



MANGALORE UNIVERSITY
Master of Education (M.Ed.)

MES502 (a) SP: - Specialization Core Course - I
Perspectives of Elementary Education

Objectives / Course Outcomes

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

- Understand the context of elementary education
- Understand the concept, objectives, rationale, challenges and extent of success of universal elementary education (uee)
- Discuss the development of elementary education in india since independence
- Reflect on the relevance of strategies and programmes of uee.
- Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- Understand the importance of teaching of language and mathematics at elementary level
- Develop the capability to use effectively various methods and approaches of teaching language, mathematics and evs at elementary level
- Develop research insight for curriculum development in elementary education.
- Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage
- Reflect on the need and importance of work experience, art education, health physical education and working with the community.
- Understand the importance of teaching of language and mathematics at elementary level
- Develop the capability to use effectively various methods and approaches of teaching language, mathematics and evs at elementary level
- Develop research insight for curriculum development in elementary education.
- Gain insight into the need and objectives of elementary teacher education,
- Understand the development of elementary teacher education in post-independent india
- Gain insight into the existing pre-service teacher education programmes and their organizational aspects
- Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education
- Develop understanding of status of elementary teachers, the problems and issues related to professional growth.

Unit 1: Perspectives and Context and Development of Elementary Education

- 1.1 Perspectives of Elementary Education: Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood (only Implications from theories to be referred)
- 1.2 Context of Elementary Education: Influence of home, school and community related factors on child's development.
- 1.3 Conceptual analysis of the concepts in elementary education: learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices.

Unit 2: Development of Elementary Education

- 2.1 Elementary Education in Ancient and medieval Period: Elementary Education during Vedic, Buddhist and medieval period with a critical evaluation, Elementary Education during British and Modern Period: A critical analysis of elementary education during British and post-independence period
- 2.2 Special provisions related to Elementary Education: Constitutional provision for education and Directive Principles related to elementary education and their implications. Right to Education as fundamental right; provision in RTE Act and related issues. Elementary education as highlighted in NPE-1986, POA-1992, National Curriculum Framework (NCF)-2005.
- 2.3 Contemporary Concerns and Issues: • Universalization of School Education, Right to Education and Universal Access: (i) Issues of a) Universal enrolment b) Universal retention c) Universal success(ii) Issues of quality and equity.

Unit 3: Strategies and Programmes in Elementary Education

- 3.1 Universalization of Elementary Education: Concept, objectives, meaning and justification of UEE: Critical appraisal of current status of UEE (access enrolment, and retention) with reference to the equity principles: differential across habitation, gender, caste and other socially disadvantaged groups including first generation learners and migrant population. Access and enrolment of different types of learners-issues and challenges. Enrolment and dropout: meaning and assessment and related issues and dropout .Achievement levels of different types of learners-status and issues.
- 3.2 Differently able children-Meaning, types, access, issues and challenges; critical appraisal of inclusive education as a solution.
- 3.3 Panchayatraj and community involvement in educational planning and management: Related issues, Participation of NGOs in achieving goals of UEE, ECCE Programme, women empowerment as support services, providing minimum facilities, improving internal efficiency of the system-teacher empowerment and incentive schemes; managing learning in multigrade contexts. District primary education Programme-goals and strategies. Sarva Shiksha Abhiyan- goals and specific Programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels

Unit 4: Curriculum, Practices and Evaluation in Elementary Education

- 4.1 Elementary School Curriculum : Principles of Elementary School Curriculum, Objectives, Planning , Organisation and Evaluation of for Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education. And also preparation and use of different types of curricular material.
- 4.2 Experiments and Research in Curriculum Construction at Elementary Level: Competency Based Curriculum, Nali Kali, Chaitanya, MLL, Kali nail and other contemporary programmes with a critical evaluation.
- 4.3 Evaluation in Elementary Education: Cognitive and non-cognitive evaluation- Concept, tools for cognitive and non-cognitive evaluation; procedure of preparing cognitive and non-cognitive tools. Research on evaluation in Elementary Education.

Practicum:

The students may undertake any one of the following activities:

- Critical study of existing teacher education curriculum of a state
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training programme organised by any one of the resource institutions

(Any other relevant or suitable topics related to the syllabus)

References

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