UNIVERSITY OF KERALA
Regulations for the M. Ed. degree programme for affiliated colleges (2018 Scheme)

a. Conditions for admission, and reservation of seats

Eligibility for admission, Norms for admission, reservation of seats for the M.Ed. Degree programme shall be in accordance with the University/Govt./NCTE norms from time to time. Candidates seeking admission to M.Ed. programme must possess a B.Ed. Degree of the University of Kerala or of any other B.Ed. Degree recognized as equivalent thereto by the University of Kerala, with a minimum of 55% marks in aggregate. However, those candidates with B.Ed. Special Education can apply only to M.Ed. Special Education.

Candidates shall satisfy all the academic eligibility requirements at the time of notification for admission.

The number of seats reserved under community merit and open merit at various colleges - shall be made on the basis of the criteria stipulated by the University of Kerala. Of the total seats, 3% shall be reserved for Persons with Disabilities (PWD).

b. Scope

The regulation provided herein shall apply to the regular post-graduate programme in Education (M.Ed.) conducted by the affiliated colleges/Institutions Government/Aided/self-financing of the University of Kerala with effect from the academic year 2018-2020 admission onwards.

The provisions herein supersede all the existing regulations for the regular post-graduate programme in Education (M.Ed.) conducted by the affiliated colleges of the University of Kerala, unless otherwise specified.

c. Subjects for the study

The subjects of study shall be in accordance with the scheme and syllabi of the study.

d. Duration of the Programme

The M.Ed degree programme shall extend over a period of two academic years comprising four semesters. The minimum number of working days in each semester shall be 100.

e. Eligibility for the Degree

No candidate shall be eligible for the M.Ed degree unless he/she has undergone the prescribed course of study for a period of not less than two academic years in an institution affiliated to the University of Kerala and has passed all subjects as per the prescribed syllabus.

f .Mode of selection and weightage of marks

The total marks obtained for the B.Ed. Degree Examination shall be the basis for selection.

While preparing the rank list an additional weightage shall be given to the candidates with Post Graduate Degree (MA/M.Sc./M.Com) in their subject of specialization at B.Ed level. The weightage shall be of 15 marks for those having first class with distinction/ 10 marks for those having first class/ 5 marks for those having second class and 3 marks for those having a pass in the respective Post Graduate Examination.

Relaxation of 5% marks for the SC / ST candidates and 2% marks for SEBC candidates/relaxation as per the norms of Govt. shall be allowed.

Weightage of 10 marks shall be given to candidates with B.Ed degree from University of Kerala.

Weightage of 2 marks for every year of approved Teaching experience in Govt. / aided / recognized institutions subject to a maximum of 10 marks. No weightage shall be given to teaching experience of duration less than 6 months. The weightage shall be given on the basis of an Experience Certificate produced which is countersigned by an authorized Official Signatory such as the AEO/DEO/DDCE/DHSE/DVHSE. Experience shall to be counted in completed months. [(2/12) x (X), where X is the number of months of service]. Days will not to be counted.

g)Registration

The strength of students for the M.Ed. programme shall remain as per the affiliation rules of the University.

Each student shall register for the course in the prescribed registration form in consultation with the Academic Advisor within two weeks from the commencement of each semester. Academic Advisor shall permit registration on the basis of the preferences of the student and availability of seats.

The number of courses that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of courses permitted to an institution based on its facilities.

A student can opt out of elective subject/subjects of the M. Ed programme registered, subject to the minimum course requirement, within two weeks from the commencement of the semester.

The college shall send a list of students registered for M.Ed programme in each semester giving the details of courses registered including repeat courses to the University in the prescribed form within 20 days from the commencement of the Semester.

Those students who possess the required minimum attendance and progress during the first semester and could not register for the semester examination are permitted to apply for Notional Registration to the examinations concerned enabling them to get promoted to the next class.

h)Attendance

Each semester shall be taken as a unit for the purposes of calculating attendance. A student shall be considered to have put in the required attendance for the Semester, if he/she has attended at least 75% of the number of working days(lectures, seminars, practical & field work taken together) during each semester.

The shortage of attendance may be condoned as per the rules of the University by the Vice-Chancellor on the recommendations of the Principal of the college and on payment of fee prescribed by the University from time to time.

Students who secure not less than 75% attendance in the total number of working days in the semester concerned and register for the University Examination alone can continue in the next semester.

There shall be a uniform academic and examination calendar prepared by the University for the conduct of the programmes. The University shall ensure that the calendar is strictly followed.

i)Medium of the course

The medium of the course for both instruction and examination shall be in English except for the elective subjects offered in Malayalam, Hindi, Sanskrit, Tamil and Arabic. However, those candidates who desire to prepare the research tools for Data collection are permitted to prepare it in Malayalam or in any other language but the English version of the same must be appended in the dissertation.

j)Minimum for a pass

For a pass in the examination, a candidate should secure a minimum of 50% marks in aggregate (external and internal put together) with a minimum of 40% in each Theory Paper in the External Examination of the University. There is no minimum for CE including Practicum for the core and elective papers in all the semesters.

Internship

Internship has been proposed in three phases.

For Internship (INT1), (INT2), and (INT3) there has to be a pass minimum of 50%.For internship cent percent attendance is compulsory.

Research Proposal Presentation

For research proposal, 25 marks each have to be allotted as external & internal evaluation. The student shall get a pass minimum of 50% in the external as well as internal i.e. 12.5 each.

Likewise, for **Dissertation, SDCs, Institutional Twinning Programme (ITP), Practical, Interface with External Board & Comprehensive Viva-voce**, there has to be a pass minimum of 50% for each. All components carrying credits are to be compulsorily attended by the candidate for promotion to the next semester.

In case a candidate gets minimum for all papers(40%) but fails to get semester minimum(50%) she/he has to re-appear for those paper/papers , which does not have aggregate 50% for theory and CE taken together to secure a pass in that semester.

A candidate cannot complete the course in different schemes. In case such a situation arises, the candidate has to cancel the earlier semesters already appeared or studied and has to take re-admission to the first semester in the revised scheme.

A candidate may be permitted three more chances other than the regular chance to enable the candidate to complete the course. A candidate has to appear for the failed paper or papers only and shall obtain minimum 50% marks for ESA for each failed paper, for a pass in that paper.

k) Results:

The results shall be published within one month after the completion of each semester Examination or as per the norms of the University. No classification of result will be done in every semester. The classification of the result will be done after combining the marks of all semesters. The marks secured in subsequent appearance(s) will be considered for classification alone, provided the candidate appears for the supplementary examination within one year of completion of the course. The marks secured in subsequent appearance(s) will not be considered for ranking. Consolidated marklist with total marks be issued to candidates.

The classification of results will be as follows.

First class with Distinction	Marks 80% and above
First class	Marks 60% and above, but below 80%
Second class	Marks 50% and above, but below 60%
Failed	Marks below 50%

l)Re-admission

The maximum duration for completing a programme of study be restricted to S+4 semesters for semester programmes unless otherwise specified by the apex bodies, where S stands for normal or minimum duration prescribed for completion of the programme.

m) Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall redo the course and take the examinations.

M.Ed COURSE FRAME WORK

SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV
PCS1 : Advanced Philosophical and Sociological Perspectives of Education **TCS1**: Convergence of Technology in Classrooms : ICT and Beyond **TEC1** : Trends and Practices in Teacher Education **SCS1** :Elementary Education: Curriculum and Management (16 Credits)	**PCS2**: Advanced Educational Psychology **TCS2** : Fundamentals of Educational Research and Statistics **SCS2**: Secondary/Sr.Secondary Education: Curriculum and Management (12 Credits)	**PCS3**: Curriculum Development in 21st Century Learning Context **TCS3** :Advanced Educational Research and Statistics **SES1**:Advanced Methodology in Classroom Practices a. Advanced Mathematics Education b. Advanced Science Education c, d, e, f, g, h. Advanced language education(English, Hindi ,Malayalam, Sanskrit Tamil ,Arabic) i. Advanced social science education j. Advanced Commerce Education k. Advanced geography education (12 Credits)	**PCS4** : Futuristic Perspectives of Education **SES2**: : Contemporary Trends And Practices in Education 1. Human Rights Education 2. Life Skill Education 3. Environmental Education 4. Inclusive Education 5. Higher Education 6. Guidance and Counseling 7. E learning and web technologies (8 Credits)
TCS1(a): ICT practical (1 Credit)	**PCS2 (a)**: Educational Psychology- Practical(1credit)	**TCS3(a)** :Educational Statistics Practical(1Credit) **ITV:** Institutional Twinning Visit(1 Credit)	Attending 2 Seminars (State/National/International) during the course
SDC1: Yoga-(1 Credit)	**SDC2**: Working with Community (1 Credit)	**SDC3**: Communication and Academic Writing-(1Credit) **SDC4** :Gender Issues: Awareness and Management (1Credit) **SDC5**: Practices promoting Eco friendliness –(1Credit)	**SDC6** :Career Development (1 Credit) **SDC7**:Participation in Rural Reconstruction and Social Welfare in Collaboration with LSG(1 Credit)
TEC1(a): **INT I**: Attachment with Institution(minimum 5 days+ report writing)- (2 Credits)	**TEC1(b)**: **INT II: Teaching at D.Ed level. (15days) –(3 Credits)**	**TEC1(c)**: **INT III: Teaching at B.Ed level (15days)- (3 Credits)**	
	DIS1:**Resarch Proposal – Preparation& Presentation** (2Credits) **IEB:Interface with External Board** (Practical, ,SDCs, Internship I &II) (1 Credit)		**DIS2**:Dissertation (6 Credits) **DIS3:Dissertation-viva**(2 Credits) **CV:Comprehensive Viva** (Practical SDCs, Internship) (2 Credits)
20 Credits	**20** Credits	**20** Credits	**20** Credits

DETAILED COURSE FRAME WORK

SEMESTER I

Course code	Course Title	Credits	External marks	Internal marks	Total
PCS1	Advanced Philosophical and Sociological Perspectives of Education	4	70	30	100
TCS1	Convergence of Technology in Classrooms : ICT and Beyond	4	70	30	100
TEC1	Trends and Practices in Teacher Education	4	70	30	100
SCS1	Elementary Education: Curriculum and Management	4	70	30	100
TCS 1(a)	ICT- Practical	1	-	25	25
SDC1	Self Development Course: Yoga	1	-	25	25
TEC 1(a) INT I	Attachment with Institution(at least 5 days + report writing)	2		50	50
TOTAL		20	280	220	500

SEMESTER II

COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
PCS 2	Advanced Educational Psychology	4	70	30	100
TCS2	Fundamentals of Educational Research and Statistics	4	70	30	100
SCS 2	Secondary / Sr.Secondary Education: Curriculum and Management	4	70	30	100
PCS 2 (a)	Educational Psychology- Practical	1		25	25
SDC2	Self Development Course .Working with Community	1		25	25
TEC 1 (b) INT II	Teaching at D.Ed level(15 days)	3		75	75
DIS 1	Research proposal: Preparation &Presentation	2	25	25	50
IEB	Interface with External Board(Practical works, SDCs, and Internship Report)	1	25		25
TOTAL		20	260	240	500

SEMESTER III

Course code	Course title	credits	External marks	Internal marks	Total
PCS 3	Curriculum Development in 21st Century Learning Context.	4	70	30	100
TCS 3	Advanced Educational Research and Statistics	4	70	30	100
SES 1	Advanced Methodology in Classroom Practices SES 1.a.Advanced Mathematics Education SES1.b.Advanced Science Education SES1.c,d,e,f,g,h.Advanced Language Education(English, Hindi, Malayalam ,Sanskrit, Tamil, Arabic) SES1.i.Advanced Social Science Education SES1j.Advanced Commerce Education SES1k.Advanced Geography Education	4	70	30	100
TCS 3(a)	Educational Statistics- Practical	1		25	25
ITV	Institutional Twinning Visit	1		25	25
SDC 3	Self Development Courses .Communication &Academic writing.	1		25	75
SDC 4	.Gender Issues: Awareness and Management	1		25	
SDC 5	.Practices promoting Eco-friendliness	1		25	
TEC 1(c) INT III	Teaching at B.Ed level. (15 days)	3		75	75
Total		20	210	290	500

SEMESTER IV

Course Code	Course title	Credits	External marks	Internal Marks	Total
PCS 4	Futuristic Perspectives of Education	4	70	30	100
SES 2	**Electives: Contemporary Trends And Practices in Education** SES 2.1. Human Rights Education SES 2.2 Life Skill Education SES 2.3 .Environmental Education SES 2.4 .Inclusive Education SES 2.5. Higher Education SES 2.6 .Guidance and Counseling SES 2.7. E learning and web technologies	4	70	30	100
	Self Development Courses				
SDC 6	Career Development	1		25	50
SDC 7	Participation in Rural Reconstruction and Social Welfare in collaboration with LSG	1		25	
DIS 2	Dissertation Attending 2 Seminars (State/National/International level) during the course	6	150		150
DIS 3	Dissertation-Viva-voce	2	50		50
C V	**Comprehensive Viva** (Practicals, ITV, SDCs, INT report)	2	50		50
		20	390	110	500

PCS-perspective core subject, TCS-Tool Core Subject, TEC-Teacher Education Core, SCS-Specialisation Core Subject, INT-Internship, SDC-Self Development Course, DIS-Dissertation, SES-Specialisation in Elective Subject, ITV-Institutional Twinning Visit,IEB-Interface with External Board ,CV-Comprehensive Viva

COMPONENTS OF THE PROGRAMME

This is a Professional Course leading to a Master's Degree in Education. The duration of the course shall be **two years** comprising **four semesters** of 100 working days each. The course of study shall be by regular attendance for the requisite number of lectures, practical training, field study and internship.

- **PERSPECTIVE COURSES** (17 credits)
- **TOOLCOURSES** (14 credits)
- **TEACHER EDUCATION COURSES (**12 credits)
- **SPECIAL CORE SUBJECTS (**12 credits)
- **SPECIALISATION IN ELECTIVE SUBJECT** (8 credits)
- **SELF DEVELOPMENT COURSES (7credits)**

The course aims to develop the mental and physical well being through modalities such as yoga, gender issues, eco-friendliness and literature. These programmes should engage the students in reflecting on the linkages between the self and one's professional practice. The theme emphasizes the development of personal and professional competencies and to become healthy individuals. A total of 7 SDCs shall be offered as given below.

1. Yoga
 2. Working with community
3. Communication and Academic Writing
4. Gender Issues: Awareness and Management
5. Practices promoting Eco-friendliness
6. Career Development
7. Participation in Rural Reconstruction and Social Welfare in collaboration with LSG

The 1 credit is assigned to each SDC.(25 marks).

CONTINUOUS EVALUATION

The marks awarded for the CE will be on the basis of parameters such as attendance, seminar/assignments, test, and practicum in each theory paper of the M.Ed programme. The faculty member concerned will do the assessment. The marks assigned for each parameter as follows.

Attendance   5 marks

(91& above- 5 marks
81 to 90   -4 marks
76 to 80   -3 marks
75   -2 ½ marks)

Seminar/Assignment -10 marks
Practicum   -10 marks
Tests   -5 marks

Total   -30 marks

- **INTERNSHIP IN EDUCATION(8 Credits)**

Internship in education has been proposed in three phases. Phase I is for a duration of at least 5 working days with 2 credits (1 credit for visit and 1 credit for report writing) during semester I, and phase II for a duration of 15 working days with credits 3 during semester II at D.Ed level and Phase III for a period of 15 days with 3 credits during semester III at B.Ed level under the supervision and assessment of the respective Colleges of Teacher Education and practicing/attached institutions. The report duly signed by the mentor in the institution. The assessment of Internship during the three Semesters will be done internally. The report of the internship shall be presented before the external board deputed by the University. The tasks to be carried out by the students during internship and the marks assigned to each are as follows.

Phase – I (Semester I)
(50 marks / 2 credits / 10working days / 60 working hours)

(Attachment with an institution of educational & social relevance and reputation)

The student is expected to make a detailed study regarding organization, objective, administration, hierarchy, functions, strengths/weaknesses, output, social obligation, best and innovative practices etc and to prepare a detailed report not exceeding 50 pages. District level institutions like DIET, SSA district/state offices, SCERT, SIEMAT, IMG, BRC, Adult and Non formal Education dist/State mechanisms, College with NAAC accreditation/Autonomous colleges, Gandhi Smaraka Nidhi, Reputed social organizations like Mithraniketan and the like can be selected for students' attachment.

Phase – II (Semester II)
(75 marks/ 3 credits / 15 working days / 90 hours)

Teaching at D.Ed. level in core and Optional areas – 6 lessons each, by employing modern methods and technologies.

components	Marks for Core subjects	Marks for Optional subjects	Total marks
Planning& preparation- Lesson transcripts	10	10	20
Content transaction	20	20	40
Evaluation	7.5	7.5	15

Grand Total 75 marks

Phase-III(Semester III)
(75 marks/3 credits/15 working days/90 hours)

Teaching at B.Ed. level in core and Optional areas – 6 lessons each, by employing modern methods and technologies.

components	Marks for Core subjects	Marks for Optional subjects	Total marks
Planning &preparation - Lesson transcripts	10	10	20
Content transaction	20	20	40
Evaluation	7.5	7.5	15

Grand total 75 marks

- **RESEARCH DISSERTATION**

(Proposal 50 marks/Dissertation 150 marks/Viva-voce 50 marks /Total 250 marks/10credits)

The dissertation is a compulsory component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education

theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the dissertation) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it,(phase I of Dissertation-preparation & presentation of Research Proposal in Semester II) executing the plan (which includes engaging with the relevant body of literature and theories)), analysing and writing the findings in an academic fashion, and presenting the work(Phase II of Dissertation in Semester IV). However, this should not be seen as implying that the dissertation must be field based.

The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses. The main body of the Dissertation shall not be less than 80 pages and shall not exceed 250 pages in total.

Each student shall submit 3 copies of the Dissertation to the University and of which in two copies the identity shall be masked, and the 3rd copy shall be complete and unmasked. The Dissertation shall be submitted on or before the last working day of January in Semester IV

- **INSTITUTIONAL TWINNING PROGRAMME** (1 credit)

Institutional Twinning Programme (ITP) component of the M.Ed course is intended to generate the Education Master Aspirants to imbibe leadership experience through collaborative inter – institutional visit to institutes of International, National or Regional significance of pure, applied or interdisciplinary research in pedagogy or allied social sciences. The programme is to be of maximum one week duration (ie.5 working days) covering 30 functional hours involving collective academic and co curricular initiatives of mutual interest and consensus. The program must be visualized to generate a taste to engage with the administrative and research culture of a unique institution of reputation leading to a short reporting cum visual presentation by the master aspirant. The assessment could be done internally through on-line submission or by using a standardized rubric. The component carries 1 credit and 25 marks. This shall be given internally by giving weightage to the following parameters such as participation in the programme **(15 marks**) and reporting cum visual presentation **(10 marks).**

INTERFACE WITH EXTERNAL BOARD (1 credit)

There will be a interface with external board at the end of the second semester carrying 25 marks. Students securing less than 12.5 marks in the interface with external board will have to repeat the same during the next year. Such students will be given a total of two chances to clear the same.

The University will constitute a Board of Examiners (Dean, Faculty of Education, Chairman 2nd semester M.Ed examination and an internal/external examiner) for conducting both the DIS1-Research proposal presentation and the interface with external board.

COMPREHENSIVE VIVA-VOCE (2 credits)

There will be a comprehensive viva-voce at the end of the fourth semester carrying 50 marks. . Students securing less than 25 marks in the comprehensive viva-voce will have to repeat the same during the next year. Such students will be given a total of three chances to clear the same.
 The University will constitute a Board of Examiners (Dean, Faculty of Education, Chairman of 4th semester examination, and an internal/external examiner) for conducting both the DIS2 Dissertation viva-voce and comprehensive viva-voce.

- **ATTENDING 2 SEMINARS (STATE/NATIONAL/INTERNATIONAL) DURING THE COURSE**

The student shall attend 2 seminars/workshops of educational importance at any convenient time during the course and shall submit the copy of the certificates at the time of submission of dissertation. The original certificates shall present before the Comprehensive Viva II Board.

DETAILED CONTENT OF THE COURSES

SEMESTER I

PCS1: ADVANCED PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION

CREDITS: 4   DURATION: 120 HOURS   MARKS: 100 (70+30)

COURSE OBJECTIVES

After the completion of the course students will be able:

- to philosophize educational actions and interactions.
- to logical analysis, interpretation and synthesis of various philosophical principles about the educational process.
- to develop a philosophical outlook towards educational issues.
- to facilitate discussion on indigenous/ native philosophies.
- to develop critical awareness about the contributions of thinkers on education.
- to understand the various functions of the society, elements of the society, social movements, forces and changes and their relations with education.
- to develop an insight into the structure and formation of the society and their importance in framing the system of education for the nation.
- to understand the role of education as a device for social change, social control, social security and social progress.
- to realize the contemporary relevance of Indian ethical views.
- to create a mental set for research on various social issues and to act as an agent of change

MODES OF CURRICULUM TRANSACTION

Class room lectures with use of ICT

Theme centered interaction for sensitizing 'Change'

Group discussion and debate

Dealing with contemporary issues through seminar and symposium

Generating ideas for designing practicals and assignments.

Arranging field trips for direct observation of 'realities' and 'traits'

Organizing epistemological interfaces, perspective building and praxis

UNIT I: PHILOSOPHICAL PERSPECTIVE BUILDING IN EDUCATION

Philosophy – Metaphysics, Epistemology and Axiology and their sub-branches (basics only) .

Perspective building by philosophizing the issues of life, of truth, of knowledge, of good and bad.

Philosophizing for setting aims, framing curriculum , designing aspects of implementation and evaluation in education

(10 hours)

UNIT II : SCHOOLS OF PHILOSOPHY

An appraisal of the prominent schools in the contexts of the 21st century realities in relation to framing objectives, content, methods and effecting changes in education.

Oriental schools-

Indian a) The Orthodox Schools (Shad Darshanas)–Sankhya, Nyaya, Vaiseshika,Yoga,Mimamsa(PurvaMimamsa),Vedanta(Uttar Mimamsa)

b) HeterodoxSchools–Buddhism, Jainism and the Charvakas

Japanese: a) The Soka School (Makiguchi, Ikeda) ;
b) The Non-killing Humanitarian School (Glen Paige)

Occidental Schools-

Idealism,Realism,Naturalism,Existentialism,Pragmatism,Perennialism, Reconstructionism, Eclecticism.

(15 hrs)

UNIT III: HIGHLIGHTS FROM THE THOUGHTS OF SELECTED PHILOSOPHERS

Mahatma Gandhi   –   Truth, non- violence, self-reliance and self- realization
Swami Vivekananda   –   Education as man-making
Rabindra Nath Tagore –   The idea of Universal man, Art Bases of Education
Dr. B.R.Ambedkar   His three ideals: knowledge, self- respect and morality. His call to Educate, Agitate and Organize.
Dr. S.Radhakrishnan   –   Religious Pluralism

(10 hours)

UNIT IV: EPISTEMOLOGICAL PERSPECTIVES

Epistemological Challenges in restructuring communities of diversities.

Empiricism, Positivism, Post-positivism, Relativism, Phenomenology (Husserl, Hideggar, Merleau Pondy), Knowledge Interest Theory of Habermas.

Post Modernistic thoughts – It's skeptical trend : Fallibilism, Binaries; the myth of objective knowledge, certainty and absolute truth; Evolutionary Epistemology of Karl Popper; The Theory of Uncertainty (Heissenberg); Virtue Epistemology

(15 hours)

UNIT V: PHILOSOPHY OF RESEARCH

Research paradigm- Positivist, Constructivist/Interpretist, Pragmatic Subjectivist, Critical.

Paradigm shift – Micro-narratives, Primacy of the Local, Ethnocentricism, Cross-case studies, Art based Research, Multiple Methodology.

(10 hrs)

UNIT VI : SOCIOLOGICAL PERSPECTIVE BUILDING IN EDUCATION

Sociology, its relation with education.

Educational Sociology and Sociology of Education

Education for social security, wellness and progress

Education for sustenance and transformation in society.

The agents of socialization – family, Society, School, Religion, Art, Literature, Socio Cultural Organizations.

(15hours)

UNIT VII: CHALLENGES OF EDUCATION IN THE PRESENT CONTEXT

Realization of Millennium Development Goals. (MDG) in maximizing educational opportunities.

Education in relation to social equity and equality of educational opportunities

Education in relation to social stratification and social mobility

Social change, its determinants in the context of globalization, cycles of social change.

Teacher as a change agent.

Role of Media in socializing

Constraints on social change in India with respect to caste, ethnicity, class, religion, Language, gender, religion, political interest.

(15hours)

UNIT VIII: SOCIOLOGICAL THEORIES

Amartyasen, Pitirim A Sorokin, Ferdinand Tonnies, Max Weber, Peter Drucker.

Sociological Method, Semiotics, Philosophy and Anthropology.

Education for Secularism, Pluralism, Democracy and Nationalism

(15 hours)

UNIT IX: EDUCATION FOR SOCIAL JUSTICE AND VALUES IN THE CONTEMPORARY SOCIAL CONTEXT

The Principle of Inclusion

Deprived groups, differently abled groups, weaker sections.

Communities on the move - Social Transition, the Dalits and

subalternsPeople'sAction'groups,Socialself-helpgroups

(Ayalkoottam, Kudumbasree)

Eviction of traditional communities from their natural historical habitats for the cause of development.

Traditional Indian values, the Purusharthas

The value of World Peace

Human Rights: Right to education, Human Rights Education and Education for Human rights.

(15hours)

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Preparation of 'meta narratives' for encouraging students to internalize 'truths' and realities.
- Poster, poetry, songs, solo, skit, role playing, theatre on any theme of education.
- Library visit and report making – elaboration on philosophical thoughts.
- Contemporary media analysis with reference to philosophical anchor.
- Preparation of micro narratives about the life/philosophical outlooks/world views/educational views of educational thinkers.
- Construction of ideas through evidences (filed notes about social phenomena with philosophical resolutions).
- Identifying and observing the philosophical principles implemented in kindergartens, naturalist Montessori schools etc.
- Contemplating on professionalism of teachers and preparing classroom praxis.

- Survey on social challenges like dowry system, mafia influence, terrorism, corruption, etc.

- Conducting seminars/ workshops/ symposia on democracy, secularism technological culture, privatization, globalization, etc.

- Project work on the impact of Kudumbasree, Ayalkoottam, etc

- Observing days of national and social importance.

- Census analysis

- Mass media analysis.

- Brain storming sessions on Gender issues.

- Designing value education sessions.

- Report making on changing communities, entrepreneurial abilities (teacherpreneurs).

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TCS1: CONVERGENCE OF TECHNOLOGY IN CLASSROOMS: ICT AND BEYOND

CREDITS:4   **DURATION:120 Hrs**   **MARKS:100(70+30)**

COURSE OBJECTIVES

After the completion of the course students will be able:

- to efficiently use ICT tools, software applications and digital resources in day to day teaching – learning situations.
- to use ICT to make classroom processes more inclusive and address the issue of diverse learning abilities.
- to utilise and generate their own digital resources in classrooms.
- to ontribute and actively engage in the activities of teachers' networks.
- to develop the ability to select and critically evaluate ICT resources.
- to assimilate innovative ICT techniques in the curriculum for fostering significant changes in the processes of instruction and learning.
- to develop the digital knowledge resources of the educational institution further and organize them fittingly on the cyberspace.
- to recognise how to fully make use of the potentials of a virtual classroom environment.
- to create an awareness regarding the availability of open source software that could be successfully integrated into the curriculum.
- to develop a well-articulated perspective on ICTs in education formulated by personal experience and critical examination of resources, curriculum, and educational practice.
- to practice safe and ethical usage of ICT and be aware of the legal ramifications of inappropriate use.

MODES OF CURRICULUM TRANSACTION:

Lecture cum discussion, debate, brain storming, buzz session, small group discussions, simulation, e- resources, study circle and seminar .

COURSE CONTENT

UNIT I: POTENTIALS OF ICT IN EDUCATION

ICT as a means to connect with the world – The global learner scenario

Pedagogy and ICT – Potentials of using ICT in class room– Creating Personal learning environments

Approaches to ICT - Integrate, Enhancement and Complementary; Approaches to ICT Integration in Teacher Education- ICT skills development approach, ICT pedagogy approach, Subject-specific approach, Practice driven approach

ICT integrated Inclusive education - Assistive and Adaptive technologies to augment physical and cognitive abilities

National Policy on ICT in School Education (2012)-ICT competencies

(10hrs)

UNIT II- ICT PRODUCTIVITY TOOLS

Productivity Tools –Word Processing – Spreadsheets – Presentations – Databases- Digital Animation – Adobe Flash, Flickr - Photo and video editing software– ACDSee, Windows Movie Maker

Constructivist Learning Tools: Mindtools, Brainstorming software- Concept Mapping tools

New gen Web Browsers and Search Tools – Project Spartan – Element Broswer - Dogpile

(20hrs)

UNIT III: ICT FOR CURRICULUM TRANSACTION

Considerations for integrating ICT - Animations, Simulations, Digital Stories, Photo Essays

Using appropriate hardware (Projectors, Interactive Whiteboards/Smartboards)

Criteria for selecting ICT Resources – Accuracy, Credibility, Currency, Coverage, Objectivity , Appropriateness, Cost and Copyrights

Commercial or Licensed ICT Resources – Reference Sites, Professional group sites, National and International Portals of the Ministries of Education, Open Educational Repositories - FUSE – Find Use Share Educate

Custom development of resources – User Generated Content (UGC) -Types

Multimedia design-steps and pedagogical applications

E-content -Design and Development -ADDIE model- UGC Guidelines for e-content development

(20hrs)

UNIT IV: INTERNET RESOURCES FOR TEACHING AND LEARNING

The Internet and ICT environments – Need for Green ICTs

Web-based learning objects, Online Games, Webquests

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

Emergence of Web 3.0 and Web 4.0 Technologies

E-resources-e-books, e-journals, e-subject guides, e-databases- Digital library, J-Stor

Virtual learning Environment- Content Management System and Learning Management System - Virtual Field Trips

Online Courses-NPTEL (National Programme on Technology Enhanced Learning), SWAYAM, MOOCS and Coursera

Online tutoring- Designing e-tivities

(25 hrs)

UNIT V: ICT FOR ASSESSMENT AND EVALUATION

Scope of ICT for evaluation- Computer Assisted Assessment (CAA), Computer Adaptive Testing (CAT)

Software tools for evaluation - Steele's Model of Intentional Use of Technology- Digital rubrics, e-portfolios

Online assessment-criteria, norms and standards-Constructing tests / quizzes using ICT

Using ICT to process data, analyze results and track student achievement

Online Survey Tools –Survey Monkey – Training Check

(15 hrs)

UNIT VI: ICT FOR EDUCATIONAL MANAGEMENT

Information Management- process and tools

Classroom organization for ICT infused lessons (teacher led instruction, self-learning and group activities)

Role of ICT in Educational Administration and Management – ICT for Time Management

and Instructional Planning– School Management Information System (MIS)

Software for Classroom Management – Lan School – Net OP School –AB Tutor

National e-Governance Plan (NeGP)-e-governance, e-Kranti, UMANG (Unified Mobile Application for New-age Governance)

(15hrs).

UNIT VII – ICT IN RESEARCH AND DEVELOPMENT

ICT in Research –TELRI approach -Availability, Authenticity and Appropriateness of ICT resources for research

E-reference: Citations Tracking- h-index

Cyber Safety and Security concerns – Referencing –

Copy rights- Intellectual Property Rights-Plagiarism-softwares used-Urkund,Turnitin,Plagscan,Unplag,Copyscape

Creative Commons Licenses – EULA – Multi User License

Open Source Strategies: Shareware and Freeware

(15hrs).

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- 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.

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TEC 1: TRENDS AND PRACTICES IN TEACHER EDUCATION

CREDITS: 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSE OBJECTIVES

After the completion of the course students will be able:

- to develop an understanding of Concepts, Objectives and Principles of Teacher Education
- to become acquainted with the existing practices regarding structure, curriculum and assessment at various levels
- to come out as efficient teacher professionals
- to critically examine the role and contribution of various agencies and professional organizations in streamlining and enhancing quality of Teacher Education
- to acquire the skills required of a practitioner of educational research and innovations in teacher education.
- to equip with different innovative modes of teaching transaction
- to imbibe attitude and skills required of "Life- Long learners" on the ICT influenced world of today and tomorrow.
- to be familiar with latest trends in teacher education field.

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, debate, brain storming, buzz session, small group discussions, simulation, role play, e-resources, study circle and seminar.

COURSE CONTENT

UNIT I: HISTORICAL PERSPECTIVES AND POLICY IMPERATIVES OF TEACHER EDUCATION

Origin and development of Teacher Education -Ancient, Medieval and Modern (Pre independent and Post Independent India). Educational policies and recommendations of various Committees and Commissions on Teacher Education-Pre Independence and Post Independence Period.

Recent Developments –N1ational Curriculum Frameworks (NCERT),National Curriculum Framework on teacher education (NCFTE), and Kerala Curriculum Framework(2007), NCTE Regulations, Justice Verma Commission, Draft National Policy on Higher Education Perspective-2016, Draft National Policy on Education,2017.

DPEP,SSA,RMSA,RUSA-EFA

SAMAGRA(Research Portal) , SAMPOORNA(Software) with respect to School Education ,Transition from SSA & RMSA to **Samagra Siksha Abhyan**(SSA),2018.

(15 hours)

UNIT II: STRUCTURE AND CURRICULUM OF TEACHER EDUCATION

Salient features of Teacher Education curriculum

Structure of Teacher Education- levels and types: 2 year undergraduate, 2 year post graduate and four year integrated B.Ed & three year integrated M.Ed Programme.

Nature and concept of Teacher Education curriculum at primary, secondary, B.Ed and M.Ed level.

Methodology of teaching school subjects,

Internship (concept, relevance and implementation), Practice Teaching, and other practical work.

Pedagogical theory in terms of Reflective practice, Learner-activated Instruction, Constructivist theory and practice, Convergent and divergent questioning strategies, Metacognitive strategies.

Socially Useful Productive Work (SUPW) and Working with Community, Physical and Health education, Self Development Programmes**.**

(15 hours)

UNIT III: INSTITUTIONS AND AGENCIES FOR MANAGING TEACHER EDUCATION

Role and functions of National and State level agencies for managing Teacher Education:HECI(Higher Education Council of India),University Grants Commission (UGC)- HRDC(Human Resource Development Centre) -National Council of Educational Research and Training (NCERT)- National Council for Teacher Education (NCTE)-Centre of Advanced Studies in Education (CASE)-CABE(Central Advisory Board of Education) Committee, NIE(National Institute of Education), RIE (Regional Institute of Education), NUEPA (National University of Educational Planning and Administration)

State Council of Educational Research and Training (SCERT) -State Board of Teacher Education, KSHEC(Kerala State Higher Education Council), University Department of Education – Centre for Teacher Education- IASE- (Institute of Advanced Studies in Education), College of Teacher Education (CTE), BRCs, CRCs, TTI & DIET.

(17 hours)

UNIT IV: ASSESSMENT AND EVALUATION IN TEACHER EDUCATION

Principles & Strategies of Assessment- Types of assessment-Internal vs external assessment (examination)-Critical Analysis of different programmes like School experience, Demonstration, Criticism, Practice teaching in Teacher Education courses:

Pre-Primary, Primary & Secondary Level- Rubrics for evidence based performance assessment, Problems of Assessment.

Evaluation Methods-Evaluation of Practice Teaching/ School Experience Programme /Community Living.

State and National level Eligibility Tests for teachers: KTET/SET/NET/SLET/CTET.

Types and levels of teacher Evaluation- In-service, Stake holder, School Administrator Evaluation, Evaluation by students and trainees.

Evaluation on Demand(student Teacher/ Prospective Teacher's Preference)

(15 hours)

UNIT V: PROFESSIONALISM AND TEACHER COMPETENCY

Professional dimensions: professional elements, career, professional practice, professional values- teaching as a profession-Performance Appraisal of teachers-Need for Continuous Professional Development(CPD),Activities for professional development: different types.

Teacher Competencies (Professional Development: field competencies, research competencies, curriculum competencies, socio-cultural competencies, emotional competencies, communication competencies, techno-pedagogical competencies and environmental competencies).

Professional Organizations: objectives and activities of Local, State, National and International level Teacher Organisations. Teacher Morale and Humane Teachers-creating humane teachers.

Status of Teacher Educators- Professional, Social and Economic Rights and responsibilities- Online Professional Development (OPD)- Capacity Building-Code of Ethics and its Enforcement. .   **(15 hours)**

UNIT VI: QUALITY MANAGEMENT IN TEACHER EDUCATION

Assuring Quality of Teacher Education-Characteristics of Educational Quality-Approaches: Quality assurance, Contract conformance quality, Consumer driven quality

Quality Maintenance: NIRF(National Institutional Ranking Framework),HEERA(Higher Education Empowerment Regulation Agency),HECI(Higher Education Council of India), NCTE norms;TeachR, NAAC indicators- Institutional Quality Maintenance: IQAC (Internal Quality Assurance Cell), Peer Assessment by NAAC.

Quality Enhancement-academic inputs, curriculum reconstruction, pedagogical approaches, Information Technology, Human Resource Management

Accountability in Teacher Education, TQM (Total Quality Management) as a quality measure and a process, Strategies for Quality Management.

(14 hours)

UNIT VII: INNOVATIONS, TRENDS AND ISSUES IN TEACHER EDUCATION

Tutorials, Self-study, Peer tutoring, Focus Group Discussion (FGD), Study circle, In-class writing assignments, Self and Peer assessment, Personal Development Planning and Portfolios, e-teacher education, e-tutor, Value based teacher education.

Transforming teacher education through Clinical Practice.

Teacher Education in India emerging as a Superpower- present scenario, Need for modernization of teacher education in the 21st century- main thrust areas.

Teacher education trends in France, Norway &Sweden

Teacher Education Model (Presage factor, process factor, product factor).

Trends to transform the future of Higher Education-Cost vs Access, Learning Outcomes, Technology & Collaboration.

PINDICS (Performance Indicators: self evaluation by school teachers)

FLAIR(Fostering Linkages in Academic Innovation and Research)

(18 hours)

UNIT VIII: RESEARCH PERSPECTIVES IN TEACHER EDUCATION

Need for research in Teacher Education, general status of research- areas, trends and problems of research, Action Research.

Research in Teacher Education – Indian and Foreign Context, future directions for research, design based research at various levels, research culture in Teacher Education institutions.

(11 hours)

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Compare Teacher Education curricula of developed and developing countries

- Critically Review a textbook in teacher education and prepare a report on it.

- Visit any Agency/Regulatory body of Teacher Education and prepare a report on its functioning (Photographs showing visit, video CD`s may be attached).

- Prepare a report on " Best Practices" prevailing in teacher education institutions

- Conduct an interview with an educational expert in the field of teacher education regarding latest trends, Issues and challenges in the teacher education system..

- Report on functioning of IQAC in a teacher education institution ensuring quality.

- Preparation and validation of a teacher appraisal proforma at teacher education level.

- Case study of a teacher educator in terms of their educational and professional background, beliefs, insights and vision of modern educational policies of teacher education, perceived competencies, and approaches followed significant achievements and professional linkages.

- Select any one current practice in teacher education related to teaching-learning process.

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SEMESTER I

SCS 1: ELEMENTARY EDUCATION: CURRICULUM AND MANAGEMENT

CREDITS: 4   **DURATION: 120Hrs**   **MARKS: 100 (70+30)**

COURSE OBJECTIVES

After the completion of the course students will be able:

- to analyze, interpret and synthesize various concepts, propositions and assumptions on elementary education
- to develop a positive outlook towards issues related to elementary education
- to make critical appraisal of contributions made to elementary education by prominent educational thinkers.
- to development an understanding classroom management at Elementary Level.
- to develop an understanding of the strategies and theories in Elementary Education.
- to develop an in depth knowledge on the assessment and evalution strategies adopted at Elementary level.

MODES OF CURRICULUM TRANSACTION

Classroom lecture with the use of ICT, Group Discussion/debate, Seminar and symposia, Preparation of assignments, Field trip

COURSE CONTENT

UNIT- I IMPORTANCE AND OBJECTIVES OF ELEMENTARY EDUCATION

Elementary Education – Meaning, Objectives and Scope

Social, Psychological and Philosophical Bases of Elementary Education

Code of conduct and ethics in elementary education

Universalisation of Elementary Education and Education For All (EFA)-

Equalisation of Educational Opportunities – Programmes at elementary level

Non formal elementary education-– Role of Home, Community and Mass media

Emphasis on Girls' education –NPEGEL and gender equality in elementary education.

(15 hrs)

UNIT II: ELEMENTARY EDUCATION IN INDIA

Development of Elementary Education in pre and Post Independence India --Constitutional provisions– Articles related to elementary education and their implications-Elementary Education in India: Prominent policies-(after Independence).

Elementary education in Five-Year Plans.

RTE 2009 and Child Rights with emphasis on Elementary Education

Role of organizations in elementary Education- NCERT,SCERT,DIET and NGO's

Contribution of DPEP ,SSA, to elementary education

Contribution of Mahatma Gandhi and Tagore to elementary education

Structure of Elementary Education in India in comparison with different States

Evolution of elementary education in Kerala

(20 hrs)

UNIT III: ELEMENTARY EDUCATION ABROAD

Present scenario of Elementary Education in UK, USA, Japan and Netherlands

A comparative study of Elementary Education of UK,USA, Netherlands, Japan and India

Elementary education in the context of globalization and commercialization

(10 hrs)

UNIT IV: ELEMENTARY SCHOOL ORGANIZATION AND MANAGEMENT

Elementary school organization- Definition, administrative structure- Importance in school management

Current scenario of school organization in Kerala at elementary level

Public private partnership in elementary education

Decentralization of elementary education

(10 hrs)

UNIT V: CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION

Curriculum for Elementary Education-Principles.

Pedagogical content knowledge in the major concepts and modes of inquiry for integrated study of social sciences, science, Language, Mathematics, Physical Education, Health and Arts for elementary learners

Role of elementary education in preparing students for civic participation.

Dual Progress plan

e-literacy programme in Kerala

Innovative teaching-learning approaches in elementary education- MOODLE

Assessment as a continuum. Key principles of assessment in elementary classroom

Assessment, and evaluation in context of instructional planning- New concept of assessment,

Continuous and comprehensive assessment, Competency based assessment.

Use of multiple sources for comprehensive assessment.

Evaluation of performance (Formative, Interim and Summative), P Scales

Evaluation tools (Academic Performance Indicators: Scholastic Areas, Co-Scholastic Areas-Life Skills, Thinking Skills, Social Skills, Emotional Skills, Attitudes and Values.

(20 hrs)

UNIT VI CHILD DEVELOPMENT, LEARNING AND MOTIVATION

Theories of Child Development and their influence in Elementary Education.(Freud, Erickson, Bandura, Piaget, Vygotsky, Bronfenbrenner),

Role of school in promoting, cognitive, psychosocial, and moral aspects of child development.

Integration of curricular development, learning and motivation in elementary education

Inclusion of children with diverse needs

Student learning and leadership, Primacy of learner,

(15hrs)

UNIT VII: ISSUES IN ELEMENTARY EDUCATION

Factors Affecting Schooling and Socialization of elementary Children,

Quality Vs Quantity issues in elementary education-Criticality of Teacher Pupil ratio.

Issues pertaining to inclusive/ multicultural classroom-.Issues of students with diverse needs

Issues and Concerns in the Indian elementary education scenario.

Issues related to classroom management (e.g. behaviour and time management),

Hindrances of Elementary Education – Child labour – Child abuse – Gender disparity – Marginalisation - Wastage and Stagnation

Nature and importance of Guiding pupil behaviour

Addressing achievement gap.

(15 hrs)

UNIT VIII: QUALITY IMPROVEMENT IN ELEMENTARY EDUCATION

Quality Improvement in Elementary Education – Role of IT – Contribution of IT@School Project

Quality and Qualification of Teachers Teacher Education at Elementary Level

Ways to enhance parent/community relations, Involvement of parents and stakeholders

Technology, planning and professionalism of elementary teachers

In service training for professional development of teachers.

Role of Community schools and Home schooling

Positive education for elementary schools

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Visit an elementary Educational Institution for field study.
- Presentations individual and group on diverse context and issues in Elementary Education
- Poster presentation/poetry/songs/solo skit/ role playing on issues related event/ cast and gender discrimination /any other social and cultural aspect related to elementary education
- Classroom discussion for critical understanding.
- Library visit with reference to collection of source / reference material related to aspect of elementary education.
- Content analysis of newspapers and research article with reference to elementary education.
- Conduct a debate/seminar/panel discussion on a contemporary issue with respect to the quality of the text book at elementary level

REFERENCES

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SEMESTER I

TCS1 (a): ICT –PRACTICAL

CREDIT: 1   **DURATION: 30 Hrs**   **MARKS: 25**

- **Develop an e-content on a topic of your choice utilizing appropriate productivity tools and soft ware packages**

EVALUATION CRITERIA

No.	criteria	marks
A	Accuracy of content	6
B	Clarity of learning objectives	4
C	Clear identification of target learners	1
D	Professional presentation with use of technology	10
E	Feedback /Assessment	2
F	Appropriate references	2
	TOTAL	**25**

SEMESTER I

SDCI: SELF-DEVELOPMENT COURSE: YOGA
CREDIT 1   DURATION: 30 Hrs   MARKS: 25

COURSE OBJECTIVES

After the completion of the course students will be able:

- to secure purity in personal life, self-integrity, integrity with others and with the whole multiple living and non-living realities
- to undergo emotional purification and spiritual elevation
- to culture the body so as to make it supple, light but strong and immune to illnesses.
- to the safe keep of the body from all sorts of blocks in its system so that flow of blood, oxygen, water and Prana are maintained optimally and illnesses are kept at bay.
- to enjoy the flow and fill of Prana in the whole 'body-being' by developing full lung capacity.
- to practise meditation for peace, tranquility, joy, energy and Yojana.
- to acquaint with various relaxation techniques.
- to train in concentration enhancing practices.
- to develop a positive, creative, open and happy attitude in general.
- to acquire the ability to channelize one's mental and physical energies at his own will.

COURSE CONTENT

UNIT I: The origin, history and development of Yoga, Ashtanga Yoga:its eight limbs. Patanjali, Thirummoolar, Hata Yoga, its popularity**.**

Unit II   :   The Theory of Pancha Koshas; The theory of Thrigunas; Theory of Thridoshas; Yogic diet

Unit III :   Asanas, Pranayamas, Mudras, Bandhas, Kriyas, Meditation and Relaxation Techniques.

List of Items for practice Asanas

- Padmasana

- Suryanamaskar

- Thadasana

- Vrikshasana

- Ardhakhati Chakrasana

- Thiryangasana

- Thrikonasana

- Dandasana

- Pachimothanasana

- Vajrasana

- Ardhamalsyendrasana

- Gomukhasana

- Badhakonasana

- Ushtrasana

- Dhanurasana

- Sethubandhasana

- Simhasana

- Bhujangasana

- Mayurasana

- Salabhasana

- Makarasana

- Savasana

Breathing Practice (Pranayama)

- NadiSudhi Pranayama

- Deep Breathing

- Sectional Breathing

- Surya Bhedhana Pranayama

- Chandra Bedhana Pranayama

- Kapalabhati

- Basthrika

Mudras

- Chin Mudra

- Chinmaya Mudra

- Jnana Mudra

- Brahma Mudra

- Adi Mudra

- Apana Mudra

- Vayu Mudra

- Akasa Mudra

- Pridhvi Mudra

- Jala Mudra (Varuna Mudra)

- Viparidhakarini Mudra

- Veera Mudra

- Vishnu Mudra

Bandhas

- Moola Bandha

- Udiyana Bandha

- Jalandhara Bandha

- Maha Bandha

Kriyas

- Thrataka

- Dhauti

- Nauli, etc.

Meditation and Relaxation techniques – They may be chosen at convenience and as per preference

MODES OF CURRICULUM TRANSACTION

- Lectures, discussions, reflections on personal experiences, case studies, news profiles, video-aided explanations, interview sessions, talk by invited experts, reported anecdotes, workshops, seminars etc., are to be selectively adopted as suited to the topics and situation

- The Workshops/ Practicals – For practicing Asanas, Pranayamas, Bandhas, Kriyas, Mudras, relaxation techniques and meditation strategies such as demonstration, mass practice, individual practice, video demonstration, one-to-one training and correction/ remediation modes, participants' mutual training, participant correction and feedback practice, Guru-Shishya mode, training, etc., are recommended

- Assignments

Areas such as positive thinking, research findings of various types of meditation and relaxation techniques, therapeutic benefits of Yoga, etc., may be made focal points for assignments.

REFLECTIVE PRACTICUM

- Students have to prepare a number of **Yoga package** combining asanas, pranayamas, mudras, bandhas, kriyas and meditation for daily practice. Each package should aim at expected specific effects. The length (duration) of the package depends on the convenience and needs of the students. The packages must be presented in written report form.

- The students may make a digital version (video) of one of the packages that she/ he has practised.

- Report of the daily practice of the packages may be prepared for submission

EVALUATION

The evaluation of the course will be made internally at the institutional level based on the student's involvement and performances such as class participation, reflective practicum, assignments, workshops/practicals and class tests. The test should include a written part and a physical performance part. The marking scheme of the internal evaluation is given in tabular form as follows:

INTERNAL ASSESSMENT SCHEME FOR YOGA EDUCATION

Attendance and class participation	Reflective Practicum	Assignments	Workshops/ Practicals	Class Test		Total Marks
				Written	Physical Performance	
2 Marks	2 Marks	3 Marks	3 Marks	5 Marks	10 Marks	25 Marks

SEMESTER II

PCS2: ADVANCED EDUCATIONAL PSYCHOLOGY

CREDIT: 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSE OBJECTIVES

        After the completion of the course students will be able:

- to conceptualize the advance theories of learning and to design classroom practices
- to develop the learner potentialities to the maximum extent possible by exploring the various theories.
- to bridge the gap between intellectual competencies and academic excellence
- to familiarise the conceptual application of cognitive neuroscience in classroom practices
- to understand diverse learners and to provide education for them
- to develop skills and competencies to design learning strategies for diverse learners
- to practice the integration of universal skills and functional skills for professional competency
- to acquire competencies and skills in assessing individual factors and capabilities (Intelligence, personality and aptitude)
- to acquire skills and competencies in designing and application of psychological tools and techniques.
- to apply the knowledge of psychology in bringing equity and social justice to all.

MODES OF CURRICULUM TRANSACTION

Strategies to be adopted while transacting curriculum include:

Interactive discussion, Reflective practices , Lectures, Experiential learning strategies

Case studies, Field exploration, Seminars/Presentations based on first hand experiences, Creative workshops, Invited talks and interaction with experts

Observation and enquiry based activities, Collaborative learning, Introspection /Self Analysis, Practicing Research.

COURSE CONTENT

UNIT I: APPROACHES AND METHODS OF EDUCATIONAL PSYCHOLOGY

        Perspectives- Psycho- analytic, Behavioristic, Humanistic, Gestalt and Constructivist, Individual differences – Various methods for assessing the individual differences- Survey, Interview, Observation, Case Studies, Experimental Studies, Cross Cultural

Studies.

Applications in the field of teaching learning- CCE, Portfolio Management,

15 Hours

UNIT II: LEARNER AND LEARNING

Learner- characteristics, Motivation, Intelligence, Creativity, Learning Styles, Cognitive Processes- Thinking, Reasoning, Problem solving, Metacognition- concepts and classroom implications

Learning- Theory and Practices- Behaviourist, Cognitivist and Constructivist perspectives in learning. Theories of Learning- Conditioning theories, Theories of Hull, Lewin's field theory, Gestalt learning, Tolman, Piaget, Bruner, Vygotsky, Bandura, Information Processing Theory. Eco-psychological approach in learning- theory and applications in classrooms.

Assessment of learning- written, oral, peer, and self reports.

Research and Innovations in theory and practices

25 Hours

UNIT III: COGNITION AND EDUCATION

Cognition - concept, Attention, Perception, Memory, Thinking, Reasoning, Problem solving, Metacognition- Types, Theories, Applications in Curriculum.

Cognitive foundations of learning theory- Whole brain theory, Brain Based Learning Strategies - Mind Map, Cognitive Map, Semantic Map and Concept Map, Brain friendly schools-Practices and Challenges

Classroom Implications

Research Practices in Cognitive Neuroscience.

20 Hours

UNIT IV: PERSONALITY

Indian psychological thoughts with reference to Personality development ~ concept of Swabhava, Levels of Consciousness, Triguna and Personality, Personality development- factors- role of teacher, Strategies and Classroom Applications

Theories of Personality-, Trait theory- Allport, Cattell, Eysenck, Psychoanalytic theory- Neo-Freudians -Alfred Adler, Carl Jung, Erik Erikson- concept and applications

Personality Deviations – Causes and Remedies- Psychotherapy- basic concepts, Mental Health- Strategies for enhancing Mental Health- Counselling- Psychiatric Rehabilitation

Research- scope, challenges and educational implications

25 Hours

UNIT V: INCLUSIVE EDUCATION FOR EQUITY AND SOCIAL JUSTICE.

Diverse learners–characteristics and causes, Concept of Inclusion- learning styles of Differently abled, Socially and Culturally deviant learners- characteristics and education

Developing Inclusive Environment and Practices - Pedagogies for diversity, Inclusion in Practice- skill education- Universal and Functional skills, Constitutional provisions for diverse learners, Educational Provisions-curriculum - Culturally Responsive Pedagogy, Compensatory Education, Alternative Education, Intervention and Remediation

Social Psychology- Concept, meaning, theories and contributions towards education, Social Perception ,Social Deviance- causes, types (abuses, gender issues) remedial measures

Research and application in Inclusive Education

20 Hours

UNIT VI: TRENDS AND PRACTICES IN EDUCATIONAL PSYCHOLOGY

Neuro Linguistic Programming [NLP],Positive Psychology- strategies and classroom applications.

Positive Schooling.- Positive Classroom , Classroom management, -Theories and Practices

Behaviour Management- Student behavioral problems, Academic, Personal, Family Peer related, Cyber related -interventions, and remediation

Research and Applications

15Hours

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken**)**

▪ Design of learning strategies for inclusive classrooms

▪ Survey on the existing practices of learning facilities of diverse learners

▪ Identification of learning characteristics of diverse learners

▪ Preparation and application of developmental screening test for differently abled learners

▪Visit/Observation of classroom practices in special education institutions (Balamandir, Institution for Disability, Orphanages etc.)

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SEMESTER: II

TCS2: FUNDAMENTALS OF EDUCATIONAL RESEARCH AND STATISTICS

CREDIT: 4   DURATION: 120 Hrs   MARKS: 100(70+30)

COURSE OBJECTIVES

On completion of the course content the student will be able:

- to familiarise the meaning and process of research in education.
- to acquaint with different types of research
- to select a suitable research problem after consulting various sources
- to acquaint with meaning and techniques of sampling
- to familiarise the meaning and application of statistics in educational research
- to apply statistical techniques in educational research
- to select the correct statistical measure appropriate to the research problem.
- to interpret results obtained through different techniques of analysis of data
- to draw generalizations on the basis of results of a research study
- to familiarise normal distribution and its application in educational research

MODES OF CURRICULUM TANSACTION

Lecture cum demonstration, Discussion, seminar practice sessions, assignments, practical sessions.

COURSE CONTENT

UNIT I: INTRODUCTION TO RESEARCH IN EDUCATION

Meaning and definitions of research- Need, significance and characteristics of research in Education - Steps in conducting research in Education - Qualities of good research and researcher- Constraints, limitations, delimitations - Ethical issues and its consideration   Applications of Scientific methods in education- - Types of Research –Classification based on: (a) Purpose/nature- Basic/Fundamental/Pure and Applied/Functional research (b) Method: Experimental (Different Designs), Descriptive and Historical (c) Type of Research : Qualitative, Quantitative and Eclectic (d) Action research, case study, mixed method, mixed model and multi-method. Research Culture – Strategies for developing Research Culture in Institutions- Interrelations among various types of research

(22 hours)

UNIT II: RESEARCH DESIGN

Research Problem- Identifying Research Gaps, Selection of a research problem- Sources and Criteria   - Statement and its justification - Characteristics of a good Research Problem.

Research design-meaning, purpose, characteristics and elements - variables, research questions,   hypotheses, types of research designs, Experimental designs, Correlational designs , Survey designs, Narrative research designs, Action research designs. Research Proposal .

(18 hours)

UNIT III: REVIEW OF RELATED LITERATURE

Purpose and need of literature review - theoretical and conceptual overview, Sources and types: books, journals, literature, data bases, research abstracts, online-computer assisted searches, Digging data from Survey Archives, Abstracting and organization of the literature - Reporting , Trend Analysis/ Trend Report.

(10 hours)

UNIT IV: SAMPLING

Definition and purpose: population and sample -Techniques of sampling - Probability sampling techniques-simple random-stratified-cluster-systematic - Non-probability sampling techniques-convenience, purposive/judgmental, snowball, quota sampling - Errors in sampling and its control - Rationale for fixing sample size

(10hours)

UNIT V: STATISTICS IN RESEARCH

 Need and importance of statistics in educational research. Nature and Types of educational data, Scales of measurement. Review of measures of central tendency and dispersion, Measures of Relative Position- Meaning, Uses and computation of Percentiles, Quartiles, and Percentile   Rank

(18 hours)

UNIT VI: NORMAL PROBABILITY DISTRIBUTION:

Concept of Probability and Probability distributions (Normal distribution, t distribution) Need and Importance, Characteristics and properties of Normal Probability Curve, Applications of Normal Probability curve, Concepts of Skewness, Kurtosis. Computation of Measures of Skewness, Kurtosis, Meaning and Computation of Transformed scores: Standard Scores (Z-Scores), T-Scores

(18 hours)

UNIT VII: MEASURES OF RELATIONSHIP:

Concept and types of Correlation, Coefficient of Correlation, Concepts of Linear Correlation. Multiple correlation and Partial correlation, Bi serial coefficient of correlation, Point bi serial correlation, Tetra choric correlation, Canonical correlation and Phi coefficient of correlation. Application of Linear correlation- Methods of computing Coefficient of correlation: Spearman's Rank correlation, Pearson's Product Moment correlation, Uses and Interpretation of correlation in educational research.

Regression and Prediction: Concept of Simple Linear Regression, Scatter plots, Regression equations and Regression Lines, Accuracy of Prediction (involving two variables only) and its uses in educational research.

(24 hours)

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicums. One or more activities can be undertaken)

- Select a problem and develop a research design
- Prepare review of any two correlation studies in educational research
- Prepare a research proposal
- Prepare an action research report (based on study conducted)
- Prepare the curve of a hypothetical data (of 50 units) and compare it with Normal Probability Curve.
- Collect the marks of any two unit tests and correlate using Pearson's product moment correlation and interpret
- Write problems (practical research problem) where you can apply the following
  a. Phi
  b. Point bi serial correlation
  c. Bi serial correlation
  d. Tetra correlation
  e. Partial correlation

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SCS2: SECONDARY/SR.SECONDARY EDUCATION: CURRICULUM AND MANAGEMENT

CREDIT: 4   **DURATION: 120 Hrs**   **MARKS: 100 (70+ 30)**

COURSE OBJECTIVES

After the completion of the course students will be able:

- to understand the conceptual framework of secondary and senior secondary school education

- to familiarize the structural and hierarchical organization and management system of secondary and senior secondary education

- to examine informal, formal, and non-formal education providers

- to analyze the issues in secondary education with regard to equality of educational opportunities.

- to explore the challenges faced by secondary education for effective Inclusive educational practices

- to investigate the support system of by analyzing its challenges and problems

- to familiarize the theoretical framework of curriculum planning and development in secondary education system

- to examine the strategies and concerns of secondary and senior secondary education with regard to curriculum evaluation

- to acquaint with the ways and means of effective transaction of curriculum

- to analyze the key elements of techno pedagogical practices integrated with secondary and senior secondary education

- to explore the varied dimensions of Instructional Support Systems for pedagogic practices

- to analyze programme evaluation practices in secondary and senior secondary education system.

MODES OF CURRICULUM TRANSACTION

Discussion, seminar, case studies, field visits, projects, debates.

COURSE CONTENT

UNIT I: SECONDARY/SR.SECONDARY EDUCATION- CONCEPTUAL FRAMEWORK

Secondary/Sr .Secondary Education- Nature, Aims/Objectives, Importance

Scope of Secondary/Sr.Secondary Education from the viewpoint of different learning environments- Informal Education, Formal Education & Non-formal Education and from study of knowledge- Liberal Education, Vocational Education, Technical Education and Professional Education

Education Commissions and their recommendations on Secondary/Sr.Secondary School education, CABE Report (2005) - Universalization of Secondary Education: implications
Delors' Commission report, 'Learning the Treasure Within'- integrated global vision of education

(15hrs.)

UNIT II: STRUCTURE AND MANAGEMENT OF SECONDARY EDUCATION

Organizational Structure of Secondary/Sr.Secondary education system in India (academic and administrative)

Centralization and Decentralization of organizational hierarchy

Problems and challenges of Girls at Secondary/Sr.Secondary school level in India- National Scheme for Incentive to Girls for Secondary Education (NSIGSE)

Constraints of disadvantaged, differently abled children, slow learners- Creating and sustaining inclusive practices- Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS).
Interventions and provisions for Secondary and Senior Secondary education in RTE Act 2009
Building Classroom Discipline- Comprehensive Behavior Management Planning-Models of classroom discipline: Kounin's Model of Discipline, Skinner's Model of Discipline, Glasser's Choice Theory, Gordon's international model of effective training- Ethical Issues in Treating Behavioral and Instructional Problems

(25hrs.)

UNIT III: CURRICULUM: PLANNING, DEVELOPMENT AND TRANSACTION

Aims, objectives and importance of curriculum planning

Components of curriculum development: objectives, selection and organization of content and learning experiences –principles and criteria

Infusion of environment related concerns in curriculum planning and development

Modes of curriculum transaction- Face to Face, Distance and ICT enabled modes: importance and roles

Essential requirements for transaction of curriculum - duration, intake, eligibility, content, qualification of teaching & non teaching staff, infrastructure facilities, institutional facilities and climate

Curriculum transaction materials – text books, teacher's handbook, reference books, supplementary readers, resource CDs.

(25hrs.)

UNIT IV: TECHNO PEDAGOGICAL PRACTICES

Teacher as a Techno-Pedagogue: essential skills and competencies

Techno pedagogical practices- digital texts and e-content, digital lesson templates, anchored instruction

Instructional Support Systems for pedagogic practices: Need and importance- Library, laboratory, cluster school system, community support, guest talks; Support from Governmental and Non-governmental agencies

Technological supports- Open Educational Resources, Web based Supports, Video streaming, Online Information Exchange, e-learning Supports -Multimedia Designs.

(20hrs.)

UNIT V: CURRICULUM EVALUATION: INSTRUMENTATION AND STRATEGIES

Curriculum Evaluation: concept, need, importance and types -CCE (Continuous and Comprehensive Evaluation)

Evaluation of multiple data sources: Expert judgment, Observation (classroom interaction with teacher, in peer group and in group work, Interview & Opinionnaire (from teachers, parents and community), tests and scales, rubrics and portfolios

Stages of Programme Evaluation: Identifying decision makers, Studying purpose and objectives of the programme, Deciding indicators of success, Develop data gathering materials, Collect data, Analyze data, Solicit feedback and Make revisions.

(15hrs.)

UNIT VI: SUPPORT SYSTEM: CHALLENGES AND PROBLEMS

Teacher as a researcher and curriculum practitioner

Infrastructure and learning resources- Availability of Ancillary and Academic Facilities-School Management Development Committees (SMDCs) - Duties of the Committee, Preparation of School Development Plan

Educational Organisations/agencies (National, Regional and state/local) in curriculum implementation

Professional development of Secondary/Senior Secondary education teachers- In-Service Teacher Professional Development (ITPD)-aims and strategies; Models/Approaches for Professional Development of Teachers- Reflective Teaching Model (RTM), Cascade Model, Site-based teacher professional development, Self-directed teacher professional development

Problems of Secondary/Senior Secondary school education- challenges: addressing geographical and social disparities, access, equity and quality in secondary and senior secondary education-extending outreach

(20hrs.)

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Prepare a status report on Secondary/Senior Secondary education in a chosen block/district with reference to enrolment, equity and achievement.
- Conduct a survey of Secondary/Senior Secondary schools in Kerala on select area for identifying the causes of under achievement and give suggestions for improvement.
- Conduct SWOT analysis of different types of Secondary/Senior Secondary schools in select districts of Kerala.
- Conduct interview with teachers/students/parents of different Secondary/Senior Secondary schools and prepare a report on existing problems.
- Conduct case study on the problems in educational interventions adopted in Secondary/Senior Secondary schools for children with special needs.
- Critically analyze the practices of inclusion in Secondary/Senior Secondary education system in Kerala.

- Conduct an interview with head of institution with classroom management issues at Secondary/Senior Secondary level.

- Critically analyze the problems and challenges of girls at Secondary/Senior Secondary school level.

- Study various projects and researches conducted for evaluating the secondary and senior secondary school curriculum at the state and national levels.

- Compare the different curriculum models for effective curriculum transaction at secondary and senior secondary level.

- Prepare an observation schedule and critically analyse the modes of curriculum transaction in secondary and senior secondary school level.

- Analyse the roles of NCERT, RIEs, states and local bodies in implementing secondary and senior secondary curriculum.

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SEMESTER II

PCS 2(a): EDUCATIONAL PSYCHOLOGY PRACTICAL

CREDIT-1 **DURATION: 30Hours** **MARKS: 25**

List of Experiments (any 4 from the following)

1. Span of Attention

2. Dexterity

3. Illusion

4. Problem solving

5. Memory

6. Bilateral transfer

Evaluation Criteria

Performance in Practical-20 Marks

Report-5 marks

SEMESTER II
SELF DEVELOPMENT COURSE
SDC 2: WORKING WITH COMMUNITY

CREDIT-1   **DURATION: 30 Hours**   **MARKS-25**

COURSE OBJECTIVES

• To gain knowledge about the primary method of social work practice with communities.

• To understand the techniques and approaches of social work practice with communities.

To acquire the skill of working with communities.

To develop insight and attitude towards social problems

• To develop an understanding of Disasters and Disaster Management

• To gain knowledge of various disaster management strategies

• To learn the international and national policies, institutional mechanisms in disaster services

 • To introduce various disasters that has occurred in India and their management

 • To study the role of Social Work practice in Disaster management

MODES OF CURRICULUM TRANSACTION

Discussion, Rally, Poster and Banner display, Theme based Cultural Programme, Survey, Interview, Action Research, Case Study, Participant observation, Dissemination of success stories, and Interaction with community members

COURSE CONTENT

UNIT 1: Community-meaning, nature, types, characteristics, community resources. Extension aspect of education. Different kinds of Community support, Community worker-tasks and role. Best practices in community work. Success stories (Nobel prize winners)

UNIT II: Community work, Objectives and functions of Community work- Community Action, Community Development, Social /community Planning,. Community related Curricular and Co-curricular provisions. Institution and community linkage.

UNIT III: Disaster & Disaster Management Strategies. Disaster Management in Indian Scenario-National policies and Institutional Mechanisms. Role of Social Work Practice in Disaster Management

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken**)**

- Generate discussion/debate on a specific topic such as waste management, road safety, gender participation, disaster preparedness for Working with Communities-

- Interact with community members with reference to academic enrollment and dropout rate of children of community.

- Arrange meetings, talks, demonstration and exhibition to develop awareness about the problems of community.

- Make a survey on healthy and hygienic conditions of the local environment

- Conduct interviews of Teachers, Craft man, Farmers, Laborers regarding their works and their Problems.

- Conduct a survey for assessing the impact of misuse of internet and provide an awareness programme.

- Organise an awareness programme/seminar/invited talk related to mental health issues of students at different levels.

- Address a current local/regional level environmental disaster and analyse the problem, identify the causes and suggest strategies to overcome.

- Participate in cleaning the surroundings of road sides of the village, tree plantation involving with community members.

- Donate used/new books to set up a local library

- Visit an oldage home/poor home/Children's home of your locality and organise cultural activities for the inmatesand prepare a report.

- Work with local organisations to present a disaster preparedness and mitigation workshop at community meetings

- Cleanliness campaign in the community to develop awareness about its needs

- Developmental activities like Tree plantation programme in the campus/nearby village

Report writing

Introduction, Programme schedule, Relevance of the programme, detailed description of the work conducted (with photos/audio-video CDs), Conclusion

Evaluation Criteria

Written test-5, Community participation-15, Report writing-5

SEMESTER III

PCS3: CURRICULUM DEVELOPMENT IN 21st CENTURY LEARNING CONTEXT

CREDITS 4   DURATION: 120 Hrs   MARKS: 100(70+30)

COURSE OBJECTIVES

On completion of the course the student will be able:

• to appreciate the social context of curriculum change and evaluate curriculum development in the light of diverse social perspectives on knowledge and learning

• to understand the philosophical, social and ethical implications of curricular policies and decisions

• to identify the main features of Wardha scheme of Education or Basic Education (Nai Talim)

• to understand the different dimensions of curriculum changes

• to examine curriculum differences and developments in terms of educational aims, traditions, values, and processes

• to develop skills in framing local curriculum with respect to the national/state frame works for subjects of teaching

• to develop skills in analyzing different curriculum for teaching-learning process

• to appreciate the need for continuous curriculum reconstruction and renewal

• to acquaint with the patterns of different curriculum designs

• to acquaint with systems approach to curriculum design

• to gain insight into the process of curriculum evaluation

• to develop research insight for curriculum development in various levels

• to understand issues, trends, researches in the area of curriculum and the process of curriculum evaluation

MODES OF CURRICULUM TRANSACTION

Lectures, tutorials, workshops, presentations and discussion sessions

COURSE CONTENT

UNIT I: THE SOCIAL CONTEXTS AND EFFECTS OF CURRICULUM

 Meaning and Concept of Curriculum, Syllabus and Units

 Objectives of Education and their influence on Curriculum

Historical development- Scenarios of curriculum evolution- scenarios of change/consensus/ /conflict/control

 Fusion &Integration of Subjects/Disciplines: Inter-subject and Intra-subject correlation

Factors affecting Curriculum: Philosophical, Sociological and Psychological

Nature of Curriculum in India & abroad: comparison

Gandhiji's Wardha Scheme of Education (Basic Education or Nai Talim) for productive learning at all levels of education – Pre-primary to Higher Education: strategies for Experiential learning

Changing concept of Curriculum and the social context - Criteria for a standards-based curriculum

15hrs.

UNIT II: DYNAMICS OF CURRICULUM DEVELOPMENT: THEORY AND DESIGN

Requisite Components of a Curriculum- Curriculum Content, Curriculum Experience, Educational Environment

Curriculum Development: meaning, importance, stages

Trends in curriculum development- Subject-centred designs, Learner centred designs, Problem centred designs

Product and Process Models of Curriculum Development – A. Technical Scientific approach –Tylor model- Hilda Taba model –Oliver's Didactic model-Hunkins's Decision Making model –Backward design –Cognitive Thought model

B. Non-technical/ Non scientific approach – Allan Glatthorn: Naturalistic model, Experiential & Social Critical models (Toohey), Deliberative model (Ornstein and Hunkins), Post positivism models

Curriculum for the Affect- Outcomes Based Approaches

Systems approach -meaning, nature and steps in Systems Analysis to curriculum designing- Systems Development Models- PPBS (Planning, Programming, Budgeting System) and PERT(Planning , Evaluation, Review, Technique) networks –Other adopted models with Curriculum as a System of instructional systems

The curriculum developers- Teacher's roles and responsibilities as a curriculum developer-Teacher empowerment through Curriculum Development: Competencies- professional knowledge, commitment to change and team work.

25hrs.

UNIT III: CURRICULUM ORGANIZATION

Different patterns: Subject curriculum - Activity curriculum - Core curriculum -Censored curriculum – Fixed curriculum - Hidden curriculum- Frontline curriculum

Drafts in curriculum- static and dynamic

Curriculum Framework – Nature and importance; Stages of development- Evidence gathering, Preparation, Development, Implementation, Monitoring and Evaluation; Types-

National Curriculum Framework and State Curriculum Framework

Developing a Local curriculum- Organization, resourcing, monitoring and development

Implementation of Courses- Full time, Part time, Correspondence, Open University, Nonformal and Continuing Education

Setting Curriculum Materials Center (CMC) or Curriculum Labs

20hrs.

UNIT IV: MODERN TRENDS IN CURRICULUM PLANNING AND EVALUATION

Curriculum Forecasting –Types or approaches of Forecasting

Curriculum Grid and its uses

Curriculum Mapping-purposes, approach or strategies used

Procedure for reviewing operational curriculum-software employed

Computer as a planning tool for Curriculum design

Models of Curriculum Evaluation - Tyler's Model, CIPP Model, Stake's Responsive Evaluation model, Roger's Model, Scriven's Model, Krikpatrick's model, Cornbach's model

Types of Curriculum Evaluation- Context Evaluation, Input Evaluation (curriculum embedded products), Process Evaluation, Product Evaluation

Practices and issues of curriculum evaluation

20hrs.

UNIT V: CURRICULUM CHANGES AND RENEWAL

Need for revision, renewal and reification in Curriculum- time frame –funds

Curriculum renewal- role of agencies in India (NCERT, SCERT, DIET, University bodies, etc.)

Quality of instructional materials: text books, supplementary reading materials, Teachers' handbooks, Student workbooks, Enrichment materials, Resource Unit and Lesson Plans

Development and implementation of modern evaluation tools- teacher's evaluation of curriculum plans

Strategies & role of community, parents, students and media as curriculum administrator and consultant

Developing Intellectual Property-Redesigning curricula to enhance Cross-curricular competencies

Ethical implications of curricular policies and decisions- ideology, personal values, issues in public domain and interests- Roles of various departments and central agencies

20hrs.

UNIT VI: CURRICULUM AND PEDAGOGICAL RESEARCH

Research on Curriculum construction, renewal and evaluation

Research on Standards-based curriculum

Reviewing researches in the area of Curriculum- identifying areas to be researched in Curriculum and pedagogy - collating an abstract of studies in Curriculum and pedagogy

Importance of research in influencing education policy

Anatomy and discussion on recent articles published on related topics of Curriculum and pedagogy

20hrs.

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken

• Prepare a report on recent curriculum development of your subject area with reference to KCF 2007/ NCF 2012.

• Prepare a report on recent curriculum development of NCFTE 2012/ UGC-/CBCSS of a University.

•Develop a local curriculum with respect to the State Curricular Framework for your subject.

• Compare the curricula of different boards for secondary and higher secondary levels in India and abroad.

• Develop a general framework for assessment of school course book/ hand book.

• Prepare a theme paper on recent curricular reforms at secondary / higher secondary / technical/ professional education in Kerala.

• Design and try out a curriculum for any one short term course-online or distance mode.

• Prepare learning modules for a course related to your subject of specialization.

• Examine critically the inadequacies, inequalities and student differences in curriculum of existing Teacher Education courses in UG/PG with reference to skill development for productive learning and generating knowledge -discussion on programmes and projects to fulfill ethical responsibilities, check cyber crimes and ensure cyber security.

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SEMESTER III

TCS 3: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

CREDITS 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSE OBJECTIVES

On completion of the course content the student will be able:

- to carry out meaningful research in various areas of education.
- to familiarise the characteristics and use of different tools and techniques for data collection.
- to construct different tools to measure educational variables.
- to explore and create learning situations in Educational Research and Statistics
- to prepare a dissertation and understand how to evaluate a research report
- to understand the importance of inference in educational research
- to select the correct statistical measure appropriate to the research problem.
- to apply suitable inferential statistical (Parametric and non-parametric) technique for data analysis
- to interpret results obtained through different techniques of analysis of data
- to draw generalizations on the basis of results of a research study

MODES OF CURRICULUM TRANSACTION

Lecture cum demonstration, Discussion, seminar practice sessions, assignments, practical sessions.

COURSE CONTENT

UNIT I: TOOLS AND TECHNIQUES FOR DATA COLLECTION

Research instruments – Purpose, Characteristics, types, construction and uses of tools for (a) Observation (b) Interview (c) Survey : Questionnaire, Opinionnaire, Rating Scales – Likert, Thurston - numeric rating scale, graphic rating scale, Descriptive graphic rating scale. (d) Self reporting: Inventories, Sociometry etc. (e) Personality measures (f) Intelligence measures (g) Demographic measures (h) Tests (different types). Focus Group Discussion, Case study.

(24 hours)

UNIT II: ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

Analysis and interpretation of Qualitative and Quantitative data - in terms of objectives, hypothesis, limitations of tools and data, earlier findings, unstudied factors, intervening variables – Interpreting significant and non significant results-generalizing findings - Methods of collating results obtained: Triangulation, Cross validation, Meta analysis.

(12 hours)

UNIT III: THE RESEARCH REPORT

Writing Style- Organization of the report- research language - Major Style Manuals/Guides -Chicago manual, Publication/ dissertation Manual of American Psychological Association (APA), MLA (Modern Language Association) Handbook for Writers of research papers, General manuscript Format followed by the University/ institution- -the Mechanics of style- Displaying results-Crediting Sources-Reference Examples- Reference Management softwares: Mendeley and Zotero, Endnote, JabRef, LaTex.

Evaluation of research report-criteria and norms - Check for plagiarism - Anatomy of a Research Article: Abstract- Introduction -Method –Results-Discussion. Quality and visibility of publications-citation count.

(24 hours)

UNIT IV: INTRODUCTION TO STATISTICAL INFERENCE

The meaning of statistical inference, Parametric and Non-parametric Tests, parameter & statistic, sampling error and standard error, Standard error of Mean, Correlation coefficient and Percentage**.**

Degrees of freedom, estimation of parameters, confidence levels and confidence intervals. Levels of significance

(14 hours)

UNIT V: INTRODUCTION TO HYPOTHESIS TESTING

The null hypothesis, Concept of Test of Significance, Rejection and non rejection regions, Directional (One tailed) and Non-directional (two - tailed) tests of significance, Errors in making inferences. Testing of significance of the difference between the following statistics for large and small independent, correlated samples: Mean, Correlation Coefficient and percentage.

Statistical Power

Calculation of Statistical power, Effect size, Prospective power analysis, Retrospective power analysis, Factors affecting Statistical Power.

(14 hours)

UNIT VI: TESTING OF EXPERIMENTAL HYPOTHESIS

The Chi Square test and the null Hypothesis- concept, uses and application, The Chi Square test of goodness of fit, The Chi Square test of independence in contingency tables, 2X2 fold contingency table, Contingency Coefficient

(12 hours)

UNIT VII: INTRODUCTION TO DESIGN EXPERIMENTS.

Randomized design, One way Analysis of Variance, Multiple Comparison tests, The randomized block design, A Factorial design (Two way ANOVA)**,** Analysis of Co-variance (ANCOVA) - concept, basic assumptions and application. Factor analysis – Concept and use

(20 hours)

UNIT VIII: ROLE OF SOFT WARE IN RESEARCH:

Role computers in statistical analysis of data, Role of software in Statistics and statistical analysis – SPSS, STATA, R.

Use of Excel, SPSS, R – Setting up of Data file, Graphical and Tabular representation of data, Cross Tabulations and Pivot Tables. Use of SPSS in Descriptive Statistics (Measures of Central Tendency and Dispersion) , (Product Moment Correlation) , Inferential Statistics (Normal curves, z and t tests, ANOVA, ANCOVA, Chi sqaure) , Correlation (r and ρ), Regression and Prediction.

(25 hours)

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Refer any five M.Ed Dissertations available in the library and critically comment on the statistical measures adopted-suitability, accuracy and interpretation.

- Refer any ten M.Ed Dissertations available in the library and critically comment on the discussion part – included or not ,if included if it sufficient ,is it in tune with reviews.
- Preparation of research abstract (five)
- Preparation of a sample research article based on the topic of dissertation
- Devising your own instrument and establishing its reliability, validity and usability -
- How will you select a sample from HSS students of Kerala using simple Random sampling
- Prepare a table showing styles of multistage cluster sampling to select teachers of primary schools of India
- Give a situation in which you have to select 1.Stratified random sampling 2.quota sampling
- List out five studies that can be statistically studied using (1)Paired sample t test(b) one way ANOVA(3) Chi Square test
- Identification of research gap on a specific topic
- Prepare a dissertation awareness manual of your own(M.Ed level) to guide the prospective researchers.(with indicators and bullets only)
- Write references in APA format after reading /watching the following.
  a. Best and Kahn(Methodology of Educational Research)
  b. A research article by a single author from any journal (eg. Edutracks)
  c. Read an Article in the Editorial page of the Hindu and write the reference.
  d. Watch a show in any Malayalam Channel and write its references.
  e. Refer for the meaning of Educational Sociology from Oxford Dictionary of Education and write its references.
  f. An article from an edited volume.

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SEMESTER III

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES 1.a: ADVANCED MATHEMATICS EDUCATION

CREDITS: 4   **DURATION: 120 HOURS**   **MARKS: 100 (70 + 30)**

COURSE OBJECTIVES

 On completion of the course content the student will be able:

- to understand the nature of the discipline of Mathematical science in the light of its historical and philosophical background

- to understand the trends, approaches, theories and strategies in mathematics education.

- to understand the latest theoretical and practical considerations in developing a mathematical curriculum as part of education for development.

- to develop the skill of developing curriculum modules

- to acquaint various technological inputs in mathematics education

- to design and practice instructional strategies and techniques in mathematics education based upon modem innovative approaches and practices

- to practice formative, summative and comprehensive evaluation of pupil performance using appropriate tools and techniques.

- to develop tools for evaluating cognitive, affective and psychomotor competencies

- to develop diagnostic tests for various purposes (Pre-diagnostic, post-diagnostic, etc.,) administer them, interpret the results and design remedial activities

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, demonstrations, Presentations, Group work, Individual work, Seminar sessions, Debate, Assignments, institutional visits, etc.

COURSE CONTENT

UNIT I: FOUNDATIONS OF MATHEMATICS

Historical development of Mathematics with special reference to the developments in the 20th century and 21stcentury. Philosophical aspects of Mathematics- Euclidean Geometry - The theoretical frame work; Euclid's procedure; Euclid's postulates; Euclid's axioms and definitions. Non-Euclidean Geometry. Learning of Mathematics – Stages of knowledge acquisition, Process oriented learning in mathematics, rote learning Vs meaningful learning and mental math.

(20 hours)

UNIT II: MATHEMATICS CURRICULUM

Meaning and scope of curriculum, changing curriculum patterns, curriculum as a course of study, as courses offered, planned experience and subject matter content. Curriculum process, aims and objectives; selection of learning experiences; selection of content, organization and integration of experience and content, evaluation. Need for changing Mathematics curriculum- social needs, developments in the discipline of Mathematical science; developments and innovations in pedagogy, need for coping up with international norms. Principles of curriculum construction and organisation, Approaches to curriculum organisation- topical and Spiral, Logical and Psychological, Correlational approaches. Evaluation of curriculum: need, nature and aspects of curriculum evaluation; sources of obtaining information relating to evaluation.

(25 hours)

UNIT III: STRATEGIES FOR MATHEMATICS TEACHING AND LEARNING

Approaches: Learner Centered Approach, Process Oriented approach, Life centered/ Environment based approach, Mastery Learning approach, Analytic-synthetic approach, Inductive - deductive approach, Heuristic Approach.

Techniques of Teaching:Concept attainment model, Inductive thinking model,Cognitive development model, Inquiry training model, Constructivist learning strategies and Reflective practices. Outcome based Education, Problem based Learning.

(20 hours)

UNIT IV: EDUCATIONAL TECHNOLOGY FOR MATHEMATICS EDUCATION

Concept of Techno Pedagogic Content Knowledge (TPCK); TPCK based content analysis of Mathematics. Concept of Digital Textbooks, Web based lessons and Multimedia presentations. Identification of e-resources; e-content development, Blogging. Role of EDUSAT in teaching and learning. A survey of software used in mathematics teaching and learning.Mathematics teacher's attitudes, beliefs and concerns about the use of digital technologies. Concept of ICT based Assessment; Recording and Analysis using Multimedia devises.

(25 hours)

UNIT V: ASSESSMENT IN MATHEMATICS LEARNING

Concept of Educational Assessment – Assessment of Learning, Assessment for learning, Assessment as learning. Formative and Summative evaluation, Continuous and Comprehensive evaluation, Norm referenced and criterion referenced evaluation.
Aims of teaching Mathematics as suggested in NCF (2005) and KCF (2007).

Bloom's Taxonomy of educational objectives - cognitive, affective and psychomotor domains-specific objectives in the instruction of mathematics, Classification of objectives in the Revised Bloom's taxonomy. Evaluation of learning outcomes in Mathematics.

Teacher made tests and standardized tests; construction and standardization of achievement test in Mathematics.Diagnostic testing and remedial instruction in Mathematics-Need and importance.

Grading system- concept and advantages over marking system, types of grading-absolute grading, direct grading and relative grading, merits and demerits. Grade Point Average, Cumulative Grade Point Average, Weighted average and weighted score/point. Classification of learners according to their level of performance in grading system.

Online examination/Computer based Examination, Portfolio assessment and Evaluation based on Rubrics. Informal assessment strategies for Mathematics classroom – application cards graphic organizers, guided reciprocal, peer questioning etc.

(30 hours)

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Analyze any selected Mathematics curriculum in the light of modem principles of curriculum development.

- Prepare sample lesson transcripts in tune with selected Models of teaching

- Develop an achievement test in mathematics and standardize it on a small sample

- Identification of difficult areas in Mathematics and the reasons for the difficulty and suggest remedial measures

- Prepare a diagnostic test in Mathematics for any unit of study and administer the test to a small group. Design Remedial activities for the difficult learning points.

- Review any two software in Mathematics and prepare a lesson transcript which use any one of the software.

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SEMESTER III

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES1.b: ADVANCED SCIENCE EDUCATION

CREDITS 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSEOBJECTIVES

On completion of the course content the student will be able:

• to understand the nature of the discipline of science education in the light of its historical and philosophical background

• to understand the latest theoretical and practical considerations in developing science curriculum as part of education for development.

• to understand the trends, approaches, theories and strategies in science education.

• to acquaint various technological inputs in science education

• to design and practice instructional strategies and techniques in science education based upon modem innovative approaches and practices

• to practice formative and summative comprehensive evaluation of pupil performance using appropriate tools and techniques:'

• to develop the skill of developing curriculum modules

• to write lessons transcripts / instructional modules in the lines suggested by the various models of teaching

• to develop tools for evaluating affective and psychomotor competencies

• to identity relevant problem leading to search studies in science education and designing and executing appropriate research project

• to develop diagnostic tests for various purposes (Pre-diagnostic, post-diagnostic, etc.,) administer them, interpret the results and design remedial activities.

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, demonstrations, Presentations, Group work, Individual work, Seminar sessions, Debate, Assignments, institutional visits, etc.

COURSE CONTENT:

UNIT I: SCIENCE EDUCATION BASICS AND MULTIPLE PERSPECTIVES

Science Education – a Constructivist approach. Teaching and Evaluation of process skills in science and concepts using Bloom's taxonomy, 1956; Revised Taxonomy (Anderson & Krathwohl) 1990; Mc Cormack & Yager's Taxonomy of Science Education, 1989; Technology Integrated Taxonomy – Peck & Wilson (1999)

Aims and Objectives of Science with regard to NCF (2005) and KCF (2007),Contributions of Learning theories in Science Education- Skinner, Ausubel, Gagne, Vygotsky, Piaget and Bruner - Gardener's Multiple Intelligence Theory - Applications in Science Education

Cognitive skills - Thinking skills - types, strategies for developing thinking skills, think differently-extrapolated learning- Science Education for peace and sustainable development Science Education for Employability skills- life skills, soft skills and survival skills. Scientific and technological literacy leading to innovations and creativity in Science, new trends in research

Science education for: i) diverse learners, ii) Gender equality iii) internalization

20 Hrs

UNIT II: PEDAGOGY IN SCIENCE EDUCATION

Constructivist Approaches to Science Teaching: inquiry method, problem solving strategies, investigatory approach, guided discovery approach, inductive and deductive method, project based learning, cooperative and collaborative learning, activity based learning, experiential learning, Brain Based Learning - strategies and implications.

Self-learning Strategies and Differential learning - types and Classroom applications

IT Based strategies- web based learning and pedagogical designs using ICT in Science

Application of technological resources for science education – ICT based resources – scope – multimedia, e-book reader, open learning resources, online repositories, virtual libraries, ejournals, e- projects, webinar, m-learning, web 2.00 tools-Edmudo, Edjudo, Edublog, web 3.00 tools, web 4.00 tools relevant to science teaching

Internet in the science class room-Internet enabled e-content, E-mail. Steps for using internet in the science class room, Internet safety in the class room-cyber security and cyber ethics

25Hrs

UNIT III: CURRICULUM TRENDS IN SCIENCE EDUCATION

Features of curriculum in science education - significance of research embedded curriculum

Science Curriculum at Different Stages (Elementary, Secondary and Higher Secondary) - Curriculum at secondary level in present scenario: regional, national, international - Comparison of curriculum of science education of different countries-Switzerland, Australia, Finland and any one developing country

Development of Curricular materials-Textbooks, Learning supplements, Teacher texts, other enrichment materials.

Curriculum Evaluation - Principles, instrumentation and strategies

Teacher education curriculum of science – review

25Hrs

UNIT IV: ASSESSMENT IN SCIENCE EDUCATION

Assessment in the teaching and learning of science – meaning and significance

Ongoing trends of assessment – paper –pencil test, assignments, projects, debates, discussions, quiz, grading, self evaluation, peer evaluation

Future trends in assessment – online evaluation – online assignment, online tests, open book exams, take home exams, gamification, live feedback.

Diagnostic testing and remediation

Assessment of cognitive, affective and psychomotor outcomes – use of appropriate tools and techniques, alternative assessment – concept maps – evaluation rubrics for evidence based performance – standards based reporting – portfolios in science learning– e-portfolios

Areas of research in assessment in science education

15 Hrs

UNIT V: PROFESSIONAL DEVELOPMENT OF SCIENCE TEACHERS

Professional development- scope and importance.- - professional development through ICT related to research - online forums, net conferences, web conferences - interacting with social network - Networking- Inter and intra networking. - Role of Reflective practices in professional development

Changing roles and responsibilities of science teacher- Professional competencies - Competencies for developing millennium skills and cognitive abilities, Professional ethics for teachers, Teacher appraisal and accountability

A professional teacher educator in science: qualifications and attributes on the basis of NCFTE 2009.

20 Hrs

UNIT VI: RESEARCH IN SCIENCE EDUCATION

Research in Science Education in India and other countries, implications of Science Education researches on classroom practices, Vision of Science Education in research significance of virtual thinking.

Classroom research in Science - need and scope, Research methods in Science Education

Ethics in Research, Plagiarism.

15Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

• Critical study of an in-service teacher education programme for Science teachers in terms of their need and relevance, duration, planning, organization and outcomes – document analysis

• Preparation of lesson transcripts based on Models of teaching.

• Preparation and presentation of papers on comparative study of Science Education curriculum of other countries at different levels.

• Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks with special reference to Science Education

• Conduct a survey of the problems in science Education-Curriculum, transaction and Evaluation that are most prevalent in schools, which need immediate attention for enabling students to think differently and prepare a brief report.

• Field visit to schools at Elementary/Secondary/Higher secondary level especially residential / ashram schools and minorities institutions and preparation of report on the strategies adopted by science teachers for fostering scientific temper among students.

•   Identification of research topics in the area of Science education and preparation of proposals.

•   Prepare lesson transcript for teaching Science on the basis of Multiple intelligence

•   Documentation / preparation of report on institutions/schools practicing innovations.

•   A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science, for example, Discovery of the electron; the development of electromagnetism; theory of evolution; Newtonian calculus and its importance to Physics; Thermodynamics, Nanotechnology.

•   A critical study of a curricular project selected from any area of science (e.g. PSSC, BSCS, and Chemical Education Material Study Programme (CHEM), Nuffield, O and A level Curricula, NCERT etc.).

•   Development of tools for measuring affective variables related to Science.

•   Development of tools for assessing thinking skills.

•   Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching Science and its presentation

•   Develop an e-content on any topic in Science.

•   Development of lesson transcripts for extrapolated learning.

•   Compare the curriculum at elementary or secondary or higher level of any two universities – one should be from India and the other preferably Switzerland, USA, Australia, Finland or any country of your choice.

•   Apprenticeship with Research scholars for 10 days and submit a report on innovations in classroom research

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SEMESTER III

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES 1.c: ADVANCED ENGLISH LANGUAGE EDUCATION

CREDITS 4 **DURATION: 120 Hrs** **MARKS: 100(70+30)**

COURSE OBJECTIVES

On completion of the course content the student will be able:

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

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving

method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

COURSE CONTENT

UNIT I: PERSPECTIVES IN TEACHING AND LEARNING OF ENGLISH LANGUAGE:

Language: Nature, Functions and Scope - Language and Culture- Language and Gender - Language Acquisition – L_1, L_2, L_3 - Role of Family and Community Resources in English Language Acquisition.

Application of Theories in Language Learning: Psycho-linguistic, Socio-linguistic and Neuro-linguistic --Contributions of Piaget, Bruner, Vygotsky, Chomsky, Krashen and Terrell, Paulo Freire, Howard Gardner.

Aims, Objectives and Principles of Language Learning – Bloom's Taxonomy and Revised Versions – Objective Based Instruction, Process Oriented and Outcome Based Learning.

10Hrs

UNIT II: APPROACHES, METHODS AND TECHNIQUES IN ENGLISH LANGUAGE TEACHING

Review and Critical Analysis of Various Approaches and Methods – Grammar Translation Method- Direct Method - Audio-lingual Method - Situational Language Teaching - Communicative and Task-based Learning Approaches - Natural Approach –Humanistic Approaches - TPR - Silent Way – Cooperative Learning – Interactive Approach - Whole Language Approach.

Innovative Strategies and Techniques for Teaching Language Skills [LSRW and Study skills], Language Elements [Vocabulary and Structures] and Literary Elements [Imagery, Figures of Speech etc.] Language Discourses [notices, reports, letter, profile, diary etc].

Discourse analysis

Current Pedagogic Practices in ELT with special reference to Schools under State Syllabus in Kerala.

Models of Teaching: Social Simulation Model, Class room Interaction Model, Inductive Thinking Model

Instructional Strategies and Teaching Learning Materials to address the Children with Special Needs (CWSN) in the Language Classroom.

20Hrs

UNIT III: ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION

Developing Basic Language Skills [LSRW] and Intermediate as well as Advanced Language Skills that are level specific viz. primary, secondary and senior secondary with reference to classroom application.

Listening: casual, intensive, top down-bottom up listening, listening with purpose and listening for comprehension

Speaking – conversational, oratory and presentation skills as well as pronunciation, pronunciation, stress, intonation

Reading –Engaging with Reading:

Response to Literature; Transactional theory of reading; reading for different purposes; Definition of reading comprehension; Examining the complex and dynamic processes of reading comprehension; Cognitive theories about how readers construct meaning; strategic reading. Efferent and aesthetic reading; Reading in the content area; text structure and reading strategies, Vocabulary. Literature instruction in Indian schools.

Writing – Cognitive process of writing: The view of writing as a problem solving and decision making process. Planning, transcribing/drafting, and, reviewing/revising; recursive nature of writing, Social aspect of writing; Role of context in writing; purpose, audience, and instructional influence.

Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader.

Review of writing instruction in India.

Barriers in oral and written communication in English - Strategies for Effective

Communication - Communication Networks - Teacher as an Effective Communicator

20Hrs

UNIT IV: DESIGN AND DEVELOPMENT OF ELT CURRICULUM IN THE MULTILINGUAL CONTEXT

English Language Curriculum for the 21st century Learners - Need based, Objective based, Learner-centred, Activity based, Process-oriented, Task-based, Issue-based, Life-centred, ICT-enabled

Multi- lingualism – Three Language Formula – NPE-1986, NCF-2005 and KCF-2007 on Language Curriculum - Contextualized Language Learning - Development and

Experimentation of Contextual Learning Resources like Local Texts, Teacher made Texts etc – Problems of ELT in Multi Lingual Context of India. Neurolinguistic programming

Philosophy of Inclusion and Differential Learning - Concept and Process – Learner Diversity in Language Classrooms with respect to Learning Styles, Learner Strategies, Socio-cultural Background etc. - Learning Environment, Curriculum Approaches, Instructional Strategies and Assessment in Differential Teaching -Curriculum for Inclusive Education

Comparison of SCERT, CBSE, ICSE and NCERT Curricula and Critical Analysis of

Secondary and Higher Secondary English Course Books, Source Books and other Learning Materials

20Hrs

UNIT V: INCLUSION OF DIGITAL TECHNOLOGY IN LANGUAGE EDUCATION

Role of Teacher and Learner in Digital Era – Teacher as Techno-pedagogue – Digital Natives and Migrants

Technology enabled Language Teaching and Learning - Multimedia Labs – CALL, Blended Learning, e-learning, m-learning, online tutoring – Networking in Language Learning-Forum-Wiki- Blog-Video Conferencing- Teacher Tube - ESL Café-LinkedIn- Learning Management System. English Language Learning through cyber English classrooms

Digital Resources and e-content - Educational Websites, Open Education Resources - Virtual Classrooms, e-library, e-journals, Audio Podcasts, Online Language Games, Film Clips.

Cyber Security, Server Security, e- mail Security, Data Encryption, Copyright Laws.

10Hrs

UNIT VI: CHANGING TRENDS IN LANGUAGE ASSESSMENT

Continuous and Comprehensive Evaluation – Grading - Self evaluation, Peer evaluation and Teacher evaluation.

Language Tests for vocabulary, grammar, pronunciation, listening, speaking, reading, writing - 'Live' monitoring - Analysis of Learners' written text and spoken text - Alternative and Performance based Assessment Techniques – Checklists, Rubrics (for assessing Language Skills and Discourses), Portfolios - Online and Offline Assessment

Progress Tests, Proficiency Tests and Placement Tests – IELTS, TOEFL, TKT,TET, SET, NET.

10Hrs

UNIT VII: CONTINUING PROFESSIONAL DEVELOPMENT FOR ENGLISH LANGUAGE TEACHERS

Changing Roles of Teachers – Professionalism of English Language Teachers –

Professional Competencies – Pre-service and In-service Training for Language

Teacher - Role of Agencies and Professional Organizations in Teacher Empowerment.

Concept of Continuing Professional Development(CPD) - Innovations in the Continuing and Professional Development of English Language Teachers,Strategies of Professional Development: Orientation programmes, Refresher Courses, Seminars, Symposium, Panel Discussion, Workshops, Conferences, Self study, Study groups and Study Circles, Book Clubs, Extension Lectures, Research Colloquium.

Functions of Teacher Learning Resource Centre.

Provisions made by the State for Professional Development of Teachers

Developing a Humane Teacher and Professional Code of Ethics – Teacher Stress Coping Strategies - Awareness of Career Paths - Development of Career Trajectory - Job Satisfaction of Teachers.

20Hrs

UNIT VIII: RESEARCH AND INNOVATIONS IN ELT

Current Trends and Practices in Research – Action Research, Case Studies in ELT - Text Analysis - Critical Discourse Analysis - Content Analysis - Critical Analysis of Cinema, Literature and Visual Arts.

Identifying Areas of Research and gaps in ELT – Review of Latest Research in

English Language Education and Second Language Pedagogy (since 1990's) –

Development of Learning Packages and Research Tools in ELT

Electronic Tools for Research - Literature Data Bases and Search

10Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken

- A survey on Socio-cultural aspects of response to literature

- Study of barriers affect inland factors facilitating English language acquisition among students in anyone of the schools in your district (Urban/Rural/Govt/Private/English medium/Malayalam medium schools)

- A survey on Children's response to literature.

- A survey on the values embedded in the English Course book prescribed for Elementary/Secondary/Higher secondary level.

- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.

- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language

- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy

- Review of five recent studies in the area of teaching and learning of English (Prose/Poetry/Vocabulary/Grammar).

- Identification/Analysis of pitfalls in Course Books and Sourcebooks in English

- Analysis of the Course books in English prescribed by SCERT for Elementary/Secondary/Higher secondary level.

- Comparative analysis of anyone Course book in English of State syllabus with CBSE/ ICSE Syllabus.

- Action research in ELT

- Preparation of Innovative materials for teaching English

- Preparation of Multimedia materials for developing any one language skill in English

- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in English Course book at Elementary/Secondary/Higher secondary level.

- Design learning materials for catering students with Multiple Intelligences in ELT classrooms

- Production of one documentary in English related to a social issue

- Devising Games for teaching Vocabulary /Grammar/ Pronunciation

- Developing Rubrics for assessing listening/ speaking/reading/ writing skills and validating these skills with the help of the developed rubrics.

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SEMESTER III

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES1.d: ADVANCED HINDI LANGUAGE EDUCATION

CREDITS 4   DURATION: 120 Hrs   MARKS: 100(70+30)

On completion of the course content the student will be able:

- to become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language
- to explore modern assessment practices that are in vogue in the field of language teaching
- to ensure quality in the continuing professional development of teachers
- to equip the prospective teacher educators with a positive attitude towards research
- to acquaint themselves with areas of research and various research tools

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

COURSE CONTENT

UNIT I: PERSPECTIVES IN TEACHING AND LEARNING OF HINDI LANGUAGE

Language – Nature, functions and scope - language and culture- language and gender - Language Acquisition –Hindi as L1, L2, L3 –Role of family, media and community resources in Hindi language acquisition, Formal and Informal learning of Hindi language with special reference to Kerala state.

Application of Theories in Language Learning --contributions of Piaget, Bruner, Chomsky, Vygotsky, Howard Gardner

Aims, objectives and principles of Language learning,

Bloom's Taxonomy and revised versions – objective based Instruction, process-oriented and outcome based learning

10 Hrs

UNIT II : APPROACHES, METHODS AND TECHNIQUES IN HINDI LANGUAGE TEACHING

Review and Critical analysis of various approaches and methods - Grammar-translation method - Direct Method –Structural Method- Audio-lingual method - Communicative and task-based learning approaches - Humanistic Approach-Language Games-

– Co operative learning – Collaborative learning.

Innovative strategies and techniques for developing language skills (LSRW and Study skills), Language elements (Structure, vocabulary, usage etc) and literary elements

(Imagery, figures of speech, idioms, etc), language discourses (reports, diary entry, etc)

Current pedagogical practices of Hindi language teaching with special reference to primary/secondary/higher secondary schools under state syllabus in Kerala

Models of Teaching: Concept Attainment Model, Advanced Organiser Model, Inductive

Thinking Model.

Instructional strategies and teaching learning materials to address the special needs of differently abled children (CSWN-Children with special needs) in the language classroom

20Hrs

UNIT III : ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION

Developing basic language skills [LSRW] and language skills at specific levels viz., primary, secondary and higher secondary – listening: casual, intensive and listen with purpose and listening for comprehension: Speaking – pronunciation, conversational, oratory and presentation skills

Reading – literal, inferential, critical and creative,

Writing: graphic, mechanic and creative, expository and academic editing process

Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader.

 Review of writing instruction in India

Barriers in listening, speaking, reading and writing communication in Hindi - strategies for effective communication - Communication Networks - Teacher as an effective communicator

10Hrs

UNIT IV: DESIGN AND DEVELOPMENT OF HINDI LANGUAGE TEACHING CURRICULUM IN THE MULTI LINGUAL CONTEXT

Hindi language curriculum for twenty first century, learner- need based, objective based, learner-centered, activity based, process-oriented, task-based, issue-based, life-centered, ICT-enabled

Multilingualism: Three language formula, NPE 1986, NCF 2005, KCF2007 on language curriculum - - development and experimentation of contextual learning resources like local texts, teacher made texts, etc – problems of Hindi language learning in multi lingual context of India

Philosophy of inclusion and differential learning in curriculum design- concept and process – learner diversity in language classrooms with respect to learning styles, learner strategies, socio cultural background - learning environment, curriculum approaches, instructional strategies and assessment in differential teaching

Comparison of SCERT, CBSE, ICSE and NCERT curricula and critical analysis of secondary and higher secondary Hindi course books, source books and other learning materials

20Hrs

UNIT V: INCLUSION OF DIGITAL TECHNOLOGY IN HINDI LANGUAGE EDUCATION

Role of teacher and learner in the digital era---teacher as techno pedagogue--digital natives and migrants

Technology enabled language teaching and learning—multi media lab—CALL—blended learning, e-learning, m-learning, online tutoring, networking in language learning: forum, blog, wiki, on line discussions, video conferencing, digital learning materials: e-content, teacher tube, Learning Management System (LMS)

Digital resources and e-content: educational websites, Open Education Resources (OER), virtual classrooms, e-journals, audio podcasts, e-library, online language games, film clips, online Hindi lessons

Cyber security, Server security, E mail security, , Copyright laws

20Hrs

UNIT VI : CHANGING TRENDS IN ASSESSMENT IN HINDI LANGUAGE LEARNING

Continuous and Comprehensive evaluation (CCE)—Grading--- Self evaluation, Peer evaluation, Teacher evaluation

Language tests for vocbulary,grammar,pronunciation,listening,speaking,reading,writing-performance based assessment techniques – checklists, rubrics (for assessing languages and discourses), portfolios- online assessment and offline assessment

Progress Tests, Proficiency tests and placement tests- K-TET, TET, SET, NET, online courses, Translation courses in Hindi

10Hrs

UNIT VII: CONTINUING PROFESSIONAL DEVELOPMENT FOR HINDI LANGUAGE TEACHERS

Changing role of teachers, professionalism of Hindi language teachers, professional competencies, pre-service and in-service training for teachers, role of agencies and professional organizations in teacher empowerment

Concept of Continuing Professional Development (CPD), Innovations in the Continuing and Professional Development of Hindi language teachers, strategies of professional development: orientation programmes, refresher courses, seminars, symposium, panel discussion, workshops, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquiums

Functions of Teacher Learning Resource Centre

Provisions made by the State for Professional Development of Teachers

Developing a humane teacher and professional code of ethics, teacher stress coping strategies, job satisfaction of teachers

20Hrs

UNIT VIII: RESEARCH AND INNOVATIONS IN HINDI LANGUAGE TEACHING

Current trends and practices in research, Action Researches, Case Studies, critical discourse analysis, content analysis, critical analysis of cinema, literature and visual arts

Identifying areas of research and gaps in Hindi language learning, Review of latest research studies (since 1990s) in Hindi language education

- Development of learning packages and research tools in Hindi language learning

Electronic tools for researches in Education, data base and search skills

10Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken

- Translate any 10 dohas of Kabirdas to English
- Study of barriers affecting and factors facilitating Hindi language acquisition among students with regard to State/CBSE/ISC schools
- A survey on Socio-cultural aspects of response to literature.
- A survey on Children's response to literature.
- A survey on the values embedded in the Hindi Course book prescribed for Elementary/Secondary/Higher secondary school level
- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- Study and analysis of different approaches, methods and techniques for differentiating teaching language and teaching literature in the context of first language and second language
- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy
- Review of five recent studies in the area of teaching and learning of Hindi (Prose/Poetry/Vocabulary/Grammar).
- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Hindi
- Analysis of the Course books in Hindi prescribed by SCERT/NCERT for Elementary/Secondary/Higher secondary school level
- Critical analysis of any Hindi film based on social issues
- Action research in Hindi language teaching
- Preparation of Innovative materials for teaching Hindi
- Preparation of a Question Bank consisting of 100 objective type questions for competitive examinations in Hindi.
- Preparation of Multimedia instructional materials for teaching Hindi
- Preparation of Resource Unit in Hindi

- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Hindi Course book at Elementary/Secondary/Higher secondary level
- Design learning materials for catering students with Multiple Intelligences in Hindi language teaching classrooms
- Production of one documentary in Hindi related to a social issue
- Devising Games for teaching Vocabulary /Grammar/ Pronunciation
- Developing Rubrics for assessing teaching skills

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SEMESTER III

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES 1.e: ADVANCED MALAYALAM LANGUAGE EDUCATION

CREDITS 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSE OBJECTIVES

On completion of the course content the student will be able:

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

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

COURSE CONTENT

UNIT I: PERSPECTIVES IN TEACHING AND LEARNING OF MALAYALAM LANGUAGE:

Language – Nature, functions and scope. Philosophical Sociological and Psychological bases of language learning

Language and culture- Language as tool for preservation, transmission and transformation of culture

Language Acquisition –Language a biological triggered behaviour, Language acquisition v/s Language learning, Language acquisition and cognitive development

Application of Theories in Language Learning- psycho-linguistic, socio- linguistic and Neuro-linguistic - Contributions of Piaget, Bruner, Vygotsky, Chomsky, Paulo Freire, Howard Gardner

Aims, objectives and principles of Language learning – Bloom's Taxonomy and revised versions – objective based Instruction, based process-oriented and outcome

based learning

10Hrs

UNIT II: APPROACHES, METHODS AND TECHNIQUES IN MALAYALAM LANGUAGE TEACHING

Review and Critical analysis of Various approaches and methods - Grammar-translation - Direct Method - Audio-lingual method - Situational language teaching - Communicative and task-based learning approaches - Natural Approach – TPR - Silent Way - Humanistic Approach – Cooperative and Collaborative Learning – Whole Language Approach

Discourse Oriented Pedagogy - Importance of discourse in language learning and teaching, Functions of: Debate, Process of constructing discourses

Innovative strategies and techniques for teaching language skills [LSRW and study skills], language elements [vocabulary and structure] and literary elements [imagery and figures of speech etc.] language discourses [reports, diary entry etc]

Current pedagogic practices in MLT with special reference to schools under State syllabus in Kerala

Models of Teaching: Social Simulation Model, Class room Interaction Model, Inductive Thinking Model

Instructional strategies and teaching learning materials to address the special needs of differently abled children (CSWN-Children with special needs) in the language classroom

15Hrs

UNIT III: ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION

Developing basic language skills [LSRW] and intermediate as well as advanced language skills that are level specific viz. primary, secondary and senior secondary

– listening: casual, intensive and listen with purpose and listening for comprehension: Speaking – pronunciation, conversational, oratory and presentation skills, Reading – Literal, inferential, critical and creative, writing: graphic and creative, expository and academic Editing Process

Barriers in oral and written Communication in Malayalam- Strategies for Effective

Communication - Communication Networks - Teacher as an effective communicator

20Hrs

UNIT IV: DESIGN AND DEVELOPMENT OF MLT CURRICULUM IN THE MULTILINGUAL CONTEXT

Malayalam Curriculum for Twenty First Century Learner- need based, objective based, learner-centred, activity based, process-oriented, task-based, issue-based, life- centred, ICT-enabled

Multi lingualism – Three-language formula – NPE-1986, NCF-2005 and KCF-2007 on Language curriculum - contextualized language learning - development and experimentation of contextual learning resources like local texts teacher made texts etc - – problems of MLT in multi lingual context of India

Kerala state, CBSE, ICSE syllabi

Philosophy of inclusion and Differential learning - concept and process – learner diversity in language classrooms with respect to learning styles, learner strategies,socio cultural background etc. - learning environment, curriculum approaches, instructional strategies and assessment in differential teaching

Curriculum for inclusive education

MLT and learning in the bilingual areas of Kerala

20Hrs

UNIT V: DIGITAL TECHNOLOGY IN LANGUAGE EDUCATION

Role of teacher and learner in Digital era – Teacher as Techno-pedagogue – Digital natives and migrants

Technology enabled language teaching and learning - Multimedia Labs – CALL, Blended learning, e-learning, m-learning, online tutoring – Networking in Language Learning- Forum- Wiki- Blog-Video Conferencing- Teacher Tube,E- Twinning

Digital resources and e-content - Educational Websites, Open Education Resources - Virtual Classrooms, virtual schools, e-Library, e-journals, audio podcasts, On line language games, Film clips

Cyber security, Server security, E mail security, Data encryption, Copyright laws

20Hrs

UNIT VI: CHANGING TRENDS IN LANGUAGE ASSESSMENT

Continuous and Comprehensive Evaluation – Grading - Self evaluation, Peer evaluation and Teacher evaluation

Language tests for vocabulary, grammar, pronunciation, listening, speaking, reading, writing - 'Live' monitoring - Analysis of learners' written text and spoken - Alternative and performance based assessment techniques – checklists, rubric (for assessing languages and discourses), portfolios - online and offline assessment

Progress Tests, Proficiency tests and Placement tests –TKT, TET, SET, NET

10Hrs

UNIT VII: CONTINUING PROFESSIONAL DEVELOPMENT FOR MALAYALAM LANGUAGE TEACHERS

Changing roles of teachers – Professionalism of Malayalam Language Teachers – Professional competencies – pre service and in service training for language teacher - Role of agencies and professional organizations in teacher empowerment

Concept of Continuing Professional Development(CPD) - Innovations in the continuing and professional development of English language teachers, strategies of professional development: orientation programmes, refresher courses, seminars, symposium, panel discussion, workshops, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium

Functions of Teacher Learning Resource Centre

Provisions made by the State for Professional Development of Teachers

Developing a humane teacher and professional code of ethics – teacher stress coping strategies - Awareness of career paths - development of career trajectory - job satisfaction of teachers.

15Hrs

UNIT VIII: RESEARCH AND INNOVATIONS IN MLT

Current Trends and practices in research – Action Research, case studies in ELT - text analysis - critical discourse analysis - content analysis - critical analysis of cinema, literature and visual arts -

identifying Areas of research and gaps in MLT – Review of latest Research in Malayalam Language Education and Second Language Pedagogy (since 1990's) – Development of learning packages and research tools in MLT

Electronic tools for research - literature data bases and search skills

10Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Study and analyze the issues and problems in teaching and learning Malayalam as a second language in anyone of the schools in your district

  (Urban/Rural/Govt/Private/English medium/Malayalam medium schools)

- A survey on the values embedded in the Malayalam Course book prescribed for Elementary/Secondary/Higher secondary level.

- A survey on Socio-cultural aspects of response to literature.

- A survey on Children's response to literature.

- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.

- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language

- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy

- Review of five recent studies in the area of teaching and learning of Malayalam (Prose/Poetry/Vocabulary/Grammar).

- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Malayalam

- Analysis of the Course books in Malayalam prescribed by SCERT for Elementary/Secondary/Higher secondary level.

- Comparative analysis of anyone Course book in Malayalam of State syllabus with CBSE/ ICSE Syllabus.

- Action research in Malayalam language teaching

- Preparation of Innovative materials for teaching Malayalam

- Preparation of Multimedia materials for developing any one language skill in Malayalam

- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Malayalam Course book at Elementary/Secondary/Higher secondary level.

- Design learning materials for catering students with Multiple Intelligences in classrooms

- Production of one documentary in Malayalam related to a social issue

- Devising Games for teaching Vocabulary /Grammar/ Pronunciation

- Developing Rubrics for assessing listening/ speaking/reading/ writing skills and validating these skills with the help of the developed rubrics.

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Lado, R. (1979). *Language testing, The construction and use of foreign language tests*.

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Fosnot, C. (1996). *Constructivism: theory, perspectives and practice*.

Joyce, B., & Weil, M. (2003). *Models of Teaching*.

Nair,Sreevrinda.(2015).*Bhashapadanavum Bodhanasasthravum*.Kottayam:DC Books.

Nair,Sreevrinda.(2015). *Bhashapadanavum Sidhantangalum*. Kottayam:DC Books

Nair,Sreevrinda.(2016). *Bhashapadanam Irupathonnamnoottandil*. Kottayam:DC Books

SEMESTER III

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES1.f: ADVANCED SANSKRIT LANGUAGE EDUCATION

CREDITS 4   DURATION: 120 Hrs   MARKS: 100(70+30)

COURSE OBJECTIVES

On completion of the course content the student will be able:

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

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

COURSE CONTENT

UNIT - I: PERSPECTIVES IN TEACHING AND LEARNING OF   SANSKRIT

   LANGUAGE.

Language   –Nature,   functions   and   scope. Philosophical Sociological and psychological bases of learning

Language and culture-Language as tool for preservation, transmission and transformation of culture.

Language acquisition-Language a biological triggered behaviour, Language acquisition v/s Language learning, Language acquisition and cognitive development.

Application of theories in Language Learning-Psycho-Linguistic, socio-linguistic, and neuro-linguistic. Contributions of Piaget, Bruner, Vygotsky, Chomsky, Paulo Freire, Howard Gardner.

Aims, objectives and principles of Language Learning-Blooms Taxonomy and revised versions-Objective based instruction, based process-oriented and outcome based learning.

10Hrs

UNIT II: APPROACHES, METHODS, AND TECHNIQUES IN SANSKRIT

   LANGUAGE TEACHING.

Review and critical analysis of various approaches and methods-Grammar-translation-Direct method-Audio-lingual method-Situational language teaching-Communicative and task based learning approaches-Natural approach-TPR-silent way Humanistic approach-Cooperative and collaborative learning-Whole Language approach.

Discourse oriented Pedagogy-Importance of discourse in language learning and teaching, Process of constructing discourses.

Innovative strategies and techniques for teaching language skills [LSRW and study skills] language elements [vocabulary and structure] And literary elements[imagery and figures of speech etc] language discourses[reports, diary entry etc.]

Current pedagogic practices in SLT with special reference to schools under state syllabus in Kerala.

Models of Teaching: Social Simulation Model, Class room Interaction Model, Inductive Thinking Model

Instructional strategies and teaching learning materials to address the special needs of differently able children [CSWN-Children with special needs] in language classroom.

20Hrs

UNIT III: ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION

Developing basic language skills [LSRW] and intermediate as well as advanced language skills that are level specific viz. primary , secondary , senior secondary - listen :casual , intensive and listen with purpose and listening for comprehensions : speaking – pronunciation , conversational , oratory and presentation skills , reading – literal , inferential , critical and creative , writing :graphic and creative , expository and academic editing process

Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader.

 Review of writing instruction in India

Barriers in oral and written communication in Sanskrit –strategies for effective

Communication – communication network –teacher as an effective communicator

10Hrs

UNIT IV: DESIGN AND DEVELOPMENT OF SANSKRIT CURRICULUM IN THE MULTI LINGUAL CONTEXT

Sanskrit curriculum for twenty first century learner- need based, objective based, learner – centred, activity based, process oriented, task based, issue based, life-centred, ICT-enabled.

Multi-lingualism-Three-language formula-NPE-1986,NCF-2005,and KCF-2007 on

language curriculum-contextualized language learning-development and experimentation of contextual learning resources like local texts teacher made texts etc-problems of SLT in multi lingual context of India.

Kerala state, CBSE, ICSE syllabi

Philosophy of inclusion and differential learning – concept and process –learners diversity in language classrooms with respect to learning styles, learner strategies, socio cultural background etc-learning environment, curriculum approaches, instructional strategies and assessment in differential teaching.

Curriculum for inclusive education.

SLT and learning in the bilingual areas of Kerala.

20Hrs

UNIT V: DIGITAL TECHNOLOGY IN LANGUAGE EDUCATION

Role of teacher and learner in Digital era-Teacher as Techno-Pedagogue-Digital natives and migrants.

Technology enabled language teaching and learning-Multimedia Labs-CALL, Blended learning, e-learning, M-learning, Online tutoring.Net working in language learning-Forum-Wiki-Blog-Video Conferencing-Teacher Tube, E-Twinning.

Digital resources and E-Content-Educational Websites, Open education resources – Virtual classrooms-Virtual schools, E-Library, E-Journals, audio podcasts, On line language games, Film clips.

Cyber security, Server security, email security, Data encryption, Copyright laws.

10Hrs

UNIT VI: CHANGING TRENDS IN LANGUAGE ASSESSMENT

Continuous and Comprehensive Evaluation-Grading-Self evaluation, Peer evaluation, and Teacher evaluation.

Language test for vocabulary, grammar, pronunciation , listening, speaking, reading, writing-'Live monitoring-Analysis of learners 'Written test and spoken-Alternative and performance based assessment techniques-Checklists, rubrics[for assessing language and discourses],portfolios-online and offline assessment

Progress test, proficiency tests and placement tests –TKT, TET , SET , NET .

10 Hrs

UNIT VII: CONTINUING PROFESSIONAL DEVELOPMENT FOR SANSKRIT LANGUAGE TEACHERS

Changing roles of teacher –professionalism of Sanskrit language teachers

Professional competencies –pre service and in service training for language teacher – Role of professional agencies and professional organizations in teacher empowerment

Concept of continuing and professional development (CPD)- innovations in the continuing and professional development Sanskrit language teachers , strategies of professional development : orientation program , refresher courses , seminar , symposium , panel discussions , workshops, conference , self study ,study groups, and study circles, book clubs, extension lectures, research colloquium.

Functions of Teacher Learning Resource Centre.

Provisions made by the state for Professional Development of teachers.

Developing a humane teacher and professional code of ethics-teacher stress coping

strategies- Awareness of career paths- development of career trajectory-job satisfaction of teachers.

20Hrs

UNIT VIII: RESEARCH AND INNOVATIONS IN SANSKRIT

Current   trends and practices in research-Action research, case studies in SLT-text analysis-critical discourse analysis- content analysis-critical analysis of cinema, literature and visual arts.

Identifying areas of research and gaps in SLT-Review of latest Research in Sanskrit Language Education and second language pedagogy [since 1990's]-Development of learning packages and research tools in S LT.

Electronic tools for research-literature data bases and search skills.

10Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken

- Study of barriers affecting and factors facilitating Sanskrit language acquisition

among students in anyone of the schools in your district (Urban/Rural/Govt/Private/English medium/Malayalam medium schools)

- A survey on the values embedded in the Sanskrit Course book prescribed for Elementary/Secondary/Higher secondary level.

- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.

- A survey on Socio-cultural aspects of response to literature.

- A survey on Children's response to literature.

- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language

- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy

- Review of five recent studies in the area of teaching and learning of Sanskrit (Prose/Poetry/Vocabulary/Grammar).

- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Sanskrit

- Analysis of the Course books in Sanskrit prescribed by SCERT for Elementary/Secondary/Higher secondary level.

- Comparative analysis of anyone Course book in Sanskrit of State syllabus with CBSE/ ICSE Syllabus.

- Action research in Sanskrit Language Teaching

- Comparison of Sanskrit language and literature with other Languages.

- Examination of different Non-formal agencies for promotion of Sanskrit and their Projects

- Preparation of a report on Sanskrit Commission or Krishna warrier committee.

- Preparation of Innovative materials for teaching Sanskrit

- Preparation of Multimedia materials for developing any one language skill in Sanskrit

- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Sanskrit Course book at Elementary/Secondary/Higher secondary level.

- Design learning materials for catering students with Multiple Intelligences in Sanskrit classrooms

- Production of one documentary in Sanskrit language related to a social issue

- Devising Games for teaching Vocabulary /Grammar/ Pronunciation

- Developing Rubrics for assessing listening/ speaking/reading/ writing skills and assessing these skills with the help of the developed rubrics.
- Preparation of self study materials for learning Sanskrit
- Preparation of remedial teaching packages in Sanskrit.

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Sasthri Lakshminarayana & Vidhyavachaspathi (1997). *Samskrith Nibandh Kala*, New Delhi: Arya Book Depot. 309 22.

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Satyanarayanan Sasthri (1996) *Saral Samskruth Vyakaran Part – 2*. New Delhi: Asha Prakashan Grih.

S.R. Sharma (ed.) (1993). *Teaching and development of Sanskrit*. New Delhi: Anmol Publications. 25. K. C. Pillai (1996). Samskrutha Sahitya Charithram. Kottayam: DC Books.

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SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES1.g: ADVANCED TAMILLANGUAGE EDUCATION

CREDITS 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSE OBJECTIVES

On completion of the course content the student will be able:

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

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving

method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

COURSE CONTENT

UNIT I: PERSPECTIVES IN TEACHING AND LEARNING OF TAMIL LANGUAGE

Language – Nature, functions and scope - language and culture- language and gender- Language Acquisition – L1, L2, L3 –Role of family and community resources in Tamil language acquisition

Application of Theories in Language Learning: psycho-linguistic, socio- linguistic and neuro linguistic. Contributions of Piaget, Bruner, Chomsky, Vygotsky, Krashen, PauloFreire, Howard Gardner

Aims, objectives and principles of Language learning – Bloom's Taxonomy and revised versions – objective based Instruction, process-oriented and outcome based learning

10Hrs

UNIT II: APPROACHES, METHODS AND TECHNIQUES IN TAMIL LANGUAGE TEACHING

Review and Critical analysis of various approaches and methods - Grammar-translation method - Direct Method - Audio-lingual method - Situational language teaching - Communicative and task-based learning approaches - Natural Approach – TPR - Silent Way - Humanistic Approach – Co operative learning – Collaborative learning - Whole Language Approach

Evolve modern instructional strategies for Tamil language teaching and learning

Innovative strategies and techniques for developing language skills (LSRW and Study skills), Language elements (Structure, vocabulary, usage etc) and literary elements (imagery, figures of speech, idioms, etc), Language discourses (reports, diary entry etc).

Current pedagogical practices of Tamil language teaching with special reference to schools under Kerala state syllabus.

Models of Teaching: Social Simulation Model, Class room Interaction Model, Inductive Thinking Model.

Instructional strategies and teaching learning materials to address the special needs of

differently abled children (CSWN-Children with special needs) in the language classroom

20Hrs

UNIT III: ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION

Developing basic language skills [LSRW] and intermediate as well as advanced language skills that are level specific viz., primary, secondary and higher secondary –

listening: casual, intensive and listen with purpose and listening for comprehension : Speaking – pronunciation, conversational, oratory and presentation skills, Reading – literal, inferential, critical and creative, writing: graphic, mechanic and creative, expository and academic editing process

Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader.

 Review of writing instruction in India

Barriers in listening, speaking, reading and writing communication in Tamil – Strategies for effective communication - Communication Networks - Teacher as an effective communicator

15Hrs

UNIT IV: DESIGN AND DEVELOPMENT OF TAMIL LANGUAGE TEACHING CURRICULUM IN THE MULTI LINGUAL CONTEXT

Tamil language curriculum for twenty first century learner- need based, objective based, learner-centred, activity based, process-oriented, task-based, issue-based, life-centred, ICT-enabled

Multi lingualism: Three language formula, NPE 1986, NCF 2005, KCF2007 on language curriculum - contextualized language learning - development and experimentation of contextual learning resources like local texts, teacher made texts, etc – problems of Tamil language learning in multi lingual context of India

Philosophy of inclusion and differential learning - concept and process – learner diversity in language classrooms with respect to learning styles, learner strategies, socio cultural background - learning environment, curriculum approaches, instructional strategies and assessment in differential teaching

Curriculum for inclusive education

Comparison of SCERT, CBSE, ICSE and NCERT curricula and critical analysis of secondary and higher secondary Tamil course books, source books and other learning materials

20Hrs

UNITV: DIGITAL TECHNOLOGY IN LANGUAGE EDUCATION

Role of teacher and learner in the digital era---teacher as techno pedagogue—digital natives and migrants

Technology enabled language teaching and learning—multi media lab—CALL— blended learning, e-learning, m-learning, online tutoring, networking in language learning: forum, blog, wiki, on line discussions, video conferencing, digital learning materials: e-content, teacher tube, Linked in, Learning Management System (LMS)

Digital resources and e-content: educational websites, Open Education Resources (OER),virtual classrooms, e-journals, audio broadcasts, e-library, online language games, film clips, online Tamil lessons

Cyber security, Server security, E- mail security, Data encryption, Copyright laws

10Hrs

UNITVI: CHANGING TRENDS IN LANGUAGE ASSESSMENT

Continuous and Comprehensive evaluation (CCE)—Grading--- Self evaluation, Peer evaluation, Teacher evaluation

Language tests for vocabulary, grammar, pronunciation, listening, speaking, reading, writing-‘Live’ Monitoring Analysis of learners’ written text and spoken – Alternative and performance based assessment techniques – checklists, rubrics (for assessing languages and discourses), portfolios- online assessment and offline assessment

Progress Tests, Proficiency tests and placement tests- K-TET, TET, SET, NET, online

courses, Translation courses in Tamil

15Hrs

UNITVII: CONTINUING PROFESSIONAL DEVELOPMENT FOR TAMIL LANGUAGE TEACHERS

Changing role of teachers, professionalism of Tamil language teachers, professional competencies, pre-service and in-service training for teachers, role of agencies and professional organizations in teacher empowerment,

Concept of Continuing Professional Development (CPD), Innovations in the Continuing and Professional Development of Tamil language teachers, strategies of professional development: orientation programmes, refresher courses, seminars, symposium, panel discussion, workshops, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium

Functions of Teacher Learning Resource Centre

Provisions made by the State for Professional Development of Teachers

Developing a humane teacher and professional code of ethics, teacher stress coping strategies, awareness of career paths, development of career trajectory, job satisfaction of teachers.

20Hrs

UNIT VIII: RESEARCH AND INNOVATIONS IN TAMIL LANGUAGE TEACHING

Current trends and practices in research, Action Research, Case Studies, text analysis, critical discourse analysis, content analysis, critical analysis of cinema, literature and visual arts

Identifying areas of research and gaps in Tamil language learning, Review of latest research studies (since 1990s) in Tamil language education - Development of learning packages and research tools in Tamil language learning

Electronic tools for research, literature, data base and search skills

10Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken

- Study of barriers affecting and factors facilitating Tamil language acquisition among students in anyone of the schools in your district (Urban/Rural/Govt/Private/English medium/Malayalam medium schools)
- A survey on the values embedded in the Tamil Course book prescribed for Elementary/Secondary/Higher secondary level.
- A survey on Socio-cultural aspects of response to literature.
- A survey on Children's response to literature.
- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.

- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language

- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy

- Review of five recent studies in the area of teaching and learning of Tamil (Prose/Poetry/Vocabulary/Grammar).

- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Tamil Analysis of the Course books in English prescribed by SCERT for Elementary/Secondary/Higher secondary level.

- Comparative analysis of anyone Course book in Tamil of State syllabus with CBSE/ ICSE Syllabus.

- Action research in Tamil Language Teaching

- Preparation of Innovative materials for teaching Tamil

- Preparation of Multimedia materials for developing any one language skill in Tamil

- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Tamil Course book at Elementary/Secondary/Higher secondary level.

- Design learning materials for catering students with Multiple Intelligences in Tamil classrooms

- Production of one documentary in Tamil related to a social issue

- Devising Games for teaching Vocabulary /Grammar/ Pronunciation

- Developing Rubrics for assessing listening/ speaking/reading/ writing skills and assessing these skills with the help of the developed rubrics

SEMESTER III

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES1.h: ADVANCED ARABIC LANGUAGE EDUCATION

CREDITS 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSE OBJECTIVES

On completion of the course content the student will be able:

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

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, Debates, Meaningful verbal learning and presentation,

Brain storming, Buzz session, Participatory approach, Co-operative learning,

Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method, Online, Hands-on practice on computers, Self-study, Visits to language teaching institutes, presentations in seminar and group discussions.

COURSE CONTENT

UNIT I: PERSPECTIVES IN TEACHING & LEARNING ARABIC LANGUAGE

Language: it's Nature, functions and Scope

Language and Culture, language and gender

Language Acquisition: L1, L2 and L3

Role of family and community resources in language acquisition

Application of Theories in language learning- Socio linguistic, Psycho linguistic and Neuro-linguistic: (Contributions of Piaget, Bruner, Vygotsky, Chomsky, Krashen, Freire ,Howard Gardner)

Aims, Objectives and Principles of Language Learning and Teaching Blooms Taxonomy of Educational objectives (Original & revised)-

Objective based instruction- Problem based, process oriented teaching &learning-

Outcome based learning (OBL)

10Hrs

UNIT II: ENHANCING   PROFICIENCY   IN   ARABIC   LANGUAGE &COMMUNICATION   SKILLS:

Developing Basic Language Skills (LSRW), intermediate & advanced language skills

Listening skill: Casual listening-listening for comprehension, developing listening Skills

Speaking skills: Pronunciation, voice modulation, pause, stress & intonation.

Conversational, oratory & Presentational skills, Developing speaking Skills

Reading skills: literal reading, inferential reading, critical reading, Intensive and extensive reading, Developing reading Skills, Writing skills: Graphic writing, creative writing

Editing process: syntactic, thematic, morphological, spelling and punctuation, Developing writing Skills, Barriers in oral / written communication in Arabic language

Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader.

Review of writing instruction in India

Strategies for effective communication networks

Teacher as an effective communicator

10Hrs

UNIT III: APPROACHES, METHODS & TECHNIQUES OF TEACHING ARABIC LANGUAGE

Review and Critical Analysis of various Approaches and Methods of teaching Arabic language:

(Grammar Translation Method, Lecture Method, Direct Method, Situational Language Teaching, Communicative approach, structural approach, Task Based Learning approach, Natural Approach, Co-operative Learning, collaborative, Whole-Language learning, discourse based.

Innovative techniques and strategies for developing language skills (LSRW& Study skills) language elements (Vocabulary & Structure, sentence pattern, idioms etc.) and language discourses (dialogue, poem, story, report, essay, oration, letters etc)

An analysis of Current Pedagogical Practices in teaching Arabic in the schools of Kerala

Models of Teaching: Social Simulation Model, Class room Interaction Model, Inductive Thinking Model

An analysis of Pedagogical practices in teaching Arabic in the higher education institutions of Kerala

20Hrs

UNIT IV: DESIGN & DEVELOPMENT OF ARABIC LANGUAGE CURRICULUM IN A MULTILINGUAL CONTEXT

Arabic Language curriculum for 21st century learner – Need based, objective based, learner centered, activity based, process oriented, task based, issue based, life centred, ICT enabled.

Concerns in curriculum development: Learner autonomy, teacher autonomy, Development and experimentation of contextual learning resources – local text, teacher text, etc.

Curriculum development and Differential Learning: Learner diversity in Arabic language classroom with respect to learning styles, learner strategies, socio-cultural background and learning disability, CWSN

NCF 2005, KCF2007, NCFTE2009

Critical Analysis of Arabic language Curriculum of secondary schools of Kerala

20Hrs

UNIT V: ICT INTEGRATED ARABIC LANGUAGE TEACHING &LEARNING:

Concept of Techno Pedagogy in Arabic Language

Scope and challenges of TPCK in Arabic language Teaching

Teacher as a techno pedagogue

Changing concept of teaching & learning

E- Learning and e- teaching, M- Learning, Blended Learning, Virtual Learning Environment,

E-tutoring, Classroom without Walls (CWW)

Web based learning and teaching,Learning Management systems

10Hrs

UNIT VI: ASSESSMENT IN ARABIC LANGUAGE TEACHING & LEARNING

Assessment and evaluation for teaching and learning

Assessment for learner achievement in Arabic language

Self evaluation, peer evaluation, teacher evaluation

Evaluation strategies: Continuous Evaluation, Comprehensives Evaluation, Continuous and comprehensive evaluation, Terminal Evaluation

Tools and techniques for assessment

ICT enabled Assessment, Development of online tests

Assessment Rubrics

20Hrs

UNIT VII: CONTINUING PROFESSIONAL DEVELOPMENT OF ARABIC LANGUAGE TEACHER

Arabic Language teacher preparation, Professional development of teachers

Pre service and in service teacher education, Development of mentoring skills

Commitment oriented, Competency based & performance enhanced teacher education

Professional ethics for teachers, Teacher accountability, Self assessment, peer assessment, teacher evaluation by students

Continuing Professional Development (CPD),ICT for processional development

Networking for professional growth, Teacher as a reflective practitioner

20Hrs

UNIT VIII: RESEARCHES& INNOVATIONS IN ARABIC LANGUAGE TEACHING (ALT)

Research in teaching and learning, Researches in Arabic Language teaching and learning

Identifying and locating significant concerns related to Arabic language Teaching

Innovative practices in ALT, Action Research –Investigating learner issues

Review of Recent Research Studies in Arabic Language Teaching (ALT)

10Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken

- Study of barriers affecting and factors facilitating Arabic language acquisition among students in anyone of the schools in your district

     (Urban/Rural/Govt/Private/English

      medium/Malayalam medium schools)

- A survey on the values embedded in the Arabic Course book prescribed for Elementary/Secondary/Higher secondary level.
- A survey on Socio-cultural aspects of response to literature.
- A survey on Children's response to literature.
- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy

- Review of five recent studies in the area of teaching and learning of Arabic (Prose/Poetry/Vocabulary/Grammar).

- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Arabic

- Analysis of the Course books in Arabic prescribed by SCERT for Elementary/Secondary/Higher secondary level.

- Comparative analysis of anyone Course book in Arabic of State syllabus with CBSE/ ICSE Syllabus.

- Action research in Arabic Language Teaching

- **P**reparation of Innovative materials for teaching Arabic

- Preparation of Multimedia materials for developing any one language skill in Arabic

- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Arabic Course book at Elementary/Secondary/Higher secondary level.

- Design learning materials for catering students with Multiple Intelligences in ALT classrooms

- Production of one documentary in Arabic related to a social issue

- Devising Games for teaching Vocabulary /Grammar/ Pronunciation

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SEMESTER III

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES 1.i: ADVANCED SOCIAL SCIENCE EDUCATION

CREDITS 4   DURATION: 120 Hrs   MARKS: 100(70+30)

COURSE OBJECTIVES

On completion of the course content the student will be able:

- to understand the aims and objectives of teaching social science in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.

- to understand the principles and techniques of organization of social science curriculum.

- to understand the nature and importance of inter-disciplinary approaches to teaching social science.

- to understand the processes of curriculum development (renewal, planning, designing and dimensions).

- to understand the psychological considerations of social science instruction.

- to use modern instructional strategies and models in the teaching and learning of social science.

- to understand the nature, scope and use of technology in Social Science education.

- to identify the various resources for learning social science and effectively use different media, materials and resources for teaching Social Science

- to develop the competence to construct and administer appropriate assessment tools of evaluation and interpret results.

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

- to develop competencies through practical experiences to become an effective teacher educator in social science.

MODES OF CURRICULUM TRANSACTION

Class room Lecture with ICT Integration, Group Discussion, Seminar Presentations, Practicum, Assignments, On-line Submissions, Blog based uploading.

COURSE CONTENT

UNIT I: EPISTEMOLOGICAL FRAMES IN SOCIAL SCIENCE

Phenominology and social Science. Emergence of theories and the epistemological frame – NCF (2005) - Karl Popper (Evolutionary Epistemology), Kress (Multi modality theory), Scott and Prell (Social Network Analysis), Max Weber (Social Action), George Simmel (Conflict theory), Daisaku Ikeda (Peace Education). Positivism, Anti Positivism and Post Positivism. Construction, De-construction and Re-construction. Growth, Development and De-growth.

10 Hrs

UNIT II: COMPONENTICAL CONVERGENCE IN SOCIAL SCIENCE

Geo-political understanding about Society. Social adaptation and Community living. Eco-habitation. Economic Restructuring and Living Standards. Citizenship and Obligations to the State. Human Rights Education and Dignity of Human Being. Constitutional provisions of Education. Language and Mediation in Society. Cultural Studies and the emergence of sub cultures. Historico-pedagogic sites of Exploration. Reform and Evolution of a new Society. Anthropology and Philosophy of teaching Social Science. Professional Development of Social Science Teachers.

10 Hrs

UNIT III: CURRICULUM DESIGN AND DEVELOPMENT IN SOCIAL SCIENCE EDUCATION

Pedagogical considerations of Social Science - fusion, integration and correlation approach in the evolution of the concept of Social Science. Nature of curriculum- changing curriculum patterns – Different approaches-unified, interdisciplinary, integrated, correlated, co-originate, discipline-wise - Patterns of curriculum designs- Curriculum planning: stages and strategies-Curriculum organization – organization of the social science course - sequence in the social science curriculum – Role of Art Education in Curriculum Development. Assisting students in Skill Development. Developing Meta narratives about Society. Curriculum Integration through values.

Curriculum evaluation- Need, nature and aspects of curriculum evaluation.

Global trends in designing social science curriculum-Community Education, service learning, social justice

20Hrs

UNIT IV: STRATEGIES FOR SOCIAL SCIENCE INSTRUCTION

Psychological considerations of Social Science instruction- Comparison between behaviorist, cognitivist and constructivist theories. Humanistic theories (Carl Rogers and Abraham Maslow) - Learning Social Science in Inclusive Classrooms-Modular Approach; procedure and possibilities in the development of a Module- Social Learning Theory- (Chomsky,

Bandura, Rotter) – Semiotics and Semantics in Social Science. Pro-social behavior theory and related research (Darwin, Batson) in designing social science curriculum. Instructional theories (Miller).Instructional models - Mastery Learning Model, Creative Learning Model (Treffinger), Group Investigation Model, Social Inquiry Model.

Critical appreciation of various learning strategies-SQ3R (Survey, Questioning, Reading, Recite and Review)RAFT(Role, Audience, Format and Topic)

25Hrs

UNIT V: SOCIAL SCIENCE TEACHER EDUCATOR

Reflective Teaching: Concepts and strategies for making Social Science Teachers reflective practitioners. Teacher Educator: Skills and Competencies - Roles and Responsibilities – Understanding the Learner (Teacher Educand). Professional Development of Social Science Teacher Educators: Continuing Education for Teacher Educators, Orientation and Refresher Courses - Professional Ethics. Teacher Educator as Curriculum Designer, and Researcher.

10Hrs

UNIT VI: DIGITAL MEDIA AND TECHNOLOGY INTEGRATION IN SOCIAL SCIENCE

Inter relationship between technology, pedagogy and content – Techno Pedagogic Content Knowledge (TPCK) - Individualized Instruction – Multimedia integration – Virtual Learning Audio-Video Laboratory; Concept of Social Science Laboratory - Radio - Television and satellite communication system - Integration of ICT in learning and teaching Social Science - Designing E-lessons for Social Science education – On-line Learning, E-Learning, M-Learning - Open and Distance Learning (ODL).

Resource base for Social Science. Instructional resources - text book, work book, hand book, source book. Resource Mapping-

Media, Library, Laboratory, Museum, Archieves. Internet- Global Discussion Platform – Webogogy of Social Science. Social Science Teacher Educator as a Techno-Pedagogue.

20Hrs

UNIT VII: ASSESSMENT IN SOCIAL SCIENCE EDUCATION

Concept of Educational Assessment – Quantitative and Qualitative Assessment - Assessment of learning outcome in Social Science –Continuous and Comprehensive Evaluation (CCE) – Class room Assessment Techniques (CATs), Port folios, Rubrics, Self reflection, Peer evaluation.

Grading - principles of grading, grade inflation - Assessing student performance: internal evaluation - student progression, quality, innovation, leadership, internship and involvement in community. Examination as a feedback mechanism- open book examination, on-line tests. Typology of questions as related to different subject areas viz History, Geography, Political Science, Economics etc.

15Hrs

UNIT VIII: RESEARCH PERSPECTIVE IN SOCIAL SCIENCE EDUCATION

An introduction to Research in Social Science Education - Need and significance – Teacher as a Researcher, knowledge worker and a social activist - Areas of research in social science education - Review of research in the state, India and abroad - Application of research findings in solving social issues.

10Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Prepare a Power Point presentation on a topic of your choice in Social Science (10-15 frames) (prepare soft and hard copies)
- Prepare any one Model based Lesson Transcript based on any one topic in Social Science.
- Develop a meta-narrative about changing communities (observe, explain, witness and elaborate the changes occurring in a particular community and develop thick descriptions).
- Prepare a supervision diary by observing some classes taken by teacher trainees in practicing schools.
- Conduct a survey in the nearby schools and prepare a brief report on the resources available for teaching Social Science.
- Identify some archaeological materials (minimum 5 items) in the neighbourhood and prepare a report on these items (with photos) emphasizing the educational and historical significance.
- Prepare a rubric for assessing the teacher trainees in teaching Social Science during their teaching practice.
- Critically analyze a text book of Social Science at Secondary, UG or PG level, according to the modern criteria. Prepare a report.

- Prepare research abstracts of minimum 5 studies, related to Social Science Education, conducted in India and abroad.

- Design any one E- lesson on a topic of your choice in Social Science.

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SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES 1.j: ADVANCED COMMERCE EDUCATION

CREDITS 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSE OBJECTIVES:

After the completion of the course students will be able:

- to understand the conceptualized version and framework of the development of commerce education.
- to familiarize the process of curriculum designing and analyses the modes of the transaction in commerce education.
- to analyze the instructional resources in teaching and learning of commerce.
- to explore the instructional methods, techniques, strategies and models in teaching of commerce.
- to understand the global trends in commerce education.
- to investigate the research trends in commerce and allied disciplines.
- to examine the strategies of assessment in commerce education.

MODES OF CURRICULUM TRANSACTION:

Discussion, seminar, case studies, symposia, field visits, projects, debate etc as transactional modes.

COURSE CONTENT:

UNIT: I NATURE, SCOPE AND DEVELOPMENT OF COMMERCE EDUCATION.

Commerce as a distinctive discipline, Scope of commerce in a nation's prosperity, Modernization of commerce through technological advancement and LPG.

Commerce education: Meaning, Definitions and Nature – Academic and Vocational.

Significance and Historical development of Commerce education.

Values attained through commerce education.Interdisciplinary approach in Commerce Education

Aims and objectives of Teaching Commerce

Scope and purpose of Techno-Pedagogic Content Knowledge Analysis in commerce.

15Hrs

UNIT II: CURRICULUM DESIGNING AND TRANSACTION OF COMMERCE EDUCATION

Curriculum – Concept, Principles of designing commerce curriculum

Approaches, types of curriculum, Modern trends in designing commerce curriculum.

Brief outline about NCF (2005) KCF (2007) and its relevance in vocational education.

Curriculum transaction: meaning and modes – Face to face mode and ICT enabled mode

Experience with curriculum designs-Design digital texts and e-content

10Hrs

UNIT III: INSTRUCTIONAL RESOURCES IN TEACHING AND LEARNING OF COMMERCE

Instructional Resources: textbook, workbook, handbook, source book, Resource Mapping

Instructional aids: Importance, educational values, classification of learning aids: projected, Non-projected and activity aids, 3D aids, Hands on experience: Computer, LCD Projector, Interactive white board and multi media

Learning management system (LMS) in teaching learning of commerce education.

IT enabled instructional resources: On line resources, videos, YouTube resources, animations, film clippings. Web resources, social networking, Educational blogs, e-journals, pod casting, e-learning, m- learning, web based learning.

School and Community Based Instructional Resources in Teaching Commerce: school to the community and community to the school.

25Hrs

UNIT IV: INSTRUCTIONAL METHODS, TECHNIQUES, STRATEGIES AND MODELS Methods of teaching –

criteria for selecting appropriate instructional methods, Lecture Method, Project method, socialized methods – Group discussion, seminar, debate, symposia, workshop, Problem solving method, Case studies, Source method, Inductive and Deductive, Analytical and Synthetic method.

Techniques of Teaching – Drill, Brain storming, Role play, Review, Dramatization, Buzz session, simulation, Quiz session.

Instructional strategies – Co operative learning strategies, Collaborative learning strategies, Scaffolding strategies. Experiential learning blended learning; integrative instructional strategy, problem based learning, teaching thinking skills, graphic organizer.

Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in heterogeneous classroom.

Models of teaching – Introduction, Operational Heart, Different families, Concept Attainment Model, Inquiry Training Model, Group Investigation Model, Cognitive Apprenticeship Model, 5 E models.

25Hrs

UNIT V: GLOBAL TRENDS IN COMMERCE

Global trends in commerce education – opportunities and challenges

Technological developments in Commerce – e commerce, e banking, online trade and market, digital market, e governance, Contextual and Programmatic Advertising, Marketing Automation, Artificial Intelligence (AI), Enhanced Shipping Options, Mobile Commerce, Augmented Reality for Product Visualization, Localize and Personalize Customer Experience.

Entrepreneurship development – Start up initiatives, skilling, Entrepreneurship skills and competencies, ASAP programmes– Financial management skills and competencies

Consumer education – exploitation, protection, consumer rights, laws and policies

Recent developments in computerized Accounting - cloud accounting, automation of accounting, social media strategy, collaborative accounting, outsourcing

25Hrs

UNIT VI: STRATEGIES OF ASSESSMENT IN COMMERCE EDUCATION

Quantitative V/S Qualitative Assessment

Diagnostic test, Achievement test, Performance test, prognostic test.

Teacher as a reflective practitioner - Reflective strategies – concept mapping, brain

storming, reflective journal, problem solving, self questioning, Portfolio Assessment –

digital portfolios, Rubrics.   **10Hrs**

UNIT VII: **RESEARCH TRENDS IN COMMERCE EDUCATION**

An introduction to Research in Commerce Education- Need and importance-

Commerce Teacher as researcher-Areas of research in Commerce education

Review of recent research studies in Commerce education.

10Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Conduct a study (and prepare a report) among commerce students/teachers of using a questionnaire/ interview schedule on any one of areas listed below:

   Curriculum transaction of commerce at higher secondary level

   Content related /Process oriented approach of teaching commerce Evaluation system

   Pedagogical shift from teacher to learner

   Global trends in commerce education

   Modern practices in accounting

   Technological developments and commercial activities

   Instructional supports and resources

   Learner's needs and constraints – psychological, sociological, philosophical, economical

- Draft any qualitative tool used to assess learner's ongoing instructional process
- Design a curriculum material for teaching business studies/accountancy
- Develop lesson designs/templates based on modern instructional strategies/models
- Develop an e content related with topic in business studies/accountancy

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SEMESTER III

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

SES1.k: ADVANCED GEOGRAPHY EDUCATION

CREDITS 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSE OBJECTIVES

After the completion of the course students will be able:

- to understand the history and modern trends in the nature, aims and curriculum trends
- to attain necessary skills in developing various instructional model based on theories of education
- to understand the relevance of psychological theories to geography teaching and learning.
- to gain insight into the methods of assessing and grading the teaching of geography
- to acquaint with the latest educational thinking about geography education
- to develop skill needed for revising geography curriculum for schools
- to use research findings in geography education for improving practices related to geography education.

MODE OF CURICULUM TRANSACTION

The contents can be transacted through direct instruction, interactive, experiential and independent study. Learning can be done by transmissive, transactive and transformative learning. Installation, online instruction can be followed.

COURSE CONTENT

UNIT I FOUNDATIONS OF GEOGRAPHY EDUCATION

Nature and scope of geography- functions- intellectual, social, vocational-evolution of geography teaching- recent trends and historical developments -Aims and objectives of teaching geography- taxonomy-origin-bloom's taxonomy 1956, revised taxonomy (1990) , process skills, technology integrated taxonomy

(20hrs)

UNIT II GEOGRAPHY CURRICULUM

Meaning and scope of Curriculum patterns, different approaches and trends in curriculum construction- regional, National, International (critical pedagogy, PBL, issue based curriculum, KCF 2007, NCF 205, NCERT and SCERT) - Curriculum process-aims, goals, selection of learning experiences, selection of content, organization and integration of experience and content, evaluation, integration of curricular activities. Need for changing curriculum.

Syllabus revision in Kerala-upgrading and modernization of geography syllabus, integration of work oriented education critical study of the syllabus, textbooks, source books, workbooks, handbooks etc. Guide lines for preparing geography curriculum materials - Techno pedagogic curriculum transaction -Digital texts, virtual libraries etc - Curriculum evaluation- criteria, strategies adopted in India and abroad. Comparison of curriculum of different countries with Indian

(25hrs)

UNIT III STRATEGIES FOR GEOGRAPHY INSTRUCTION

Theoretical base of geography education - Piaget"s developmental theory of learning and its implication in geography - Bruner's theory of cognition growth - Gagne's Hierarchy of learning - Cognitive learning theory of Ausubel - Vygotsky's learning theory - Gardener's multiple intelligence - Critical review of strategies - Strategies for geography instruction, techniques individualized learning personalized system of learning, auto lecture, programme for disadvantaged - Modern strategies –concept mapping, mind mapping, brain based learning, blended strategies, using graphic organizers - Role playing, enquiry training, cooperative learning, guided and inductive thinking, problem solving. Instructional models.

Inductive- deductive thinking, conceptual -factual approach, constructivist approach- learning by discovery, guided discovery, expository learning, self devised learning, collaborative learning , based learning, experiential learning.-Reflective practices

(20 hrs)

UNIT IV: TECHNOLOGY ORIENTED GEOGRAPHY EDUCATION

Technopedegogiccontentknowledge,TPCKbasedcontentanalysis,digitaltextIdentificationofe-resources,e-contentdevelopmentProgrammed instruction, branching mechanics of developing materials of programmed learning. Micro teaching-development of teaching skills – ICT and geography teaching , e-learning networking purposes- personal and professional growth,

online learning, meaning purpose – Blogs-meaning, educational, instructional blogs – Cyber aids-meaning ,ethics – Resources for teaching-learning UBUNDU, MOODLE, ERIC,INFLIBNET – Virtual learning-value-factors, problems of virtual classrooms solutions – E- learning, M- learning, teleconferences

(20 hrs)

UNIT V: EVALUATION AND ASSESSMENTINGEOGRAPHY EDUCATION

Concept of evaluation and assessment Types- formative and summative evaluation-process skills, teacher made tests and standardized tests, construction and standardization of an achievement test – CCE, rating scales, checklists, portfolios and rubrics'- Grading-principles devising a grading system, avoiding grading errors, diagnostic testing and remedial teaching – Assessment-affective measures, use of tools and techniques – Planning and assessment of portfolios in geography teaching- rubrics for evidence based performance evaluation – Assessment of curricular activities-assessment of content knowledge through activities. Online examination, computer based examination, informal assessment strategies for geography classroom, application cards, graphic 143rganizers, guided reciprocal, peer questioning etc.

(25hrs)

UNIT VI: RESEARCH PERSPECTIVE

Acquaintance with research findings in geography education - Variables related to geography achievement - Efficacy of models - Emerging   researchable areas   in geography -Researches in geography related to education

(10hrs)

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Preparation of lessons based on modern instructional strategy
- Preparation of a resource unit in geography
- Preparation of Innovative material in teaching learning
- Documentation of an geographical issue
- Preparation of a learning module
- Pedagogic   analysis of select topics.

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SEMESTER III

TCS 3(a): EDUCATIONAL STATISTICS PRACTICAL
CREDITS: 1   DURATION: 30 hours   MARKS: 25

COURSE OBJECTIVES

1. **To apply knowledge of research methodology in actual situations**
2. **To familiarize with statistical data analysis using softwares**

Activities (any three)

- Prepare a sample data file in Excel or SPSS.
- Use functions for calculations in Excel.
- Create formulae to do calculations in Excel.
- Measures of Central Tendency and Dispersion in Excel or SPSS.
- Calculate Coefficient of Correlation in Excel or SPSS
- Calculate ANOVA, ANCOVA using any software
- Prepare statistical graphs using software
- Write a dummy data of 60 units(30 boys and 30 girls) Use select cases from SPSS to find out the relationship between academic achievement and study habit of boys only
- Collect the total marks in graduation of your colleagues and draw a box plot using SPSS or R to find out whether there is an outlier or not.
- Design an outline of a study and draw objectives and hypotheses proposing that one way Anova will be employed
- Take any two data sets (hypothetical) and find out the regression equation
- Take any tool from a thesis, collect data with categorical variables gender, locale and birth order. Compare the means of the groups to test its significance
- Discuss the significance of Standard Error by collecting data using random and non random sampling methods
- Suppose you have collected data on Intelligence and Achievement of Primary School students using Purposive Sampling and your sample is 20 only (12 boys and 8 girls) what will you do? Write steps of your statistical analysis.

- Collect data on agreement towards any Issue using three point scale (Agree, Undecided, Disagree)

  (a) 30 boys and 40 girls

  (b) 40 rural students and 60 urban students

  (c) 50 students from Arts background,40 from Scscience,60from Commerce

- Suppose the scores of 1000 students are given and you are directed to the grade them as per the given schedule. How will you do in SPSS

  a. A   75-100

  b. B   60-75

  c. C.   50-60

  d. D   40-50

  e. E   Below 40

Evaluation Criteria	Marks
A. Stating Objectives	2
B. Practical Session / Planning	8
C. Presentation of Result	5
D. Report (data, steps, result, interpretation, conclusion)	10
Total	25

SEMESTER III

INT: INSTITUTIONAL TWINNING VISIT

CREDIT1   5 DAYS   30 HOURS   25 MARKS

List of Activities

1. Study visit to an institution of Regional/National /International Significance

2. Organising a seminar along with the twinning partner institute

3. Workshop aiming skill development on a topic of contemporary relevance

(Possible institutions like RIE Mysore, Aurobindo Ashram, Rishi Valley Campus, Gandhigram Rural University, CUSAT, Research labs, Agricultural Universities, Technological Universities, NGO's like Mithranikethan, Vinobha Nikethan etc could be identified for twinning.)

A reasonable form of report with certification from both the institute is essential for completing the credit.

Evaluation criteria

Participation in the programme	**15 marks**)
Reporting cum visual presentation	**10 marks**
Total	**25 marks**

SEMESTER III
SELF DEVELOPMENT COURSE
SDC3: COMMUNICATION AND ACADEMIC WRITING
CREDIT: 1   DURATION: 30 Hrs   MARKS: 25

COURSE OBJECTIVES

On completion of the course students will be able:

- to identify various communication styles and differentiate between verbal and non-verbal communication.
- to make use of proper techniques when communicating through speech and writing.
- to Improvise on their conversational skills and build up their skills to communicate within a group.
- to make use of strategies for integrating communication with technology.
- to identify the barriers which prevent them to be in communication.
- to grasp the meaning and characteristics of genresof Academic Writing.
- to familiarize themselves with different forms of academic writing.
- to acquaint themselves with the stages in academic writing and its structure.
- to prepare different kinds of academic documents using appropriate academic vocabulary and style with ease.
- to utilize relevant material in their writing from reliable online sources.
- to use suggested referencing styles and keep plagiarism at bay.

MODES OF CURRICULUM TRANSACTION

Lectures, Interactive discussions, Reflective practices, Experiential learning strategies

Seminars, Presentations, Creative workshops, Discussion interface with experts,

COURSE CONTENT

UNIT I: COMMUNICATION

Communication – Types – Verbal and Non-verbal – Communication in Writing – Cultivating Conversational Skills – Group Communication – Communication Technologies – Barriers in Communication

UNIT II: ACADEMIC WRITING

Academic Writing – Meaning – Characteristics – Writing as an Argument and Analysis – Unity and Coherence - Formats of Academic Writing – Letters, CVs, Notes, Essays, Reports, Articles, Research Proposals, Dissertations, Theses - Structure of Academic Writing– Skills required - Note taking and summarization - Academic Vocabulary – Using Online Resources - Avoiding ambiguity - Punctuation and Grammar – Referencing Styles – Rewriting – Proof Reading – Issues of Plagiarism - Copyrights

ASSIGNMENTS

Assignments on different kinds of academic writing –Preparation of sample letters and Curriculum Vitae, essays on particular topics or summary reports of documents and articles.

WORKSHOPS / PRACTICALS

Practical work will involve students working on individual writing projects on topics ranging across varied themes and issues – that are specifically assigned to them. Workshops will provide ample opportunities to students to work together on group written projects and prepare miniature models of academic writing. These products will keep in mind the requirements and features that are considered essential for good academic writing, which have already been discussed in the course content.

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Preparation of an academic research proposal having clearly identified the problem under perusal, the objectives, methodology as well as the tools and techniques.
- Book reviews
- Preparation of a research paper on any topic that merits immediate discussion.
- Critical evaluation of an article from any academic journal to identify and analyse the style, form and language

EVALUATION CRITERIA

Workshop and Practicals	12 marks
Practicum	5
Assignment	3
Written test	5
Total	**25**

SEMESTER III

SELF DEVELOPMENT COURSE

SDC4: GENDER ISSUES: AWARENESS AND MANAGEMENT

CREDIT: 1   DURATION: 30 Hrs   MARKS: 25

COURSE OBJECTIVES

On completion of the course students will be able to:

- to emerge as citizens who are gender responsive.

- to identify the national and international trends in maintaining gender equality.

- to grasp the impact of globalization on gender issues.

- to familiarize them with the concept of digital gender divide and understand the consequences.

- Analyze the gender issues and concerns in the education system

- Analyze the causes of gender inequality

- to realize how education can lead to gender equity.

- to recognize the role of women in the social building process.

- to acquaint themselves with the strategies and techniques that are to bring about gender equality.

MODES OF CURRICULUM TRANSACTION

Interactive discussions, Lectures, Debates and dialogues, Reflective practices, Case studies from across the world, Experiential learning, Collaborative learning, Field exploration, Seminars, Presentations, Workshops, Strategies based on Observation and enquiry, Introspection

COURSE CONTENT

UNIT I: GENDER ISSUES: CREATING AWARENESS

Gender and Education – Current Issues – Gender differences in educational attainment, work participation and wages - Gender equality and sustainable development – Gender and Globalization - Gender Digital Divide – The consequences of a Gender Digital Divide.

UNIT II: MANAGEMENT OF GENDER ISSUES

Strategies for Women Empowerment – Policies and Initiatives - Education as a tool for Empowerment - Gender responsiveness –National and International Initiatives – Strategies adopted for bringing about Gender Equality – Governmental campaigns- Government schemes

and initiatives in promoting the education of girl child. Gender Movements – Beti Bachao, Beti Padhao, Skill development in Women folk etc. POSCO Act.

ASSIGNMENTS

Assignments may be submitted after reviewing of literature related to gender issues that exist across the globe. Students might also be asked to compile specific strategies to be adopted for the ensuring that these differences that subsist all over becomes non-existent.

WORKSHOPS / PRACTICALS

Practical work may include but need not be necessarily limited to the following:

- Identification of highly palpable disparities with regard to gender.
- Workshop to generate awareness regarding common gender issues evident in the society.
- Listing of strategies that could ne efficiently put to use to bridge the differences with regard to gender.

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- A critical evaluation of text books from the perspective of gender neutrality.
- A critical analysis of various policy documents (national, international) related to gender issues.
- Comparison of gender issues across countries and continents.
- Critical evaluation of textbook with respect to gendered roles, relationships and ideas in textbooks and curricula.

EVALUATION CRITERIA

Workshop and Practicals	12 marks
Practicum	5
Assignment	3
Written test	5
Total	**25**

SEMESTER III

SELF DEVELOPMENT COURSE

SDC 5: PRACTICES PROMOTING ECO-FRIENDLINESS

CREDIT 1   **DURATION: 30 hrs**   **Marks 25**

COURSE OBJECTIVES

On completion of the course students will be able:

- to identify the components of ecosystem, resources, pollution and sustainability.

- to internalize the appropriate concepts in their life.

- to understand the age old and time tested cultural values which ensures a sustainable living.

- to understand the various eco-friendly practices that are adopted by individuals and institutions.

- to evolve their own eco-friendly practices incorporating the concept of sustainable development.

MODE OF CURRICULUM TRANSACTION

Interactive discussions, Lectures, Debates and dialogues, Reflective practices, Case studies from across the world, Experiential learning, Collaborative learning, Field exploration, Seminars, Presentations, Workshops, Strategies based on Observation and enquiry, Introspection

COURSE CONTENT

UNIT I: UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL PROBLEMS

Components of Environment – Meaning and definition – Interrelationship between factors of environment – Major biomes of the world-Inter relationship and inter dependence of biomes- Environmental problems- Population explosion-Pollution (air, water and land), global warming, impacts of deforestation

UNIT II: RESOURCE MANAGEMENT AND CONSERVATION OF RESOURCES

Resources and its management - Resources – Types: soil, water energy, minerals, species) Depletion of Renewable and Non-renewable resources–meaning, causes and effects– Conservation and management of natural resources-conservation strategies-wetland reclamation, rain water harvesting

UNIT III: SUSTAINABLE DEVELOPMENT

Definition, objectives, goals; Types of sustainability-Social, economic and environmental-Earth Summit (1992) and Earth Pledge, World Summit for Sustainable development (2002): 5 key areas of priority- Environmental conflicts and environmental movements-Green Chemistry

UNIT IV: ENVIRONMENTAL EDUCATION AND ECO-FRIENDLY PRACTICES

Environmental laws and rights-Eco literacy-Environmental action society in protecting eco-system-Green culture-NGO's –fostering eco-friendly practices (THANAL, WWF, Treewalk, ATREE etc.)-Eco-friendly practices followed by institutions and individuals; Social Forestry-objectives and types: farm forestry, community forestry, extension forestry,and agro forestry

WORKSHOPS / PRACTICALS

Concept of sustainable living practiced by various individuals and institutions can be selected.

REFLECTIVE PRACTICUM

Sample practicum may include eco-friendly living practiced by different traditional groups of Kerala. It can also include the work of THANAL in the field of organic farming and campaign against GMO's, waste management of KV Dayal, energy management by ATREE, promotion of eco-friendly living by Kovalam Zero waste Centre, Conservation of traditional rice by Nelvayal Raman.

EVALUATION CRITERIA

Workshop and Practicals	12 marks
Practicum	5
Assignment	3
Written test	5
Total	**25**

SEMESTER IV

SEMESTER IV

PCS 4: FUTURISTIC PERSPECTIVES OF EDUCATION

CREDIT 4   **DURATION 120 HRS**   **MARKS 100(70+30)**

COURSE OBJECTIVES

The prospective teacher educators will be able :

- to understand the development and democratic outlook of Indian Society during different periods
- to acquaint with the major educational plans and policies in India
- to competent to analyse various capacity building development initiatives through India education
- to evaluate the practices of educational Administration, management and governance
- to understand the Innovative development in our system and generate skills to address innovative instructional issues
- to awareness about the education in international perspectives

COURSE CONTENT

UNIT I: POLITICAL ASPECTS OF EDUCATION.

Lessons from ancient world, growth of education system. Political Management and education. Micro politics in education - use of formal and informal power by individuals and groups. Macro politics in education - how power is used and decision making is conducted at distinct state and federal levels.   Defensive routines and organizational learning, the hidden curriculum. Five goals of Education- democratic competence , personal autonomy, personal flourishing, contributory effectiveness(ability to contribute to social and economic life), capacity for cooperation.   Democracy – Salient features of Indian democracy, Democracy and education, Indian Constitution, secular spirituality.

30Hrs

UNIT II: ECONOMIC ASPECTS OF EDUCATION.

Meaning, definition, scope and importance of Economics of Education. Education - a pre-requisite and a tool to accelerate Economic Development - Education for Economic Growth and Development. 5Es of Economics of Education – Ecology, Environment, Energy, Education and Engineering. Human Resource Development- Human Development Index-

Realization of MDGs (Millennium Development Goals-UN) in relation to knowledge construction and skill development of Teacher as an Entrepreneur. Cost effectiveness of Higher Education. Direct (social & private) and indirect benefits of education (spill-over and externalities) - Economic benefits of ICT integration in Education.

30Hrs

UNIT III: EDUCATIONAL MANAGEMENT

Classroom Management: Strategies and Techniques for effective Classroom Management, Human Resource Management, Materials Management . Concept of Manpower Planning, Forecasting man power needs - Right to Education, Equality of Educational Opportunity. Approaches to man power planning- Manpower Planning in India. International Comparison Method. Education and Unemployment- Limitations of manpower forecasting. Causes of Educated Unemployment- Role of Education in solving the problems of Unemployment and Education- Effect of Educated Unemployment in Indian economy

Educational Planning in India- need, concept Decision Making: Meaning, Definitions , Process Management By Objectives (MBO).Institutional Planning and Budgeting - Principles and approaches of educational planning. (Social Demand, Manpower Requirement, Cost-Benefit/Rate of Returns and Synthetic/Eclectic Approach). Problems of educational planning in India.

30Hrs

UNITIV: FUTURE ASPECTS OF EDUCATION.

Technological Changes- opportunities for diverse time and place learning-flipped learning, personalized learning, conflict resolution skills, free choice of devices, programmes and techniques, blended learning, project based learning-organizational, collaborative and time management skills,, field experience, data interpretation using human reasoning to infer logic, media literacy, educational broadcasting, change of Q&A exams, students owned curricula, mentoring instead of teaching. Entrepreneurship education- genesis, concept, characteristics, role of teacher, edupreneurship skills, student start up movements.

Societal trends, economic trends, demographic trends, future oriented curriculum, attaining of higher order thinking skills, abstractive vs. creative thinking, critical reading and action, service learning, whole person education, coping with diversity and trans disciplinary education, Inclusive education of main ethnic people and gender and sexual minority (GSD)

Social media and education- communication in the new age culture of generation Z and beyond

30Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Conduct a debate/seminar/panel discussion on a contemporary issue with respect to the course content

- Poster presentation/poetry/songs/solo skit/ role playing on issues related event/ any other economic/and political aspect related to course content.

- Prepare a report of the Expenditure on different levels of Education in Kerala (Refer: Budget Estimates, Govt. of Kerala and Economic Review, State Planning Board).

- Prepare a Seminar Poster based on the theme: 'Effect of Educated Unemployment in Kerala

- Prepare a report on Human Development Index in India for the last five years. (Refer: Economic Review, State Planning Board).

REFERENCES

Agarwal, J.C. (1998). *Landmarks in the History of Modern Indian Education*, New Delhi: Vikas Publishing House.

Altekar, A.S. (2010). *Education in Ancient India*, Delhi: Isha Books.

Basu, D.D. (2011). *Introduction to the Constitution of India,* Calcutta: Wadhwa.

Mukherjee, R.K. (2011). *Ancient Indian Education*, New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.

Misra, S. K. and Puri, V. K. *Indian Economy- Its Development Experience*, Delhi: Himalaya Publishing House.

Report of NPE (1986), Government of India

Report of Revised NPE (1992), Government of India

Report of Plan of Action (1992), Government of India

Report of Yashpal Committee(1993) Government of India

Report of National Curriculum Framework (2005), Government of India

Report of National Knowledge Commission (2009) Government of India

Report of Right to Education (2010) Government of India

SEMESTER IV

SES 2: CONTEMPORARY TRENDS AND PRACTICES IN EDUCATION

SES2. 1:   HUMAN RIGHTS EDUCATION

CREDITS 4   DURATION 120 Hrs   MARKS   100(70+30)

COURSE OBJECTIVES

On completion of the course the student will be able:

- to understand the concept of Human Rights
- to explore various agencies contributing towards implementation of Human Rights and to gain knowledge about emerging trends in human rights
- to develop an insight into the concept, and importance of Human Rights Education
- to probe into various strategies of teaching Human Rights.
- to develop an insight into the significance of value approach to human rights education

MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, technology assisted presentations, discussion, document analysis, group work, seminars, debate, case study, brain storming, practicum, assignment.

COURSE CONTENT

UNIT I: HUMAN RIGHTS

Human rights-meaning and characteristics

Classification of Rights - Three Generations of Human Rights

Indian constitution and Human Rights-constitutional provisions for human rights-fundamental rights, directive principles and fundamental duties

10Hrs

UNIT II: HUMAN RIGHTS INSTRUMENTS

International Bill of Rights –Significance- Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights

Women rights- importance- Convention on Elimination of All forms of Discrimination against women- Declaration on the Elimination of Violence against Women-Law Relating to Crimes against Women -Implementation of women's rights- women's health and safety provisions in India with special reference to Kerala- Women's Commissions.

Child Rights- need and significance- - Convention on the Rights of the Child- child labour- child labour (prohibition and regulation) act - Role of Government and NGOs in Child Rights and Child Protection.

25Hrs

UNIT III- MECHANISMS FOR ENFORCEMENT OF
HUMAN RIGHTS

Major human rights issues in India-causes and remedies

Enforcement of Human Rights and role of various agencies-judiciary, government, NGOs, media

Protection of human rights act-National and state level human rights commissions- features, functions, powers (include case studies of major human rights issues in India for transaction).

20Hrs

UNIT IV -HUMAN RIGHTS EDUCATION

Human rights education.-meaning and objectives

Education for human rights and Education about human rights

Need and Importance of Education for Human Rights in the existing social scenario

Barriers in implementing Human Rights Education

Value approach to Human Rights Education

25 Hrs

UNIT V- CURRICULAR APPROACHES

Curricular approaches to human rights education-formal, informal and

hiddenHuman rights education at primary and secondary levels-integration to core subjects and co -curricular activitiesRole of teacher in promoting Human Rights- -Training teachers for Human Rights Education

20Hrs

UNIT -VI- EMERGING TRENDS

Emerging Trends in human rights

(a) Human Rights and Terrorism.

(b) Human Rights and Environment.

(c) Human rights and technology.

(d)Human Rights and Globalization

20Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Write a report on any Seminar/Workshop on human rights organized by any Institution.
- Write a report on implementation of Human Rights in a school of your choice related to students, teachers and principal.
- Conduct a survey on issues related to violation of human rights and write a report on the same
- Conduct a programme on awareness on human rights in your community.

REFERENCES

Aggarwal, J.C. (2005). *Education for values, environment and human rights*. New Delhi: Shipra publication.

Balasooriya, A.S. (1995). *Education for Peace: Learning Activities, Maharagama*, Sri Lanka: National Institute of Education.

Brown, G. (1971). *Human Teaching for Human Learning*. New York:Viking.

Delors, J. (1996). *Learning the Treasure within: Report of International Commission on Education for the21st Century*. Paris: UNESCO.

Dhand, H. (2000). *Teaching Human Rights: A Handbook for Teacher Educators*. Bhopal: Asian Institute of Human Rights Education.

Fountain, S. (1999). *Education for Peace in UNICEF. New York: Working Paper Education Section*, Programme Division, UNICEF.

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Torney-Purta, Judith; Graves, Norman; Dunlop, Jim; (eds.). (1984). *Teaching for International Understanding,* Peace and Human Rights, UNESCO, Paris, Hall, Engle Cliffs. Harris, Robert; Hahn, Carole (eds.)

SEMESTER IV
SES 2: CONTEMPORARY TRENDS AND PRACTICES IN EDUCATION
SES 2.2.LIFE SKILL EDUCATION

CREDITS 4   DURATION: 120 Hrs   MARKS: 100(70+30)

COURSE OBJECTIVES

On successful completion of the programme, the students will be able:

- to translate knowledge, attitude, skills and values into action;
- to behave responsibly and develop positive attitude towards themselves and others;
- to make decisions, communicate effectively, develop coping and management skills that can help them lead a healthy and productive life.
- to promote risk free behavior, communicate effectively and develop negotiation skills;
- to improve self perception by building self confidence and self esteem
- to lead their lives effectively and efficiently with a positive attitude.
- to deal effectively with the demands and challenges of everyday life.
- to promote healthy lifestyles through health education.
- to act as facilitators for promotion of Life Skill
- to appreciate the benefits of an active lifestyle and constructive use of leisure time

COURSE CONTENT
UNIT I: HUMAN COMPETENCIES AND LIFE SKILL EDUCATION

Promotion of human capabilities - lifelong learning and HRD

The concept of skill and skill development-

Types of skills – personal skills, conceptual skills, technical skills, managerial skills, organizational skills, specialized skills, life skills.

- Meaning and concept of life skills educations identified by WHO,

Classification of life skills, Core life skills - self-awareness, empathy, decision-making, problem solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, coping with emotions and coping with stress.

 Problem specific Life Skills and skills for Area specific development

 Components of life skills. Role of life skill in Human Resource Development.

20 Hrs

UNIT II: NEED AND SIGNIFICANCE OF LIFE SKILLS EDUCATION IN MODERN SOCIETY

Need for imbibing life skills – Key elements of Life skills education – skill development, Informational content, Interactive teaching methodologies - Benefits of life skills to the society - Educational, social, health, cultural and economic benefits. - Implications of Life skills education - personal, educational, socio-cultural, economic and developmental.

15Hrs

UNIT III: LIFE SKILL APPROACH IN EDUCATION

Designing Life skills education, Traditional and Life skills approach– Prospects - integrated into curriculum development for schools, problems and possibilities

10Hrs

UNIT IV: LIFE SKILLS EDUCATION IN SCHOOLS

– Adolescent mental and reproductive health, life skills interventions in the curriculum, life skills and mental health programmes. Life Skills approaches for Youth development.

Life skills and secondary education – NCF (2005) – recommendations, methods for promotion of life skills - Integrating Education of Life Skills in the School Subjects – languages, science, mathematics, social sciences, ICT **-** turn knowledge into attitude, behaviour and active, healthy habits. Stimulating personal and social development - Life skills for personality development and leadership **-** life skills for development of personality in adolescents -– understanding and managing others, development of leadership through life skills

20Hrs

UNIT V: LIFE SKILLS AND VOCATIONAL EDUCATION

Vocational skills – How Life Skills support and improve vocational skill-need for training and integrating Life Skills with vocational skill – Promoting efficiency and effectiveness. Life skills training, major components of training– work-related skills – need for training – promoting self sufficiency.

15Hrs

UNIT VI- LIFE SKILL TRAINING IN TEACHER EDUCATION

Emerging concepts in training- traditional and participatory methods of training, development of training design, training need analysis, objectives, methods, materials, content of training, monitoring and evaluation of training, remedial measures. Materials for training, application of technology in training modules. Selecting resources in terms of physical as well as human , identifying effective strategies for practicing life skills .

Methodologies /tools that can be used during the Training Programmes

Selecting programmes/ activities based on Life Skills.

25Hrs

UNIT VII - RESEARCH IN LIFE SKILL EDUCATION

Research as a tool for development - major researches in the area - Trends and innovations in Life skill Education and training - Impact studies - KAP studies - Emerging areas for research in Life skill Education - Contributions of research in Life skill Education.   **15Hrs**

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Preparation of modules for adolescent development through life skills
- Citing examples, discuss the importance of respect, responsibility, trust, cooperation, understanding and caring in making a relationship healthy.
- Preparation of a report on the nutritional status of adolescents.
- Analysis of training needs for different groups. (Eg School teachers, Youth trainers, school students, young women etc).
- Development of Training Modules.
- Development of Training materials (A/V and Print).

REFERENCES

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SES 2: CONTEMPORARY TRENDS AND PRACTICES IN EDUCATION

SES2.3: ENVIRONMENTAL EDUCATION

CREDITS 4   DURATION: 120 Hrs   MARKS: 100(70+30)

COURSE OBJECTIVES

After the completion of the course, students will be able;

- to understand the biodiversity richness of our country and the state

- to understand the interdependence of life and environment

- to recognise the interrelatedness among man, his cultural and biological surroundings.

- to integrate natural and social environment and prepare one to solve problems for improving his life.

- to utilize educational approaches, methods and techniques of teaching to identify the real cause of environmental problems.

MODES OF CURRICULUM TRANSACTION

Discussion, Case Study, Project Method. Participatory Learning

COURSE CONTENT

UNIT I: HISTORY OF ENVIRONMENTAL EDUCATION

Environmental Movements;

Indian Context: India as a Biodiversity Rich Country with 4 hotspots. Bishooi movement, Chipko movement, Non governmental organizations in India –ATREE, THANAL, Goa Foundations, Navadhanya.

Global Context: Speech of Siettle Chief (Translation), Writings of Rachal Carson, International NGOs like WWF, IUCN.

15Hrs

UNIT II: KERALA AS AN ENVIRONMENTALLY UNIQUE STATE

Geographical zones-rivers originating from Western Ghats. Importance of Western Ghats in maintaining its unique climate.

Importance of Western Ghats in maintaining its unique climate.

10Hrs

UNIT III: HUMAN INTERVENTION AND THREAT TO BIODIVERSITY

Deforestation-drought, flood, threats to marine life

Negative effects due to the very process of development,Impact of poorly planned developmental projects, Decline in agriculture, forest and marine productivity and its effects on economy.

Climate Change and Global Warming - Green house effect and Ozone depletion.

Management of waste generated, Observance of green protocol.

15Hrs

UNIT IV: DISASTER MANAGEMENT

Concept of Disaster Management - Emerging Management Principles

Phases of disaster management

Identifying sources of disasters and measures adopted for prevention of disaster.

Measures to ensure public participation - Role of Media, Government and Non-Governmental Agencies.

15Hrs

UNIT V: SOCIAL ISSUES AND THE ENVIRONMENT-FROM UNSUSTAINABLE TO SUSTAINABLE DEVELOPMENT

Definition and Objectives of Sustainable Development. Need for sustainable development.

Social Sustainability: Population and its Characteristics - Exploitation of Human Population: Ecological aspects - Environmental Heritage and Culture -Concept of Homeostasis - Role of teachers in developing pro-environmental behaviour.

Economic Sustainability: Laws of Limiting Factors - Sources of Energy - Energy Management and Conservation of Natural Energy Sources. Conservation of natural resources.Environmental Sustainability: Ecosystem Sustainability-Major Biomes

of the World Interrelationships and Interdependence Ecological Conflicts and environmental movements - Green Chemistry- Insitu and Exsitu conservation.

20Hrs

UNIT VI: ENVIRONMENT AND HUMAN HEALTH

Environmental health- climate and health-infectious diseases-water related diseases-risk due to chemicals in food-cancer and environment.

Human Rights: Nutrition, health and human rights- Intellectual Property Rights (IPRs) and Community Biodiversity Registers (CBRs)

15Hrs

UNIT VII: ENVIRONMENTAL ETHICS

Environmental ethics-issues and possible solutions-resource consumption patterns and the need of equitable utilization-equity disparity in the northern and southern countries-urban rural equity issues-gender equity reserving resources for future generations.

Ethical basis of environmental education and awareness-conservation ethics and traditional value system of India

20Hrs.

UNIT VIII: PEDAGOGY IN ENVIRONMENTAL EDUCATION:

Approaches:

Infusion - Interdisciplinary Model- Multidisciplinary Model
Problem Solving Methods: Discussion, Case Study, Project Method.
Participatory LearningTechniques:
Nature Walk and Nature Games, Role Play, Brain Storming, Surveys,
Eco-clubs, Exhibition, Collection, Preservation.

10Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- A report based on meetings with the people behind some of the most effective environmental organizations.

- Study the suspended particulate material and air pollutants of an area for about a week and comment on the observations made.

- Survey the 'solid waste management' techniques of your locality covering aspects like solid waste generation and characteristics, storage and collection, treatment, processing and disposal.

- Conduct a survey of Constitutional provisions including directive principles, national laws and state laws in India.

- Address a current environmental problem preferably at local or regional level and should include problem identification and analysis using primary and secondary data, design a solution and document the entire process

- Design and conduct an Environment Impact Assessment.

- Conduct a Field Study on the Density and Population of Plants growing in a particular area

- Prepare a module on Conservation and Management of Natural Resources

- Organise a nature camp in an area of ecological importance and record the observations

- Visit an organic farm and prepare a report based on its functioning

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SEMESTER IV

SES 2: CONTEMPORARY TRENDS AND PRACTICES IN EDUCATION
SES 2.4: INCLUSIVE EDUCATION
CREDITS 4   DURATION IN COURSE: 120 Hrs   MARKS: 100(70+30)

COURSE OBJECTIVES

On completion of this course the learners will be able:

- to understand the global and national commitments towards the education of children with diverse needs
- to appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- to understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools
- to analyze special education, integrated education, mainstream and inclusive education practices
- to develop a positive attitude and sense of commitment towards actualizing the right to education of all learners
- to enable the teachers in preparing a conducive teaching learning environment in varied school settings
- to analyse the trends and issues in Inclusive Education and develop the ability to conduct and supervise action research activities
- to seeking parental and community support for utilizing available resources for education in inclusive settings.

MODES OF CURRICULUM TRANSACTION

The strategies that can be used for curriculum transaction include: field based experiences, observation, discussion, interaction with experts and psychologists, lectures, case studies, seminars, assignments etc.

COURSE CONTENT

UNIT I- INCLUSIVE EDUCATION- CONCEPTUAL FRAMEWORK

Concept of Inclusion: Ideology/Philosophy behind the inclusion - meaning, justification, strengths and opportunities

Inclusive Education: - scope and relevance in present educational scenario, Advantages of inclusive education, Difference between special education, integrated education and inclusive education.

10Hrs

UNIT II- CHILDREN WITH DIVERSE NEEDS

Understanding diverse learners: Meaning, Classification, Types, Characteristics of Disabilities i) Sensory ii) Neuro developmental iii) Loco motor and Multiple Disabilities-Causes and Prevention of Disabilities.

Characteristics of children with diverse needs: sensory(hearing, visual and physically challenged)intellectual (gifted, talented and children mentally challenged children), developmental disabilities(autism, cerebral palsy, learning disabilities), social and emotional problems , scholastic backwardness, underachievement , slow learners , children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups.

Importance of early detection, Functional assessment for development of compensatory skills. Major recommendations for educating children with special needs in India

20Hrs

UNIT III: LEGAL & POLICY PERSPECTIVES

International Convention: UN Convention on the Rights of Persons with Disabilities (2006)

Constitutional Provisions: PWD Act (1995) with Amendments, National Trust Act (1999), RCI Act (1992), RTE Act (2009)

Policies, Programmes, Schemes, Institutes

National Policy on Disabilities (2006)

National Policy on Education (1986)

National Curriculum Framework (2005)

SSA (2000)

RMSA(2006)

IEDSS (2009)

RCI & National Institutes accountable for Disabilities

IDEA-2004

Concession and facilities for Persons with Disabilities.

20Hrs

UNIT IV: CURRICULUM ADAPTATIONS FOR DIVERSE LEARNERS

Concept meaning and need for curriculum adaptations for diverse learners

Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage arts theatre, drama etc in inclusive settings.

Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms, Classroom Evaluation Practices

Techniques and methods used for adaptation of content, laboratory skills and play material

Role of technology for meeting special needs of learners

20Hrs

UNIT V: INCLUSIVE CLASSROOMS

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resources and Instructional Practices

Teaching in Inclusive Classroom-Inclusion and collaboration, co-teaching differentiated instruction, monitoring students' progress, Response to Intervention.(RTI).

Role of resource teacher in developing and enriching academic skills for higher learning.

Adaptations in instructional objectives , curriculum and co-curricular activities for

meeting special needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC/ST and linguistic and other minority groups.

20Hrs

UNIT VI: PROMOTING INCLUSIVE EDUCATION

Brief account of existing special, integrated and inclusive education services in India.

Building inclusive learning friendly classrooms, overcoming barriers for inclusion.

Creating and sustaining inclusive practices.

Role of teachers for supporting inclusion of children with special needs and behavior management in inclusive classrooms.

Collaborative Practices in Inclusive education - characteristics, Challenges - Parent-Professional Partnership: Role of Parents, Peers, Professionals and Teachers

Role of NGO's in promoting Inclusive Education in India

10Hrs

UNIT VII: TEACHER DEVELOPMENT FOR INCLUSIVE EDUCATION

Teacher training programmes: In-service and Pre-service- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. Roles and responsibilities of teacher in inclusive education, Skills and Competencies of Inclusive School Teachers for Collaborative Practices, Professional Development and Professional Ethics

Curricular provisions(NCF, 2005) and transaction modes, Evaluation and follow up programmes, teacher training programmesfor inclusive education, problems and challenges- remedies

10Hrs

UNIT VIII: TRENDS AND RESEARCH IN INCLUSIVE EDUCATION

Current Status and Issues of Inclusive Education in India

Barriers in Inclusive Education in India: Attitudinal, Social, Infrastructure & Educational.
Ethical Issues in Inclusive Education.
Research in Inclusive Education in India

10Hrs

REFLECTIVE PRACTICUMS

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi-level teaching in the DMS (two classes).
- Critical analysis of N. C. F 2009 for planning quality teacher preparation programme for Inclusive Education.
- Conduct a survey in the local area to ascertain the prevailing attitudes / practices toward social, emotional and academic inclusion of children with special needs.
- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
- Evaluation of text books from the perspective of differently abled children.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.
- Visit to special, integrated and inclusive classrooms.

- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools
- Reflective Journal Writing.
- Carrying out screening tool for suspecting disability in a mainstream classroom
- Reviewing one mainstream school's readiness for disabilities using a standard tool

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SEMESTER IV

SES 2: CONTEMPORARY TRENDS AND PRACTICES IN EDUCATION

SCS 2. 5: HIGHER EDUCATION

CREDITS 4   DURATION: 120Hrs   MARKS: 100(70+30)

COURSE OBJECTIVES

On successful completion of the programme, the students will be able:

- to explain the historical development of higher education
- to describe the early development of higher education in India.
- to identify the core concerns of higher education
- to differentiate between different forms of universities and their structure
- to list out the innovative ideas in higher education in India
- to comment on the reports of various commission and committees on higher education
- to state the effective role of various national agencies in the functioning and development of higher education
- to critically evaluate the curriculum of various universities of higher learning
- to discuss and comment on pedagogic strategies popularly used in higher education
- to substantiate the need of teacher preparation in higher education
- to define various curricular terms in higher education viz. CSS, CBCS, Credit, etc.
- to name the regulatory and ranking bodies in higher education
- to construct a model of evaluation on various aspects of university/ higher education
- to give a detailed description on various evaluation practices followed in higher education

MODES OF CURRICULUMTRANSACTION

Lecture interspersed with discussion, Small group assignment/ discussion, Reflective Responses, Active Learning Strategies such as Brain storming and Peer Teaching, Cooperative Group Assignments and Asynchronous Discussion on online platform, Moodle-based content delivery.

COURSE CONTENT

UNIT I- DEVELOPMENT OF HIGHER EDUCATION- A HISTORICAL PERSPECTIVE

Ancient and Medieval World -Higher Learning in East and West-India, Greece, China, Europe, and rest of the world- Unique Models and Success stories, Structure and Modus Operandi. Modern World- Development and Organization of Modern Universities over the Globe. Status of Higher learning in India- Pre-Independence and Post-Independence. Role of National Leaders-of Lala Lajpat Rai, Tagore, Pt. Madan Mohan Malaviya and Aligarh Brothers. Regulations and Policy Initiatives including draft National Policy 2016. Significant Committees and Commissions on Higher Learning- various concerns of higher education. The National Movement and Higher Education– Initiatives by Indian Leaders- Development of Open and Distance Learning.

25 Hrs

UNIT II STRCTURE OF HIGHER EDUCATION AND CONCERNS

Teaching, Research, Extension and Development dimensions of higher education. Universities and Colleges- Structure and Types, and Functions of- Characteristics of Liberal Programs UG and PG. New trends course structure Integrated Programmes, Fused Courses, FYUP of University of Delhi, B Tech in Humanities', Concept of Meta University.

Professional Education and National Development- Agriculture, Engineering, Medicine, Law, Management and Teacher Education. IITs, IIITs, NITs, IIMs, AIIMSa, JIPMER, ISER, IASEs, CAS, National Laboratories, other centres of National Importance. Employability and Brain Drain. Issues and Concerns:University Governance- Organization and Decision Making, Medium of Instruction in Higher Education, Teaching and Evaluation Patterns and Challenges-Issues of Teacher Preparation, Equity and Access in Higher Education, Gender disparities, Reservation and Debates, equality OF educational opportunities, Regional imbalances, Policy Concerns, PPP Models, Foreign Universities. Quality and Accountability, Academic Autonomy, GER.

25Hrs

UNIT III. TEACHING, LEARNING AND RESEARCH IN HIGHER EDUCATION

Teaching Methods and Issues- Lecture, Demonstration, Project Orientation, Technology Interated and Technology Managed Methods- E-Learning, Blended Models, Moodle Platforms, STEM Model, Research oriented Teaching, Teaching for learning ro learn- Characteristics of Adult Learner. Research in Higher Education- Role of Teachers in Nation Building through Knowledge creation. Professional Education.

20Hrs

UNIT IV. CURRICULUM IN HIGHER EDUCATION

Foundations of Higher Education Curriculum- Currculum Development- Leanrig Theories and Learner at Tentiary Level- cognitive theories (Perry, King & Kitchener, and Belenky) and moral development theories (Kohlberg and Gilligan). Creation of learning opportunities out of class. Integration of Social Issues in Higher Educaiton- Education for life- Education for further education- Stages of Curriculum Development and Evaluation- Exposure to and Critical Analysis of Curriculums of B Ed and M Ed- of Unviersity of Cambridge, University of Texas, MS University of Baroda, RIEs, and University of Kerala- Theory and Practical Sections.

25Hrs

UNIT V.ASSESSMENT AND EVALUATION IN HIGHER EDUCATION

Institutional Assessment-Ranking and Quality Benchmarks- Regulations and Agencies- NIRF, TIMES, Other Global Ranking-Parametres-National Agencies- NAAC, UGC, QCI. Recognition, Research and Grants- UGC, AIU, ICSSR, ICMR, ICAR, AICTE, NCTE, RCI, etc. Teacher preparation in higher education. Role and functions of State Higher Education Councils.

Learner Evaluation-Assessment practice in higher education- Credit and Semester Systems-CBCS system, Credit transfer- TE and CE- Structuring and Evaluation of Seminar, Prcticuum, Colloquiums, Internships, Projects, and Case studies- Terminal Evaluation- Issues of Subjectivity, Types of Questions and Significance. Online Assessment Platforms- Google Forms, Classmarker, etc. MOOCs and Assessment, Portfolios and E-portfolios- Moderation, Grading and Ranking. Standardization and Other Issues of assessment.

25Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Enroll to a MOOC based course and submit a critical report concerning various aspects of teaching learning.

- Design a framework of comparison and compare two curriculums of two different universities

- Conduct a survey on problems faced by teachers and students in any selected institution based on a schedule.

- Critically comment on various reports on higher education based on a framework

- Design a model plan of curriculum delivery strategies identifying the significance of each contents of a course of M Ed Programme.

- Observe the classes of higher education and submit a report highlighting the need for professional improvement of teachers

- Compare the administrative patters of central, state, and deemed to be universities with the help of a diagram

- List of the features of world class universities

- Analyze the parameters in Times Ranking and Compare it with QS Ranking

- Make a draft of programme structure of any course of professional nature of your choice

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SEMESTER IV
SES 2: CONTEMPORARY TRENDS AND PRACTICES IN EDUCATION

SES2:6. EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING

CREDITS 4   DURATION: 120Hrs   MARKS: 100(70+30)

COURSE OBJECTIVES

On successful completion of the programme, the students will be able:

- to understand the meaning, nature, need and scope of guidance and counseling
- to know the relevance of guidance and counselling at different stages of education.
- to understand the importance of making right choice in life, education and vocation
- to understand the concept of vocational guidance, job analysis and job satisfaction.
- to understand the different types and process of counselling
- to understand the role of different tools and techniques in guidance and counselling programme.
- to understand the role of various personnel in counselling and how to organize guidance services in schools.
- to understand the problems of children with special needs and the techniques to be adopted for them.
- to understand the current status of guidance and counseling programmes in India.

MODES OF CURRICULUM TRANSACTION

Lecture cum demonstration, power point presentation, discussion, group work, seminar practice sessions, assignment and field visit.

COURSE CONTENT

UNIT I: GUIDANCE AT A GLANCE

Meaning, aim, nature, characteristics, need, assumptions, basic principles and functions of guidance.

Types of guidance- Educational, vocational, social and personal guidance . Educational and vocational guidance at various stages, primary, secondary and higher education.

Individual and Group guidance – concept, principles, strategies and techniques.

10Hrs

UNIT II: COUNSELLING

Meaning, definition, aims and objectives, need, principles, significance and scope.

Approaches of counselling- Directive, Non directive, Eclectic and Behavioural counseling - basic assumptions, steps, procedure, advantages and limitations

Role of counsellor, Qualities and skills of a good counsellor, Professional ethics.

Relationship between guidance, counseling and mental health

Counselling Interview-steps

Techniques in Counselling-Psychotherapy,Psycho analysis,Psychodrama

20Hrs

UNIT III: TYPES, AREAS AND THEORIES OF COUNSELLING

Individual and group counselling- Process, steps, skills, and uses.

Areas of counselling: Adolescent counseling, counseling of girls, counseling of children belonging to special groups, work place counseling, family counseling, parental counseling and Peer counseling

Theories of counseling: Psychoanalytic, Behavioural, Cognitive and Humanistic-

Theory of Transactional Analysis-fundamental concepts, types of analysis, process and advantages ·

20Hrs

UNIT IV: TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING

Objectives and classifications

Tools and techniques- Psychological tests, Sociometric tests, Interview, observation, rating scale, cumulative record, anecdotal record, case study, Personality tests, and Achievement tests.

15Hrs

UNIT V: GUIDANCE AND COUNSELLING FOR CHILDREN WITH
SPECIAL NEEDS

Concept of children with special needs and types of special needs.

Children with learning disabilities, under achievers, slow learners, backward children, gifted children – identification and educational provision.

Guidance and counselling for inclusive children

15Hrs

UNIT VI: GUIDANCE SERVICES AND ITS ORGANISATION IN SCHOOLS AND HIGHER EDUCATION

Objectives, principles, functions of various guidance services and programmes

Planning of guidance services in schools and colleges- at primary, secondary, higher secondary, colleges and universities-

Pre admission service, , student information service, orientation service, self-inventory service, guidance service, educational service, counselling service, Appraisal services, · Informative services, placement service, follow-up service, evaluation service

Various personnel involved in Guidance services-role

Characteristics of well organized guidance services

Evaluation of guidance services and programmes- Different approaches to evaluation research in guidance

25Hrs

UNIT VII: VOCATIONAL AND CAREER GUIDANCE

Meaning,Definition,objectives and principles

Sources of information

Various Programmes-Orientation talk, Group discussion, Career conference, Bulletin board, Role play.

Job profile, Job analysis, and Job satisfaction

15Hrs

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Administration and interpret a Group Intelligence test among secondary school students.
- Case study
- Report of visiting a special school
- Preparation of a Job profile
- Review of at least one Standardized Psychological Test.
- Conduct a Group Guidance Programme for Educational/Vocational/Personal/Social Problem.
- Report of the Functioning of Guidance Service in any one school.

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SEMESTER IV
SES 2: CONTEMPORARY TRENDS AND PRACTICES IN EDUCATION

SES 2:7.E-LEARNING AND WEB TECHNOLOGIES
CREDITS 4   DURATION: 120Hrs   MARKS:100(70+30)

COURSE OBJECTIVES

On successful completion of the programme, the students will be able:

* to develop an understanding of the concepts and characteristics of e-learning and Web Based Technologies in Education.

* to empower prospective teacher educators through the blending of technological aspects with pedagogical principles.

* to acquaint the prospective teacher educators with the application and use of e-resources, free and open source software in developing educational content.

* to explore the creative avenues in technological advancements for improving the teaching learning process through theoretical and practical experiences.

* to broaden the understanding of the concept of teacher as a Techno -Pedagogue in a higher plane.

* to generate an awareness cum practical exposure to the prospective teacher educator as a content creator.

* to explore avenues of technology for research, assessment and continuous professional development

* to create a sync with man, machine and material with regard to technological resources.

* to create awareness about the impact of web technologies in rejuvenating classroom practices

* to generate a critical practical wisdom of the role and scope of the new age technological avenues in the present classroom context.

MODES OF CURRICULUM TRANSACTION:

Lecture cum discussion, debate, brain storming, buzz session, small group discussions, simulation, e- resources, study circle and seminar .

COURSE CONTENT

UNIT I: FUNDAMENTALS OF E-LEARNING

e-learning: definition, characteristics and history

Approaches to e-learning: (Synchronous Vs Asynchronous, Networked Vs Stand alone, Individual Vs Group, Online Vs Offline, Internet Vs Intranet, Computer Vs Modern Digital Gadgets Based, Blended Vs Fully online, Self Paced Vs Instructor Led, etc.)

e-Learning Tools and Technologies: Communication tools, Collaboration tools and Authoring tools, Delivery and Distribution tools, etc. with selected cases.

LMS- Functions and types- Open Sources (Moodle, Dokeos, A Tutor) Vs Proprietary (Web CT, E leap, class campus)

20Hrs

UNIT II:BASICS TO WEB TECHNOLOGY AND INSTRUCTIONAL DESIGN

Computer Networking-LAN, WAN, MAN, TCP/IP, WAP, VoIP, VoWiFi

Internet-Concept and Architecture, Advantages of networking

Accessing and locating internet resources: navigating, searching, selecting, saving and bookmarking; search strategies and safer & value ridden practices of net source usage; Prevention of the menace of plagiarism; Giving credits and acknowledgement to e-resources

Techno-Pedagogy and Digital Age; Instructional Design Models: ADDIE, DICK & CARRY, David Merill Design and KEMP model.

Internet of Things, Creative Common Licence and free flow of net data

20Hrs

UNIT III:THE CRISSCROSS OF E-LEARNING WITH EDUCATIONAL PSYCHOLOGY

Motivation through Technology: m-learning, Blended learning and u-learning; e-learning paradigm as a motivator to modern learner.

Intelligence testing- Individual and group through on-line; meta cognitive strengthening through e-learning environment.

Donald Norman's Information Processing Theory and e-learning environment.

Taxonomy of Ingenuity and Connectedness (TIC) (Viji and Benedict 2017) and Augmented Reality Learning paradigm.

Digital Natives Vs Digital Migrants: Challenges and Possibilities (Mark Presky)- Digital Game Based Learning

20Hrs

IV:WEB GENERATIONS AND TECHNOLOGIES IN CONTEMPORARY CLASSROOM PRACTICES

Generations of Web: Web 1.0, Web 2.0, Web 3.0 and beyond; Web 2.0 tools and technologies (Wikies, Blogs, Podcasts, Social Networking and Social Bookmarking)

Constructivist learning through web resources: 5E approach, Project Based Learning, Web Quest, Virtual Field Trip; Online Learning Communities.

Online collaboration using Google Tools, Skype and other freeware.

Free e-content development tools: exe, xeote, course lab, LAMS, GOLD MAKER.

SLO's and the role of agencies like NMEICT and EMRC in e-learning promotion

20Hrs

UNIT V:NET PLATFORM FOR PROFESSIONAL TEACHER DEVELOPMENT

Online Learning platforms-MOOCS (Edx, Coursera, Swayam), Social Media Network, Web-Conferencing, Online Videos, Teaching Channels, Teacher platforms, ICT Integrated Action Research, Cloud Based resource sharing and inter-institutional collaboration for exchange of human and educational resources; Online Educational Media for Universal dissemination of content.

Cloud computing and Types of Cloud Services- SAAS, PAAS, IAAS, computer based language competency testing- IELTS, TOEFL

20Hrs

UNIT VI:NET BASED RESOURCES AND MEANS FOR ASSESSMENT

Computer Based Assessment and computer Adaptive Testing.

Digital Tools and options of assessment: Rogo, Hot Potatoes, OSCATS, Concerto Platform, E-box

e-portfolio designing for assessment.

Digital Rubrics- Functions & Scope; Digital Rubrics creation tools-R Campus and Easy Tagger

A critical Analysis of present educational practices in schools and colleges in adapting with the web based instruction and assessment

REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be Undertaken)

- Development of a learning module for collaboration using available resource sharing platform

- Planning, development and execution of an online test.

- Development of a teaching environment using an authoring tool

- Development of an online course using MOODLE including course objectives, components, module and time.

- Development of a self e-portfolio by the candidate for the job market as a teacher educator.

- Identification and detailing of any two mobile apps that can be used for teaching learning and its applications in teacher education.

- Design and Development of an SLO for 5 minutes duration using an appropriate content.

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SEMESTER IV

SDC 6: SELF DEVELOPMENT COURSE–CAREER DEVELOPMENT

CREDITS: 1   DURATION: 16 HOURS   MARKS: 25

COURSE OBJECTIVES

On completion of the course students will be able to:

- Know the nature and importance of career development.
- Identify the different strategies of career development
  Identify the role of teachers in career development programme.
- Realise the status of teaching profession.
- Identify different opportunities of teaching profession.
- Acquaint themselves with the career development programme.

MODES OF CURRICULUM TRANSACTION

- Interactive discussions, Lectures, Case studies from across the world, Experiential learning, Collaborative learning, Field exploration ,Seminars, Presentations.

COURSE CONTENT

UNIT I: CAREER DEVELOPMENT

Importance of career development – Nature of career development –Strategies of career development: Achievement motivation training, Assessment techniques, Career resource center, Media–Career awareness programmes

UNIT II: TEACHERS AND CAREERS

Role of teachers in career development- Teaching as a profession– The status of Teaching Profession - Qualities of a professional teacher - A survey of the opportunities of teaching profession in India and abroad.

ASSIGNMENTS

Assignments may be submitted after reviewing of literature related to career development that exist across the globe. Students may also be asked to list the opportunities available for postgraduates in education.

WORKSHOPS / PRACTICALS

Practical work may include:

- Conducting a career development programme for students of higher secondary or undergraduate.

- Conducting a survey among employees of different areas with respect to their qualifications, ambitions and the work they do at present.

REFLECTIVE PRACTICUM (any one)

- Enlist the opportunities of teaching profession that may arise in the current and the next years.

- Conduct a career development programme and make a report on that.

- Review at least five periodicals and list the job opportunities where the students of M.Ed. can apply.

- **EVALUATION CRITERIA**

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- Workshop and Practicals   12 marks
- Practicum   5
- Assignment   3
- Written test   5
- **Total   25**

SEMESTER IV
SDC 7 : SELF DEVELOPMENT COURSE

COURSE TITLE – PARTICIPATION IN RURAL RECONSTRUCTION AND SOCIAL WELFARE IN COLLABORATION WITH LSG

Credit -1   **Duration in hours - 16 Hrs**   **Marks - 25**

COURSE OBJECTIVES

- To gain knowledge about the basic framework of the local community based learning practices to ensure mutual respect for teacher, student and community and creates a sense of community belongingness in the learning space.
- To understand Mahatma Gandhi's vision of Nai Talim as well as comparable pedagogic methods like Work Education, Experiential learning and Community Engagement.

MODES OF CURRICULUM TRANSACTION

Group Discussion, poster and banner display, theme based presentation and role play, Survey, interview, action research, case study, participant observation, interaction with community members.

COURSE CONTENT

UNIT 1: Community engagement instructional practices

Concept of Community engagement – Need and significance**,** Ways and means of community engagement experiences in teacher education, Outcome of community engagement - capacity building programmes, teamwork/team building strategies, leadership and citizenship training, entrepreneurship skill and development, Field-based or action research in community engaged projects, Engagement in community based programs and rural technology.

Unit 2: Pedagogical practices and community engagement

Concept of 'Nai Talim'- Nai Talim and Philosophy of work education and experiential learning on rural reconstruction. Paulo Freire's dialogic method - Community resources - preservation and protection. Effective community management - role of self – help groups and

other agencies, Eco friendly living practices through community experiences, sustainable living practices through rural leadership.

REFLECTIVE PRACTICUM (any one)

- Study of spatial distribution of various social and occupational groups in the nearby community intensely participating in the learning of some productive task.

- Application of Participatory Learning and Action techniques of resource mapping and social mapping.

- Critical appraisal of projects prepared by students and institutions in rural areas

- Waste Audit and Composting to learn the important aspects of resource conservation activity

- Water Audit and Budgeting with Water Harvesting to learn the important aspects of conservation activity.

- Participation in Agricultural/Craft Operations in Village to learn the process components

- Studying and participating in the capacity building programs with self-help groups and government officials for different vocations and learning necessary locally relevant learning skills.

- Conduct a programme in a rural community/ students to develop entrepreneurship skill development.

- Conducting field visit and field interaction with the help of school students of the village and Self Help Groups and Village Resources for the students.

- Studying and reporting the health concerns of the school-village, drainage system of the school-village and health habits of the school students-villagers to the concerned authorities.

- Creating awareness on climatic changes and hazards with the help of students in the villages.

- Visiting public places and farms for studying and participating in awareness programs relating to sanitation, water, soil fertility management, biomass energy and means of producing solar energy.

- Promote adult literacy, awareness on various government programs.

- Rapport building and connecting with community leaders for creation and maintenance of school facilities and programs.

Report writing

- Introduction
- Programme schedule
- Relevance of the programme
- Detailed description of the work conducted (with photos/audio-video CDs)
- Conclusion

EVALUATION CRITERIA

Community participation-15
Written test-5,
Report writing-5