VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

JNANASAGARA CAMPUS, BALLARI-583105

Department of Studies in Education

SYLLABUS

Master of Education

(III Semester)

With effect from

2021-22

VIJAYANAGARA SRI KRISHNADEVARAYA UNIVERSITY

Department of Education
Jnana Sagara, Ballari - 583105

Distribution of Courses/Papers in Postgraduate Programme I to IV Semester as per Choice Based Credit System (CBCS) Proposed for PG Programs

III – SEMESTER

Without Practical

Semester	Category	Subject code	Title of the Paper	Marks			Teaching hours/week			Credit	Duration of exams (Hrs)
				IA	SEE	Total	L	T	P		
THIRD	DSC11	21EDU3C11L	Pedagogies in Professional Education	30	70	100	4	-	-	4	3
	DSC12	21EDU3C12L	Teaching Outside the Classroom	30	70	100	4	-	-	4	3
	DSC13	21EDU3C13L	Statistics in Educational Research	30	70	100	4	-	-	4	3
	DSE1	21EDU3E1LA	A. Digital Technology in Secondary and Higher Education	30	70	100	4	-	-	4	3
		21EDU3E1LB	B. Policies and Practices of Education in India								
		21EDU3E1LC	C. Educational Entrepreneurship								
	DSE2	21EDU3E2LA	A. Learning Management System	30	70	100	4	-	-	4	3
		21EDU3E2LB	B. System and Structures of Education in India								
		21EDU3E2LC	C. Economics of Education								
	GEC1	21EDU3G1LA	A. Effective Teaching	20	30	50	2	-	-	2	1
		21EDU3G1LB	B. Web Based Teaching								
		21EDU3G1LC	C. MOOCs								
	SEC3	21 EDU3S3P	Internship*	50	-	50	-	-	4	2	**
Total Marks for III Semester						**600**				**24**	

DSC11: PEDAGOGIES IN PROFESSIONAL EDUCATION

Course Title: **Pedagogies in Professional Education**	Course code: **21EDU3C11L**
Total Contact Hours:**56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

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

CO-1:	Know the meaning and concept of the term Pedagogy
CO-2:	Comprehend the difference between the terms Andragogy and Pedagogy
CO-3:	Understand the importance of Critical pedagogy in teaching & learning process.
CO-4:	Understand the meaning, concept and importance of Assessment,
CO-5:	Know about assessment process in different levels of school education
CO-6:	Know the distinction between Assessment for learning and assessment of learning
CO-7:	Find out the difference between Assessment, Testing, Measurement and Evaluation
CO-8:	Acquaint with CBCS System (Credit Based Choice System)

DSC11: PEDAGOGIES IN PROFESSIONAL EDUCATION

Unit	Description	Hours
1	**CONCEPT & MEANING OF PEDAGOGY** 1.1 Pedagogy :Concept, Meaning and Nature 1.2 Andragogy : Concept, Meaning and Nature 1.3 Difference between Pedagogy and Andragogy 1.4 Psychological, Philosophical and Sociological base of Pedagogy 1.5 Understanding Child Centered Pedagogy	12
2	**SELECTED PEDAGOGIES IN CLASSROOM** 2.1 Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. 2.2 Forms of learner's engagement 2.3 Pedagogical Analysis of the subject content 2.4 Critical Pedagogy- critical analysis of the Pedagogy prescribed in the Educational thoughts of Paul Freire	12

3	**ASSESSMENT IN TEACHING LEARNING PROCESS** 3.1 Concept and importance of Assessment 3.2. Difference between Assessment, Testing, Measurement and Evaluation 3.3 Importance of Assessment in Teaching Learning Process, Perspective on Assessment of Learning in a Constructivist Paradigm 3.4 Formal Assessment, Classroom Assessment Techniques(CAT) 3.5 Assessment of Teaching Proficiency, Criterion tool and Techniques.		12
4	**TECHNIQUES OF ASSESSMENT** 4.1 Self-Assessment by Students, by Teacher, Peer Assessment, Assessment of Teacher by Students 4.2 Distinction between Assessment for Learning and Assessment of Learning 4.3 School-Based Assessment, Comprehensive and Dynamic Assessment procedures 4.4 Continuous & Comprehensive Evaluation: Perspectives and Practices		10
5	**ASSESSMENT TOOLS AND ROLE OF FEEDBACK** 5.1 Assessment tools and their characteristics, Constructions of Assessment tools 5.2 Credit Based Choice System:-Concept, features and significance of CBCS, Assessment tools and their characteristics, construction of assessment tools, Advantages and disadvantages of CBCS 5.3 Types of Teacher Feedback (written comments, oral); Peer feedback, Place of marks, grades and qualitative descriptions 5.4 Using Assessment Feedback for Further Learning.		10

MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

REFLECTIVE PRACTICUM :

1. Identify the learning difficulties of first generation learners
2. Analyze school as a social institution
3. Develop a self-assessment tool for students
4. Critically analyze a CCE report of any two students of secondary level and give suggestions
5. Prepare an instructional design of your own

6. Predominant pedagogical principles adopted by Teacher Education Institutions
7. Develop a model and evaluate

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DSC12: TEACHING OUTSIDE THE CLASSROOM

Course Title: **Teaching Outside the Classroom**	Course code: **21EDU3C12L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

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

CO-1:	Understand Concept & Nature of Teacher Centered, Learner Centered, and Group Controlled Teaching Outside The Classroom
CO-2:	Understand and different types of pedagogies use effectively in Teaching Outside the Classroom
CO-3:	Organize learning with active participation of learners individually and in groups Outside the Classroom
CO-4:	Analyze Challenges of Teaching Outside the Classroom
CO-5:	Know various General Strategies for Teaching Outside the Classroom

DSC12: TEACHING OUTSIDE THE CLASSROOM

Unit	Description	Hours
1	**CONCEPT & MEANING OF TEACHING OUTSIDE THE CLASSROOM** 1.1 Concept, Meaning and Nature of Teaching Outside the Classroom 1.2 importance of the outdoors in Teaching Outside the Classroom 1.3 Aim and Values of outdoor Teaching - Learning 1.4 Learning to learn Teaching Outside the Classroom 1.5 Outdoor Teaching - Learning present scenario 1.6 Role of a teacher in inside and outside the classroom	10
2	**CONTEMPORARY OUTDOOR TEACHING - LEARNING** 2.1 Recourses for outdoor Teaching – Learning 2.2 Purpose and vision for learning outside the classroom 2.3 Support learning outside the classroom 2.4 Potential barriers to support learning outside the classroom	12

	2.5 Learning across the curriculum 2.6 Innovative curriculum 2.7 Educational advantages of Learning Outside the classroom	
3	**POLICIES AND PRACTICES IN TEACHING OUTSIDE THE CLASSROOM** 3.1 Impact of National Policies on Teaching Outside the Classroom 3.2 Formal and non-formal sectors in India 3.3 Non-formal and informal education 3.4 Secondary schools and non-formal education 3.5 Cooperation between the formal and non-formal organizations in the Didactical approaches 3.7 Outdoor Learning Practices	12
4	**ASSOCIATED PEDAGOGIES IN TEACHING OUTSIDE THE CLASSROOM** 4.1 learning extend outside the classroom 4.2 pedagogies in Teaching Outside the Classroom 4.3 Technology Outside (and Inside) the Classroom 4.4 General Strategies for Teaching Outside the Classroom 4.5 Additional Resources for Teaching Outside the Classroom 4.6 Challenges of Teaching Outside the Classroom 4.7 Educational importance of teaching outside the classroom	10
5	**AREAS OF TEACHING OUTSIDE THE CLASSROOM** 5.1 Teaching and learning outside the classroom: personal values, alternative pedagogies and standards 5.2 Outdoor contexts for teaching and learning-Learning and enjoyment, Research context, Values associated with outdoor learning, Freedom and fun, Ownership and autonomy, Authenticity, Love of a rich sensory environment, Physicality, Child-initiated learning, 5.3 Experiential opportunities, Affective elements, Tensions between the ideal and real, Extending learning, inquiry-based learning 5.4 Transforming pedagogy Standards agenda, Adult attitude	12

MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

REFLECTIVE PRACTICUM :

1. Follow up activities do use the enthusiasm generated by the work outside the classroom.
2. Organize Field Trips for Teaching Outside the Classroom
3. Prepare an article on nature based teaching
4. Conduct group discussion on project based teaching
5. Identify Values associated with outdoor learning in the textbook
6. Choose a topic to develop inquiry-based learning

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DSC13: STATISTICS IN EDUCATIONAL RESEARCH

Course Title: **Statistics in Educational Research**	Course code: **21EDU3C13L**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

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

CO-1:	Understand basic concepts in statistics
CO-2:	Apply appropriate statistical techniques
CO-3:	Develop educational research and use relevant tools, techniques & procedures
CO-4:	Apply aspects of descriptive and inferential statistics
CO-5:	Write and evaluate research reports
CO-6:	Develop research aptitude among students

DSC13: STATISTICS IN EDUCATIONAL RESEARCH

Unit	Description	Hours
1	**BASICS IN STATISTICS** 1.1.Descriptive Statistics and Inferential Statistics. Meaning of Parametric and Nonparametric tests. 1.2. Concept of non-parametric statistics, Assumptions of non-parametric statistics. 1.3. Concept of Normal Distribution, Meaning of Z-score, Characteristics of Normal distribution, Applications of Normal Distribution, Deviations from normality. Importance of NPC in Educational Research. 1.4. Test of significance, Steps of hypothesis testing, Errors in hypothesis testing. One-tailed and Two-tailed tests. Concept of level of Significance and degrees of freedom. 1.5. Meaning and Concept of Correlation, Concept of Linear and Non-linear relationship, Scatter diagram, Correlation Coefficients: Product moment Correlation, Rank Correlation, Testing the significance of correlation coefficient, Special correlation coefficients: Bi-serial Correlation, Point-Bi-serial, Tetra Choric Correlation and Phi-Coefficient of Correlation. Importance and interpretation of Correlation Coefficient in Educational Research.	10

2	**TESTS OF SIGNIFICANCE-I** 2.1. t-test : One sample t-test, Independent sample t–test, Paired samples t-test, use of t-test for large samples. 2.2. Concept of Analysis of Variance (ANOVA), one way ANOVA, two ways ANOVA. Analysis of two ways ANOVA with one observation per cell and more than one observation per cell. Concept of post-hoc analysis. Different types of post-hoc analysis. 2.3. One way analysis of variance in case of repeated measures observation.	12
3	**TESTS OF SIGNIFICANCE-II** 3.1. Concept of Partial correlation and multiple correlation. 3.2. Chi-square test: chi-square test as a test of goodness of fit, chi-square test as a test of independence 3.3. Median test, utility and application of median test, Sign test. 3.4. Mann-Whitney U test, utility and application of Mann-Whitney test in Educational research.	12
4	**MULTIVARIATE DATA ANALYSIS TECHNIQUES** 4.1. Concept of Multivariate data analysis, Characteristics of multivariate data analysis techniques. 4.2. Concept of Regression, Meaning of linear regression, concept of simple linear regression, importance and utility of simple regression in educational research. 4.3. Concept of multiple Regression, concept of regression coefficient, interpretation of regression coefficient, importance and utility of regression in educational research. 4.4. Concept of factor analysis, utility and application of factor analysis.	12
5	**PREPARATION OF RESEARCH REPORT AND ITS CRITIQUE** 5.1. General Guidelines: General rules for writing and typing, Format and style. 5.2. Types of Research reports: Ph.D. Thesis and dissertations, Journal Articles, paper Presented at Professional meetings. 5.3. General evaluation Criteria: Abstract, Introduction, Methods, Sample, Statistics, Results, Discussions,. 5.4. Specific evaluation Criteria: Qualitative, Descriptive, Correlational, causal comparative and Experimental research	10

MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical writing presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

REFLECTIVE PRACTICUM:

1. Collect the APA format and review any one research article as per the Format.

2. Review any three research articles and write the statistical findings in each article.

3. Collect any five problems and critically reflect on the appropriateness of statistics used in it.

4. Review any three empirical articles or research studies and write the hypotheses and then reflect on the statistics.

5. Take any one Ph.D. Thesis and critically review & write about statistical procedures followed in it.

6. Take any two research articles or theses and write about the descriptive or inferential statistics used and their need for the study.

REFERENCES:

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DSE1: A. DIGITAL TECHNOLOGY IN SECONDARY AND HIGHER EDUCATION

Course Title: **A. Digital Technology in Secondary and Higher Education**	Course code: **21 EDU3E1LA**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

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

CO-1:	Efficiently use ICT tools, software applications and digital resources in day to day teaching – learning situations.
CO-2:	Use ICT to make classroom processes more inclusive and address the issue of diverse learning abilities.
CO-3:	Utilize and generate their own digital resources in classrooms.
CO-4:	Contribute and actively engage in the activities of teachers' networks.
CO-5:	Develop the ability to select and critically evaluate ICT resources.
CO-6:	Assimilate innovative ICT techniques in the curriculum for fostering significant changes in the processes of instruction and learning.
CO-7:	Develop the digital knowledge resources of the educational institution further and organize them fittingly on the cyberspace.
CO-8:	Recognize how to fully make use of the potentials of a virtual classroom environment.
CO-9:	Create an awareness regarding the availability of open source software that could be successfully integrated into the curriculum.
CO-10:	Develop a well-articulated perspective on ICTs in education formulated by personal experience and critical examination of resources, curriculum, and educational practice.
CO-11:	Practice safe and ethical usage of ICT and be aware of the legal ramifications of inappropriate use.

DSE1:A. DIGITAL TECHNOLOGY IN SECONDARY AND HIGHER EDUCATION

Unit	Description	Hours
1	**POTENTIALS OF ICT IN EDUCATION** 1.1 ICT as a means to connect with the world – The global learner scenario Pedagogy and ICT. 1.2 Potentials of using ICT in class room– Creating Personal learning environments 1.3 Approaches to ICT - Integrate, Enhancement and Complementary; Approaches to ICT Integration in Teacher Education- ICT skills	10

	development approach, ICT pedagogy approach, Subject-specific approach, Practice driven approach	
	1.4 ICT integrated Inclusive education - Assistive and Adaptive technologies to augment physical and cognitive abilities	
	1.5 National Policy on ICT in School Education (2012)-ICT competencies	
2	**ICT PRODUCTIVITY TOOLS** 2.1 Productivity Tools –Google docs – Spreadsheets – Presentations - Digital Animation – Blender, Open Shot - Photo and video editing software 2.2 Constructivist Learning Tools: Mind tools, Brainstorming software- Concept Mapping tools – Canva and Mind meister 2.3 New gen Web Browsers and Search Tools – Project Spartan – Element Broswer– Dogpile	12
3	**ICT FOR CURRICULUM TRANSACTIO**N 3.1 Considerations for integrating ICT - Animations, Simulations, Digital Stories, Photo Essays 3.2 Using appropriate hardware (Projectors, Interactive Whiteboards/Smart boards) 3.3. Criteria for selecting ICT Resources – Accuracy, Credibility, Coverage, Objectivity , Appropriateness and Copyrights 3.4 Commercial or Licensed ICT Resources – Reference Sites, Professional group sites, National and International Portals NROER- FUSE – Find Use Share Educate 3.5 Custom development of resources – User Generated Content (UGC) - Types 3.6 Multimedia design-steps and pedagogical applications 3.7 e-content -Design and Development -ADDIE model- UGC Guidelines for e-content development	12
4	**INTERNET RESOURCES FOR TEACHING AND LEARNING** . 4.1 The Internet and ICT environments – Need for Green ICTs. 4.2 Web-based learning objects, Online Games, Web quests. 4.3 Interactive Web 2.0 applications- Social Networking Services- Email, Forums, Blogs Social media sites- Facebook, WhatsApp, Instagram, Twitter-Video sharing sites YouTube- Web applications- Wikis	12

	4.4 Emergence of Web 3.0 and Web 4.0 Technologies 4.5 E-resources-e-books, e-journals, e-databases- Digital library, J-Stor 4.6 Virtual learning Environment- Content Management System and Learning Management System - Virtual Field Trips 4.7 Online Courses-NPTEL (National Programme on Technology Enhanced Learning),SWAYAM, MOOCS and Course and Online tutoring-Designing e-tivities	
5	**ICT FOR ASSESSMENT AND EVALUATION** 5.1 Scope of ICT for evaluation- Computer Assisted Assessment (CAA), Computer Adaptive Testing(CAT) 5.2 Software tools for evaluation - Steele's Model of Intentional Use of Technology- Digital rubrics, e-portfolios 5.3 Online assessment-criteria, norms and standards-Constructing tests / quizzes using ICT 5.4 Using ICT to process data, analyze results and track students achievement 5.5 Online Survey Tools –Survey Monkey – Training Check	10

MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis, debate, brain storming, buzz session, small group discussions, simulation, e- resources, study circle

REFLECTIVE PRACTICUM :

- ➢ Prepare edublog in your subject.
- ➢ Prepare a video blog of class presentations.
- ➢ Develop a lesson format using webquest.
- ➢ Create interactive games and quizzes online
- ➢ Develop an online evaluation form.
- ➢ Design & develop e-content on ADDIE model.

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DSE1: B. POLICIES AND PRACTICES OF EDUCATION IN INDIA

Course Title: **B. Policies and Practices of Education in India**	Course code: **21EDU3E1LB**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **70**	

Course Outcomes (CO's):

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

CO-1:	Understand meaning, concept, need and scope of Teacher Education
CO-2:	Develop an idea about the structure of Secondary and Higher Secondary Education in India.
CO-3:	Critically examine the programmes of Secondary and Higher Secondary Education
CO-4:	Analyze the concept of Universalization of Secondary and Higher Secondary Education.
CO-5:	Develop an Understanding about the Quality and Concerns in Secondary and Higher Secondary Education
CO-6:	Analyze the Recommendations Made by Various Committees and Commissions

DSE1: B. POLICIES AND PRACTICES OF EDUCATION IN INDIA

Unit	Description	Hours
1	**BASICS IN TEACHER EDUCATION** 1.1 Meaning and Nature of Teacher Education 1.2 Need, Scope and Objectives of Teacher Education 1.3 Changing Context of Teacher Education in the Indian Scenario 1.4 Impact of National Policies on Teacher Education 1.5 Perspectives for Equitable and Sustainable Development 1.6 Changing Context of Teacher Education in the Global Scenario	10

2	**SECONDARY AND HIGHER SECONDARY EDUCATION** 2.1 Concept, Meaning, Need, Scope and Objectives of Secondary and Higher Secondary Education 2.2 A Brief Review of Historical Perspective of Development for Secondary Education :Ancient, Medieval and British Period 2.3 Historical Background of Secondary and Higher Secondary Education in India with Special Reference to the Recommendations Made by Various Committees and Commissions - Kothari Commission (1964-66), Ishwari Bhai Patel Committee, National Policy on Education (1986,1992,2020), Ramamurthy Committee, Yashpal Committee, Recent Recommendations in Secondary Education.	14
3	**STRUCTURE OF SECONDARY AND HIGHER SECONDARY EDUCATION** 3.1 Structure of Secondary and Higher Secondary Education in India (Central and State Level) 3.2 Vision and Mission of Secondary and Higher Secondary Education 3.3.Decentralization of Secondary and Higher Secondary Education 3.4 Constitutional Provisions, Right to Education and its Implications 3.5 Quality Assurance in Secondary and Higher Secondary Education, Women Empowerment as Support Services 3.6 Universalization of Secondary and Higher Secondary Education(UEE)-Universal Access, Universal Retention and Universal Achievement 3.7 Major Schemes and Programmes for Secondary and Higher Secondary Education, RMSA, SSA and other Programmes 3.8 Responsibility between the Union Government and the States	14
4	**QUALITY AND CONCERNS IN SECONDARY AND HIGHER SECONDARY EDUCATION** 4.1 Concepts, Indicators of Quality, Setting Standards for Performance 4.2 Present status of quality education in India (status and prospects)-Delor's Commission Report regarding quality-Professional enrichment of secondary teachers (different in-service programmes for ensuring quality, - MHRD, UGC, SCERT, NCERT, CIET, NUEPA, IASE, NAAC etc 4.3 School Effectiveness, Classroom Climate and Teacher Attributes,	10

		Rewards and Punishment/Order and Discipline, Law and Order in the Society and its Effect on School	
5		**QUALITY TEACHING IN HIGHER EDUCATION: POLICIES AND PRACTICES** 5.1 Raising Awareness of Quality Teaching 5.2 Developing Teaching Excellence in Teachers 5.3 Building Organization for Change and Teaching Leaders 5.4 Aligning Institutional Policies to Foster Quality Teaching 5.5 Highlighting Innovation as a Driver for Change 5.6 Engaging Student with Best Innovative Practices	08

MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

REFLECTIVE PRACTICUM :

1 Conduct a play in school to generate awareness among students & teachers on Child Right.

2. Case study of a school or some innovative practice under SSA

3. Preparation of research design on a theme, discipline and RTE act. 2009

4. Students will be required to critically analyse any one of the following reports: Annual Status of Education Report (ASER); Achievement surveys; PROBE; Global Monitoring; Report of UNESCO

5. Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.

6. Critical Analysis of Research Studies on programs and policies related to Vision and Mission of Secondary and Higher Secondary Education

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M.Ed. Semester-III

DSE1: C. EDUCATIONAL ENTREPRENEURSHIP

Course Title: **C. Educational Entrepreneurship**	Course code: **21EDU3E1LC**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hour**
Summative Assessment Marks: **70**	

Course Outcomes (COs):

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

CO-1:	Understand the concept of entrepreneurship and opportunities for Education in
CO-2:	Establish and efficiently manage non-governmental organizations in the field of Education.
CO-3:	Understand the schemes and programmes for promotion of the culture of Entrepreneurship in India.
CO-4:	Undertake entrepreneurship projects in the field of Education.
CO-5:	Gain knowledge and understand about the meaning and importance of globalization, liberalization and privatization
CO-6:	Understand the Importance of Education on Globalization.
CO-7:	List the salient features of Globalization affecting Teacher Education.

DSE1: C. EDUCATIONAL ENTREPRENEURSHIP

Unit	Description	Hours
1	**INTRODUCTION TO ENTREPRENEURSHIP** 1.1 Concept, Meaning and Definitions of Entrepreneurship 1.2 Nature and Importance of Entrepreneurship 1.3 Significance of Entrepreneurship 1.4 Role of entrepreneurship in development. 1.5 Type of entrepreneurship.	10
2	**ESSENTIAL SKILLS OF ENTREPRENEURSHIP** 2.1 Teachers as facilitators of learning: Mentorship Programs 2.2 Continuing Professional Development: Engaging the Local Enterprise,	12

	Community, role of the school and local community. 2.3 Problems of entrepreneurship.	
3	**METHODS AND MEDIA FOR TEACHING OF ENTREPRENEURSHIP** 3.1 Methods of Teaching Entrepreneurship Education 3.2 Classifications of Methods :Project Method, Group Discussion Method, Lab Method, Heuristic Method, Survey Method, Service Learning Method, Question Method 3.3.Media for Teaching of Entrepreneurship – Need for Media for Teaching, Classifications of Media –Electronic Media and Digital Media,	12
4	**INTEGRATION OF ENTREPRENEURSHIP IN SCHOOL SUBJECTS** 4.1 Teach ability of entrepreneurship. 4.2 Role of school in teaching entrepreneurship. 4.3 Integration of entrepreneurship in school subjects. 4.3.1 Entrepreneurship and Language subjects. 4.3.2 Entrepreneurship and Science. 4.3.3 Entrepreneurship and Social Science. 4.3.4 Entrepreneurship and Mathematics. 4.3.5 Entrepreneurship and Art Education. 4.4 Benefits of Entrepreneurship Education.	12
5	**GLOBALIZATION AND ENTREPRENEURSHIP IN EDUCATION** 5.1 Meaning and importance Globalization, Liberalization and Privatization 5.2 Historical perspectives in Globalization 5.3 Globalization and the changing society 5.4 Globalization -The commercialization of Knowledge and higher Education	10

MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews,

report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

REFLECTIVE PRACTICUM:

1. Visit some success schools & interview the heads of the institutions on their planning & execution of the programme.
2. Visit some residential, Social welfare & Tribal welfare schools and interview the heads of the institution about the programme implementation
3. Critically review the Education Acts Code of different States and reflect.
4. Visits to Educational Entrepreneurship Centers such as Azim Premaji Foundation, INFOSYS Foundation, Deshpande Foundation, Akshar Foundation etc..
5. If you are given a chance to open your school – Narrate your ideologies.
6. Prepare a proposal to start your own school following State Government Rules.
7. Prepare guidelines for a Successful Mentor.
8. Write your strategies to mobilize community children to your school. • Suggest various modes of publicity for the Institutional enrolment.
9. Prepare brochures, pamphlets, websites, newspaper advertisements, wall posters, flexi banners, mouth to mouth canvassing, rallies, mobile canvassing, mobile technology, social media, and social networks.
10. College is free to suggest any other Related Entrepreneurship centre.
11. Project Report writing

REFERENCES:

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DSE2: A.LEARNING MANAGEMENT SYSTEM

Course Title: **A. Learning Management System**	Course code**: 21EDU3E2LA**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: **3 Hours**
Summative Assessment Marks: **70**	

Course Outcomes (COs):

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

CO-1:	Plan the requirements of educational institutions in relation to LMS, and install and configure Moodle in a standalone/networked environment.
CO-2:	Create users, courses and provide permissions for the users in Moodle.
CO-3:	Utilize the resources and activities option of Moodle for teaching-learning.
CO-4:	Create, manage and grade the Quiz and other activities for assessment
CO-5:	Administer the advanced features of Moodle.

DSE2: A.LEARNING MANAGEMENT SYSTEM

Unit	Description	Hours
1	**INSTALLATION** 1.1 Meaning of LMS, CMS and LCMS – LMS 1.2 Purpose, functions and Tools – Moodle 1.3 History and Educational Philosophy – Moodle Prerequisites: 1.4 Hardware and Software Requirements – Installation of AMP (Apache, MySQL, PHP) 1.5 Installation of Moodle – Updating Moodle – Moodle Themes.	12
2	**COURSES, USERS AND ROLES** 2.1 File Management – Overview of Courses, Users and Roles 2.2 Course Management: Course Categories, Creating Courses 2.3 User Management: User Profiles, Cohorts – Enrolment of Users in Courses.	10
3	**RESOURCES, ACTIVITIES AND ASSESSMENT** 3.1 Text Editors – Resources – Assignments – Chat – Messaging –	12

	Discussion Forums – Workshop – Lessons – External Tool –SCORM – Wikis – Blogs – Tags – Database – Glossary – Survey – Choices – Feedback 3.2 Quiz: Creating Quiz, Building Question Bank, Managing Quizzes, Quiz Security and Capabilities – Grading: Interfaces, Categories, Calculations, Importing, Exporting.	
4	**ADMINISTRATION AND CONTEMPORARY ISSUES** 4.1 Managing Permissions: Roles and Capabilities – Plugins – Configuration: 4.2 Localization, Grades and Gradebook Settings – Logging and Reporting – Security and Privacy – Performance and Optimization – Backup and Restore – Web Services for External Systems 4.3 Overcoming Limitations of Moodle–Future Challenges of LMS.	12
5	**LEARNING MANAGEMENT SYSTEM AND EDUCATION** 5.1 Role of LMS in Education 5.2 Towards Enhanced LMS to Support Student Learning 5.3 LMS to Foster an Online Learning Environment 5.4 LMS Technological Resource to Support Learners Online 5.5 LMS Resources Impact Teaching and Learning- Student Response Resources 5.6 LMS Personalization	10

MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

REFLECTIVE PRACTICUM:

1. Organizing and Presenting Digital Content through an LMS

2. LMS tools foster communication with students and parents outside of the classroom

3. Choosing a Learning Management System in a subject

4. Create LMS platform supports a community of learners working together to build

knowledge.

5. LMS tools foster student collaboration on group projects.

6. Review of Learning Management Systems

7. Application of Current Standards with LMS

8. Impact of Current Standards on the LMS Predominant pedagogical principles adopted by Teacher Education Institutions

9. Develop a Moodle and evaluate

REFERENCES:

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DSE2: B. SYSTEM AND STRUCTURES OF EDUCATION IN INDIA

Course Title: **B. System and Structures of Education in India**	Course code**: 21EDU3E2LB**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: **70**	

Course Outcomes (COs):

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

CO-1:	Understand the status of secondary and higher secondary education in India
CO-2:	Analyze the issues of secondary and higher secondary education in different aspects
CO-3:	Interpret the outcome of different programmes in different levels.
CO-4:	Examine condition of teacher education programmes in secondary and higher secondary level.
CO-5:	Investigate the emerging needs of teacher education programme at secondary and higher secondary level.
CO-6:	Develop philosophical, sociological and psychological perspective on Secondary Education
CO-7:	Develop critical understanding about current status of Secondary education in India
CO-8:	Understand organizational structure and functions of institutions in administration and management of Secondary education at various levels
CO-9:	Analyze the role of various organizations, institutions and agencies in Secondary Education
CO-10:	Develop perspective on transition from elementary education to secondary education
CO-11:	Understand the functioning of various student support services at Secondary Level
CO-12:	Develop critical understanding about issues and challenges in secondary education

DSE2: B. SYSTEM AND STRUCTURES OF EDUCATION IN INDIA

Unit	Description	Hours
1	**INTRODUCTION TO SECONDARY AND HIGHER SECONDARY EDUCATION** a. Concept, Need, Aims and Objectives of Secondary and Higher Secondary Education b. Growth and Development of Secondary and Higher Secondary	12

		Education	
	c.	Status of Secondary and Higher Secondary Education in India	
	d.	Universalization of Secondary Education Norms for Secondary and Higher Secondary Schools	
	e.	Structure, Approaches and Strategies for Secondary and Higher Secondary Education Secondary Education in 5 year Plans	
	f.	Policy perspectives in decentralization of administration and management of secondary and senior secondary education- Local Bodies	
	g.	Administration responsibility of different levels of central and state government; types of schools, Regulation of private school; matching supply-demand aspect of secondary education.	
	h.	CABE Committee on Universalization of Secondary Education recommendation	
2	**ORGANISATIONS, INSTITUTIONS AND AGENCIES IN SECONDARY EDUCATION** 2.1 National level Organizations and Institutions in administration and management of secondary education-Ministry of Human Resource Development (CABE, CBSE, ICSE, NUEPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS); - Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs 2.2 State level Organizations and Institutions in administration and management of secondary– education - State departments of education, Directorates and Secretariats, State Boards of School Education, - SCERT / SIE, State Institute of Educational Technology (SIET), - State Institute of Educational Management and Training (SIEMAT) 2.3 District and sub district levels Organizations and Institutions in administration and– management of secondary education - District Education Office, - Block Education Office, - Department of Public Instruction, - SMC (School Management Committee), PTA (Parent Teacher Association) 2.4 International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE NGOs, Civil Society and Advocacy groups – focus areas, importance and functions		12
3	**CONCERNS AND STATUS OF SECONDARY EDUCATION** 3.1 National Scenario in terms of access, enrolment, retention,– dropout, and out of school children 3.2 Status of Infrastructural facilities- classrooms, library, Separate toilets		12

	for boys and girls, Kitchen sheds	
	3.3 Status of Secondary school teachers in terms of qualification and professional training– teachers.	
	3.4 Status of Access, Enrolment and Retention at Secondary and Higher Secondary Level- Gender differences, Social Status, Poverty, Quality Improvement in Schools.	
04	**ISSUES RELATING TO SECONDARY AND HIGHER SECONDARY LEVEL** 4.1 Issues relating to drop out of students at Secondary and Higher Secondary Level 4.2 Equity, Equality and Social Justice in Secondary and Higher Secondary Education 4.3 Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education 4.4 Objectives, levels and structures of Teacher Education Programme at Secondary and Higher Secondary Level 4.5 Issues and Concerns of Pre-Service and In-Service Teacher Education at Secondary and Higher Secondary Education 4.6 Role of NCTE and RCI in Secondary and Higher Secondary Teacher Education Programme	10
05	**PROGRAMMES AND IMPLEMENTATION STRATEGIES OF SECONDARY EDUCATION** 5.1 Programmes and Strategies of Government of India implemented since independence toimprove access, enrolment, retention and quality of Secondary education 5.2 RMSA for achieving Universalization of Secondary Education programmes and strategies, its impact on quality enhancement 5.3 National Vocational Education Qualification Framework (NVEQF) 5.4 Role of authority and civil society groups in programme	10

	implementation	
	5.5 Centrally sponsored schemes and state projects and programmes the changes it brought insecondary education	

MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

REFLECTIVE PRACTICUM:

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)

2. Analyse the All India Education Survey Report through the indicators and interpret the results

3. Visit a secondary/higher secondary school and investigate the quality of the school based on the recommended norms

4. Survey on enrolment, drop out and retention rate of the secondary/higher secondary school at the local area.

5. Analysis of the social aspects of girl's education at secondary/higher secondary through survey or interviews.

6. Preparation of a status report on Secondary education in a district with reference to access, enrolment, participation and learning achievement

7. Group work and presentation on innovative assessment technique

8. Preparation of a report on the existing status of the teachers, method of recruitment and salary structure

9. Survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve

10. Conducting an interview with teachers/students/parents of different schools and preparation of a report on problems of secondary education.

11. View films / videos on issues related to secondary education (Stand and deliver, India

untouched, darker side of India, videos on talks of Abdul Kalam, and many other who speak for education)

REFERENCES:

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DSE2: C. ECONOMICS OF EDUCATION

Course Title: **DSE2: C. Economics of Education**	Course code: **21EDU3E2LC**
Total Contact Hours: **56**	Course Credits: **04**
Formative Assessment Marks: **30**	Duration of ESA/Exam: 3 Hours
Summative Assessment Marks: **70**	

Course Outcomes (COs):

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

CO-1:	Develop importance of Economics in the field of education
CO-2:	Understand education on consumption and instrument activities
CO-3:	Compare cost of education its role in individual and Human development
CO-4:	Analyze Internal efficiency of the systems of education
CO-5:	Examine modern development in economics of Education
CO-6:	Understand educational policy management planning and Finance.
CO-7:	Understand new educational reforms adopted in India and their capability in the field of education

DSE2: C. ECONOMICS OF EDUCATION

Unit	Description	Hours
1	**INTRODUCTION TO ECONOMICS OF EDUCATION** 1.1 Concept and scope of economics of education Interdependence of Economics and education 1.2. Education as Human capital, critique on the concept of Human capital 1.3. Concept of Micro and Macro Economics of Education 1.4. Brief historical perspective of economics of education 1.5. Critical understanding of the concept of Political economy	12
2	**COSTS AND BENEFITS OF EDUCATION** 2.1. Principles of Economic costs and Benefits 2.2. Factors related to educational costs	10

	2.3. Cost Benefit Analyses in Education	
	2.4. Concept of Rate of returns to education	
	2.5. Problems in the assessment of costs and benefits in education	
3	**ECONOMIC DEVELOPMENT AND EFFICIENCY IN EDUCATION** 3.1. Concept and Success of economic growth 3.2. Contemporary perspectives on Human Development 3.3. Input – Output relationships and Internal and External Efficiency in Education. 3.4. Educational Efficiency in Education 3.5. Brief concepts and measurements of National Income	12
4	**ECONOMIC REFORMS AND EDUCATION** 4.1. Standard of living schooling and Education 4.2. Modernization of education relationship between Market and education, Human Development Index 4.3. Privatization of education – public and private partnership in education 4.4. Globalization of Education; Role of International Institutions, IMF, WB & WTO 4.5. Liberalization of Educational policies a critical appraisal	12
5	**THEORY AND PRACTICE OF FINANCING EDUCATION** 5.1. Sources of financing Education in India (a) Public funding (b) Fees (c) Student hours / fellowships (d) Educational Cess (e)Educational Aid 5.2. Budgeting – control of funds Grants in aid – Policy at National and State Level 5.3. Plan and Non- Plan expenditure – Role of Different Planning and Finance commission 5.4. Intersection allocation of education 5.5. Mobilization of Resources for Education	12

MODE OF TRANSACTION:

Group discussions, lecture cum demonstration, panel discussions, surveys, critical reviews, report writing, presentations, seminars, projects, group discussions, peer teaching, content analysis, documentary analysis.

REFLECTIVE PRACTICUM:

1. Reviewing of Doordarshan Broad castes on Budget Analysis Proceedings

2. Collection of Material related to Budget allocation, and satisfaction of both State and Central Government

3. Study of School Budget.

4. Collecting Budget proposals of Private & Public educational institutions & reviewing the mode of allocation and expenditure

5. Reviewing State Fee reimbursement policy and its challenges to Private & Public institutions financial status.

6. Reviewing of the last five Five Year Plans (FYPs) and reflecting on Budget allocation to Education Sector for different levels.

7. Review Karnataka State budget for this year &compare it with earlier Andhra Pradesh Budget & reflect on allocation to Education.

8. Interview some eminent persons at State, Institutions, Public & Private institutions, Chartered Accountants and write a report on judicious budgetary procedures.

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M.Ed. Semester-III

GEC1: A. EFFECTIVE TEACHING

Course Title: **GEC1: A. Effective Teaching**	Course code**: 21EDU3G1LA**
Total Contact Hours: **26**	Course Credits: **02**
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hours
Summative Assessment Marks: 30	

Course Outcomes (COs):

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

CO-1:	Acquire a working knowledge of Effective teaching
CO-2:	Define and provide an overview of the Society and Effective teaching
CO-3:	Identify the Role of a teacher at the different levels
CO-4:	Compare the type of teaching models
CO-5:	Identify and compare Basic Teaching Skills
CO-6:	Analyze the 5 phases of Effective teaching
CO-7:	Understand the Role ICT in Teaching-Learning process

GEC1: A. EFFECTIVE TEACHING

Unit	Description	Hours
1	**INTRODUCTION TO EFFECTIVE TEACHING** 1.1 Meaning Nature, definition, scope and importance of Effective teaching 1.2Types of Effective teaching,Levels of Effective teaching and Maxims of Effective teaching 1.3 Society and Effective teaching, Research in Effective teaching, Modern trends in Effective teaching, Creativity and Effective teaching 1.4 Teaching Skill and Method: Skills based approach to teaching. Methods of teaching, lecture method project method and discussion method. 1.5 Factors influencing Effective teaching process	10
2	**MODELS OF TEACHING**	08

	2.1 Meaning, Definition of teaching model, Assumptions, Importance, 2.2 Role and type of teaching models. 2.3 Historical teaching model, Philosophical model of teaching and teaching models for teacher education 2.4 5E model for Effective teaching. 2.5 NEP-2020: Role of a teacher at the different levels	
3	**TEACHING SKILLS AND INNOVATIVE STRATEGIES** 3.1 Basic Teaching Skills: Questioning, explanation, illustration with examples, stimulus variation and reinforcement 3.2. 21st Century Skills: Critical thinking, creativity, collaboration, communication & flexibility 3.3. Innovative Strategies- Flipped classroom, peer tutoring, and collaborative learning 3.4 Role ICT in Teaching-Learning process - Use of ICT in teaching-learning process, Online teaching platforms: Google Classroom, LMS, SWAYAM, Diksha, Virtual Labs, Blended models of learning, Online assessment and examination	08

MODE OF TRANSACTION:

The content of the course would be transacted through Lecture cum Discussion, Group & Panel Discussion, Brainstorming Session, and Use of Multimedia Applications

REFLECTIVE PRACTICUM:

1. Critical reflection on the concept of Effective teaching and its level
2. Critically evaluate the role of a teacher in the context of New Education Policy (2020).
3. Preparation of a lesson plan on any topic using the basic teaching skills.
4. Preparation a detail report on uses of online teaching platforms/digital initiatives by Govt. of India.

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GEC1: B. WEB BASED TEACHING

Course Title: **B. Web Based Teaching**	Course code**: 21EDU3G1LB**
Total Contact Hours: **26**	Course Credits: **02**
Formative Assessment Marks: 20	Duration of ESA/Exam: 1 Hours
Summative Assessment Marks: 30	

Course Outcomes (COs):

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

CO-1:	Define Technology Mediated Teaching and Learning
CO-2:	Identify Web-Based Communication and Collaboration
CO-3:	Analyze the Web-Based Learning Environments
CO-4:	Understand the Web-based instructional design
CO-5:	Design storyboards and draw hierarchical diagram for the proposed website.
CO-6:	Construct a website using Adobe Dreamweaver.
CO-7:	Develop Web-based software for teaching and learning strategies

GEC1: B. WEB BASED TEACHING

Unit	Description	Hours
1	**TECHNOLOGY MEDIATED TEACHING AND LEARNING** 1.1 Meaning Nature, Definition, Scope and Importance of Technology Mediated Teaching and Learning 1.2 Web-Based Learning Environment 1.3 Web-Based Training Components and Features 1.4 e-Learning: Meaning, Nature, Definition, Types, Features & Impact of e-Learning 1.5 On-line learning- Meaning Nature, Definition, Types , Features & Impact of On-line learning	10
2	**SELECTING SOFTWARE AND SERVICES FOR WEB-BASED TEACHING AND LEARNING** 2.1 Web-Based Software and Services for Communication 2.2 Web-Based Communication and Collaboration	08

		2.3 Dynamic learning environments 2.4 Virtual Learning Environments 2.5 Web-based instructional design 2.6 E-learning using Wikis and blogs 2.7 Learning Management Systems	
3		**ANALYSING SOFTWARE AND SERVICES FOR WEB BASED TEACHING AND LEARNING** 3.1 Educational Dimension 3.2 Task Dimension 3.3 Administration Dimension 3.4 Technology Dimension 3.5 Web-based software for teaching and learning strategies	08

MODE OF TRANSACTION:

The content of the course would be transacted through Lecture cum Discussion, Group & Panel Discussion, Brainstorming Session, and Use of Multimedia Applications

REFLECTIVE PRACTICUM:

1. Content Creation and Designing Templates & Libraries
2. Designing storyboards for developing an educational website.
3. Drawing Hierarchical diagram for the storyboards.
4. Create multimedia contents required for the website
5. Using the skills acquired in 'Instructional Package Development – Practical' and 'Educational Video Production Practical' courses using Adobe Illustrator, Adobe Photoshop, Adobe Animate and Adobe Premiere Pro.
6. Design templates, libraries and independent web pages using Adobe Dreamweaver for the educational website.
7. Developing the web pages with suitable HTML 5.0 features.
8. Uploading the developed website into web server.
9. Challenges of maintaining a website in real-time environment.

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GEC1: C. MOOCs

Course Title: **GEC1: C. MOOCs**	Course code**: 21EDU3G1LC**
Total Contact Hours: **26**	Course Credits: **02**
Formative Assessment Marks: 20	Duration of ESA/Exam: **1 Hours**
Summative Assessment Marks: 30	

Course Outcomes (COs):

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

CO-1:	Define MOOCS
CO-2:	Identify Background and Perspective About SWAYAM
CO-3:	Analyze the Four Quadrant approach
CO-4:	Understand the Development of e-Content
CO-5:	Design Technical Specifications for Content Development
CO-6:	Construct Editing processes & Standards
CO-7:	Develop Instructional Systems for Design of MOOCS

GEC1: C. MOOCs

Unit	Description	Hours
1	**INTRODUCTION TO MOOCs** 1.1 Background And Perspective About SWAYAM 1.2 Four Quadrant approach 1.3 Purpose of e-content development for SWAYAM 1.4 Scope of SWAYAM 1.5 Importance of the modules 1.6 Regulations about SWAYAM 1.7 Role of National coordinators	08
2	**PROCESS LEADING TO DEVELOPMENT OF e-CONTENT** 2.1 Defining the Course design 2.2 pre-requisites and expected outcomes of the SWAYAM 2.3 Splitting the course into weeks and short modules	08

	2.4 Preparing quizzes for each lecture for self-testing	
	2.5 Weekly assessments and assignments	
	2.6 Discussion forums to answer questions online.	
	2.7 Practice offering of MOOC's for training and course delivery.	
3	**TECHNICAL SPECIFICATIONS FOR CONTENT DEVELOPMENT** 3.1 Duration of the SWAYAM course 3.2 Technical Guidelines 3.3 Editing processes & Standards 3.4 Utilization of equipment available at institutions. 3.5 Responsibilities of Subject Matter Expert (SME) 3.6 Responsibilities of Multimedia Lab 3.7 Repurposing the E-Content. 3.8 Syllabus template for Week Plan 3.9 Instructional Systems for Design of MOOC's 3.10 Financing the Moocs 3.12 Quality Assurance 3.13 Intellectual Property Rights /Copyright Handling 3.14 Assessment and Certification	10

MODE OF TRANSACTION:

The content of the course would be transacted through Lecture cum Discussion, Group & Panel Discussion, Brainstorming Session, and Use of Multimedia Applications

REFLECTIVE PRACTICUM:

1. Content Creation and Designing MOOC Syllabus Template
2. Designing Course Outline developing an MOOC

3. Drawing Resources required for MOOC evaluation
4. Create multimedia contents required for the MOOCS
5. Prepare quizzes for each lecture for self-testing
6. Design Editing processes & Standards
7. Developing the Week Plan Template
8. Challenges of maintaining an Intellectual Property Rights /Copyright Handling

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M.Ed. Semester-III

SEC3: INTERNSHIP

Course Title: **SEC3: Internship**	Course code**: 21EDU3S3P**
Total Contact Hours: **26**	Course Credits: **02**
Formative Assessment Marks: **50**	Duration of ESA/Exam: *
Summative Assessment Marks: -	

Note:* There will be no theory examination for SEC3: Internship

Course Outcomes (COs):

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

CO-1:	Develop nuanced understanding of pedagogical practices and programme structures in institutes and other sites.
CO-2:	Understanding about children's thinking and learning processes, and their relationships.
CO-3:	Refine skills of interpersonal interactions with young children.
CO-4:	Critically reflect upon the field experiences and link them with theoretical construct

SEC3: INTERNSHIP

Brief description of internship:	Internship have been designed to deepen students' engagement with education as praxis and to develop professionals who understand the interrelationship between the theory and practice in the 'field' which includes development sector, state functionaries, centrally sponsored schemes and initiatives among others. During this field attachment, students will be placed at a field site for three weeks. This prolonged engagement will enable students to gain an "insider-outsider" perspective to the field and critically engage with questions around equity, quality and social justice related to learning and development of young children.
	Internship in Teacher Education Institution will be minimum 04 weeks full time activity. It will be of maximum 50 marks and will be a sort of attachment of the M.Ed. student with a Teacher Education Institution engaged in pre-service and/or in-service teacher education programmes.
Assessment Details: Suggested	Internship in Teacher Education Institutions (under supervision of M.Ed. teacher in charge and College mentor teachers). Concerned supervisor will evaluate the internship activities of students. Then students will do

Internship activities	internships related to teacher training institutes. Would include the observation /conduction of institutional activities. 1. Preparation of annual plan for B.Ed. Class. 2. Supervisory activities-Laboratory work, Library activities, ICT laboratory 3. Types of College Records 4. Classroom Teaching(at least 12 classes) 5. Visit a IGNOU/KSOU distance study center and prepare a report 6. Prepare a report on visit a special institutions (Deaf & Dumb, Blind etc..) 7. Collaborative small projects in community 8. Action Research 9. Observation of the Practice in Teaching 10. Lesson guidance to 4 B.Ed trainees 11. Prepare small module Choice of your subject 12. Observation of B. Ed Lesson Plan 13. Interview of teachers working in schools 14. Attend live lectures on YOUTUBE or any other social media 15. Video analysis of NCERT of content 16. Analysis of website of innovative schools 17. Video presentation – on any relevant topic of teacher education 18. Participation and organization in/of the various curricular and co-curricular activities in the institution respectively. 19. Applying Teaching Techniques approaches, methods. 20. Use Innovative Methods of teaching & 5E model, ADDIE
Code of conduct for the internee	➢ Familiarize yourself with, and adhere to, relevant organizational arrangements, procedures, and functions. ➢ Understand what constitutes a permissible work absence and who to¬ notify if absent, be prompt with being on time to work and with assignments; give it your best effort. ➢ Changes in work schedule, supervision, or problems at your site must be reported to the Internship coordinator. ➢ If you feel victimized by a work-related incident, contact the Internship Director immediately. ➢ Dress appropriately for the work setting. ➢ Follow through on commitments. ➢ Do not conduct personal business during work hours (emails, cell phones, internet) ➢ Keep a positive attitude. ➢ Keep an open mind; avoid jumping to conclusions; try to make informed judgments.

	➢ Be observant – see how people organize their ideas and respond to situations. ➢ Communicate – keep people informed in a useful and succinct way, listen, and ask questions. ➢ Be fair, considerate, honest, trustworthy, and cooperative when dealing with coworkers and students. ➢ Assert yourself and your ideas in an appropriate and tactful manner. ➢ Seek feedback from your supervisors, accept suggestions for corrective changes in behavior and attempt to improve performance. ➢ Accept constructive criticism and continuously strive to improve performance. ➢ Seek to enhance your professional effectiveness by improving skills and¬acquiring new knowledge