

Syllabus and Course Scheme
Academic year 2019-120



University of Kota

FACULTY OF EDUCATION

SYLLABUS

Integrated Programme of

B.Ed.-M.Ed.

Examination Part- III (2020)

Paper No.	Paper Name	Max Marks		
		Ext.	Int.	Total
Course18	Teacher Education	80	20	100
Course19	Indian Education–Its Development, Major Policies Prospectus and Challengers	80	20	100
Course20	Advance Educational Research (Qualitative and Quantitative)	80	20	100
Course21	<p>Any one of the following same area as selected in 11 Year:</p> <p>(A) Comparative Education (ii) Comparative study of systems of Education in India, UK, USA and Japan.</p> <p>Area (B) Guidance and Counseling (ii) Dynamics and Techniques of Guidance and Counseling</p> <p>Area (C) Inclusive Education (ii) Inclusive education for Diverse Need</p> <p>Area (D) ET and ICT in Education (ii) Implications of ET and ICT in Education</p> <p>Area (E) Educational Management (i) Practices of Educational Management</p>	80	20	100
Course22	Finalization and submission of Dissertation (50 marks External,	150 marks		
Course23	*Internship Internal assessment	50 marks		
Course24	Communication Skills	25 marks		
Course25	Yoga for Self Development	25 marks		
Course26	Open Air Session and Social Participation	50 marks		
Total		700 marks		

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Teacher Education

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

OBJECTIVES:

The student teacher will be able to:

- Understand the meaning, scope and system of teacher Education.
- Examine the development of teacher Education in India after Independence.
- Understand the Problems and challenges related to teacher education in National and Global context.
- Familiarize with the emerging Trends in Teacher Education.
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher Education.
- Use various methods and Techniques for Transacting curriculum of teacher education.
- Develop an understanding of process of in service teacher Education.
- Use various Techniques for the evaluation of in-service teacher Education Programmes
- Develop understanding regarding organizations and supervision of school experience programme.
- Understand various innovations and researches in Teacher Education Programme.

COURSE CONTENT

Unit –I Concept, Need and Structure of. Teacher Education

- Teacher education- concept, aims, need and scope.
- Structure of Teacher education at elementary and secondary level.
- Curriculum of Teacher education at elementary and secondary level.

- Challenges and initiatives in the field of Teacher education in National and Global scenario.
- Pre service and in service teacher education programmes.

Unit-II Historical Background of Teacher Education in India

- Evaluation and development of Teacher Education in India after Independence.
- Recommendation of various reports on education regarding teacher education published after independence.
- Critical Evaluation of existing education programme in Teacher Education.

Unit-III Organization of Pre-service Teacher Education Programme

- Organization of Pre-service Teacher Education.
- Transaction of Curriculum of Teacher Education- Tutorials, Seminars, Practicum, field studies, reflective thinking sessions.
- Organization of Teaching Practice and Internship.
- Assessment of Teaching Proficiencies - criteria, Tools and Techniques.

Unit-IV Organization of In-service Teacher Education Programme

- In-service Teacher Education Programme - Concept, Need and Objectives.
- Centrally sponsored scheme for the reconstructing and strengthening of In-service Teacher Education, Role and functions of IASE, CTE and DIETs.
- Planning, organization, monitoring and evaluation
- Strategies for organizing effective In-service Teacher Education Programme - Workshop, Seminars, Field based activities, simulation, role playing, brain storming, experience sharing.

Unit- V Research and Innovations in Teacher Education

- Need of Research in Teacher Education, Areas of Research in Teacher Education.
- Action Research for quality improvement in Teacher Education.
- Current trends of Researches in Teacher Education.

- Innovations in Teacher Education - Constructivism, Total Quality Management (TQM), Interdisciplinary approaches in Teacher Education and open learning.
- Innovations in teacher education being conducted by different universities / institutions in India.

PRACTICUM/FIELD WORK

Any two of the following:

1. Prepare a Report of teacher education institute on the basis of quality criteria determined by the NAAC.
2. To prepare a review of a research conducted in the area of teacher education.
3. Evaluation of curriculum of Teacher Education Program of any state at secondary or elementary level.
4. Preparation of guidelines for organization of class room resources for teaching a topic using constructivist approach.
5. A critical study of organization of internship in a Teacher Education Institution.
6. A report on Identification of Training needs of teachers in a particular subject.

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B.Ed.-M.Ed. 19

Indian Education: Its Development, Major Policies, Prospects & Challenges

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

OBJECTIVES:

The student teacher will be able:

- Understand the historical Background of development of Education in India.
- Identify the provisions related to education in Indian Constitution.
- Summaries the recommendations of various national documents on education.
- Understand the role of different agencies and their functioning for the development of education.
- Understand challenges related to educational development.
- Understand the changing perspective of the education and educational development.

COURSE CONTENT

Unit-I Development of Indian Education

- Concept and Aims of Education in Indian context
- Development of Education in different period: Vedic, Buddha, Medieval.
- Development of Education in Pre-Independence: Charter Act of 1813, Adam's Report, Macaulay's Minute, The Wood's Dispatch.
- Development of Educational Institutions or centers of higher learning in ancient, Medieval and Pre independence period.

Unit-II Development of Education in Post- Independent India

- Education for social and economic reconstruction of the nation
- Role of State and Society in Development of Education.
- Provisions related to education in the Indian Constitution.
- Education for marginalized section of the society.
- Universalization of Elementary education, RTE-2009: Its implication & challenges
- Expansion of the Education: Literacy, institutions, enrollment, schools, universities

Unit-III Landmark of Educational Development in India

- Establishment of UGC; NCERT, NCTE and their role in the-development of Education
- Education Policy 1986 & Revised Policy 1992
- SSA
- RAMSA
- Establishment of NAAC
- Centrally sponsored schemes like-CTE, IASE, DIET, Mid-Day-Meal.
- Open universities, Open school, Central Universities, Navodaya Vidyalaya and central school schemes

Unit-IV Changing Perspective

- Yashpal Committee Report (1992)
- National Curriculum Framework (2005)
- National Curriculum Framework for Teacher Education(2009)
- Development of Education through Planning: Five year Plan, contribution and weightage on Education, Present five year plan.
- Vocationalization of Education

Unit- V Challenges Related to Education & Educational Development

- Quality vs. Quantity
- Inelusiveness & education for all

- Socio cultural issues
- Curriculum development & transaction
- evaluation system
- Liberalization, Privatization, Globalization
- Professionalization

PRACTICUM/FIELD WORK

Any two of the following:

1. Prepare a term paper on any topic related to this paper.
2. Prepare a summary of recommendations made in any national document of education.
3. A critical review of any policy on education in India during British Period.
4. Two abstracts of articles on education published in standard educational journals.
5. A study of implementation of recommendation made by any national commission of education.
6. Report on problems encountered in the implementation of CCE in nearby school.
7. A study of educational development in your district in past two decades.

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B.Ed.-M.Ed. 20

Advance Educational Research (Qualitative & Quantitative)

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

OBJECTIVES:

The student teacher will be able:

- Present the external characteristics of a set of data by representing in tabular and graphical forms.
- Compute relevant measures of central tendencies and measures of variability.
- Examine relationship between different types of variables of a research study.
- Explain or predict values of dependent variable based on the values of one or more independent variables.
- Estimate the characteristics of populations based on their sample data.
- Test specific hypothesis about populations based on their sample data.
- Use appropriate procedures to analyze qualitative data.
- Demonstrate competence in the use of statistical packages for analysis of data.

COURSE CONTENT

UNIT-I Nature and Measures of Educational Data: Qualitative and Quantitative

- Qualitative Data: Its analysis with examples on content analysis of interview based and observation based data, Coding and categorization in case of qualitative area.
- Quantitative Data: Data types: Nominal, Ordinal, Interval & Ratio Scales
- Graphical Representation of Data: Concepts of scores, Tabulation of scores, Preparation of histogram, Frequency polygon and ogive curves.
- Measures of Central Tendency: Mean, Median, Mode, Quartiles, Deciles, Percentiles, percentile ranks, and uses of these measures. Calculation of Standard scores.

- Measures of Variability: Range, Average deviation, Standard deviation, Quartile, Percentiles, deviation, Merits and limitations of different measures of variability, Combined means and S.D.'s

UNIT-II Descriptive Analysis of Quantitative Data

- Correlation: Concept of Correlation, Rank difference and pearson product moment coefficient of correlation. Tetra choric correlation, Phi coefficient.
- Linear Regression Analysis: Concept of regression, regression equation, regression line and their uses, Accuracy of prediction.
- Normal Distribution :Theoretical and empirical distributions, Characteristics of normal probability curve and its applications.
- Skewness and its types, Kurtosis.

UNIT-III Inferential Analysis of Quantitative Data

- Estimation of a Parameter: Concept of parameter and statistics, Sampling error, Sampling distribution, Standard error of mean.
- Testing of Hypothesis: Null and alternate hypothesis, Directional alternative hypothesis Testing of null hypothesis, Types of errors and levels of significance.
- Testing significance of difference between the following statistics for Independent and Correlated Samples: Proportions, Means (Including small samples), Variances
- Inferential Statistics: Standard errors, Confidence limits, Two tailed and one tailed tests.

UNIT-IV Inferential Statistics

- Analysis of variance and co-variance (ANOVA and ANCOVA)- Concepts, assumption and uses.
- Analysis of Frequencies using chi-square: Chi-square as test of goodness of fit and test of independence, Contingency co-efficient and its uses.
- Non Parametric Tests: Chi-square, Mann- Whitney U test.
- Difference between parametric and non parametric tests.

Unit-V: Analysis of Qualitative Data:

- Data reduction, Data display, Conclusion drawing and verification, Removing, Categorization and classification, Analysis of visual data.
- Use of computer for data analysis, Knowledge, of software for statistical analysis such as SPSS, Excel.
- Coding of data and data entry in various computer software.

PRACTICUM/FIELD WORK

Any two of the following:

1. Critical assessment of statistical techniques used in research report.
2. Graphical presentation of a given data.
3. Selection and description of appropriate statistical technique(s) for answering a given research question or testing a given hypothesis.
4. Entering given data in Excel and analyzing it using SPSS package.
5. Calculation of percentile / deciles on the basis of a given data.
6. Writing a term paper on any of the concepts included in the paper.
- 7 Plan and Preparation of qualitative research preposal

REFERENCES:

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- VanLeeuwen, T., & Jewitt, C. (Eds).(2011). Handbook of Visual analysis. London: sage

Elective/Optional

B.Ed.-M.Ed. 21

Area (A) Comparative Education

(ii) Comparative Study of Educational System - India, U.K., U.S.A. & Japan

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

OBJECTIVES:

The student teacher will be able to:

- Understand aims and objective of education at different levels with reference to India, U.K. ..U.S.A. & Japan.
- Understand and reflect on the major educational policies in the countries to be studied.
- Understand the educational structure, its administration and supervision practices in Education.
- Understand the system of Teacher education of difference countries.

COURSE CONTENT

Study of the following aspects of Education in India, UK, USA & Japan:

Unit-I

- Aims and objectives of education at different educational levels.

Primary, Secondary, Higher Education and Adult Education.

Unit-II

- Study of educational policies and present vision about education.
- Role of Education in Globalization.

Unit-III

- Administrative and Finance structure and Supervision practices in Education.

Unit-IV

- Salient features and challenges of school education at elementary and secondary level.
- Main problems of Higher Education, University anatomy, University Grant Commission. Inter University board and Open University.

Unit-V

System of Teacher Education

- Aims and objectives
- Organization of Teacher education at different level
- In-service and Extension Education Programmes
- Problems in Teacher Education

PRACTICUM/FIELD WORK

Any two of the following:

1. Two abstracts of recent articles on any aspect of comparative education from any standard journals.
2. A comparative study of aims and objectives of elementary and secondary level of education.
3. A term paper on comparison of educational policies of India and any other country included in the course.
4. A comparative study of Teacher Education of India and any other country included in course.
5. A term paper on educational structure/Educational administration and supervision of India and any other country included in the ~ourse.

6. A report on the challenges of school education at different levels of any country.

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- चौबे, सरयू प्रसाद – तुलनात्मक शिक्षा, अग्रवाल पब्लिकेशन आगरा, 2013/14
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Elective/Optional

B.Ed.-M.Ed. 21

Area (B) Guidance and Counseling

(ii) Dynamics and Techniques of Guidance and Counseling

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

OBJECTIVES:

The student teacher will be able to:

- Develop understanding about guidance and assessment of students with behavioral problems and special abilities.
- Develop understanding about the nature, process, underlying assumptions and principles of psychological assessment and appraisal.
- Gain insight into different techniques of psychological assessment, their need, importance and application in guidance and counseling.
- Develop skills for administering, scoring, interpreting and analysing test results.
- Develop knowledge and understanding of the major psychological concepts such intelligence, aptitude, interest and personality and their assessment for providing guidance and counseling.

COURSE CONTENT

Unit-I Guidance and Assessment of Students with Behavioral Problems

- Nature and causes of behavioral problems.
- Identification and Guidance of students with following behavioral problems indiscipline, violence, bullying, Delinquency, drug abuse, truancy, addictive behavior attention disorder etc.
- Stress and coping skills - nature of stress, its causes, consequences and coping skills.

Unit-II Guidance and Assessment of Students with Special Abilities and Needs

- Students with special abilities - Concept and identification
- Students with special needs - Concept and identification
- Guidance for children with special abilities.
- Guidance for socially and economically disadvantaged students.
- Guidance for physically and intellectually challenged students.
- Guidance for educationally backward students.

Unit-III Assessment and Appraisal in Guidance and Counseling

- Concept of assessment and appraisal.
- Nature and importance of assessment and appraisal in guidance and counseling.
- Assumptions and principles of assessment and appraisal

Unit-IV Technique for Assessment

- Need and importance of qualitative and quantitative assessment.
- Simple guidance tools - observation, interview, anecdotal record, case study, autobiography rating scale, sociometry
- Psychological testing - nature and preliminary precautions, role and advantages and limitations acquaintance with various psychological test and Procedure of their administration, scoring and interpretation.
- procedure of development, administration, scoring and interpretation of self made assessment tools.

Unit-V Individual Attributes and their Assessment

- Concept of intelligence: Changing perspective assessment of intelligence.
- Concept of personality, Self concept, Adjustment, Guidance for Adjustment, Assessment of personality (Projective, semi projective and non-projective techniques, Non testing devices)
- Concept of interest and its assessment.

PRACTICUM/FIELD WORK

Any two of the following:

1. Report of a Sociometric study of a group of students.
2. Development of any two of the following tools-
 - a. Rating Scale
 - b. Anecdotal Record form
 - c. Individual inventory form
 - d. Problem checklist
3. A critical appraisal of anyone research report in the area of guidance.
4. One term paper related to topic prescribed in this paper.
5. Two abstracts of articles related to guidance and counseling published in some standard journals.
6. Report of counseling of anyone of the following behavioral problems -
 - a. Truancy
 - b. Bullying
 - c. Delinquency
 - d. Addictive behavior

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Elective/Optional

B.Ed.-M.Ed. -21

Area (C) Inclusive Education

(ii) Inclusive Education for Diverse Needs

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

OBJECTIVES:

The student teacher will be able to:

- Understand concept of diverse needs.
- Understand the nature of difficulties encountered by children with special needs and prepare conducive teaching learning environment.
- Identify and utilize existing resources for promoting inclusive practices.
- Develop an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs.
- Understand the roles and responsibilities of teachers' parents and community for supporting inclusion.
- Understand the schemes and programs for education of socially disadvantaged groups.
- Understand the concept and importance of gender, justice and equality.
- Analyze the status of education of girls in schools with regard to access, enrolment, achievement.

COURSE CONTENT

Unit- I Children with Diverse Needs and Preparation for inclusive Education

- Concept and Meaning of diverse needs .
- Definition and characteristics of children with sensory, (hearing, visual and physically challenged) intellectual (gifted, talented and mentally challenged children) development disabilities (autism, cerebral palsy, learning disabilities) social and emotional problems, scholastic backwardness, under achievement, slow learners ,children with special health problems, environmental ecological difficulties and children belonging to other marginal groups-SC,ST,OBC and slum children.
- Educational approaches and measures for meeting the diverse needs-concept of remedial education, special education, integrated education and inclusive education.
- Building learning friendly classrooms, overcoming barriers for inclusion.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.

Unit-II Utilization of Resources

- Role of teachers working in inclusive settings and resource teachers in developing and enriching academic skills.
- Curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural ,tribal, girls, SC, ST and linguistic and other minority groups.
- Special teaching learning materials for children with diverse needs
- Aids and appliances for children with diverse needs.

Unit - III -Curriculum Adaptations for Children with Diverse Needs

- Curriculum adaptations for children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners,

Children. with special problem, environmental ecological difficulties and children belonging to other marginalized groups.

- Guidance for adaptation for teaching / practicing science, mathematics, social studies, languages, physical education, Yoga, heritage art, theatre, drama etc, in inclusive settings.
- Utilization of records / case profiles for identification, assessment and intervention for inclusive classrooms.

Unit -IV Educational Problems and Support Services of Disadvantaged Sections

- Problems/ constraints in education of Socially disadvantaged children, multicultural education, organization and management of schools to address socio cultural diversity.
- Bias in text books, hidden curriculum (teacher attitude, expectations)
- Support materials and support services for children with diverse needs.
- Schemes, programs for education of socially disadvantaged sections.

Unit -V Status, Problems and Issue of Girls' Education in India:

- Position of India in Human Development Index (with focus on gender) status of girls/ women in Indian society.
- Status of access enrolment, retention and achievement of girls coming from disadvantaged sections and first generation learners.
- Social construction of gender, socialization, family and gender identity, media, gender roles, caste, class, community and gender relations.
- Gender inequality in schooling: Organization of schooling gender bias in text books. Curricular choices and the hidden curriculum (expectations of teachers, student teacher interaction). Gender Bias in family and society.
- Co - education- its educational implications:

PRACTICUM/FIELD WORK

Any two of the following:

- 1 Preparation of status report on school education of children with diverse needs in your city.

2. Evaluation of text books from the perspective of differently abled children! Gender perspective / socially disadvantaged group.
3. Observation report of a school promoting inclusive education .
4. Survey the locality for identification of children with disabilities.
5. Visit to special. integrated and inclusive classrooms, residential /Ashram schools and Minorities institution and reporting.
6. Preparation of report on institution /schools practicing innovations in the area of education for socially disadvantaged.
7. Report of a visit of any institution for children with visually impaired, hearing impaired. mental retardation or handicapped. (It must include reflection on problems faced by disabled children, resources, infrastructure, assistive devices, aids and appliances and support services.)

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Elective / Optional

B.Ed.-M.Ed. - 21

Area (D): ET and ICT in Education

(ii) Application of Educational Technology and

Information Communication

Technology in Education

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

OBJECTIVES:

The student teacher will be able to:

- Understand use of ET in formal, non formal and informal Education.
- Understand use of ET in Distance Education and Open Learning System.
- Enhance knowledge about various agencies working in the field of ET.
- Understand the concept importance and process of instructional design.

- Understand importance of instruction design for competency based teaching and self learning.
- Understand concept, definition, trends and management of e-learning.
- Use ICT in teaching learning process.
- Access different educational websites.
- Use ET & ICT in research.

COURSE CONTENT

Unit-I Application of Educational Technology in Education

- Use of Educational Technology in Formal, Non Formal & Informal Education.
- Use of Educational Technology in Distance Education, Open Learning Systems and Evaluation.

Unit-II Agencies Working in the Field of Educational Technology

- CIET
- UGC
- IGNOU
- EMRC
- SIET

Unit-III Instructional Design

- Concept and importance.
- Process and stages of development of instructional design.
- Use of instructional design for competency based teaching and self learning.
- Programmed Instruction.

Unit-IV E-Learning

- Definition, Scope, Trends, Attributes and Opportunity.
- Digital Learning
- Management of e-learning
- On-line learning
- Virtual class-rooms and smart-class rooms.
- Adaptive e-learning.

Unit-V Application of ICT in Education

- Meaning, advantages & concepts of multi-media.
- Multi-media packages and their use.
- Use of Internet
- Websites with educational contents
- Research in E.T. and I.C.T.

PRACTICUM/FIELD WORK

Any two of the following:

1. Critical analysis of a computer based media package.
2. Preparation of fifteen program learning frames related to any topic.
3. Preparation of a trend report on research in area of ET/ICT.
4. Report on use of ET in any non-formal education programme.
5. Review on use of ET in distance learning programme.
6. A report on experiences of online learner (at least two).

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Elective/Optional

B.Ed.-M.Ed. -21

Area (E) Educational Management

(ii) Practices of Educational Management

Maximum Marks: 100 marks

External Assessment: 80 marks

Internal Assessment: 20 marks

OBJECTIVES:

The student teacher will be able to:

- Understand constitutional provisions related to educational management.
- Understand the role of centre, state and local body in educational management.
- Understand the role of different agency in relation to management of education in India

- Understand management of Elementary & Secondary Education System.
- Understand the importance, types and approaches of educational planning.
- Critically review educational planning process in India.
- Identify and understand issues related to educational management.
- Understand the importance of innovations in educational management.

COURSE CONTENT

Unit-I Management of Education at Central Level

- Constitutional Provisions.
- Role of centre, state and local bodies.
- Centre state relationship.
- Important agencies and their role in managing education-MHRD, CABE, NCERT, NCTE, NUEPA

Unit – II Management Practices in Elementary Education

- Vision of Elementary Education in Policy documents.
- Present status and challenges in management of Elementary Education.
- Policies and Programmes implementation strategies.
- Management of Elementary Education in Rajasthan.
- Role of SSA, SIERT and DIET's in quality improvement of elementary education.

Unit – III Management Practices of Secondary Education

- Vision of secondary Education in Policy documents.
- Present status and Challenges related to management of Secondary Education.
- Policies programmes and Implementation of secondary education.
- Efforts for quality improvement by RAMSA, IASE's and CTE's.
- Some supervision practices followed in Rajasthan for Secondary Schools.

Unit-IV Educational Planning

- Need, importance and Purpose of Educational Planning.
- Types and approaches of educational planning.
- A review of Educational Planning in India.
- A review of current five year plan with reference to education sector.

Unit- V Management Issues and Innovations

- T.Q.M. for quality management.
- SWOT analysis.
- Organizational & Institutional Climate.
- Stress Management and time Management
- Innovation for change and improvement.

PRACTICUM/FIELD WORK

Any two of the following:

1. A term paper on anyone topic related to this paper.
2. Critical review of the central-state relationship in education after Independence with reference to educational management.
3. SWOT analysis of an institution of any one school/Teacher Education Institution.
4. Study of innovation of an educational institution.
5. A critical analysis of present five year plan with reference to education sector.
6. Study of management structure and functioning of an educational Institution.
7. A survey of public opinion on implementation of any welfare scheme related to education.

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(Course-22)

DISSERTATION

The dissertation is a compulsory component of M.Ed. Course. The various skills expected to be developed through this component are:

- Articulating and Formulating Research Problem and Research questions
- Designing a research plan
- Executing the research plan
- Analysis and interpretation of data
- Report writing
- Presentation of the work done

The problem for the research work should be preferably related to the area of ...specialization that a student have opted for or from the course. Candidates will prepare and present their research proposal in 1st year and final submission will be done at the end of 2nd year.

The process of completion of research work will include participation in workshop and research seminars, presentation of the work in progress and viva-voce.

Guidelines for assessment of Dissertation

Maximum Marks : 150

1	Assessment by Supervisor	50 marks (Internal)
2	Assessment by Examiner	50 marks (External)
3	Vivo-voce	50 marks (Internal) (Jointly by a Committee consisting of principal, Supervisor and one senior faculty member)
		150 Marks

(Course-23)

Internship

Internship is compulsory and has to be done in the area of specialization (Elementary/Secondary). Internship will carry a weightage of 50 marks and will be evaluated internally.

Duration of internship will be 15 days which include the experience of 10 days in pre-service teacher education and 5 days of in-service teacher education programme.

After completing internship, candidates will submit a report about the work done during internship.

Guidelines for Assessment

Maximum Marks: 50 (Internal)

Sr. No.	Activity	Duration	Marks	Mode of Evaluation
1.	Participation in Guidance,	5 days	15 marks	To be evaluated

	Supervision and Feedback during internship of 5 students			by concerned supervisor.
2.	Participation in theory programme- tutorial work, teaching a topic	5 days	15 marks	To be evaluated by lecturer concerned and tutor.
3	Observation, Participation and reporting of an in-service teacher-education programme (Academic participation of the internee is expected)	5 days	20 marks	To be evaluated by lecturer incharge of internship in consultation with the in-service teacher education incharge.
Total		15 days	50 marks	

(Course-24)

Communication Skills

Maximum Marks : 25 Marks

COURSE CONTENT

Organization of various activities i.e. workshop, seminar, symposium etc. to develop following communication skills among the student.

- Applying for job - Covering letter, Resume, Joining Report
- Mock Interview
- Public Address
- Speech in Assembly
- Group Discussion
- PPT Presentation
- Video Conferencing
- Briefing Session
- Preparation of Notice, Agenda, Meeting Minutes.
- Drafting Circulars
- E-mail Writing

- Correspondence - Formal/Official, Social

Scheme of Internal Assessment

S.No.	Activity	Marks
1	Participation in the activities	15 marks
2	Practical Test & written Test	10 marks
	Total	25 marks

(Course-25)

Yoga for self development

Maximum Marks: 25

Course content:-

- Some activities like, movement of fingers. Wrist, arms, shoulders, head, butterfly movement, cycling, grinding movement
- Warming up exercises
- Surya Namaskar
- Asanas First year asans to be repeated and in addition following asanas to be practices.
- Chakrasan, Vajrasan, Matsyasan, Chatuspadasan, Trikonasan
- Pranayams - Kapal Bhati, Anulom Vilom, Bhramari, Bhastrika

Scheme of Internal Assessment

S.No.	Activity	Marks
1	Written Test	05Marks
2	Participation in yogic Programme regularly	10 marks
3	Practical Test of Yoga Asanas/Pranayam	10 marks

	Total	25 marks
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(Course-26)

Open Air Session and Social Participation

Open Air Session will be organized for M.Ed. students. M.Ed. students will help in organization of the camp and also participate in different activities. The duration of the camp will be 10 days.

Every student is also expected to participate in the Co-curricular activities organized in the institution during the session.

Guideline for Assessment	Maximum Marks: 50 (Internal)
1. Participation in Planning of open air session organized for prospective school teachers	15 marks
2. Participation in organization of programs and presentation of report of survey /study	20 marks
3. Participation in Co-curricular activities during the session	- 15 marks
Total	- 50 marks