation of IT in education – concept, meaning and importance – introduction and scope – use of IT in diagnostic test, remedial teaching, computerised test construction and administration – computerised question bank – online examination, advantages and disadvantages of evaluation using IT.

#### **Module Five: Use of IT in Education (20 hours)**

21. Virtual education – nature and concept, Virtual classroom, problems with conventional education, effectiveness of virtual education, limitation and challenges of virtual education.
22. Historic milestones behind EDUSAT – Role of EDUSAT in open and distant education; AKSHAYA project – Introduction and advantages – Significance of AKSHAYA project in 21<sup>st</sup> century; VICTERS channel – brief report about VICTERS – Educational significance of VICTERS in school education.
23. Recent trends of Educational Technology and its future with special reference to education – Distance education – Role of IGNOU in distance education – Free and open source platforms for learning like MOOC.
24. New trends in information technology education – online education, digital and comprehensive assignments, AI based personalised analysis of students, gaming technology for deep learning.
25. Revolutions in examination management – features of OMR evaluation, online examinations, features of online examination, merits and demerits of online examinations, advantages of automated attendance monitoring, use of AI and virtual reality in examination management.

#### **PRACTICUM (any two):**

1. Develop a unit for Higher Secondary class on a selected topic which can be transacted with Computer Aided Learning (CAL).
2. Develop an e-content based on any topic of education.
3. Prepare a lesson design based on IT enabled instruction strategy.
4. Prepare a 20 minutes script for a video / audio lesson on any topic from secondary / higher secondary curriculum.

#### **RECOMMENDED REFERENCES:**

- Ahrenfelt, J. & Watlain, N. (2008). *Innovate with ICT*. New York: Continuum International Publishing Group.
- Annadurai, R. & Selvam, S. K. (2013). *Education with Technology*. New Delhi: Discovery Publishing House.
- Barrall, M. & Parry, D. (2010). *DIDA Unit 4: ICT in enterprise*. London: Hodder Arnold.
- Cavanaugh, C. (2004). *Development and Management of Virtual Schools*. London: Information science publishing.
- Crisp, G. (2008). *The e-assessment handbook*. London: Continuum International Publishing Group.

- Invoke, Y. (2007). *Technology and Diversity in Higher Education: New challenges*. London: Information science publishing.
- Leon, A. & Mathews, L. (2002). *Fundamentals of Information Technology*. New Delhi: Vikas Publishing House.
- Leon. (2002). *Internet for everyone*. New Delhi: Vikas Publishing House.
- Mott, J. & Leeming, A. (2009). *Information and Communication Technology for A2*. London: Hodder and Stoughton.
- November, A. (2008). *Web literacy for education*. USA: Corwin press.
- Ohler, J. B. (2010). *Digital Community Digital Citizen*. USA: Corwin press.
- Penrose, B. & Pollard, B. (2007). *Complete A – Z ICT and Computing Hand book (2<sup>nd</sup> Edition)*. London: British Library cataloguing.
- Petrina, S. (2007). *Advanced teaching methods for the technology classroom*. London: Information science publishing.
- Richardson, W. (2009). *Blogs, Wikis, Podcasts and other powerful web tools for classrooms*. London: Corwin Publications.
- Sharma, I. & Koli, S. K. (2014). *Education Technology for Teachers*. New Delhi: Arpan Publications.
- Sharma, R. C., Mistra, S. & Pulist, S. K. (2010). *Education in the digital world*. New Delhi: Viva books.
- Simmons, C. & Hawkins, C. (2009). *Teaching ICT*. New Delhi: Sage Publications.
- Vallikkad, S. (2009). *ICT for teacher education*. New Delhi: Kanishka Publishers.
- Willard, N. E. (2009). *Computer ethics, Etiquette and Safety for the 21<sup>st</sup> century student*. New Delhi: Viva books.

QP Code: .....

Reg. No.: .....

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

Fourth Semester  
Faculty of Education

**SPECIALISATION COURSE**  
**ED820401.10 – Advanced Methodology and Pedagogical Practices**  
**of IT and Computer 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. Write the significance of learning IT in the present scenario.
2. Differentiate between free and open source software.
3. List any four learning resources in the technology era.
4. Enumerate the educational significance of YouTube.
5. Write any two uses of IT in curriculum development.
6. Debate the advantages of virtual reality in education.
7. Write the role of IT in diagnostic test and remedial teaching.
8. Write a brief note on automated attendance monitoring.
9. Write two functions of IGNOU.
10. List the advantages of computer conferencing.

**(8X1=8)**

**Section B**

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

11. What are the limitations of virtual education?
12. Write a short note on smart classroom.
13. List the merits and demerits of online examination.
14. Identify the importance of cyber ethics in the present scenario.
15. Distinguish between digital natives and digital emigrants.
16. Prepare a short note on E-content.
17. Explain the role of teachers in blended learning.
18. How does gaming technology help in deep learning?

**(6X2=12)**

**Section C**

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

19. Critically evaluate the impediments faced by secondary school teachers in imparting the IT curriculum.
20. Trace the historical milestones up to EDUSAT. Describe the role of EDUSAT in open and distance education.
21. Describe the ADDIE and ASSURE models of instruction in the context of E-content development.
22. "IT made dramatic changes in the field of inclusive education". How would you justify this statement?

**(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**  
**Priyadarsini Hills P.O., Kottayam**

Section:

Date:

Student ID:

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)	Grade						Grade Awarded	Grade Point (GP)	Weighted Grade Point (WGP)
			External		Internal		Total				
			Awarded (E)	Maximum	Awarded (I)	Maximum	Awarded (E+I)	Maximum			
	<b>Common Core Course</b>										
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	---	---								
	<b>Total Credits:</b>	<b>20</b>										

I<sup>st</sup> Semester SGPA: .....

Assistant Section Officer

Assistant Registrar

Controller of Examinations

**Model Grade Card (II Semester)  
MAHATMA GANDHI UNIVERSITY  
Priyadarsini Hills P.O., Kottayam**

Section:

Date:

Student ID:

Grade Card

Name of the Candidate:

Name of the Department:

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 (I)	Maximum	Awarded (E+I)	Maximum			
	<b>Common Core Course</b>										
ED010206	History, Sociology and Political Economy of Education	4									
ED010207	Advanced Educational Psychology: Individual Differences	4									
ED010208	Advanced Educational Research and Statistics	4									
ED010209	Context and Issues of Elementary, Secondary and Senior Secondary Education	4									
	<b>Specialisation Course</b> - Thematic Cluster A - Current Practices in Education										

ED800201.(no.)	(course code & title)	4									
	<b>Total Credits</b>	<b>20</b>									

**II<sup>nd</sup> Semester SGPA: .....**

**Assistant Section Officer**

**Assistant Registrar**

**Controller of Examinations**

**Model Grade Card (III Semester)  
MAHATMA GANDHI UNIVERSITY  
Priyadarsini Hills P.O., Kottayam**

Section:

Date:

Student ID:

Grade Card

Name of the Candidate:

Name of the Department:

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 (I)	Maximum	Awarded (E+I)	Maximum			
	<b>Specialisation Course</b> - Thematic Cluster B - Emerging Issues in Education										
ED810301.(no.)	(course code & title)	4									
	<b>Common Core Course</b>										
ED010310	Field Internship in Primary Schools, Primary Teacher Education Institution, & Field Site relevant	4									

	to Cluster A & Cluster B										
ED010311	Dissertation	12									
ED010312	Dissertation Viva Voce	4									
	<b>Total Credits:</b>	<b>24</b>									

**III<sup>rd</sup> Semester SGPA: .....**

**Assistant Section Officer**

**Assistant Registrar**

**Controller of Examinations**

**Model Grade Card (IV Semester)  
MAHATMA GANDHI UNIVERSITY  
Priyadarsini Hills P.O., Kottayam**

Section:

Date:

Student ID:

Grade Card

Name of the Candidate:

Name of the Department:

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 (I)	Maximum	Awarded (E+I)	Maximum			
	<b>Common Core Course</b>										
ED010413	Curriculum Development and Transaction	4									
	<b>Specialisation Course</b> - Thematic Cluster C - Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary										

	Education							
ED820401.(no.)	Advanced Methodology and Pedagogical Practices of .....	4						
	<b>Specialisation Course</b>							
ED010414	Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution & Field Site relevant to Cluster C	4						
ED010415	Comprehensive Viva Voce	4						
	<b>Total Credits:</b>	<b>16</b>						

**IV<sup>th</sup> 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:

Date:

Student ID:

### **Grade Card**

Name of the Candidate:

Name of the Department:

Permanent Register Number (PRN):

Programme: Master of Education (M.Ed.)

Name of Examination: M.Ed. Degree Examination, (batch)

Course Code	Course Title	Common Core Course/ Specialisation	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	
<b>I Semester:</b>	<b>Total Credits acquired: 20</b>	<b>SGPA:</b>		
ED010206	History, Sociology and Political Economy of Education	Common Core Course	4	
ED010207	Advanced Educational Psychology: Individual Differences	Common Core Course	4	
ED010208	Advanced Educational Research and Statistics	Common Core Course	4	
ED010209	Context and Issues of Elementary, Secondary, and Senior Secondary Education	Common Core Course	4	
ED800201  (Course Code)	Thematic Cluster A - Current Practices in Education  (title of the Course)	Specialisation Course	4	
<b>II Semester:</b>	<b>Total Credits acquired: 20</b>	<b>SGPA:</b>		
ED810301  (Course Code)	Thematic Cluster B - Emerging Issues in Education  (title of the Course)	Specialisation Course	4	
ED010310	Field Internship in Primary Schools, Primary Teacher Education Institution, & Field Site relevant to Cluster A & Cluster B	Common Core Course	4	
ED010311	Dissertation	Dissertation	12	
ED010312	Viva Voce	Dissertation	4	
<b>III Semester:</b>	<b>Total Credits acquired: 24</b>	<b>SGPA:</b>		
ED010413	Curriculum Development and Transaction	Common Core Course	4	
ED820401  (Course Code)	Thematic Cluster C - Advanced Methodology and Pedagogic Practices of Optional Subjects in Secondary and Senior Secondary Education  (title of the Course)	Specialisation Course	4	

ED010414	Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	Specialisation Course	4	
ED010415	Viva Voce	Comprehensive	4	
<b>IV Semester:</b>	<b>Total Credits acquired: 16</b>	<b>IV SGPA:</b>		

**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**

<b>Range</b>	<b>Grade</b>	<b>Indicator</b>
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 17<sup>th</sup> 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)

<b><u>FACULTY OF EDUCATION</u></b>	
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