

## **Introduction**

Education is a complex organisation or arrangement of a large variety of elements facilitating the process of student learning which is core to this entire enterprise. Facilitation of learning happens essentially through teaching. Although there are several elements like curriculum, textbooks, school organisation and so on, providing a context to as well as actively supporting teaching, the role of the teacher of actually engaging with learners in a live, real time context, is undoubtedly central to the facilitation process. Teaching is a complex process that presupposes on the part of the teacher both professional skills as well as conceptual and theoretical perspectives to locate these in. Professional preparation and continuing professional development of teachers in turn needs teacher educators who are themselves professional teachers and who have, through a process of critical scrutiny of theory, critical reflection on practice as well as doing research, deepened their understanding of the larger societal factors that circumscribes the context and scope of the core education processes, the nature and structure of knowledge that the learners construct and develop and the dynamics played out in the psychic and social world of the learners. M.Ed. is the context of professional training of teacher educators. Therefore, the programme needs to provide for and facilitate the above mentioned deepening of understanding and critical reflection through both critical comprehensions of theory as well as hands-on reflective practice.

Recently our higher education system has failed to provide for training of a cadre of people who can reflect on phenomena related to education at all levels particularly the macro-level. Such personnel are increasingly required for policy formulation, criticism, monitoring and evaluation of the education system, perceiving and reporting, the changing pattern of perspectives that transcends day to day concerns of class teaching. The aim of the teacher education course (M.Ed.) offered by the University of Kerala is based on the conception of “Education as professional preparation for service” or more clearly “Education as preparation of teachers and other professionals for service in the field”. The purpose of the course as envisaged by the UGC is ‘*to develop an educational leader with vision*’.

As part of the curriculum preparation for two year M.Ed. programme in line with the NCTE frame work, certain inevitable changes have been brought about in the syllabus and course structure for improvement in the classroom processes and extending the competency to

respective fields through more innovative strategies where the student teachers are assuming a major role.

### **Professionalization in Education**

Teacher education being a professional course should be approached with a wider outlook incorporating professionalism in every aspect. Professional programmes have certain distinct elements over and above those of liberal programmes. Therefore, in addition to critical comprehension of theory and collective reflections, exploratory readings, and inquiry through research, both theoretical and empirical, which are elements of good liberal programmes, professional programmes have a distinct additional emphasis on hands on and field based experiences, deep and protracted reflective practice, development of competencies and skills, particularly those related to practice of the profession and inculcation of ethical principles that characterize the profession. Professional training in education in this sense would be constituted by the above features that are common to most of the professional fields.

There is an ongoing debate about the status of education as an area of knowledge or discipline. Largely irrespective and independent of this debate, there is a consensus about the professional status of teaching and other supportive processes like educational administration, curriculum design, textbook development, educational evaluation and so on. It follows logically therefore that preparation of educators to engage with these processes is itself an exercise of professional preparation. It is important to differentiate between the two major components that constitute preparation of educators and their continuing professional development, viz., the domain of perspective building and the domain of competence development. While one must acknowledge the contributions of the various foundational areas in the perspective building exercise, it must be emphasized that the essence of professional preparation as educators is reflective practice involving hands-on engagement with the core processes of education.

### **The broad objectives of teacher education**

After the completion of the course, the student teacher would be able to:

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Get acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.

- Design in-service teacher professional development program/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator.
- understand the Socio-economic-cultural and academic background of entrants to B.Ed course.
- master the methods and techniques of developing competencies, commitments and performance skills of teachers.
- explain the nature of issues and problems faced by the state system of education and suggest some innovative remedies or policies to solve them
- appreciate as well as evaluate the national education policies and provisions made in the plan documents of state and central governments to spread quality education at all levels in the country
- propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of pupils in order to execute their responsibilities as “Global citizens”
- realize the importance of leadership in education and how it can be developed
- imbibe the attitudes and skills required of ‘life-long learners’ on the ‘ICT influenced world’ of today and tomorrow
- acquire the skills required of a ‘consumer’ and a ‘practitioner’ of educational research and innovations
- acquire skills to design a curriculum for research embedded instruction.

### **Components of the Programme (as envisaged by NCTE)**

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 six months each. The course of study shall be by regular attendance for the requisite number of lectures, practical training, field study and internship.

The 2-year M.Ed. programme is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Education, specialize in select areas and also develop research capacities, leading to specialization either in elementary education, secondary/senior secondary education or higher education.

The course comprises of areas as follows: Perspective Core Subjects (**PCS**), Teacher Education Core (**TEC**), Tool Core Subjects (**TCS**), Special Core Subjects (**SCS**), Self-Development Courses (**SDC**), Specialization in Elective Subjects (**SES**) – 2 sets, Internship/Field Attachment and Research leading to Dissertation

NCTE in its curriculum frame work, emphatically states that the two year PG course in Education should cater to the needs, capacities, skills and individual potentialities through multidimensional strategies in order to improve the quality of the teaching community.

### **Components of the two year M.Ed. programme**

#### **a) Perspective Courses**

The main thrust of the M.Ed. programme is visualised as a professional programme to prepare teacher educators; however in the current developing scenario in education it should also cater adequately to academic pursuits like curriculum and textbook development, research, policy analysis, and educational administration. The profession of the teacher educator has to be visualised keeping this broadened view of a teacher educator. There are many characterisations of a profession, some emphasising socio-political aspects of it and others keeping academic aspects at the centre.

Expertise emanating from a broad base of knowledge and understanding, skill and judgment being guided by theoretical considerations, public function, integrity and independence of professional judgement are generally accepted as necessary characteristics of a profession. Teacher education as a discipline might have some special characteristics of its own as far as the required knowledge base is concerned. But teacher education as a profession may additionally demand:

- I. Certain knowledge of pedagogy to help others acquire knowledge and capabilities.
- II. A general perspective on society, social needs and concerns and well-being of human beings will also be essential to be an educator.
- III. A wider understanding of human knowledge, and an idea of the epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to fix her own work in the curriculum, and educational perspective.

IV. An in-depth understanding regarding the education of teacher educators is necessary and should match liberal studies; otherwise it would restrict the further development of knowledge of the teacher educator.

**b) Tool Courses**

The tool courses are envisioned to provide students with certain skills that enable them to work as professionals and scholars in the field. Located in the common core of the M.Ed. programme that will be taught to all students irrespective of the specialisations they choose, these tool courses have been conceptualised in a broader fashion (to encompass research, communication and writing skills) rather than restricting them to a specialised domain of say policy analysis or curriculum development. Ideally these tool courses should be transacted through or be supplemented by workshops.

These workshops should engage the students in reflecting on the linkages between the self and one's professional practice. Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven in the sessions.

**c) Teacher Education Course**

The master of education programme is viewed primarily as a programme that prepares teacher educators who would be involved in either initial teacher preparation or in-service teacher professional development or both. Even though all courses in the M.Ed. Programme will contribute to the making of a teacher educator, it is necessary to provide focused exposure and experiences in teacher education. This component on teacher education hence will be compulsory for all students. It would consist of two taught courses transacted on-campus and an internship transacted in an institution of teacher education.

The notion of teacher cognition and teacher learning has acquired a special meaning in the last 20-30 years. This is also embedded in the concept of teacher development/growth that enables a teacher to keep learning and growing in the profession. In keeping with learner-centred approaches to teaching leading to autonomy, it is necessary for the teacher educator to employ learner centered approaches in the teacher education classroom. A teacher education course would need to equip a teacher educator to this end.

The would be teacher educator needs space and time in the curriculum to realistically understand the roles and functions expected of them by observing and analysing the activities performed by the teacher educators in an institutional context. They also need opportunities to put into action the theoretical understandings about teacher preparation gained through 2 Year M.Ed. Curriculum.

#### **d) Specialization in Core Subject**

The component *specialization in core subject* has 8 credits. The idea is to develop a programme that prepares teacher educators who not only have a thorough understanding of a specific school stage (such as elementary/secondary and senior secondary/ Higher Education) but also specialise in one such area as curriculum, pedagogy and assessment; policy, planning and economics; administration and leadership; inclusive education, and the like. Keeping this in mind, the component *specialization in core subject* has been organised in the following fashion: Context and issues in elementary / secondary/senior secondary and higher education. (Sem. I). Curriculum Pedagogy and assessment (Sem. II). Thus, the students would make a choice from among the following stage/level based specialisations: a. Elementary Education, or b. Secondary and Senior Secondary or c. Higher Education.

#### **e) Self - development courses**

The course aims to develop the mental and physical well being through modalities such as yoga, gender issues, eco-friendly perceptives, art and literature. These programmes should engage the students in reflecting on the linkages between the self and one's professional practice. The theme emphasises the development of personal and professional competencies and to become healthy individuals.

### **Highlights of the 2 year M.Ed. programme of the University of Kerala**

#### **a) Resource-based Learning**

Resource-based Learning involves use of a wide array of print, non-print, new media, and human resources to assist students in learning. It offers students opportunities to choose, to explore, and to discover from a variety of resources both within and outside of their community. Resource-based Learning is a means by which teachers can greatly assist students to develop knowledge, attitudes, and abilities for independent, lifelong learning.

For a teacher education course the resources may be collected from

- Library- and Online-based Learning

- Educational institutions or school-based ( School- as- laboratory) Learning
- Govt. data bases, media & other relevant sources

**b) Reflective Learning**

Working with experience is called reflective practice and that is most important in learning. The reflection helps them formulate hypotheses or assumptions to solve the problem.

**c) Reflective practicums**

Case analysis/case study presented as ‘problems’ for the student teacher at the initial stage of the course which they need to analyse in the light of theoretical frames associated with it as the course progresses and collect data if needed from educational institutions (labs) and submit by the end of the semester in the form of a brief report not exceeding 10 pages (preferably hand written).

**d) Bridge theory-practice gap**

The new curriculum explores the possibilities to bridge theory-practice gap existing in the present teacher preparation programmes. Theory for practice should be the modus operandi for helping student teachers to become teachers of students.

**e) Pragmatic mind-set and learning culture**

A pragmatic mindset will help the teachers cope up with the flux of changes happening in the field and to upgrade the standard of teacher education, enhance the professional social status of teachers and develop amongst them a sense of commitment. With a pragmatic mind set the teacher educators’ role can be shifted from a teacher to a knowledge worker, consultant and counselor.

**f) Field based and community based experience**

Engagement with field practice forms an integral part of this programme. The objective is to expose students to a variety of field settings in Indian educational contexts in order to sensitize them to issues related to the practice of education. The multiple opportunities for field engagement, starting from the first semester onwards, would allow students to introspect on their own role and work. It is hoped that the experience will build humility, empathy, optimism and conviction in their intervention.

**INTERNSHIP IN EDUCATION**

Internship in education has been proposed in two phases. Phase I is for a duration of 20 working days with 4 credits during semester II and Phase II for a period of 10 days with 2 credits

under the supervision and assessment of the respective Colleges of Teacher Education and practicing/attached institutions. The assessment of Internship during both the Semesters will be done internally. The tasks to be carried out by the students during internship and the marks assigned to each are as follows.

### **Phase – I (Semester II)**

(100 marks / 4 credits / 20 working days / 120 working hours)

**a) *Teaching in an institution for elementary/Secondary Teacher education for 10 days.***

Tasks assigned: Teaching at D Ed/ B Ed level in Core and Optional Areas ( 5 lessons each)

With lesson manuals employing modern methods and technologies. **(50 marks )**

**b) *Attachment with an institution of educational & social relevance and reputation for a period of 10 working days.***

**( 50 marks )**

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 IV)**

( 50 marks/ 2 credits / 10 working days / 60 hours )

**Teaching and service in an institution of elementary/Secondary Teacher education for 10 days.**

Tasks assigned :

a) Teaching at B.Ed. /D.Ed. level in core and Optional areas – 5 lessons each, by employing modern methods and technologies. **(30 marks)**

b) Undertaking a Counselling/Career advancement /Empowerment Programme in the institution for students. **(20 marks)**

(Report of the same has to be maintained including modules/tools employed)



<b>Phases</b>	<b>Credit</b>	<b>Hours</b>	<b>Marks</b>	<b>Days</b>	<b>Tasks assigned</b>
<b>Phase I</b>	<b>2</b>	<b>60</b>	<b>50</b>	<b>10</b>	<b>Teaching at D.Ed./B.Ed. level.</b>
<b>Semester II</b>	<b>2</b>	<b>60</b>	<b>50</b>	<b>10</b>	<b>Attachment with an institution of Educational/social relevance.</b>
<b>Phase II</b>	<b>2</b>	<b>60</b>	<b>30</b>	<b>10</b>	<b>Teaching at D.Ed./B.Ed. level &amp;</b>
<b>Semester IV</b>			<b>20</b>		<b>Counselling / Career Advancement / Empowerment Programme</b>

## **RESEARCH DISSERTATION**

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 thesis) 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, executing the plan (which includes engaging with the relevant body of literature and theory(/ies) ), analysing and writing the findings in an academic fashion, and presenting the work. [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.

While a dissertation may be submitted at the end of the Semester 3 of the programme, the process of arriving at it should begin early on, ideally in the Semester 1 onwards. This also means that the assessment of this component should be spread over various stages in this process, viz., developing a research proposal, presenting it, conducting the research, developing the first draft, finalising the dissertation and presenting it in a viva-voce situation.

## **Core Courses**

The present set of ten core courses will seek to introduce students to key issues in educational thinking, critique and practice. Keeping educational issues at the centre, the core courses serve the foundational purposes of building conceptual, analytical and theoretical basis for educational judgment. The idea is to introduce the graduates of the Programme to issues, problems, key ideas of investigation in each area of study. These are compulsory courses for all students

## **Electives**

The elective courses are designed to build knowledge bases – theoretical, practical or procedural -- in particular areas of education. They are meant to supplement and extend understanding acquired in the core areas through deeper engagement with specific aspects of educational theory and practice. Students may choose from a pool of electives for each semester. In any given semester there will be a wide range of electives on offer. Electives cut across multiple areas related to the field of education

## **Curriculum Transaction**

A post graduate teacher course emphasises advance learning and practice of acquired competencies not only in the field of teaching, learning and evaluation but in knowledge creation, innovation and research also. Thrust has been given to the way in which the curriculum must be transacted through latest pedagogic practices, problem based learning and reflection. This will help to bridge theory-practice gap existing in the present teacher preparation programmes. Theory for practice should be the modus operandi for helping student educators to become educators of student teacher educators.

Teachers should be the central stay in fostering co-operation, integration as well as inclusion among students. As a pre requisite, the student teachers may be engaged in doing practicums both individual and group, preferably one individual and one group from each course of study. This will improve the group behaviour of prospective teachers.

Proper planning of activities of the programme is of utmost importance so as to utilise the working hours to the maximum extent possible. The students are to be given enough time for reflection, self-study and engagement with children, the school, the classroom and the pedagogic activities along with rigorous theoretical study. The course frame may include a detailing of sample activities and directions for implementing them. It may be quite helpful especially to the teacher educators as a resource material as well as a planning guide.

Teacher education institutions-as laboratory' model envisages the increased importance of model institutions attached to the Department of Education. In case of difficulty in getting access to schools/ any educational institution every now and then, electronically documented classroom practices may be made use of. Moreover, ICT has made the teaching learning processes more interactive. Besides it empowers the teachers as well as students to explore the possibility of accessing knowledge worldwide. **Digital Education and Learning Laboratory (DELL)** has to be set up in the colleges. This laboratory shall work as a learning centre for all the subjects. Such a lab can facilitate students to have an access to the interactive presentations by eminent academicians from across the nation and globe. In addition, it also covers all the required competencies for a successful teacher including academic, professional and employable skills. Moreover, in the light of the B.Ed. course being revised recently incorporating techno pedagogic content knowledge as a compulsory part in optional subjects, such a change becomes imperative.

Equally important is knowing the student and selecting a suitable method for enhancing the content knowledge, communicative skill and presentation skill of the student teacher. The student teachers have to be 'prepared' in these aspects along with theoretical foundations of education in the initial days itself through self-directed learning and peer coaching. Also, provisions may be made in the evaluation part to assess these aspects in the form of reflective practicums.

The classroom processes in general, even though dealing with new methodologies and pedagogic practices, are transacted mainly through the same lecture mode supported at times by power point presentations. In order to bring in transformation in the field of higher education, revamping of class room processes is required. Class rooms need to be made a place providing interesting learning experiences. With this ideology,

**Active Learning Methodology (ALM)** was being practiced in Higher Education especially in Teacher education. The salient features of ALM are:

- a) The activity based learning
- b) The emphasis on learning through meaningful interaction.
- c) The student centric methodology.

The prevailing classroom practices stick on to lecture method and at the same time denounce the culture of passive listening. They are usually dominated by the voice of the teacher

alone especially in higher education. Of course the learners get opportunity to raise questions or to enquire about what they learn but how many of them do so? On the other hand, the new practices suggested gives the learner more space than ever before for co-operative and collaborative learning. When the classroom transaction is once switched over to ALM using DELL, seminars, assignments, discussions and such interactive sessions become a usual mode of curriculum transaction where student can get ample opportunities to develop and realise his self to the maximum extent.

Active engagement of the learner is ascertained by continuous monitoring and feedback by the teacher educator in all phases of student learning. Student has to collect latest information and create their own strategies and plans for further improvement of education at various levels of education.

The programme involves lectures, discussions, practicum, student presentations, group work, school based assignments, individual tasks and seminars.

## **Regulations for the M. Ed. degree programme for affiliated colleges**

### ***a) Entry Qualifications***

The colleges offering M.Ed. programme should stipulate the minimum eligibility marks at par with what is practiced in the university in other professional and post graduate programmes.

A first master's degree is not mandatory for entry in the M.Ed. programme. However, for certain kinds of specialisations such as for senior secondary levels, institutions offering the programme may decide to add a first master's degree in the essential qualifications. The decision, for not making a first master's degree an essential qualification for entry, was taken in view of the following:

- a. Minimum qualifications do not debar entrants with higher degrees from applying to and entering the programme
- b. Since M.Ed. is a post graduate programme which requires candidates to have a first degree in education as well. It is essential to keep the total duration of study viable, to ensure that it attracts good graduates. This also gives candidates an opportunity to choose their areas of masters after M.Ed. This would enable the graduates of the M.Ed. programme to make more informed choice of the discipline in which they would want to pursue their second masters (M.A./ M.Sc. etc.).

It is presumed that the candidates who have specialized at a particular school level (ECE, elementary/ secondary/ senior secondary) will continue in the same stream while pursuing M.Ed. with specialization in school based levels.

### ***b) Scope***

The regulations for the M.Ed. Programme: The regulation provided herein shall apply to the regular post-graduate programme in Education (M.Ed.) conducted by the affiliated colleges/Institutions Government/Aided/unaided/ Self-financing, and Constituent colleges of the University of Kerala with effect from the academic year 2015-2016 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 and centres' of the University of Kerala, unless otherwise specified.

### ***c) Eligibility for admission, and reservation of seats***

Eligibility of 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).

***d) Mode of selection and weightage of marks***

The total marks obtained for the B.Ed. Degree Examination (out of 1000) shall be the basis for selection.

An additional weightage shall be given to the candidates with Post Graduate Degree (MA/M.Sc./M.Com) in the respective area of specialization at B.Ed while preparing rank list. 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 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.  $[(2/12) \times (X)]$ , where X is the number of months of service]. Days will not to be counted.

***e) 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 Adviser 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 a course/courses registered subject to the minimum course requirement, within seven days from the commencement of the semester.

The college shall send a list of students registered for each 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.

***f) 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 periods (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 the minimum attendance of 75% in the first semester and register for the University Examination alone can continue in the second 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.

***g) Medium of instruction and Examination***

The medium of instruction and examination of the course 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.

For a pass in the examination, a candidate should secure a minimum of 50% marks in aggregate with a minimum of 40% in each Theory Paper in the External Examination of the

University There is no minimum for CE including practicum of each course in both the semesters. Marks for CE including practicum of each course have to be given to various categories on the basis of proper guidelines and criteria prepared by the Monitoring Committee of the institution. Detailed records have to be maintained by institutions in each case.

In case a candidate gets minimum for all papers but fails to get semester minimum, she/he has to re-appear for all papers 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.

***h) Results:***

*The results should 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 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%

The marks secured in subsequent appearance(s) may not be considered for classification or for ranking.

***i) Readmission***

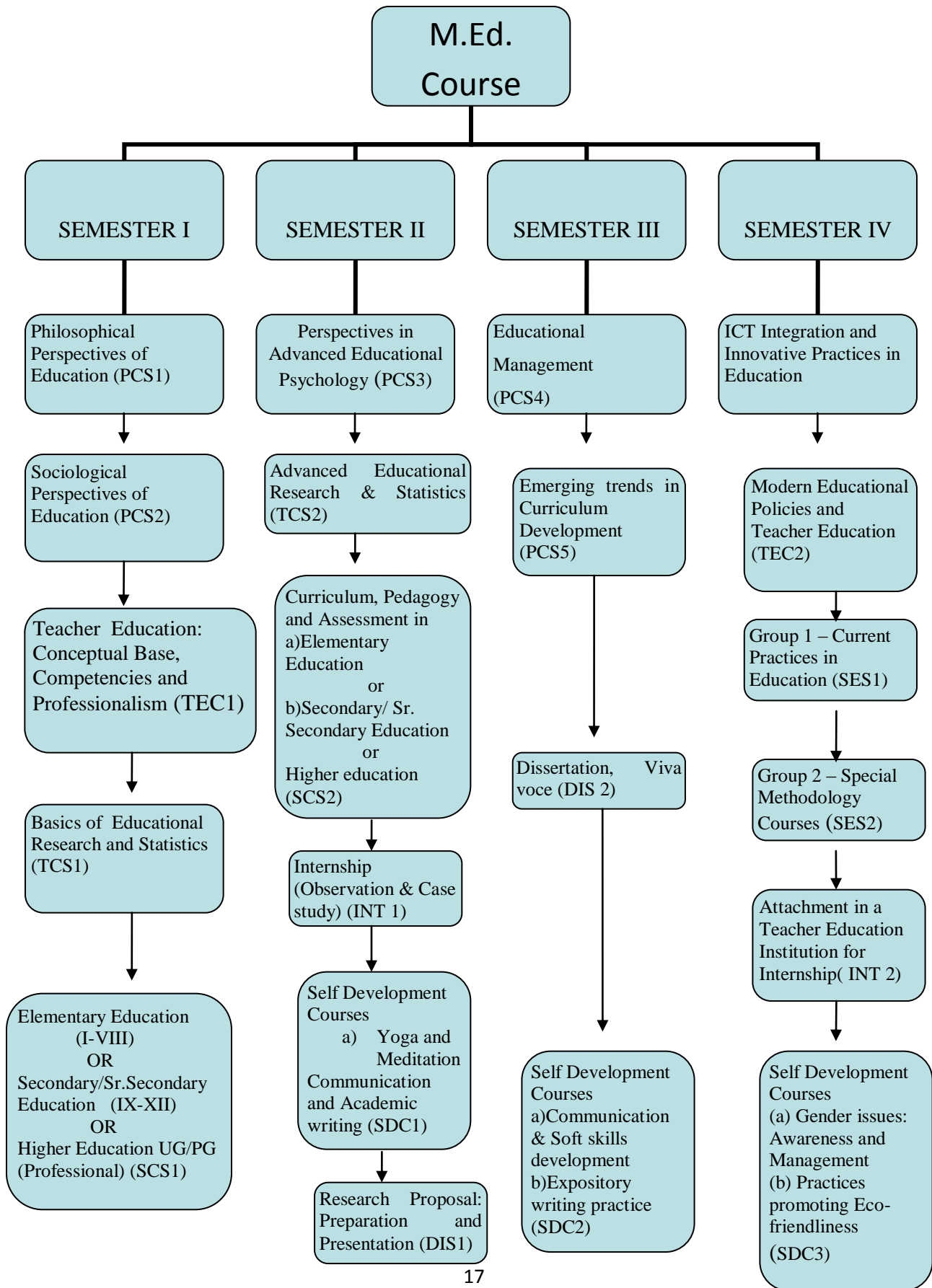
Those candidates who discontinue the course for valid reasons can be given the provision of readmission as long the scheme exists, with prior order of the University of Kerala.

***j) 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



# COURSE FRAME WORK



- \*PCS - Perspective Core Subject
- \*TEC - Teacher Education Core
- \*TCS - Tool Core Subject
- \*SCS - Specialization in Core Subject
- \*INT - Internship
- \*SDC - Self Development Course
- \*DIS - Dissertation
- \*SES - Specialization in Elective Subject

## DETAILED COURSE FRAMEWORK

### SEMESTER I

PCS1,PCS2,TCS1,TEC1,SCS1

(4+4+4+4+4)=20 credits

Course Code	Course title	Credits	External Marks	Internal Marks	Total
PCS1	Philosophical Perspectives of Education	4	70	30	100
PCS2	Sociological Perspectives of Education	4	70	30	100
TEC1	Teacher Education: Conceptual Base, Competencies and Professionalism	4	70	30	100
TCS1	Basics of Educational Research and Statistics	4	70	30	100
SCS1	<b>Context and Issues in</b> a. Elementary Education(I-VIII) OR b. Secondary/Sr.Secondary Education (IX-XII) OR c.Higher Education UG/PG (Professional)	4	70	30	100
	<b>Total</b>	<b>20</b>			<b>500</b>

**SEMESTER II****PCS3, TCS2 & SCS2+ Internship + SDC 1 + Research proposal****(4+4+4+4+2+2) =20credits**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Total</b>
PCS3	Perspectives in Advanced Educational Psychology	4	70	30	100
TCS2	Advanced Educational Research & Statistics	4	70	30	100
SCS2	<b>Curriculum, Pedagogy and Assessment in</b> a) Elementary Education OR b) Secondary/ Sr. Secondary Education OR c) Higher education	4	70	30	100
INT 1	Internship (Observation & Case study)	4		100	100
SDC1	<b>Self Development Courses</b> a) Yoga and Meditation b) Communication and Academic writing	1 1	- -	25 25	50
DIS1	Research Proposal: Preparation and Presentation	2	25	25	50
	<b>Total</b>	<b>20</b>			<b>500</b>

**SEMESTER III****PCS4, PCS5, Dissertation + SDC2****(4+4+10+2)=20 Credits**

<b>Course Code</b>	<b>Course Title</b>	<b>Credits</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Total</b>
PCS4	Educational Management	4	70	30	100
PCS5	Emerging trends in Curriculum Development	4	70	30	100
DIS 2	Dissertation	8	200	200	200 (Average)
	Viva voce	2	50		50
SDC2	<b>Self Development Courses</b>				
	a) Communication & Soft skills development	1		25	50
	b) Expository writing practice	1		25	
<b>Total</b>		<b>20</b>			<b>500</b>

**SEMESTER IV****PCS 6, TEC2, SES1& SES2+internship +SDC3****(4+4+4+4+2+2)=20 credits**

Course Code	Course Title	Credits	External Marks	Internal Marks	Total
PCS6	ICT Integration and Innovative Practices in Education	4	70	30	100
TEC2	Modern Educational Policies and Teacher Education	4	70	30	100
SES1	<p><b>(Any One)</b></p> <p><b>Group 1 – Current Practices in Education</b></p> <p><b>SES1.a:-</b> Educational and Vocational Guidance and Counselling</p> <p><b>SES1.b:-</b> Tools and Techniques of assessment in Education</p> <p><b>SES1.c:-</b>Trends and Innovations in Educational Technology</p> <p><b>SES1.d:-</b>Economics of Education</p> <p><b>SES1.e:-</b>Life skill Education</p> <p><b>SES1.f:-</b>Mental Hygiene and Child Development</p> <p><b>SES1.g:-</b>Early Childhood Care and Education</p>	4	70	30	100

	<b>SES1.h:-</b> Inclusive Education <b>SES1.i:-</b> Environmental Education <b>SES1.j:-</b> Human rights and Value Education <b>SES1.k:-</b> Comparative Education				
SES2	<b>Group 2 – Special Methodology Courses</b> <b>SES2.a</b> Advanced Mathematics Education <b>SES2.b</b> Advanced Science Education <b>SES2.c,d,e,f,g,h</b> Advanced Language Education (English, Hindi, Malayalam, Sanskrit, Tamil, Arabic) <b>SES2.i</b> Advanced Social Science Education <b>SES2.j</b> Advanced Commerce Education <b>SES2.k</b> Advanced Geography Education	4	70	30	100
INT 2	<b>Attachment in a Teacher Education Institution for Internship</b>	2		50	50
SDC3	<b>Self Development Courses</b>				
	(a) Gender issues:	1		25	

Awareness and Management (b) Practices promoting Eco-friendliness	1		25	50
Total	20			500
<b>Grand Total</b>	<b>80</b>			(500+500+500+500)= <b>2000</b>

**Students are required to choose any one elective from each Set. However the elective from Set B will be allotted as per the optional at B.Ed level.**

#### **Course weightage**

Course code	Subject domain	Credits	Marks	Weightage
PCS	Perspective Core Subject (6)	24	600	30%
TEC	Teacher Education Core (2)	8	200	10%
TCS	Tool Core Subject (2)	8	200	10%
SCS	Special Core Subject (2)	8	200	10%
SDC	Self Development Course(6)	6	150	7.5%
SES	Specialization in Elective Subject	8	200	10%
DIS	Dissertation and Viva (Including Research Proposal)	2+8+2 = 12	300	15%
INT	Internship	6	150	7.5%
Total		80	2000	100%



## Assessment

Components for Each Paper				Marks	Percentage
IA	Internal Assessment				
	A&CP	Attendance & Classroom Participation	5		
	RP	Reflective Practicum	10		
	A/SEM	Assignment/Seminars/Practical	10		
	MST	Mid Semester Test	5		
		Total	30	30%	
ESE	End Semester Exam			70	70%
Grand Total				100	100%

Components for Dissertation			Marks	
	Dissertation evaluation & Viva voce			300
DIS 1	2 credits	Research Proposal: Preparation and Presentation	50	
DIS 2	8 credits	Dissertation	200	
	2 credits	Viva voce	50	

### Scheme of Evaluation

Semester I	Course code	Credits	External	Internal	Total
	PCS1	4	70	30	100
	PCS2	4	70	30	100
	TEC1	4	70	30	100
	TCS1	4	70	30	100
	SCS1	4	70	30	100

	Total	20	350	150	500
Semester II	PCS3	4	70	30	100
	TCS2	4	70	30	100
	SCS2	4	70	30	100
	INT 1	4		100	100
	SDC1	2		50	50
	DIS1	2	50		50
			(Based on oral presentation)		
		<b>20</b>	<b>260</b>	<b>240</b>	<b>500</b>
Semester III	PCS5	4	70	30	100
	PCS6	4	70	30	100
	DIS 2	8	200	200	250
	Viva Voce	2	50	-	
	SDC 2	2	-	50 (evidence of practice workshops may be kept)	50
		<b>20</b>	<b>140</b> <b>250</b>	<b>60</b> <b>250</b> <b>50</b>	<b>200+</b> <b>250(average)+</b> <b>50=</b> <b>500</b>

Semester IV	PCS 6	4	70	30	100
	TEC2	4	70	30	100
	SES1	4	70	30	100
	SES2	4	70	30	100
	INT 2	2		50	50
	SDC3	2		50	50
	Total	20			500
	<b>Grand Total</b>	<b>80</b>			(500+500+500+500)= <b>2000</b>

# **DETAILED CONTENT OF THE COURSES**

# **SEMESTER I**

## SEMESTER I

<b>Course Code</b>	<b>Course title</b>	<b>Credits</b>	<b>External Marks</b>	<b>Internal Marks</b>	<b>Total</b>
PCS1	Philosophical Perspectives of Education	4	70	30	100
PCS2	Sociological Perspectives of Education	4	70	30	100
TEC1	Teacher Education: Conceptual Bases, Competencies and Professionalism	4	70	30	100
TCS1	Basics of Educational Research and Statistics	4	70	30	100
SCS1	<p style="text-align: center;"><b>Context and Issues in</b></p> <p style="text-align: center;">a) Elementary Education(I-VIII)</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">b) Secondary/Sr.Secondary Education (IX-XII)</p> <p style="text-align: center;">OR</p> <p style="text-align: center;">c) Higher Education UG/PG (Professional)</p>	4	70	30	100
<b>Total</b>		<b>20</b>			<b>500</b>

## M.Ed. SEMESTER I

### CORE PAPER: PHILOSOPHICAL PERSPECTIVES OF EDUCATION

<b>COURSE CODE</b>	<b>PCS 1</b>	
<b>COURSE TITLE</b>	<b>PHILOSOPHICAL PERSPECTIVES IN EDUCATION</b>	
<b>CREDITS 4</b>	<b>DURATION IN COURSE: 120 Hr</b>	<b>MARKS:100</b>
<b>SEMESTER 1</b>		<b>(70+30)</b>

#### COURSE AIMS

1. To identify and analyse the underlying philosophical thinking in educational practices.
2. To construct cultural – pedagogic premises for educational philosophies.
3. To identify and discuss major philosophies in education
4. To analyse ethical issues in education including professional codes to teaching.
5. To foster comparison between different philosophies and to have decision making.

#### COURSE OBJECTIVES

1. To enable the students to philosophize educational actions and interactions.
2. Logical analysis, interpretations and synthesis of various philosophical principles about the educative process.
3. To help the student to develop a philosophical outlook towards educational issues.
4. To facilitate discussion on indigenous/ native philosophers.
5. To develop critical awareness about the contributions of thinkers on education.

#### COURSE DESCRIPTION

The course provides an in-depth view on major philosophies in education including perennialism, positivism, anti-positivism, post modernism, idealism, realism, pragmatism, reconstructionism, eclecticism and so on. The course equips the learners to philosophise Education and to develop world views based on philosophy. Decision making is inherent in philosophical thinking, the learners may be equipped to organize curriculum (to change, to relate and to synthesis) in a new manner. Theory, practicals and reflective practicums have a direct say in the course and as such perspective building needs to be strengthened through various modes of curriculum transaction.

#### MODES OF CURRICULUM TRANSACTIONS

1. Classroom lecture with the use of ICT.

2. Theme Centred Interaction for Sensitizing ‘Change’.
3. Group discussion or debate.
4. Relating Contemporary issues through Seminar and symposium.
5. Constructing ideas and preparation of assignments.
6. Field trip and observing ‘traits’ and ‘realities’.
7. Epistemological Interfaces – Perspective building and Praxis.

## **UNIT I**

### **INTRODUCTION TO PERSPECTIVE BUILDING IN PHILOSOPHY**

Philosophy – relevance and meaning making through perspective building – CRS paradigm (Change Relationship and Synthesis). Role of education in philosophizing the issues of life – Metaphysics, Epistemology, Phenomenology, Aesthetics and Axiology. Ethics and decision making in education.

## **UNIT II**

### **SCHOOLS OF PHILOSOPHY**

Critical appraisal of schools of philosophy in the context of Twenty First Century realities.

- a. Western schools of philosophy based on aims, content, methods and ongoing changes.
  - Brief introduction to
    - i. Idealism
    - ii. Realism
    - iii. Pragmatism
    - iv. Naturalism
    - v. Existentialism
    - vi. Perennialism
    - vii. Reconstructionism
    - viii. Positivism and Post positivism
    - ix. Post modernism
    - x. Eclecticism
- b. Oriental Schools of Philosophy – focus and framework of educational philosophies based on aims, content, methods and emerging changes. Brief introduction to
  - i. Brahmanic School
  - ii. Buddhist School
  - iii. Jain School



- iv. Japanese School (Makiguchi, Ikeda)
- v. Indian philosophical schools – Upanishads, Vedanta, Integration and Yoga, Shad Darsanas, Sankhya Nyaya Schools

### **UNIT III**

#### **CURRICULUM AND SCHOOLS OF PHILOSOPHY**

Building perspectives on educational philosophies with special reference to teaching, learning, training, research and extension

- i. How curriculum organizes through the schools of philosophy. Reconstructing community, Culture and diversity, Epistemological challenges
- ii. Empiricism, Positivism, Relativism.
- iii. Post structuralist views and eclectic views.

### **UNIT IV**

#### **PHILOSOPHY OF RESEARCH**

- i. Philosophy of Research and role of micro narratives in transforming Higher Education/ School Education. Philosophical inquiry, cross case studies, Ethics of Educational Research, Art Based Research Multiple Methodology in Education

### **UNIT V**

#### **COMPARATIVE STUDY OF EDUCATIONAL PHILOSOPHIES**

Compare and converge on the relevance of philosophical thoughts in the modern context

- i. Socrates, Plato and Aristotle – Theory of Knowledge, Metaphysics and Epistemology
- ii. John Locke, Rousseau and Pestalozzi – Concept of Education, Mind of a Child, Method and Philosophy, Theory of Anschauung
- iii. Froebel and Montessori – Concept of Education Creative Interplay Self Activity, Gifts and Methods of Teaching
- iv. Mahatma Gandhi – Truth and Non violence, self reliance and self realisation
- v. Swami Vivekananda – Positive Education, Meaning, Aims, Principles of Education
- vi. Rabindranath Tagore – Aims of Education, Principles of Education
- vii. Glen Paige – Non killing Humanitarian Theory

## **UNIT VI**

### **NEW THINKING, NEW VISTAS AND TRANSFORMATIONS**

#### Indian Thinkers

- i. Educate, agitate and organize – Dr. B R Ambedkar
- ii. Sarvodaya – Jayaprakash Narayan
- iii. Religious Pluralism – Dr. S Radhakrishnan
- iv. New Humanity through education – Jiddhu Krishnamoorthy
- v. Cultural premises of education – Dr. Zakir Hussain

#### **WESTERN THINKERS**

- i. Enlightenment Philosophy – Immanuel Kant
- ii. Existentialism and Ideas of Axiology – Karl Jaspers
- iii. Culture Critique Theory – Karl Popper
- iv. Knowledge Interest Theory – Habermas
- v. Theory of Uncertainty – Stephen Hawking
- vi. Idealism – Antononio Gramsci

## **UNIT VII**

### **HISTORICAL PERSPECTIVES OF EDUCATION IN KERALA**

- i. Educational Scenario during pre-independent and post-independent periods.
- ii. Educational contributions of Christian Missionaries and native leaders – Sree narayana Guru, Ayyankali, Chattambi Swamikal

#### **REFLECTIVE PRACTICUMS AND PRACTICALS**

- Preparation of ‘meta narratives’ encouraging students to internalize ‘truths’ and realities through continuous interaction with educational institution.
- Presentation on any Indian Philosophical school.
- Poster poetry songs solo, skit, role playing, theatre on any theme of education.
- Library visit and report making – elaboration of philosophical thought.
- Contemporary media analysis with reference to philosophical anchor.
- Preparation of micro narratives about the life/ philosophical outlooks/ world views/ educational views of educational thinker.
- Construction of Ideas through evidences (Filed notes about social phenomena with philosophical resolutions).

- Identifying and Observing the philosophical principles implemented in schools like kindergarten, naturalist montessori, etc.
- Making a critical review on the relevance of Gandhian philosophy in the areas of youth empowerment citizenship education inclusion, gender equality, etc.
- Contemplate on professionalism of teachers and prepare classroom praxis.

## M.Ed. SEMESTER I

### CORE PAPER: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

<b>COURSE CODE</b>	<b>PCS 2</b>	
<b>COURSE TITLE</b>	<b>SOCIOLOGICAL PERSPECTIVES OF EDUCATION</b>	
<b>CREDITS 4</b>	<b>DURATION IN COURSE: 120HRS</b>	<b>MARKS:100</b>
<b>SEMESTER 1</b>		<b>(70+30)</b>

#### COURSE AIM

To empower the students to be virtuous citizens in a globalized society. The concept of education may be elaborated through the active interaction within the society. The classroom is regarded as the cross section of larger democratic society. Therefore the values related to international, national and parochial domains may be inculcated through deliberate social action. The inherent social action are teaching, learning, training, extension and research.

#### COURSE OBJECTIVES

- To understand Sociological paradigm of education to address social functions, various elements of the society and relationship with education.
- To develop an insight into the importance of society in framing educational pattern of a nation.
- To understand role of education as a device for social change, social control, social security and social progress
- To realize Indian ethical views and their contemporary relevance
- To create a mental set for research on various social issues and to act as an agent of change.

#### COURSE DESCRIPTION:

The course contains various sociological aspects of education that influence curriculum which include theory, practicum and research. It also guides the student in interacting with the society and intervenes at appropriate time in the period of crisis and challenges. During the period of internship survey on social issues and minor community awareness programmes can be under taken.

#### MODES OF TRANSACTION

1. Classroom lecture with the use of ICT.

2. Theme Centred Interaction for Sensitizing ‘Change’.
3. Group discussion or debate.
4. Relating Contemporary issues through Seminar and symposium.
5. Constructing ideas and preparation of assignments.
6. Field trip and observing ‘traits’ and ‘realities’.

## **COURSE CONTENT**

### **UNIT-I: EDUCATION - SOCIOLOGICAL POINT OF VIEW (12Hrs)**

- Concept and relationship of education and sociology
- Meaning of educational sociology and Sociology of education
- Education for social security , wellness and progress
- Education , sustenance and transformation in society

### **UNIT-II: CHALLENGES IN THE MODERN CONTEXT (13Hrs)**

- Realization of Millennium Development Goals (MDG) in maximizing Educational opportunities.
- Education related to social equity and equality of educational opportunities
- Sociological method
- Theories of Amartya Sen, Pitirim A Sorokin, Karl Popper, Ferdinand Tonnies, Jurgen Habermas, Daisaku Ikeda and Max Weber.
- Semiotics, Philosophy and Social anthropology.

### **UNIT-III : SOCIAL CHANGE, SOCIAL MOBILITY AND SOCIAL CONTROL**

Modernisation and Restructuring the content- cognitive and affective.

- Education related to social stratification and social mobility
- Determinants of social change in the context of globalization.
- Constraints on social change in India with respect to caste, ethnicity, class, language, religion, gender, regionalism, political interest.
- Significance of education in imparting social change in the emerging knowledge society-  
Role of teacher as a change agent
- Education as a means of social change- society and cycles of social action.

### **UNIT-IV SOCIO- POLITICAL COMPONENTS OF EDUCATION**

State, individual vs. collective action, law making, citizenship.

Education and politics- relationship with social groups in relation to social ideologies( communism, fascism, Gandhism, socialism and democracy). Role of teacher in inculcating democracy and international values.

- Education and Secularism
- Pluralism- understanding Indian society with reference multicultural and multilingual classrooms- Educational challenges of a multicultural and a multilingual society- Role of education in creating unity in diversity- Nationalism and education.
- Role of Education in addressing cultural lag, privatization, globalization and partnership in social progress.

#### **UNIT-V: POLICY MAKING AND PERSPECTIVES**

- ‘Peoples Action’ and related movements in the modern period.
- Education, peace and development.
- Perspectives of Human Rights education.
- Self, mind and society- Role of Education in maintaining sustainable development.
- Education of socio-economically deprived groups and differential disabilities as seen in the society-cultural deprivation- compensatory education-Inclusive education.
- Inclusion and Interaction- recent research.

#### **UNIT-VI MEDIA AND POLITY**

- Social media and networks-Role of Media in socialisation-Education through print and social media- media ethics and opinion formation.
- Impact of social self help groups like Kudumbasree, Ayalkkoottam, etc. in Kerala for improving educational status and life styles of economically backward society.
- Culture, Society, Polity and Education.

#### **UNIT-VII: ETHICAL VIEWS AND CONTEMPORAY RELEVANCE**

- Communities on the move- social transition- Dalit,subaltern groups
- Reflection on Indian value system and their educational relevance (illustrations from ancient Indian scriptures)
- Purusharthas
- Significance of Vedas in promoting environmental conservation - eco-friendly life styles- Values of world peace.
- Panchakoshas and significance of yoga

- Heterodox schools and their concept of value and values essential for man- perpetuation of values through Education
- Hierarchy of values- types of values-Value development in children- Potential of Education to contribute to transformation of values in society.
- Post modernism- positivism, antipositivism, post positivism, functionalism, structuralism, post structuralism.

**REFLECTIVE PRACTICUM**[a brief list of practicum is included only for illustration, more activities can be undertaken]

1. Developing meta narratives about social transition/social action
2. Survey on social challenges like dowry system, mafia influence, terrorism, corruption, etc.
3. Conducting seminars/ workshops/ Symposia on democracy, secularism technological culture, privatization, globalization etc.
4. Project work on the impact of Kudumbasree, Ayalkkootam, etc.
5. Developing and executing programmes using ICT to conscientise students on different social evils
6. Observing days of national and social importance.
7. Census Analysis
8. Mass media analysis
9. Brain Storming sessions on Gender issues
10. Designing value education sessions and practicing them during internship.
11. Practicing yoga and organize sessions during internship.
12. Report making on changing communities, entrepreneurial abilities(teacherpreneurs)

## M.Ed. SEMESTER I

### CORE PAPER: TEACHER EDUCATION: CONCEPTUAL BASES, COMPETENCIES AND PROFESSIONALISM

<b>COURSE CODE</b>	<b>TEC 1</b>	
<b>COURSE TITLE</b>	<b>TEACHER EDUCATION: CONCEPTUAL BASES, COMPETENCIES AND PROFESSIONALISM</b>	
<b>CREDITS 4</b>	<b>DURATION IN COURSE: 120Hrs</b>	<b>MARKS:100</b>
<b>SEMESTER 1</b>		<b>(70+30)</b>

#### COURSE AIM

The course aims at developing an understanding of concepts, objectives and principles of Teacher Education. The course is designed for developing skills of practitioners in educational research and innovations in teaching. The course also aims at equipping the students with different innovative modes of curriculum transaction, develop professional competency and professional advancements in their own discipline.

#### COURSE OBJECTIVES

- 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 regulating 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



## **COURSE DESCRIPTION**

TEC 1 comes under the core paper, included in the first semester of the four semester M .Ed programme to be launched 2015 onwards. The focus of the course will be on to become reflective practitioners and develop observational, empirical, and analytical skills necessary to monitor, evaluate and revise continually their interactive strategies and competencies. The course covers Historical perspectives of Teacher Education, Structure and Curriculum of Teacher Education, Institutions and Agencies for Managing Teacher Education, Assessment and evaluation in Teacher Education, Integrating ICT in Teacher Education, Professionalism and Teacher Competency; Professional Organizations and Status of Teacher Educators, Innovations in Teacher Education and Research Perspectives in Teacher Education.

## **MODES OF 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 PERSPECTIVE OF TEACHER EDUCATION**

- Origin and development of Teacher Education in India-‘teaching’, ‘teacher’, ‘training’, ‘education’, ‘teacher training’ and ‘Teacher Education’.
- Development of Teacher Education in pre and post independent India- objectives, policies and recommendations of various committees and commissions on Teacher Education.

### **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 (RIE).
- Nature and concept of Teacher Education curriculum at primary, secondary,B.Ed and M.Ed level.
- Pedagogical theory in terms of Reflective practice, learner-activated instruction, constructivist theory and practice (Piaget, Bruner, Vygotsky, Barthes, Derrida), convergent and divergent questioning strategies, Metacognitive strategies.
- Methodology of teaching school subjects, practice teaching/internship and other practical work.

- Socially Useful Productive Work (SUPW) and working with community, physical education, health education, self development programmes.
- NCFTE Framework (2005,2007,2009, 2012) Comparison: vision, mission and realization curricula for Teacher Education in Indian Universities. Teacher Education Curricula in the state universities of Kerala and foreign countries.

### **UNIT III: INSTITUTIONS AND AGENCIES FOR MANAGING TEACHER EDUCATION**

- Role and functions of National and State level agencies for managing Teacher Education.
- University Grants Commission (UGC)- 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), NIEPA (National Institute of Educational Planning and Administration) etc.
- KSHEC (Kerala State Higher Education Council), State Councils of Educational Research and Training (SCERT)- Academic Staff College-State Board of Teacher Education. University Department of Education – Centre for Teacher Education- IASE- (Institute of Advanced Studies in Education), College of Teacher Education (CTE), BRCs, CRCs, KIRTADS (Kerala Institution for the Research, Training and Development Studies of Scheduled Castes and Scheduled Tribes),TTI, DIET etc.
- Management of staff pattern in Teacher Education-UGC Regulations-qualification and mode of recruitment.

### **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- gap(theory and practice)- Rubrics for evidence based performance assessment, Problems of Assessment.
- Evaluation Methods-Evaluation of Practice Teaching/ School Experience Programme /Community living/etc – State and National level eligibility Tests for teachers: KTET/SET/NET/SLET/CTET etc- Multiple data sources for Teacher evaluation- types and levels of teacher Evaluation.

- In-service, Stake holder, School Administrator Evaluation, Evaluation by students and trainees.

#### **UNIT V: INTEGRATING ICT IN TEACHER EDUCATION**

- Role of ICT in improving quality of Teacher Education, Technological Tools: Blog, e-content, Virtual Learning, Web Design-Theory and practice- training inputs for teachers and teacher educators- IT, ICT, ILT- Emerging Trends-Scope and Challenges.

#### **UNIT VI : - 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)-the CPD practice: library sources, action research, study of pedagogy, professional association membership, participation in academic meets, professional literature, publications, acquaintance with the academicians- familiarizing digital skills - updating content and strategies- Activities for professional development: different types, etc.
- Teacher Competencies-Performance Objectives-Basic Competencies: Foundations, Instructions and Management.
- Professional organizations: objectives and activities of Local, State, National and International level for teacher educators.
- Status of Teacher Educators- Professional, Social and Economic Rights and responsibilities- Online Professional Development(OPD)-Quality Assurance; Capacity Building-Code of Ethics and its Enforcement.

#### **UNIT VII: INNOVATIONS IN TEACHER EDUCATION: SCOPE & CHALLENGES**

- Tutorials, self-study, Peer tutoring, Focus Group Discussion (FGD), Induction programme, Reflective practice, Study circle, In-class writing assignments, Self and Peer assessment, Problem-based learning, Personal development planning and Portfolios, e-teacher education, e-tutor, Value based teacher education.
- Transforming teacher education Through Clinical Practice.
- Education and Training Mindfulness training [ eg: Mindfulness Based Relapse Prevention (MBRP)]
- Internship programme: Concept, aims & objectives, planning and organization & activities: pre-internship, internship and post-internship.

## **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.

### **REFLECTIVE PRACTICUM**

- Compare Teacher Education curricula of developed and developing countries
- Compare Kerala State Teacher Education curricula with other state universities
- Develop e- content format for the topic ‘Women Rights’
- Critical review of a textbook in teacher education
- 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 and challenges in the teacher education system

## M.Ed. SEMESTER I

### CORE PAPER: BASICS OF EDUCATIONAL RESEARCH AND STATISTICS

<b>COURSE CODE</b>	<b>TCS 1</b>	
<b>COURSE TITLE</b>	<b>BASICS OF EDUCATIONAL RESEARCH AND STATISTICS</b>	
<b>CREDITS 4</b>	<b>DURATION IN COURSE: 120Hrs</b>	<b>MARKS:100</b>
<b>SEMESTER 1</b>		<b>(70+30)</b>

#### COURSE AIM

The course aims at exploring and creating learning situations in Educational Research and Statistics and help them in carrying out meaningful research in various areas of education. It also enable them to construct different tools to measure educational variables. After the completion of the course students can contribute the development of the discipline through various research activities.

#### COURSE OBJECTIVES

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

- understand the meaning and process of research in education.
- select a suitable research problem after consulting various sources
- understand different strategies of educational research.
- understand meaning and techniques of sampling
- understand the meaning and application of statistics in educational research
- identify various measures in statistics
- understand statistical techniques in educational research
- Select the correct measure appropriate to the research problem.
- interpret results obtained through different techniques of analysis of data
- draw generalizations on the basis of results of a research study

#### COURSE DESCRIPTION

The course focuses on different aspects of educational research such as the types of research, how to conduct research, how to collect related literature and related studies etc. Students get an idea of descriptive statistics and its use in educational research. The course is framed with an aim to transact the ideas of normal probability distribution and sampling.

## **MODES OF CURRICULUM TRANSACTION**

Lecture cum demonstration, power point presentation, discussion, group work, Individual work, seminar practice sessions and assignment.

## **COURSE CONTENT**

### **UNIT I: INTRODUCTION TO RESEARCH IN EDUCATION**

Meaning and definitions of research- Need and significance of research in Education - Areas/levels of Educational Research-Characteristics of educational research- Steps in conducting research in Education - Qualities of good research and researcher- Constraints and limitations - Ethical issues and its consideration

### **UNIT II: SCIENTIFIC APPROACH IN EDUCATIONAL RESEARCH**

Purpose and features - 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) Others: Evaluation, Research and Development (R & D), Action research, mixed method, mixed model and multi-method- Interrelations among various types of research - Research design-meaning, characteristics and elements

### **UNIT III: RESEARCH PROBLEM**

Identification & Selection - Sources and Criteria - Statement and its justification - Delimiting the Research problem - Characteristics of a good Research Problem

### **UNIT IV: REVIEW OF RELATED RESEARCH AND LITERATURE**

Purpose and need of literature review - Selection and Preparation - theoretical and conceptual overview, related literature and studies - Sources and types: books, journals, literature, data bases, international abstracts, online-computer assisted searches - Abstracting and organization of the literature - Reporting .

### **UNIT V: 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

### **UNIT VI: RESEARCH HYPOTHESES/ RESEARCH QUESTIONS**

Definition and purpose – Characteristics – Types - Stating the research questions / research hypotheses

## UNIT VII: ELEMENTARY STATISTICS

- (i) Statistics, need and importance in educational research
- (ii) Nature and Types of educational data, Scales of measurement,
- (iii) Organization and tabulation of data.
- (iv) **Graphical depiction of grouped and ungrouped data** - Histogram, Frequency Polygon, Frequency curve, Ogives, Pie diagram, line diagram and Bar Diagram. Advantages and uses of Graphic representation of data.

## UNIT VIII: DESCRIPTIVE STATISTICS

- **Measures of Central Tendency**- Central tendency, Meaning and computation of Measures of Central Tendency: Arithmetic Mean, Median and Mode. Uses, merits and demerits of each measures.
- **Measures of Dispersion / Variability**- Meaning and computation of Measures of variability - Range, Quartile deviation, Average Deviation, Standard Deviation, Variance, and Coefficient of variation – Uses, Merits and Demerits.
- **Measures of Relative Position**- Meaning, Uses and computation of Percentiles, Quartiles, Percentiles and Percentile Rank

## UNIT IX: NORMAL PROBABILITY DISTRIBUTIONS AND ITS APPLICATIONS

Normal Probability Distribution -Concept of Probability and Probability distributions, Meaning, Importance of Normal Distribution in educational research, Characteristics and properties of Normal Probability Curve, Applications of Normal Probability curve, Concepts of Skewness and Kurtosis and Computation of Measures of Skewness and Kurtosis, Meaning and Computation of Transformed scores: Standard scores (Z-Scores), T-Scores

## UNIT X: MEASURES OF RELATIONSHIP

- **Measures of Relationship:** Concept and types of Correlation, Coefficient of Correlation, Concepts of Linear Correlation. Multiple correlation and Partial correlation, Biserial coefficient of correlation, Point biserial correlation, Tetra choric correlation, Cannonical correlation and the Phi coefficient of correlation. Application of Linear correlation- Methods of computing Coefficient of correlation: Spearman's Rank Difference Method, 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.

### **REFLECTIVE PRACTICUMS**

- Identify stages of research from different types of research
- Selection of a problem and developing a research design
- Prepare a paper interpreting graphical representation of data given in an official research document like National Sample Survey Organization (NSSO) database, Human Development Reports, Census report, Economic Surveys etc.
- Identify situations to use different measures of central tendency and dispersion
- Prepare a review of any two correlation studies in educational research



## M.Ed. SEMESTER I

### CORE PAPER: CONTEXT AND ISSUES IN ELEMENTARY EDUCATION

<b>COURSE CODE</b>	<b>SCS 1.a</b>	
<b>COURSE TITLE</b>	<b>CONTEXT AND ISSUES IN ELEMENTARY EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER 1</b>	<b>DURATION IN COURSE:120Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### COURSE AIM

Upon successful completion of this course, students should be able to do the following:

1. identify and discuss major concepts and issues in elementary education;
2. determine and analyze underlying assumptions in educational practice related to elementary education
3. create and describe one's views on elementary education; and
4. Analyze ethical issues in elementary education, including professional codes of ethics, from diverse perspectives.

#### COURSE OBJECTIVES

1. To enable the student to understand the origins of elementary education.
2. To enable students to analyze, interpret and synthesize various concepts, propositions and assumptions on elementary education
3. To help the student to develop a positive outlook towards issues related to elementary education
4. Critical appraisal of contributions made to elementary education by prominent educational thinkers.
5. To development an understanding classroom management at Elementary Level.

#### COURSE DESCRIPTION

This course gives an in-depth view on major constructs related to elementary education. The course intends to prepare educators for elementary classroom teaching. This course also stresses upon field study and practicums.

#### MODE OF CURRICULUM TRANSACTION

1. Classroom lecture with the use of ICT.
2. Group Discussion/debate
3. Seminar and symposia

4. Preparation of assignments
5. Field trip

## **COURSE CONTENT**

### **UNIT – I PERSPECTIVES IN ELEMENTARY EDUCATION ELEMENTARY EDUCATION- NEED, IMPORTANCE AND OBJECTIVES**

- Contribution of UEE, SSA, DPEP to elementary education
- Code of conduct and ethics in elementary education
- RTE 2009 and Child Rights with emphasis on Elementary Education
- Evolution of elementary education in Kerala
- Elementary education in the context of globalization and commercialization
- Inclusion – concept and historical background, teaching/learning in inclusive settings.

### **UNIT II: ELEMENTARY SCHOOL ORGANIZATION AND MANAGEMENT**

- Elementary school organization- Definition, administrative structure
  - Importance of administrative structure in school management
  - Nature and importance of school organization
  - Current scenario of school organization in Kerala at elementary level
  - Public private partnership in elementary education
  - Decentralization of elementary education
  - Influence of teacher personality on elementary school education
  - Child health protection in elementary schools
  - Environmental protection for child safety

### **UNIT III: ELEMENTARY EDUCATION IN INDIA**

- Brief history of Elementary Education in India,
- Elementary Education in India : Prominent policies:-  
NPE 1986, Kothari Commission, National Curriculum Framework, POA, National Knowledge Commission.
- Elementary education in Five-Year Plans.
- Issues and Concerns in the Indian elementary education scenario.
- Contribution of Mahatma Gandhi And Tagore to elementary education
- Non formal elementary education
- Contribution of organizations to elementary Education- NCERT,SCERT,DIET, and NGO's

#### **UNIT IV: ELEMENTARY EDUCATION ABROAD**

- Present scenario of Elementary Education in UK, USA, Japan and Netherlands
- Major Goals of elementary education in UK, USA, Japan and Netherlands
- Role of Community schools in elementary education
- Positive education for elementary schools
- Home schooling as an alternative to elementary education
- A comparative study of Elementary Education of UK, USA, Netherlands, Japan and India

#### **UNIT V: ISSUES IN ELEMENTARY EDUCATION**

- Factors Affecting Schooling and Socialization of elementary Children,
- Quality Vs Quantity issue in elementary education,
- Criticality of Teacher Pupil ratio.
- Student learning and leadership, Primacy of learner,
- Issues pertaining to inclusive/ multicultural classroom.
- Issues of students with Diverse needs (differently abled and gifted)
- Issues related to classroom management (e.g. behaviour and time management),
- Nature and importance of Guiding pupil behaviour
- Ways to enhance parent/community relations, Involvement of parents and stakeholders
- Technology, planning, and professionalism of elementary teachers
- Homework Debate, School climate and equality of educational Opportunities.
- Dropout rate-meaning and computation; reasons for drop out and solutions to curb dropout.
- Addressing achievement gap.

#### **UNIT VI: DEVELOPMENTS IN ELEMENTARY EDUCATION**

- Team Teaching, cooperative and collaborative learning,
- Accountability and tracking of students,
- Dual Progress plan
- Edu - blog for elementary teaching
- Concrete learning using 21<sup>st</sup> century skills.
- Future perspectives in elementary education

## **REFLECTIVE PRACTICUMS**

- 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.

## M.Ed. SEMESTER I

### GROUP A – SPECIALIZED COURSES

#### OPTIONAL PAPER: CONTEXT AND ISSUES IN SECONDARY EDUCATION

<b>COURSE CODE</b>	<b>SCS 1.b</b>	
<b>COURSE TITLE</b>	<b>CONTEXT AND ISSUES IN SECONDARY EDUCATION</b>	
<b>CREDITS 4</b>	<b>DURATION IN COURSE: 120Hrs</b>	<b>MARKS:100</b>
<b>SEMESTER 1</b>		<b>(70+30)</b>

#### **COURSE AIM**

To acquaint with the diverse perspectives of components evolved in effective secondary education programmes through methodical analysis of contexts and issues; with a view to focus its conceptual frames, structure and management, challenges and concerns etc. with respect to classroom management, inclusive practices, support system, curriculum evaluation in varied instructional context, content and curriculum in secondary education instructional paradigm.

#### **COURSE OBJECTIVES**

After the completion of the course students will be able:

- To understand the conceptualized version and framework of school education.
- To familiarize the structural and hierarchical organization and management system of secondary education.
- To analyze the issues evolved in secondary education with regard to equality of educational opportunities.
- To explore the challenges faced by secondary education for effective Inclusive educational practices.
- To educate strategic issues in classroom management exclusively for secondary education.
- To understand the sociological issues associated with secondary education.
- To investigate the support system of by analyzing its challenges and Problems.
- To examine the issues and concerns of secondary education with regard to curriculum evaluation.

#### **COURSE DESCRIPTION**

Context and Issues in Secondary Education as categorized in the **Specialized Courses** (COURSE CODE: SCS1) of the I Semester of the M.Ed programme with a transactional

duration of 90 hours (**60 Theory and 30 Practical**). The course structure comprised of VIII units designed in such a way to disseminate diverse dimensions of secondary education with special focus of contexts and issues, as intended to comprehend School Education- Conceptual Framework, Structure and Management of Secondary Education, Equality of educational opportunities, Inclusive educational practices, Strategic Issues in Classroom Management, Sociological issues, Support system, curriculum evaluation. During the programme each student completed two practicals/practicum specified after the description of course content.

### **MODES OF CURRICULUM TRANSACTION**

Discussion, seminar, case studies, field visits, projects, debate etc as transactional modes.

### **COURSE CONTENT**

#### **UNIT I: SCHOOL EDUCATION- CONCEPTUAL FRAMEWORK**

- School Education-Structure of school education-different levels
- Status of Primary and secondary school education in India
- Linkage between Primary and secondary Education
- Concept of school education in global scenario
- Nature, Scope and objectives of Secondary Education
- Factors affecting the quality of secondary school education
- Education Commissions and their recommendations on secondary education

#### **UNIT II: STRUCTURE AND MANAGEMENT OF SECONDARY EDUCATION**

- Organizational Structure of secondary education system in India
- Centralization and Decentralization of organizational hierarchy
- Agencies of Secondary education- Secondary education Boards/ Councils
- Staff - Personnel Administration; Teacher morale - Job-satisfaction
- Budgeting - Sources of income and revenues
- Management innovations in Secondary Education – Total Quality Management (TQM)
- Universalization of Secondary Education and its implications

#### **UNIT III: EQUALITY OF EDUCATIONAL OPPORTUNITIES- ISSUES**

- Equality of educational opportunities-challenges and constraints- enrolment, dropout, achievement and gender equality
- Problems related to universalization of Secondary Education

- Problems and challenges of girls at secondary school level in India
- Constraints of disadvantaged, differently able children, slow learners
- Interventions and provisions for secondary education in RTE act 2009

#### **UNIT IV: INCLUSIVE EDUCATIONAL PRACTICES – CHALLENGES**

- Basic concept of inclusion-need-integration and inclusion
- Measures adopted –physical and human resources-lacunae between theory and practice
- Learning needs and aspirations of children with special needs-educational interventions
- Resource mobilization in secondary school for inclusion -physical, human and financial resources
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion
- Creating and sustaining inclusive practices

#### **UNIT V: STRATEGIC ISSUES IN CLASSROOM MANAGEMENT**

- Factors determine effective classroom management
- Classroom management issues and problems
- Classroom management strategies to deal with-discipline, underachievement, lack of motivation and maladjustment
- Discipline models and its implications

#### **UNIT VI: SOCIOLOGICAL ISSUES IN SECONDARY EDUCATION**

- Social sensitivity
- Environmental concerns
- Gender concerns
- cyber ethics
- sex education
- health and hygiene
- social abuses-drug and alcoholism (Issues and strategies / interventions)

#### **UNIT VII: SUPPORT SYSTEM: CHALLENGES AND PROBLEMS AT SECONDARY EDUCATION**

- Educational management and administration in implementation process
- Teachers and practitioners in operationalizing the curriculum
- Teacher as a researcher and curriculum practitioner
- Infrastructure and learning resources

- External agencies (National, Regional and state/local) in curriculum implementation
- In-service programs for teachers – Addressing diversity in competency

### **UNIT VIII: ISSUES AND CONCERNS IN CURRICULUM EVALUATION**

- Evaluation of imbalances in theory - practice integration of curriculum
- Inadequacy of Follow up programmes and research contributions
- Role specification of Stakeholders in curriculum planning, implementation and evaluation

### **REFLECTIVE PRACTICUMS**

- Preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
- Conducting a survey of secondary schools in Kerala on the select area regarding the causes of under achievement and suggestion for improvement.
- SWOT analysis of different types of secondary schools in select districts of Kerala
- Conducting interview with teachers/students/parents of different secondary schools and preparing a report on problems of secondary education.
- A case study on the problems in educational interventions adopted in secondary schools for children with special needs.
- Critical analysis of the practices of inclusion in secondary education system in Kerala
- Conducting an interview with head of institution with classroom management issues at secondary level.
- Critically analyze the problems and challenges of girls at secondary school level.



## M.Ed. SEMESTER I

### OPTIONAL PAPER: CONTEXT AND ISSUES IN HIGHER EDUCATION

<b>COURSE CODE</b>	<b>SCS 1.c</b>	
<b>COURSE TITLE</b>	<b>CONTEXT AND ISSUES IN HIGHER EDUCATION</b>	
<b>CREDITS 4</b>	<b>DURATION IN COURSE: 120Hrs</b>	<b>MARKS:100</b>
<b>SEMESTER 1</b>		<b>(70+30)</b>

#### **COURSE AIM**

The aim of this course is to provide the learners a solid introduction to higher education as an academic field of studies. It aims to engage students in key debates related to significant contemporary issues and practices in higher education, to enable them to develop skills in researching, analyzing, discussing and contributing to the field of higher education.

#### **COURSE DESCRIPTION**

This course focuses on various aspects of teaching and learning, knowledge production and services in higher education. During the course learners will be introduced to (i) the higher education system in its oriental, European and global contexts, (ii) the development of Indian higher education in the 20<sup>th</sup> century (iii) the academic field of higher education studies (iv) the core issues of higher education(v) the basic characteristics and dynamics of higher education systems and institutions at all relevant levels

#### **COURSE OBJECTIVES**

Upon completion of the course, learners are expected to

1. Identify and understand theories, concepts and terminology that form the foundation for the field of higher education studies.
2. Identify current issues relating to and impacting on higher education.
3. to interpret and analyse practical higher education problems and issues within the academic and empirical frameworks that are specific for the field
4. Have critical understanding of the inter-disciplinary nature of the field
5. Develop strategies to address current issues in an identified higher education context

#### **MODES OF CURRICULUM TRANSACTION**

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

## **COURSE CONTENT**

### **UNIT I- DEVELOPMENT OF HIGHER EDUCATION- A HISTORICAL PERSPECTIVE**

1. Ancient and Medieval World -Higher Learning in India and in the East, in Greece and in the West. Organization, Curriculum, Knowledge Generation, Preservation and Transmission -Methods of teaching and learning. Specific Contributions of India and Arabia/Persian – in Mathematics, Medicine, and Astronomy. Status of higher learning in medieval Europe.
2. Modern World- Development of Modern Universities in Europe - Organization and Structure. Status of Higher learning during the advent of British rule in India. Woods Dispatch and Establishment of modern Universities in India- Structure, Organization and Administration.

### **UNIT II- DEVELOPMENT OF INDIAN HIGHER EDUCATION IN THE 20<sup>TH</sup> CENTURY**

1. Official initiatives by the British Raj -Reports of commissions on University Education – Growth of Enrolment- Quality Vs Quantity Debate. The affiliating system of University Education. Issues like Jurisdiction, University Administration, finance and Autonomy.
2. The National Movement and Higher Education– Initiatives by Indian Leaders – The National Education Movement – Contributions of Lala Lajpat Rai, Tagore, Pt. Madan Mohan Malaviya and Aligarh Brothers. Establishment of Jamia Millia Islamia, Universities established the in Princely States -Mysore, Travancore and Osmaniya Universities.
3. Higher Education in the post Independent India– Report of the University Education Commission- Aims, functions and Administration. Establishment of University Grants Commission. Report of the Education Commission (1966) on Higher Education and Research. The NPE (1986) on Management of Higher Education. Development of Open and Distance Education. Establishment of Distance Education Council and IGNOU and other open universities.

### **UNIT III DIMENSIONS OF HIGHER EDUCATION**

1. Characteristics of Liberal Programs UG and PG – Curricula and Courses. Teaching, Research, Extension and Development dimensions of higher education. New trends course structure Integrated PG and Ph.D. programs.

2. Growth of Professional Education- Agriculture, Engineering, Medicine, Law, Management and Teacher Education. Establishment of IITs. Role of Professional education in national development.
3. Types of Universities – Central, State and Private Universities. Pros and Cons of Affiliating and other Systems. Federal, Unitary and Residential Types. Rural Universities- Deemed to be Universities. Open and Virtual Universities. National Institutes and Research laboratories. All India Institutes.
4. Quality Initiatives in higher education world over. International Ranking and status of Indian institutions. Role and functions of Regulatory Bodies and Councils – UGC, AIU, ICSSR, DEC, ICMR, ICAR, AICTE, NCTE, RCI, NAAC. Teacher preparation in higher education. Role and functions of State Higher Education Councils.

#### **UNIT IV      CORE ISSUES IN HIGHER EDUCATION**

University Governance – nature and characteristics- Decision making Academic, administrative and financial management. The concept of autonomy and its importance in University management. The Concept of accountability.

Instruction in Higher Education. – Nature of Instruction at higher Education. Methods of Teaching. Assessment – internal and external- Bias and subjectivity in assessment. Internship programs. Teacher preparation programs for higher Education.

Equity and Access in Higher Education– Issues regarding Equity, Access and Excellence. Nature of student Population. Gender disparities. Reservation and measures for equalization of educational opportunities. Regional imbalances. Medium of Instruction. Student support systems. Student unrest in universities.

#### **UNIT V      HIGHER EDUCATION IN THE 21<sup>ST</sup> CENTURY**

National Targets in Higher education. Gross Enrolment Ratio. Role of governmental and private enterprises in higher education. Responsibilities of central and state governments and private enterprises in higher education in the changing scenario.

Changing faces of higher education world over- Learner centered pedagogy and responsibilities of learners. Impact of technology. Internationalization of

higher education. University in the context of changing world economy and technological revolution

Quest for quality in higher education.: Theory and practices of accreditation of higher education institutions: Vision, Practices and performance of some best Universities of the world. Issues of access, accountability and academic freedom

### **REFLECTIVE PRACTICUMS.**

- Conduct a case study of any one of the Universities in Kerala with regard to the practice of the concepts of autonomy and accountability in its functioning. Prepare a report of your observations and inference.
- Conduct a review of the Self Study Report uploaded by a prominent college in the state in connection with NAAC Team visit. Prepare a report of your observations and inference
- Conduct a review of the Self Study Report uploaded by a university in connection with NAAC Team visit. Prepare a report of your observations and inference.
- Compare the accreditation process of NAAC and NBA (National Board of Accreditation)
- Visit a college in the locality and find out from the principal and administrative staff how human and financial resources are managed. Prepare a report of your observations and inferences.

## M.Ed. –SEMESTER- II

### CORE PAPER: PERSPECTIVES IN ADVANCED EDUCATIONAL PSYCHOLOGY

<b>COURSE CODE COURSE TITLE</b>	<b>PCS3 PERSPECTIVES IN ADVANCED EDUCATIONAL PSYCHOLOGY</b>	
<b>CREDITS 4 SEMESTER I</b>	<b>DURATION IN HOURS: 120Hrs</b>	<b>MARKS :100 (70+ 30 )</b>

#### COURSE AIM

The course intends to impart the knowledge and competencies to apply psychological concepts in different aspects of education and equip the prospective teachers for mediating education to the development of society and nation.

#### 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

#### COURSE DESCRIPTION:

This course describes the different concepts in educational psychology and how they are to be incorporated into the classroom practices from the context of teacher, learner and

society. Thrust has been given to the practice of knowledge, skills and competencies by integrating psychological constructs so as to meet the academic and personal needs of all categories of learners and also enable the future teachers more empowered in meeting the challenges of diverse learning communities.

### **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 : LEARNER AND LEARNING**

Learner Characteristics and Learning styles with special reference to pre primary, primary, secondary, higher secondary and adult learners.

Theoretical approaches to learning- situated learning, Dialogic learning and Transformative learning- learning in twenty first century classrooms.

Information processing approach in learning- Atkinson and Shiffrin Model – Sternberg, and Bruner

Metacognition- models: Flavell, Brown, Tobias and Ereson's hierarchical model

Eco-psychological approach in learning- theory and applications in classrooms- classroom ecology

Research and innovations in theory and practices

#### **UNIT II : COGNITIVE NEUROSCIENCE AND EDUCATION**

- Definition- characteristics- basic principles- cognitive foundations of learning

theory whole brain theory

- Brain Activation factors
- Brain based learning strategies and assessment- mind map, cognitive map, semantic map and concept map
- Seven stage planning and Optimal environment for learning- The non conscience learning climate
- Brain compatible curriculum and Brain friendly schools
- Bridging gap between brain functioning and learning
- Practices and Challenges- Classroom implications- research trends

### **UNIT III: INCLUSIVE EDUCATION FOR EQUITY AND SOCIAL JUSTICE.**

- Diverse learners—characteristics and causes,
- Concept of Inclusion- Meaning, theories of inclusive learning (Vygotsky) and learning styles of differently abled.
- Developing Inclusive Environment and Practices- Models of viewing Disability: Charity model, Functional model and Human rights model, School readiness for addressing Learner Diversity- pedagogies for diversity
- Capacity Building~ inclusion in practice- Capability approach: thrust on central human capabilities – life, bodily health, bodily integrity, Using one's senses, imagination and thought, emotions, affiliation, practical reasoning, harmony with nature, , control over one's environment
- Education for all (EFA)-social justice, equity and participatory democracy- Education for individuality.
- Trends and issues in inclusive education- Current Status, Issues and barriers of Inclusive Education in India- role and perspectives of practitioner Educational Psychologist- Research and application in Inclusive Education

### **UNIT IV: SKILL EDUCATION**

- Universal and Functional skills- concept, Meaning, and relevance in the present education system at different levels – Elementary, Primary, Secondary and Higher Education- Psychological orientation.
- Need for developing Universal and functional skills among individuals with special reference to competencies – Academic, Cognitive, Personal, Professional and Socio-cultural dimensions. Skill in resource management~time, energy [human and material]

- Strategies for enhancing universal and functional skills
- Curricular Intervention of Universal and Functional skills - need, scope and outcome at different stages of learning, Integration of Universal and Functional skills for enhancing professional competency in classroom practices.
- Research and extension – futuristic perspective

#### **UNIT V: SOCIALLY AND CULTURALLY DIFFERENT LEARNERS**

- Characteristics, types and Development – language development, emotional, moral, motor and identity development. Cognitive competence, Neuro-Cognitive deficits, Cognitive Functions-Thinking, Reasoning, Problem Solving and Metacognition
- Intelligence-different types~ Multiple, Cultural,, social and emotional~ impact on learners.
- Mental Health-,culture and well being, Factors affecting Mental Health (parents, family environment, society, school practices) - Strategies for enhancing Mental health, Mental illness, Culture- bound syndrome, counselling-culturally encapsulated counsellor, Psychiatric Rehabilitation
- Problems and Challenges-Psychological consequences, Social alienation, Social Exclusion
- Learning styles and teaching strategies- theory and practice – classroom implications
- Educational Provisions-curriculum - Culturally Responsive Pedagogy, Compensatory Education, Alternative Education, Intervention and Remediation
- Research and application- Trends, Issues and Policies

#### **UNIT VI PERSONALITY**

- Indian psychological thoughts with reference to Personality development ~ concept of swabhava, levels of consciousness, Triguna and personality
- New trends in personality development ~ Neuro Linguistic Programming [NLP]
- Theories of personality- Big five theory, personality trait (Carl Jung) concept and applications
- Mental health, preventive constructive and creative measures for mental health of students, teachers and institutional personnel
- Personality deviations during childhood and adolescence- causes and remedial measures
- Research- scope, challenges and educational implications



## **UNIT VII SOCIAL PSYCHOLOGY.**

- Concept, meaning, theories and contributions towards education
- Social learning, Social cognition- Attribution theory, social cognition theory (Bandura)
- Social deviance- causes, types (abuses, gender issues) remedial measures
- Positive psychology- strategies and classroom applications
- Research- trends and classroom implications

### **REFLECTIVE PRACTICUMS.**

- 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
- Preparation of package for developing universal & functional skills at different stages of education
- Preparation and administration of Prolonged Deprivation Scale and Cognitive abilities Test for the culturally different learner.
- Preparation and application of a Test on Cultural Intelligence.
- Visit/observation of classroom practices in special education institutions (balamandir, institution for disability, orphanages etc.)

### **PRACTICAL**

Experiments

1. Span of Attention
2. Dexterity
3. Illusion
4. Problem solving
5. Memory
6. Mirror drawing

### **TESTS**

1. Aptitude ( Professional)
2. Multiple intelligence test
3. Developmental screening test
4. Big Five personality inventory

## M.Ed. –SEMESTER- II

### CORE PAPER -: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

<b>COURSE CODE</b>	<b>TCS2</b>	
<b>COURSE TITLE</b>	<b>ADVANCED EDUCATIONAL RESEARCH AND STATISTICS</b>	
<b>CREDITS 4</b>	<b>DURATION IN HOURS: 120Hrs</b>	<b>MARKS :100</b>
<b>SEMESTER II</b>		<b>(70+ 30 )</b>

#### COURSE AIM

The course aims at exploring and creating learning situations in Educational Research and Statistics and help them in carrying out meaningful research in various areas of education. It also enable them to construct different tools to measure educational variables. After the completion of the course students can contribute the development of the discipline through various research activities.

#### COURSE OBJECTIVES

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

- understand the meaning and application of statistics in educational research
- understand the characteristics and use of different tools and techniques for data collection.
- prepare a dissertation and understand how to evaluate a research report
- understand and use descriptive statistical techniques in educational research
- understand and apply inferential statistics (Parametric and non-parametric) in educational research
- interpret results obtained through different techniques of analysis of data
- draw generalizations on the basis of results of a research study
- give insight into research embedded instruction
- identify various measures in inferential Statistics
- understand the importance of inference in educational research
- select the correct measure appropriate to the research problem.
- interpret results obtained through different techniques of analysis of data
- draw generalizations on the basis of results of a research study
- analyse the research data using softwares

## **COURSE DESCRIPTION**

Students will be introduced to comprehensive and descriptive overview of various aspects of research in education with a view to broadening their vision. Different types research design, tools and techniques for data collection, analysing data using suitable statistical measures and reporting are discussed in the syllabus. An introduction to various soft wares, use and interpretation results also included. Scope for practical application of soft wares is also in it.

## **MODE OF CURRICULUM TRANSACTION**

Lecture cum demonstration, power point presentation, discussion, group work, Individual work, seminar practice sessions, assignment, practical sessions

## **COURSE CONTENT**

### **UNIT I : RESEARCH DESIGN**

Research Design- meaning, purpose, characteristics, elements, types

Experimental designs, Correlational designs, Survey designs, Narrative research designs, Action research designs

### **UNIT II: TOOLS AND TECHNIQUES FOR DATA COLLECTION**

Purpose of research instruments - Characteristics, types, construction and uses of instruments for (a) Observation (b) Interview (c) Survey : Questionnaire, Opinionnaire etc.(d) Self reporting: Inventories, Sociometry etc. (e) Personality measures (f) Intelligence measures (g) Rating Scales (h) Demographic measures (i) Tests (and their types) (j) Focus Group Discussion

Devising your own instrument and establishing its Reliability, validity and usability - Digging data from Survey Archives, Written Records - Recording Content Analysis of Documents/text books and Case studies – Research ethics

### **UNIT III : 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.

Selecting appropriate statistical techniques and analyzing the results of research investigations – Techniques for comparing Group percentages, Correlating Individual Scores, Comparing Group Means. Uses of Descriptive and Inferential Statistics

#### **UNIT IV: WRITING RESEARCH REPORT AND ITS EVALUATION**

Writing Style- Organization of the report- The Use of Headings -Citing and Referencing Sources-Essential Grammatical Considerations-Reporting Numbers and Statistics - Major Style Manuals/Guides -Chicago manual, Publication/ dissertation Manual of American Psychological Association(APA), MLA (Modern Language Association) Handbook for Writers of research papers, , American Anthropological Association (AAA), American Sociological Association(ASA), Council of Science Editors (CSE) Style etc – General manuscript Format followed by the University/ institution-Consult APA 6<sup>th</sup> Edition(2009) or a latest version for Manuscript Structure and Content- Writing clearly and Concisely-the Mechanics of style- Displaying results-Crediting Sources-Reference Examples - Reference Management softwares: Mendeley and Zoreto (open source) - Evaluation of a research report-criteria and norms - Check for plagiarism - Anatomy of a Research Article: Abstract- Introduction -Method –Results-Discussion - Bibliometric and Scientometric evaluation-Quality and visibility of publications-citation count.

#### **UNIT V: INFERENCE STATISTICS**

**The Significance of Statistics-** The meaning of statistical inference, Parametric and Non-parametric Tests, parameter & statistics, sampling error and standard error, degrees of freedom, estimation of parameters, confidence levels and confidence intervals. Levels of Significance, Standard error of Mean, Median, Standard deviation, Correlation coefficient and Percentage.

#### **UNIT VI: 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 and correlated samples: Mean, Standard deviation, Correlation Coefficient and percentage.

#### **UNIT VII : TESTING EXPERIMENTAL HYPOTHESIS**

The Chi Square test and the null Hypothesis- concept, uses and application, Chi square test when table entries are small, The chi square test of independence in contingency tables, 2X2 fold contingency table.

#### **UNIT VIII: INTRODUCTION TO DESIGN EXPERIMENTS.**

Randomized design, Multiple Comparison tests, The randomized block design, A Factorial design.

Analysis of Co-variance (ANCOVA) - concept, basic assumptions and uses. Factor analysis –Concept and use

#### **UNIT IX: STATISTICAL POWER**

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

#### **UNIT X: STATISTICAL ANALYSIS USING COMPUTERS**

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

Use of Excel and SPSS – 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 square) , Correlation (r and  $\rho$ ), Regression and Prediction.

#### **PRACTICALS**

- 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 a software
- Prepare statistical graphs using software

#### **REFLECTIVE PRACTICUMS**

- Develop a research tool following standard procedure
- Review of two published papers one quantitative and the other qualitative
- Review of M.Ed. or an M.Phil. or a Ph.D. dissertation
- A critical presentation of the use of statistical techniques in testing hypothesis in a research report
- Preparation of research abstract (at least five)
- Preparation of a sample research article (area may be specified)

## M.Ed. –SEMESTER- II

### SPECIAL METHODOLOGY COURSES

#### ELECTIVE PAPER -: CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION

<b>COURSE CODE</b>	<b>SCS2.a</b>	
<b>COURSE TITLE</b>	<b>CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION</b>	
<b>CREDITS 4 SEMESTER II</b>	<b>DURATION IN HOURS: 120Hrs</b>	<b>MARKS :100 (70+ 30 )</b>

#### COURSE AIM

This course aims to impart the different perspectives on curriculum, pedagogy and assessment in elementary education

#### COURSE OBJECTIVES

1. To develop an understanding of the strategies and theories in elementary education
2. To develop an understanding of developmental process of children, their physical, intellectual, social and emotional development.
3. To develop an in depth knowledge on the assessment and evaluation strategies adopted at elementary level.

#### COURSE DESCRIPTION

This integrated and comprehensive course on elementary education is designed to create an understanding of the various dimensions of curriculum in elementary education and equip the students in taking the challenges of transacting pedagogy in field and to enhance the quality of elementary education by adopting different assessment strategies.

#### MODES OF CURRICULUM TRANSACTION

- Classroom lecture with the use of ICT.
- Group Discussion/debate
- Seminar and symposia
- Preparation of assignment and lesson transcripts

#### UNIT I INTRODUCTION TO ELEMENTARY EDUCATION PEDAGOG

- Knowledge, skills, and dispositions necessary for elementary education, with emphasis on professional expectations and school structure.

- Research-based theory and teaching strategies to meet needs of all children, especially at risk of reading and writing difficulties.
- Use of critical pedagogy in elementary education.
- Montessori and Waldorf education in elementary schools
- Theoretical foundations of language and literacy development of children and implications for teaching.
- Importance of Clinical and laboratory experiences in elementary education.

## **UNIT II CURRICULUM TRANSACTION IN ELEMENTARY EDUCATION**

### **Curriculum: Social Science**

- Pedagogical content knowledge in the major concepts and modes of inquiry for integrated study of social sciences for elementary learners.
- Importance of social science curriculum in improving human relation
- The use of social science curriculum in critically analysing current social problems

### **Curriculum: Language Arts:**

- Pedagogical content knowledge in the major concepts and modes of inquiry for integrated study of language education for elementary learners.
- Importance of Mother tongue in elementary education
- Need for promoting English as secondary language in elementary education
- Ways and measures to improve handwriting and communication skills in elementary classrooms
- Literacy engagement and discreet language skill development in elementary classroom
- Contribution of children's literature in elementary language learning

### **Curriculum: Science Education:**

- Pedagogical content knowledge, principles, and standards in the major concepts and modes of inquiry for integrated study of science for elementary learners.
- Environmental education through science
- Essential features of an effective science program
- Use of locally available materials in science teaching

### **Curriculum: Mathematics Education:**

- Pedagogical content knowledge, principles, and standards in the major concepts and modes of inquiry for integrated study of mathematics for elementary learners.

- Place of arithmetic at elementary level- Practical needs, creative outcomes and Aesthetic needs.
- Learning maths using innovative materials
- Difficulties and solutions in learning basic mathematical calculations

#### **Curriculum: Physical Education, Health and Arts**

- Importance of health education at elementary school
- Music and art appreciation as co-curricular activity in elementary schools
- Necessity of Teaching rhythmical activities and posture development in elementary schools

#### **UNIT III 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.
- Role of elementary education in preparing students for civic participation.
- Emphasis on Girls' education and gender equality in elementary education.
- Integration of curricular development, learning and motivation in elementary education
- Importance of Mathematical and scientific insights for elementary school teachers.

#### **UNIT IV: PEDAGOGY FOR ELEMENTARY EDUCATORS**

- Basics of current and emerging instructional& communication technologies with primary emphasis on curricular integration- Social networking
- Location, selection, and application of technology resources (WWW, commercially authored software, etc.) for curricular needs with emphasis on developmental stages, learning styles and learning technologies.
- Simulated teaching,
- Micro teaching,
- Critical examination of the role of ICT in contemporary education- Digital Divide, Web- 2.0 technology and learning communities.
- e-literacy program in Kerala
- Inclusive Education in elementary schools
  - a) Inclusion of children with diverse needs (gifted and differently abled)
  - b) Inclusion of Marginalised and disadvantaged through equity.



- Innovative teaching-learning approaches in elementary education- MOODLE
- In service training for teacher professional development.

#### **UNIT V: ASSESMENT AND EVALUATION IN ELEMENTARY EDUCATIO**

- Assessment as a continuum
- Key principles of assessment in elementary classroom
- Assessment, and evaluation in context of instructional planning
- Use of multiple sources for comprehensive assessment.
- New concept of assessment, Continuous and comprehensive assessment,
- Ways of assessment- observation, Running records, anecdotal notes, maintaining profiles, etc.,
- Competency based 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,
- Grading System (relative and absolute grading)-disadvantages and alternatives like standards based grading.

#### **REFLECTIVE PRACTICUMS**

- Laboratory teaching experience through assessment and grading of peers
- Preparation of computerised lesson plans
- Presentation on any one of the assessment strategy adopted at elementary level
- Preparation of portfolios and profiles of children.
- Preparation of an evaluation tool for both scholastic and co scholastic area.
- Charting an instructional plan for an academic year at elementary level
- Field visit to one of the elementary institution to familiarize in field pedagogical transactions
- Preparing write up on the national and international contributions in elementary education

**M.Ed. –SEMESTER- II**

**SPECIAL METHODOLOGY COURSES**

**ELECTIVE PAPER -: CURRICULUM, PEDAGOGY AND ASSESSMENT IN  
SECONDARY EDUCATION**

<b>COURSECODE</b>	<b>SCS2.b</b>	
<b>COURSE TITLE</b>	<b>CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY EDUCATION</b>	
<b>CREDITS 4SEMESTER II</b>	<b>DURATION IN HOURS: 120 Hrs</b>	<b>MARKS :100 (70+ 30 )</b>

**COURSE AIM**

To accustom with different perceptions of elements evolved in successful secondary education programmes in the course of meticulous learning of curriculum, pedagogy and assessment; with a view to focal point of its Curriculum Planning, Development and transaction, Pedagogic and Techno Pedagogical practices, Instrumentation and strategies in diverse context, content and curriculum of secondary education instructional paradigm.

**COURSE OBJECTIVES**

After the completion of the course students will be able:

- To familiarize the theoretical framework of curriculum planning and development in secondary education system.
- To make acquaint with the ways and means of effective transaction of curriculum for secondary education.
- To analyze the key elements of techno pedagogical practices integrated with secondary education.
- To explore the varied dimensions of Instructional support systems for pedagogic practices faced by secondary education for effective.
- To understand the concept of curriculum evaluation exclusively for secondary education.
- To understand the Instrumentation and strategies for Curriculum evaluation associated with secondary education.
- To analyze the programme evaluation practices of secondary education system.

## **COURSE DESCRIPTION**

Context and Issues in Secondary Education as categorized in the **Specialized Courses** (COURSE CODE: SCS2) of the II Semester of the M.Ed programme with a transactional duration of 90 hours (60 Theory and 30 Practical). The course structure comprised of VII units designed in such a way to disseminate diverse dimensions of secondary education with special focus of curriculum, pedagogy and assessment, as intended to comprehend Secondary School Education- Curriculum Planning, Development and transaction, Pedagogic and Techno Pedagogical practices, Instrumentation and strategies, curriculum evaluation. During the programme each student completed two practicals/practicum specified after the description of course content.

## **MODES OF CURRICULUM TRANSACTION**

Discussion, seminar, case studies, field visits, projects, debate etc as transactional modes.

## **COURSE CONTENT**

### **UNIT I: CURRICULUM PLANNING AND DEVELOPMENT**

- Aims, objectives and importance of curriculum planning
- Factors influencing curriculum planning
- Components of curriculum development : objectives, selection and organization of content and learning experiences –principles and criteria
- Designing integrated and interdisciplinary learning experiences – sensitivity to gender parity, peace oriented values, health and hygiene, work experience
- Participation of functionary and beneficiaries in curriculum development
- Infusion of environment related concerns in curriculum planning and development

### **UNIT II: CURRICULUM TRANSACTION**

- Concept of curriculum transaction
- Perspectives to curriculum transaction and their synthesis – behaviouristic, cognitive and constructivist
- Modes of curriculum transaction- ICT enabled and face to face modes; its importance and roles
- Essential requirements for transaction of curriculum - Duration, intake, eligibility, content, qualification of teaching staff, non teaching staff, infrastructure facilities, institutional facilities, climate.

- Curriculum transaction materials – text books, teacher’s handbook, reference books, supplementary readers, C.D ROM – Encyclopedia, Microsoft Encarta

### **UNIT III: TECHNO PEDAGOGICAL PRACTICES**

- Techno pedagogic content knowledge – need and significance
- Teacher as a Techno-Pedagogue: essential skills and competencies
- Techno pedagogical practices- digital texts and e-content, digital lesson templates, anchored instruction.
- Learning management system and pedagogical practices

### **UNIT IV: INSTRUCTIONAL SUPPORT SYSTEMS FOR PEDAGOGIC PRACTICES**

- Need and importance of Instructional support systems- Library, laboratory, seminar, 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.

### **UNIT V: CONCEPT OF CURRICULUM EVALUATION**

- Curriculum evaluation: concept , need and significance
- Formative evaluation – concept and scope- validity and significance of course content – collection of evidences during designing and try out of curriculum – evidence based revision
- summative evaluation – feedback from students, teachers, parents – situation analysis
- Curriculum evaluation models - Ralph Tyler’s evaluation model, CIPP model (Stufflebeam)
- Continuous and comprehensive evaluation.

### **UNIT VI: INSTRUMENTATION AND STRATEGIES FOR CURRICULUM EVALUATION**

- Expert judgment of data for curriculum evaluation.
- Observation (classroom interaction with teacher, in peer group and in group work.
- Teachers, parents and community as data sources( interview, opinionnaire).
- Use of tests and scales in curriculum evaluation.
- Collecting and analysing data for curriculum evaluation.
- Criteria involved in textbook evaluation and other curricular materials.
- Rubrics and portfolios for curriculum evaluation.

## **UNIT VII: PROGRAMME EVALUATION**

- Stages of programme evaluation: Identifying decision makers, Studying purpose and objectives of the programme, deciding indicators of success, Develop data gathering material, Collect data, Analyse data, Solicit feedback and Make revisions.

### **SUGGESTED PRACTICUMS**

- Critical analysis of secondary school curriculum(subject/discipline based)
- Analysis of curricular materials with reference to development of values.
- Development of an instructional material with reference to gender sensitivity.
- Comparative Study of the evaluation practices in selected schools of Kerala.
- Study various projects and researches conducted for evaluating the school curriculum at the state and national level.
- Comparative study of different curriculum models for effective curriculum transaction at secondary level.
- Preparation of an observation schedule and critical analysis of the curriculum transaction in secondary schools level.
- Analyse the roles of NCERT, RIEs, states and local bodies in implementing secondary curriculum.

**M.Ed. –SEMESTER- II**  
**SPECIAL METHODOLOGY COURSES**  
**ELECTIVE PAPER -:CURRICULUM, PEDAGOGY AND ASSESSMENT IN**  
**HIGHER EDUCATION**

<b>COURSE CODE</b>	<b>SCS2.c</b>	
<b>COURSE TITLE</b>	<b>CURRICULUM, PEDAGOGY AND ASSESSMENT IN HIGHER EDUCATION</b>	
<b>CREDITS 4</b>	<b>DURATION IN HOURS: 120Hrs</b>	<b>MARKS :100</b>
<b>SEMESTER II</b>		<b>(70+ 30 )</b>

**COURSE AIM**

This course aims to provide the learners an understanding on the primary processes of teaching, learning, research and assessment in higher education as well as historical shifts that influenced how these have been understood, conceptualized and institutionalized.

**COURSE DESCRIPTION**

This course focuses on various aspects of teaching and learning, knowledge production and assessment in higher education. Learners will become familiar with the latest research on learning and teaching in higher education and will be able to apply the results of such research in examining teaching and learning in their field. They will master the key theoretical concepts related to learning and teaching in higher education. They will also be able to examine the teaching and learning environment from the learner perspective. They will be able to draft a course syllabus and to design and organise courses for students

**COURSE OBJECTIVES**

After completing the course, the participants should be able to:

1. identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions
2. demonstrate knowledge of the shifting roles and expectations for students and staff in the emerging higher education context
3. differentiate curriculum to cater for student diversity (learning styles)
4. apply various forms of assessment and grading
5. design and organise courses/education programmes for students

6. systematically reflect on and display knowledge of requirements and expectations of the role as a university teacher.

## **MODES OF CURRICULUM TRANSACTION**

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

## **COURSE CONTENT**

### **UNIT I. TEACHING AND LEARNING IN HIGHER EDUCATION**

Historical perspectives on teaching and learning in higher education- traditional and contemporary models. Research on teacher behaviors and student learning outcomes; theory, research and practice related to the cognitive, motivational, behavioral and social-contextual dimensions of learning environments. The paradigm shift taking place in Higher Education. The impact of information technology on pedagogy in higher education.

### **UNIT II. CURRICULUM IN HIGHER EDUCATION**

Philosophical, historical, cultural, social, psychological, and political influences that shape the higher education curriculum- traditionalists or modernists perspectives. Issues, principles, policies, and practices in higher education curriculum development; perspectives on models of higher education curriculum, related processes of teaching and learning; principles and practices that guide design and change of higher education curriculum.

### **UNIT III. PEDAGOGY IN HIGHER EDUCATION**

Student learning styles. Learning theories including an exploration of motivation, cognitions, active learning, and social impact of learning, cognitive theories (Perry, King & Kitchener, and Belenky, et al.) and moral development theories (Kohlberg and Gilligan). Creation of learning opportunities out of class. Methods of Experiential Learning and Problem Based Learning.

### **UNIT IV. ASSESSMENT IN HIGHER EDUCATION**

Nature and purpose of assessment; Common assessment practice in higher education; Principles of Good Practice for Assessing Student Learning, Comparative role of various types of assessments- self, peer and mentor assessments. Assessment policy and student learning outcomes; Designing

quality student-centered authentic assessment. Assessment tools; Portfolio based assessment-Rubrics and scoring guides. Assessment in distance and online education.

## **UNIT V COURSE DESIGNING**

Basics of course designing. Instruction Design Strategies. ADDIE Model, learner, learning environment, content. Setting useful and measurable learning outcomes; Why set learning outcomes? Importance of choosing effective teaching strategies and learning experiences: Aligning assessment methods with course learning outcomes. Revising the design.

Online program development and teaching- methods for developing, teaching, and evaluating online courses. E-learning Technologies. Levels of e-learning, LMS. MOOC. Blended Learning strategies.

## **REFLECTIVE PRACTICUMS**

- Describe the characteristics of a learner-centered environment in higher education settings and prepare a learner centered teaching module in your subject.
- Join any one of the online course from Massive Open Online Course (Coursera or edX) and complete it successfully. Prepare your reflection on the interactivity possible in MOOC.
- Discuss the challenges faced by novice teachers in a college.
- Prepare a report on the professional development opportunities available for a teacher of higher education in India.
- Design a ‘one credit’ course using ADDIE model on any one topic of your interest for the undergraduate level.



## **INTERNSHIP IN EDUCATION**

Internship in education has been proposed in two phases. Phase I is for a duration of 20 working days with 4 credits during semester II and phase II for a period of 10 days with 2 credits under the supervision and assessment of the respective Colleges of Teacher Education and practicing/attached institutions. The assessment of Internship during both the Semesters will be done internally. The tasks to be carried out by the student-teachers during internship and the marks assigned to each are as follows.

### **Phase – I (Semester II)**

(100 marks / 4 credits / 20 working days / 120 working hours)

***a) Teaching in an institution for elementary/Secondary Teacher education for 10 days.***

Tasks assigned : Teaching at D Ed/ B Ed level in Core and Optional Areas ( 5 lessons each)

With lesson manuals employing modern methods and technologies. ( **50 marks** )

***b) Attachment with an institution of educational & social relevance and reputation for a period of 10 working days . ( 50 marks )***

The trainee is expected to make a detailed study regarding organization, objective, administration, hierarchy, functions, strengths/weaknesses, out put, 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.

**M.Ed. –SEMESTER- II**  
**SELF DEVELOPMENT COURSES**  
**YOGA AND MEDITATION**

<b>COURSE CODE</b>	<b>SDC1.a</b>
<b>COURSE TITLE</b>	<b>YOGA AND MEDITATION</b>
<b>CREDITS – 1</b>	<b>DURATION IN HOURS – 16 Hrs</b>
<b>SEMESTER - II</b>	<b>Marks – 25</b>

**COURSE AIM**

This course aims at orienting and involving the learners in a process of evoking the hidden potentialities of the learners. It aims at accomplishing in the learner a high level perfection of the body, mind and spirit potentials that everyone is endowed with.

**COURSE OBJECTIVES**

- To secure purity in personal life, self integrity, integrity with others and with the world of multiple living and non living realities.
- To feel emotional purification and spiritual elevation
- To culture the body so as to make it supple, light, simple but strong and immune to illnesses.
- To the safe keep of the body from all sorts of blocks in its system so that the flow of blood, oxygen, water and prana are maintain optimum and illnesses are kept at bay.
- To realize the full lung capacity and experience the joy of flow and fill of prana in the whole being.
- To practice meditation to achieve peace, tranquility, joy, energy and yojana.
- To get acquainted with practical relaxation techniques for enhancing concentration
- To acquire the means and techniques that make one positive, creative, open and happy.
- To gain the ability to concentrate mental and physical energies at will.

**COURSE DESCRIPTION**

The curriculum visualizes Yoga and Meditation to be a one credit tool course. It carries 25 marks. The marks will be awarded internally. Total time allotted is 16 taught course hours. The model curriculum of NCTE equates one hour of taught course to two hours of seminars/ workshop/ practicals, etc (Page 15 of the NCTE model curriculum). The break-up of mark and time and their allotment between the various aspects of Yoga Curriculum is

as in the following table: Evaluation will be done internally through assignments, practicums and written examinations.

### **MODES OF CURRICULUM TRANSACTION**

For the transaction of the taught course part: Lectures, Discussions, Reflections on personal experiences, Case studies, News profiles, Video aided explanation, interview sessions, talks by invited experts, reported anecdotes, workshops, seminars etc are to be selectively adopted as suited to the topics and situation.

For the practical training: For practicing the asanas – pranayama, mudras, bandhaas, meditation etc., Demonstration, mas practice, individual practices, workshops, video demonstration, one-to-one training and correction/remediation; Participant training practice, participant evaluation and feed back practices, guru shishya mode training, invited expert demonstrations etc are recommended.

### **COURSE CONTENT**

Aspects of Yoga and Meditation

Meditation is universally accepted for its values on emotional intelligence, mood states, patience and tolerance. It is solitude, which is a part of meditation, where sharp thinking occurs. Yoga too has several advantages. Nevertheless, it is practiced by different religions in different forms, Contrariwise, meditation has acceptance in all societies, irrespective of religions, caste or creed. The modern trend is to practice secular meditation accepting certain forms of dance, music and the like.

#### **TAUGHT COURSE**

Origin, history and development of Yoga

The concept of PanchaKosha

The Thrigunas - Ashtanga Yoga: its eight limbs

Hata Yoga, its present day popularity

#### **SEMINARS/ ASSIGNMENTS**

Positive thinking, meditation, relaxation, diet,  
rest etc

#### **WORKSHOP / PRACTICALS**

Warming up and stretching exercises, asanas,  
pranayamas, mudras, relaxation and meditation.

## **PRACTICUM**

The student have to prepare a number of combinations (packages) of warming up exercises, asanas, pranayamas, mudras, relaxation and meditation and has to practise one package a day. Each student has to create a digital form of such two packages that she/he has practised on two days. Each package should combine a minimum of warming up exercises, 5 asanas, 3 pranayamas, 3 mudras, relaxation and meditation. These two packages in digital form should be submitted as practicum. It carries two marks

For preparing the packages choose items from the list of asanas, pranayamas and mudras attached

## **WORKSHOP/ PRACTICALS**

The hours set apart for workshop /practicals need be used for learning and practicing warming up exercises, asanas, pranayamas, mudras, relaxation and meditation. Students should be directed to prepare packages for their personal practice daily. Items may be chosen from the list attached.

## **EVALUATION**

The one credit Yoga curriculum is assigned a total of 25 marks. The award of marks should be done internally at the institutional level. For the taught part of the programme marks (8 marks) will have to be awarded on the basis of written examination conducted in the institution. The remaining 17 marks will have to given on the basis of seminars and assignments (3 marks), workshop and practicals (12 marks) and practicum (2marks) performed by the student. All assignments will be evaluated internally.

## **LIST OF ITEMS TO BE INCLUDED IN THE PACKAGE FOR PRACTICE**

### **ASANAS**

- Padmasana
- Suryanamaskar
- Thadasana
- Vrikshasana
- ArdhakhatiChakrasana
- Thiryangasana
- Thrikonasana

- Dandasana
- Pachimothanasana
- Vajrasana
- Ardhamalsyendrasanam
- Gomukhasana
- Badhakonasana
- Ushtrasana
- Dhanurasana
- Sethubandhasana
- Simhasana
- Bhujangasana
- Mayurasana
- Salabhasana
- Makarasana
- Savasana

#### **MUDRAS**

- Chin mudra
- Chinmaya mudra
- Jnana mudra
- Brahma mudra
- Adi mudra
- Apana Mudra
- Vayu mudra
- Akasa mudra
- Pridhi mudra
- Jala mudra (Varuna mudra)
- Merudanda mudra
- Veera mudra
- Vishnu mudra

#### **BREATHING PRACTICE (PRANAYAMA)**

- NadiSudhi Pranayama
- Deep breathing

- Sectional breathing
- Surya bhedana Pranayama
- Chandra bhedana Pranayama
- Kapalabhati
- Basthrika

### **REFLECTIVE PRACTICUMS**

Prepare carefully a number of combinations (packages) of asanas, pranayamas, mudras bandhaas, relaxation techniques and practice one package or another everyday. You feel the change in your body and mind after the practice of each item silently. At the end, you can feel a total change in you. Appreciate it. Prepare a report of the packages you have practiced during one week time with explanation of your experiences,. Make a digital presentation of two such packages that you personally practiced. The digital presentation should accompany your reflection on your own practice.

**M.Ed. – SEMESTER II**  
**SELF DEVELOPMENT COURSES**  
**COMMUNICATION AND ACADEMIC WRITING**

<b>COURSE CODE</b>	<b>SDC1.b</b>
<b>COURSE TITLE</b>	<b>COMMUNICATION AND ACADEMIC WRITING</b>
<b>CREDITS – 1</b>	<b>DURATION IN HOURS – 16 Hrs</b>
<b>SEMESTER - II</b>	<b>Marks – 25</b>

**COURSE AIM**

This course offers students an opportunity to practise and develop their academic writing skills in English. It will focus on getting the students acquainted with the fundamentals of standard written English.

**COURSE OBJECTIVES**

On completion of the course students will be able to:

- Identify various communication styles and differentiate between verbal and non-verbal communication.
- Make use of proper techniques when communicating in writing.
- Improvise on their conversational skills and build up their skills to communicate within a group.
- Make use of strategies for integrating communication with technology.
- Identify the barriers to communication.
- Grasp the meaning and characteristics of Academic Writing.
- Familiarize themselves with different forms of academic writing.
- Acquaint themselves with the stages in academic writing and its structure.
- Prepare different kinds of academic documents using appropriate academic vocabulary with ease.
- Utilize relevant material in their writing from reliable online sources.
- Use suggested referencing styles and keep plagiarism at bay.

**COURSE DESCRIPTION**

Students will be provided sufficient exercise in writing common forms of academic documents and theses writing in particular. The interactive classroom sessions will also

provide students with an opportunity to build up their communication skills. The course will include a theoretical base of communication and academic writing which will be supplemented with ample practical work. Evaluation will be done internally through assignments, practicums and written examinations.

### **MODES OF CURRICULUM TRANSACTION**

- Lectures
- Interactive discussions
- Reflective practices
- Experiential learning strategies
- Seminars
- Presentations
- Creative workshops
- Discussion interface with experts
- Introspection

### **COURSE CONTENT**

#### **UNIT I: COMMUNICATION**

Communication – Types – Verbal and Non-verbal – Communication in Writing – Cultivating Conversational Skills – Group Communication – Communication Technologies – Barriers to 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

#### **SEMINARS / ASSIGNMENTS**

Assignments on different kinds of academic writing –Preparation of sample letters and Curriculum Vitas, 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 under the Taught course.

### **REFLECTIVE PRACTICUMS**

Sample practicum may include but may not necessarily be limited to:

- 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.

**M.Ed. –SEMESTER- III**  
**EDUCATIONAL MANAGEMENT**

<b>COURSE CODE</b> <b>COURSE TITLE</b>	<b>PCS4</b> <b>EDUCATIONAL MANAGEMENT</b>
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN HOURS: 120Hrs</b> <b>MARKS :100</b> <b>(70+ 30 )</b>

**COURSE AIM:**

This course aims to impart systematic introduction to educational management treating it as a core subject. This paper is presented as a core subject and discusses some theoretical perspectives on management and examine a number of key management concepts and principles. It is believed that a deeper understanding of the nature of educational management will enable the learner to improve their practice as a teacher and as a school manager as well.

**COURSE OBJECTIVES**

After completing the course, the learner will be able to:

- discuss the contribution which management theory can make to understanding management practice
- explain the meaning of the terms: management, organisation, administration, supervision, and leadership in education
- understand how to apply knowledge, skills and attitudes in educational management to enable more effective and efficient planning of resources for use in an educational institution, organising and co-ordinating of institutional programmes, projects and activities, and directing, controlling and evaluating of the teaching and learning processes imparted by the institution.
- understand the recent trends, researches and innovations in the area of educational management.
- Create a perspective in the students about the management of educational activities and for solving the prevailing problems in education.

**COURSE DESCRIPTION**

This core paper has been formulated to provide the M.Ed students with a broad understanding of the meaning and approaches of educational management and opportunities

to apply management principles inside the classroom and outside for solving problems of education. The subject area has been presented in eleven units. Unit 1 deals with the management concepts, meaning, definitions and scope of educational management. Unit 2 is intended to provide the theoretical bindings of the subject and its implications. Units 3-7 deal with the different functions of management. Unit 8 is intended to provide an understanding on the nature of institutional planning. Unit 9 discusses how to manage change and curriculum whereas Unit 10 gives an insight into policy framework , assessment and quality management .Unit 11 briefly describes the resource mangement and researches in educational management. The instruction for this Core course will be mainly through interactive lectures, seminar-discussions, internship and field based activities and library work. The students will be required to prepare and present term papers and reports of internship/field visits which will form the practicum component.

## **COURSE CONTENT**

### **UNIT I: MANAGEMENT CONCEPTS**

Management: Meaning and Definitions

Educational Management: Meaning, Definition, Aims & Objectives, Importance, Scope& Functions of Educational Management

Management vs Administration:

Levels of Management

The Controversy: Administration is a Top Level Function/Management is a Top Level Function/Management and Administration are used Interchangeably

### **UNIT II: APPROACHES TO EDUCATIONAL MANAGEMENT**

Classical Approach: The Three Theories

Scientific Management Theory: Frederick W. Taylor's Principles of Scientific Management

General Administrative Management Theory: HenryFayol's Principles and Functions of Management

Bureaucratic Management Theory

Human Relations Approach: Hawthorne Experiment

Systems Approach to Education Management

Managerialism: Meaning, Definition & Development, New Managerialism

### **UNIT III: PLANNING FUNCTION OF EDUCATIONAL MANAGEMENT**

Meaning, Definitions, Nature& Importance of Planning and Classification of Plans (Operational, Tactical, Strategic and Contingency Planning), Planning Process

Educational Planning: Meaning, Definition, Characteristics, Need for Educational Planning in India & Approaches to Educational Planning (Social Demand, Manpower Requirement, Cost-Benefit/Rate of Returns & Synthetic/Eclectic Approach)

Decision Making: Meaning, Definitions & Process

Management By Objectives (MBO)

#### **UNIT IV: ORGANIZING FUNCTION OF EDUCATIONAL MANAGEMENT**

Meaning, Definitions, Importance, Characteristics & Organizing Process

Organization: Meaning and Characteristics

Organizational Structure: Departmentalization, Delegation of Authority, Scalar Principle & Centralization vs. Decentralization, Major types of Organizational Structures (Line Organization, Line and Staff Organization, Committee Organization),

Organization Chart (MHRD): Higher Education and School Education.

Organizational Culture, Organizational Climate

School Organization

Team

#### **UNIT V: STAFFING FUNCTION OF EDUCATIONAL MANAGEMENT**

Meaning, Definitions, Importance & Characteristics

Manpower Planning

Recruitment- Internal & External Sources, Selection & Placement

Performance Appraisal

#### **UNIT VI: DIRECTING FUNCTION OF EDUCATIONAL MANAGEMENT**

Meaning, Definitions, Importance & Characteristics

Elements of Directing – Leadership, Motivation, Communication, Supervision & Problem Solving in Management

#### **UNIT VII: CONTROLLING FUNCTION OF EDUCATIONAL MANAGEMENT**

Meaning, Definitions, Importance, Characteristics, Planning-Control inter-relationship

The Control Process & Types of Control

Requirements for adequate control & Barriers to successful controlling

Techniques for control

Educational Finance

#### **UNIT VIII: INSTITUTIONAL PLANNING**

Meaning, Definitions & Objectives

Important Characteristics by A.T. Buch (1968)

J.P. Naik: Need for Institutional Plans to solve problems in education and Measures to introduce a system of Institutional Plans.

Procedure of Institutional Planning

### **UNIT IX: MANAGING CHANGE AND CURRICULUM**

Change: Meaning, Definitions, Elements, Nature, Types of Change & Barriers to Effective Change

Organizational Change: Meaning, Carnegie School Theory of Organizational Change & Concept of Change Management and Change Agent, Educational Change & Orders of Educational Change by Robert Marzano

Kurt Lewin's Model of Change (1947), John Kotter's Methodology of Change, Bridges' Transition Model & Kainen: Meaning, The Three Pillars, Significance and Criticisms

Curriculum: Meaning, Characteristics & Types of Curricula used in School Today

Curriculum Construction: Components in curriculum, Research Based Curriculum & The process of designing a curriculum

### **UNIT X: POLICY FRAMEWORK, ASSESSMENT & QUALITY MANAGEMENT**

Policy: Meaning & Steps in Policy Development

Public policy formulation and Role of Different Agencies in Formulating Policies (Legislature, Judiciary, Executive, Union Cabinet & MHRD, State Governments, UGC, NCERT, SCERT, NUEPA & UPSC, Ad hoc Expert Committees, CAGE, CASE, IASE, State Education Ministers Conference, Vice-Chancellors Conference, CSIR & CBSE, etc.

Organizational Assessment: Meaning, Importance & Universalia/International Development Research Centre (IDRC) Organizational Assessment Framework

Quality Management: Meaning, Total Quality Management (TQM) in Education, Quality Circle, SWOT/SWOC Analysis, Agencies for Quality Assurance – State, National and International

### **UNIT XI: RESOURCE MANAGEMENT AND RESEARCH IN EDUCATIONAL MANAGEMENT**

Classroom Management: Meaning, Definition, Importance, Goals & Strategies and Techniques for effective Classroom Management

Human Resource Management: Meaning, Definition, Objectives, Nature, Scope, Roles & Functions

Materials Management: Meaning, Objectives, Importance, Scope & Functions

Need for research in Educational Management & Review any three studies in educational management.

### **INTERNSHIP IN EDUCATIONAL INSTITUTIONS**

- Students are required to collect information regarding Location, Vision, Mission and Management of the institution and also its historical background.
- Understand the Organizational structure of the institution
- Collect information on the activities of the institution in an academic year
- Collect data on the student performance
- Collect data on the financial statements and also the budget allocations
- Collect information on the success stories and also the problems faced by the institution

### **REFLECTIVE PRACTICUM**

After the Internship, the students are required to prepare a report as a Practicum on the below mentioned criterion.

- Introduction– Location, Vision, Mission and the management which runs the institution
- Historical Background of the institution
- Routine and planned activities of the institution in an academic year
- Explain the organizational structure of the institution and draw an organizational chart
- Present scenario of the institution:
  - a. Compare the performance of the students for previous 5 years and interpret through graphs
  - b. Compare the previous 2 years financial statements
  - c. Explain the Budget Allocations for the present academic programmes.
- Explain any success story of the institution
- Identify the problems faced by the institution and also the changes necessary in all quarters of its operation.
- Give solutions to each problem faced leading to quality management.

Note: The students may administer appropriate tools and techniques to collect data.

### M.Ed. –SEMESTER- III

#### EMERGING TRENDS IN CURRICULUM DEVELOPMENT

<b>COURSE CODE</b>	<b>PCS 5</b>
<b>COURSE TITLE</b>	<b>EMERGING TRENDS IN CURRICULUM DEVELOPMENT</b>
<i>Credits : 4</i> <b>SEMESTER III</b>	<i>Duration in Hours : 120Hrs</i> <i>Marks : 100</i>

#### COURSE OBJECTIVES

On completion of the course the student will :

- understand the nature of curriculum and the principles of curriculum construction.
- understand the .different dimensions of curriculum changes.
- understand about comprehensibility of the text books
- develop skills in framing local curriculum with respect to the national frame work for subjects of teaching
- develop skills in analyzing curriculum for teaching-learning process and creating course content on local issues
- appreciate the need for continuous Curriculum reconstruction and renewal
- acquaint with the patterns of different curriculum designs
- acquaint with the system approach to curriculum designing
- gain insight in to the development of new curriculum
- gain insight into the process of curriculum evaluation
- develop research insight for curriculum development in various levels
- understand issues, trends, researches in the area of curriculum and the process of curriculum evaluation

#### **Pre-requisites (desirable):**

Learners are required to have

- some basic knowledge of educational theory.
- familiarity with Curriculum frame work for school education, higher education teacher education and other professional education.
- understanding of the concepts: curriculum, syllabus, course plan, course structure, specialization, core subject, elective subject, optional subject etc.
- used universal teaching strategies to enhance the learning experiences of all students

## **COURSE DESCRIPTION**

This paper will help the learners influence debate, policy formation and managing teaching and learning at all levels. The learner will develop the skills to design, deliver, evaluate and/or coordinate curriculum for school education, higher education and professional education. It may also assist classroom teachers to move into a coordination role and to assimilate local issues in the curriculum at any level in which they engage learners. The learners of this course will emerge as practitioners of research embedded instruction.

### **Delivery modes**

Most units are delivered by classroom lectures and tutorials. Some units are delivered in intensive workshops followed by presentation and discussion sessions throughout the academic year.

## **COURSE CONTENT**

### **UNIT I: THE SOCIAL CONTEXTS AND EFFECTS OF CURRICULUM**

Meaning and Concept of Curriculum- Stages in the Process of Curriculum development- Curriculum Syllabus and Units - Objectives of Education and their influence on the curriculum - Fusion & integration: inter-subject and Intra-subject correlation - Forces affecting curriculum development: Philosophical, sociological and psychological - Approaches to curriculum: -subject, Activity and community based - Historical development. - comparison of the nature of curriculum in India & abroad - Changing concept of Curriculum and the social context

### **UNIT II: CURRICULUM THEORY AND DESIGN**

Curriculum Development: Trends in curriculum development- subject-centred designs.-learner centred designs- Problem centred designs - The Product and Process Models of Curriculum Development - Technical scientific approach – Tylor model- The Hilda Taba Model –Oliver’s Didactic model-Hunkins’s Decision Making Model –Backward design –Cognitive thought model - Non-technical/ Non scientific approach – Allan Glatthorn: Naturalistic Model, The Experiential and Social Critical Models (Toohey)-the Deliberative model (Ornstein and Hunkins)- The post-positivism models -A Curriculum for the affect- outcomes-based approaches - Requisite Components of a curriculum- Curriculum Content, Curriculum experience, Educational Environment – The curriculum developers- Teacher as a curriculum developer.



### **UNIT III: PATTERN OF CURRICULUM ORGANIZATION**

Different patterns: The subject curriculum - Activity curriculum - Core curriculum censored curriculum – Irrelevant curriculum – Fixed curriculum --Trivial Curriculum, Hidden curriculum , Frontline curriculum - Drafts in curriculum- static and dynamic-Curriculum frame work –Local curriculum - Curriculum development and teaching-learning process - Implementation of Course- full time, Part time, Correspondence, Open University, nonformal and Continuing Education.

### **UNIT IV: THE INTERRELATIONSHIP BETWEEN CURRICULUM PLANNING, AND EVALUATION**

Modern trends in curriculum planning – Curriculum forecasting –Types or approaches of Forecasting – Designing Curriculum grid and its uses- The bases of curriculum planning – A compendium of steps used in planning -Curriculum Mapping.- procedures for reviewing the operational curriculum-softwares employed - Curriculum design -Representative curriculum designs - Computer as a planning tool

Practices and issues of curriculum evaluation, 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, Process Evaluation , Product Evaluation- Research in Curriculum construction, Curriculum renewal and evaluation.

### **UNIT V:SYSTEMS APPROACH TO CURRICULUM DESIGNING:**

Systems concept- meaning, nature, type, characteristics and steps in systems analysis Systems development models- PPBS (Planning , Programing, Budgeting System) approach and PERT(Planning , Evaluation, Review, Technique) networks- A basic system with feedback and regulating –Other adopted models with Curriculum as a System of instructional systems.

### **UNIT VI: CURRICULUM CHANGES AND RENEWAL- ROLE OF STAKEHOLDERS**

Curriculum renewal- role of agencies in India( NCERT, SCERT, DIET University bodies etc.)- role and process of instructional materials syllabus, text books supplementary reading materials, teachers handbooks, student workbooks - Development and implementation of modern evaluation tools- test materials-Result analysis, resource unit plans and lesson plans - Stages, strategies & role of the community, parents, students and media as curriculum administrator and /or consultant- teachers evaluations of curriculum plans - Need for revision, renewal, reification in Curriculum-time frame –funds

## **UNIT VII DEVELOPING INTELLECTUAL PROPERTY:**

Significance for a developing country like India- Intellectual deprivation of Indians caused by managing education for centuries by foreign rules - Redesigning curriculum for development of cognitive skills leading to development of skill in innovation, exploration, investigation, discovery and invention

## **UNIT VIII: CURRICULUM INEQUALITIES AND STUDENT DIFFERENCE**

Review of curriculum of all courses including undergraduate- and post graduate- courses in all science and arts subjects.(of any one University/UGC or as suggested every year by the faculty and BOS(PG)) – Critical examination of inadequacies, inequalities and student differences in curriculum of the existing courses in UG/PG/ engineering/ medicine/ agriculture and allied courses with reference to skills development for productive learning and generating knowledge, ideas, and planning.-discussion on programs and projects to fulfill ethical responsibilities, to check cyber crimes and to ensure cyber security.

## **UNIT IX: MAHATMA GANDHI AND PRODUCTIVE LEARNING:**

Discussion on how Gandhiji's Wardha Scheme of Education culminates in Productive - Learning at all levels of education – Pre-primary to higher education. (utilize the discussion points for practicum)

## **UNIT X: CURRENT APPROACHES TO CURRICULUM AND PEDAGOGICAL RESEARCH**

Reviewing researches in the area of Curriculum- identifying areas which need to be researched in Curriculum and pedagogy - collating an abstract of studies in Curriculum and pedagogy —Anatomy and discussion on recent articles published on related topics of Curriculum and pedagogy

## **REFLECTIVE PRACTICUMS**

- 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 general framework for assessment of school course book/ hand book
- Prepare a theme paper on recent curricular reforms at secondary level / higher secondary level / higher / technical/ professional education in Kerala.
- Compare the curricula of different boards for secondary and higher secondary levels in India and abroad

- Each student is required to submit a term paper based on critical review or field study data on one topic given below.
  - (a) Evaluation of a primary class textbook
  - (b) Content analysis of one upper primary school subject
  - (c) Evaluation of a secondary school text book
  - (d) Evaluation higher education Curriculum
- 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

**M.Ed. – SEMESTER III**  
**COMMUNICATION AND SOFT SKILLS DEVELOPMENT**

<b>COURSE CODE</b>	<b>SDC2.a</b>
<b>COURSE TITLE</b>	<b>COMMUNICATION AND SOFT SKILLS DEVELOPMENT</b>
<b>CREDITS – 1</b>	<b>DURATION IN HOURS – 16 Hrs</b>
<b>Semester - III</b>	<b>Marks - 25</b>

**COURSE AIM**

This course will focus on the development of communication skills of the students with specific attention to soft skill development. It will help students identify the need for soft skill development as well as the common soft skills that every student is expected to be equipped with.

**COURSE DESCRIPTION**

The course will involve theoretical discussions on soft skills, and help students familiarize themselves with the common soft skills that are required of a particular profession. Students will be prompted to evaluate their own soft skills which will be followed by extensive demonstrations as to how these soft skills could be further enhanced. There would also be ample practical sessions that would permit students to put their soft skills into actual practice.

**COURSE OBJECTIVES**

On completion of the course students will be able to:

- Identify the components of efficient communication.
- Make use of appropriate interpersonal communication skills .
- Develop their conversational skills and build up their skills to communicate within a group.
- Use suitable techniques to incorporate technology into communication.
- Assess their own potentials and help themselves meet with the emerging soft skill requirements.
- Differentiate between hard and soft skills.
- Understand the need for soft skill development in the up-and-coming scenario.
- Recognize the most common soft skills that they need to build on.
- Work on their own soft skills paying specific attention to those required by teachers.

- Improvise on their own computer and technical skills.
- Enrich their personality skills through common soft skill enhancement strategies and techniques.

## **MODES OF CURRICULUM TRANSACTION**

- Lectures
- Demonstrations
- Debates and dialogues
- Insightful practices
- Case studies
- Seminars
- Presentations
- Creative workshops
- Observation
- Self analysis

## **COURSE CONTENT**

### **UNIT I: COMMUNICATION**

Components of Effective Communication - Interpersonal Communication Skills – Verbal Communication – Effective Speaking -Presentation Skills – Appearance – Listening Skills – Active Listening – Reflecting – Clarifying - Writing Skills – Personal Skills

### **UNIT II: SOFT SKILLS**

Soft Skills - The Relative Importance of Hard and Soft Skills – The Need to work on Soft Skills - Oral Communication – Voice and Accent – Clarity – Modulation and Intonation – Stress – Computer and technical literacy – adaptability – Research Skills – Project Management Skills – Emotional Intelligence – Problem Solving Skills – Work Ethics – Flexibility – Initiative – Teamwork and Collaboration – Critical Observation – Conflict Resolution

### **SEMINARS / ASSIGNMENTS**

Assignments on different kinds of soft skills –Seminar presentations on diverse topics related to communication that require students to utilize their technical expertise.

### **WORKSHOPS / PRACTICALS**

Practical work will involve students working on their individual soft skills, after having done a self assessment. A workshop on soft skill development could be organized which will throw further light on the skills that need to be dwelled upon. Special attention

will be paid to personality development and presentation skills as well as other specific skills as problem solving and team work.

### **REFLECTIVE PRACTICUMS**

Sample practicums may include but may not necessarily be limited to:

- Self assessment of soft skills using online resources.
- Peer evaluation of soft skills using a self prepared questionnaire.
- Compilation of techniques and strategies that could be put to use in soft skills development and training.

**M.Ed. – SEMESTER III**  
**EXPOSITORY WRITING PRACTICE**

<b>COURSE CODE</b>	<b>SDC2.b</b>
<b>COURSE TITLE</b>	<b>EXPOSITORY WRITING PRACTICE</b>
<b>CREDITS – 1</b>	<b>DURATION IN HOURS – 16 Hrs</b>
<b>Semester - III</b>	<b>Marks - 25</b>

**COURSE AIM**

This course offers students an opportunity to practise and develop their expository writing skills in English. It will focus on getting the students acquainted with the basics of expository writing through a series of discussions and varied writing assignments.

**COURSE OBJECTIVES**

On completion of the course students will be able to:

- Clearly differentiate between academic writing and expository writing
- Identify the different types of expository writing.
- Produce different kinds of expository essays.
- Use appropriate vocabulary in expository writing.
- Use proper grammatical structures.
- Word sentences according to the nature of the expository essay.
- Grasp the need to develop expository writing skills.
- Acquaint themselves with the stages in expository writing.
- Make use of pertinent material in expository writing from dependable online sources.

**COURSE DESCRIPTION**

Students will be provided sufficient exercise in expository writing with adequate emphasis on the different types of expository writing. The interactive classroom sessions will also provide students with an opportunity to enhance their general writing skills. The course will include a thorough discussion on the need for development of expository writing skills which will be augmented with ample practical work.

**MODES OF CURRICULUM TRANSACTION**

- Lectures
- Writing demos
- Creative Writing Workshops
- Interactive discussions

- Reflective practices
- Experiential learning strategies
- Case studies
- Seminars
- Presentations
- Collaborative learning.
- Introspection

## **COURSE CONTENT**

### **UNIT I: EXPOSITORY WRITING**

Narrative Writing – Persuasive Writing – Descriptive Writing - Expository Writing – Differences from Academic Writing – Characteristics of Expository Writing - Varied Expository Writing Strategies – Analogy – Analysis – Cause and Effect – Classification – Comparison – Definition – Examples – Process Analysis

### **UNIT II: EXPOSITORY WRITING STRATEGIES**

Steps in Expository Writing – Pre writing – Drafting – Revising – Editing – Publishing – Essay Variations

### **SEMINARS / ASSIGNMENTS**

Assignments on different kinds of expository writing – Preparation of sample essays of varied kinds

### **WORKSHOPS / PRACTICALS**

Practical work will involve students preparing a wide range of essays – dealing with diverse themes and issues – that are particularly assigned to them. Workshops will provide sufficient opportunities to familiarise students with the different stages that are involved in expository writing. They will work together in groups to produce different kinds of written projects and prepare minor models of expository writing. Care will be taken to ensure that these products will keep in mind the basic requirements and qualities that are regarded indispensable for fine expository writing.

### **REFLECTIVE PRACTICUMS**

- Preparation of different kinds of expository writing.
- Preparation of expository writing projects which involves communicating information at various levels of understanding, such as describing information, explaining or interpreting information, clarifying a process, or evaluating information
- Preparation of expository writing prompts that could be used at the school level and college levels



## M.Ed. – SEMESTER IV

### ICT INTEGRATION AND INNOVATIVE PRACTICES IN EDUCATION

<b>COURSE CODE</b> <b>COURSE TITLE</b>	<b>PCS6</b> <b>ICT INTEGRATION AND INNOVATIVE PRACTICES</b> <b>IN EDUCATION</b>
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120Hrs</b> <b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM**

The aim of the course ICT Integration and Innovative Practices in Education is to provide students with the requisite knowledge and skills that will help them make efficient use of ICT in the classroom processes of teaching, learning and assessment. The course will focus on innovative practices that equip new age learners with state of the art knowhow that will help them effectively integrate ICT with the teaching learning process.

#### **COURSE DESCRIPTION**

This course will help students comprehend, employ, and fruitfully apply a range of Information and Communications Technologies —such as computers and the Internet, audio and video equipment, mobile phones, and online resources and tools—as part of the teaching and learning process. During this course, students will work together with their peers to develop a wide range of learning activities that make use of digital tools and resources to support student-centred learning.

#### **COURSE OBJECTIVES**

On completion of the course students will be able to:

- Efficiently make use of ICT tools, software applications and digital resources in day to day teaching – learning situations.
- Identify the immediate contexts and processes that have led to innovations.
- Integrate ICT into teaching-learning and its evaluation.
- Engage themselves in using digital tools and resources as part of an authentic or collaborative learning activity .
- Obtain, arrange and generate their own digital resources that could be made use of in the classrooms.
- Contribute and actively engage themselves in the activities of teachers' networks.
- Develop the ability to select and critically evaluate ICT resources.

- Practice safe and ethical usage of ICT and be aware of the legal ramifications of inappropriate use.
- Use of ICT for making classroom processes more inclusive and to address the issue of diverse learning abilities.
- Assimilate innovative ICT techniques in the curriculum for fostering significant changes in the processes of instruction and learning.
- Develop the digital knowledge resources of the educational institution further and organize them fittingly on the cyberspace.
- Recognise how to fully make use of the potentials of a virtual classroom environment.
- Create an awareness regarding the availability of open source software that could be successfully integrated into the curriculum.
- Develop a well-articulated perspective on ICTs in education formulated by personal experience and critical examination of resources, curriculum, and educational practice.

#### **MODES OF CURRICULUM TRANSACTION**

- Lectures
- Demonstrations
- Online Sessions
- Hands-on Experience with technological gadgets
- Web based learning
- Interactive discussions
- Reflective practices
- Experiential learning strategies
- Seminars
- Presentations
- Creative workshops
- Collaborative learning.
- Self analysis

## **COURSE CONTENT**

### **UNIT I: POTENTIALS OF ICT IN KNOWLEDGE GATHERING AND INFORMATION**

Pedagogy and ICT – Potentials and Advantages of Using ICT in class room – Approaches to ICT - Integrate, Enhancement and Complementary Approaches - Individual differences – Meeting individual needs - Enhancing student outcomes through ICT integrated inclusive education - Assistive technology - Technological devices to augment cognitive abilities - ICT as a means to connect with the world – The global learner scenario

### **UNIT II: ICT INTEGRATION IN CURRICULUM TRANSACTION**

Computer based Curricular planning - - ICT Based Model of Curriculum Transaction - Considerations for integrating ICT – Innovations in Curriculum Transaction– Moving beyond the course books with ICT

### **UNIT III: INNOVATIVE CURRICULUM TRANSACTIONAL STRATEGIES**

Digital Story telling – Deconstructing digital stories – Using images and videos – Photo and video editing – ACDSee – Adobe Photoshop – Windows Movie Maker – Audacity -Creation and evaluation of digital stories – photo essays and video documentation in learning - Using appropriate hardware (CD/DVD, projectors, interactive boards)

### **UNIT IV: SELECTION AND IDENTIFICATION OF INNOVATIVE ICT RESOURCES**

Criteria for selecting ICT Resources – Accuracy, Credibility, Currency, Coverage, Objectivity , Appropriateness, Cost and Copyrights - Commercial or Licensed ICT Resources – Reference Sites – Social media sites – Professional group sites – National and International portals of the Ministries of Education – Open Educational resource repositories – Custom development of resources – User Generated Content (UGC)

### **UNIT V: ICT RESOURCES FOR TEACHING AND LEARNING**

Resources – Access and Creation, resource mobilization –The Internet and ICT environments - Web-based learning objects, simulations and tutorials - Networking, Forums, Blogs, Educational Software , Multimedia courseware, single and multiple media, animations and simulations, MOOCS as a pace for continuous learning - Coursera - Video conferencing, E-content preparation, Online Games, exercises - Digital technology - Digital library, J-Stor - Blogs – Microblogs- Social Networking – Wikis - Virtual learning Environment.

## **UNIT VI- INNOVATIVE PRODUCTIVITY TOOLS IN ICT**

Productivity Tools – Digital Animation – Adobe Flash – Flickr - Word Processing – Spreadsheets – Presentations – Databases – New gen Web Browsers and Search Tools – Project Spartan – Element Browser - Dogpile - Concept Maps – Cloud Spacing

## **UNIT VII: INNOVATIVE PRACTICES IN ASSESSMENT**

Evaluation and ICT for Evaluation – purposes and techniques of evaluation, scope of ICT for evaluation - Software tools for evaluation - Constructing tests / quizzes using ICT – Using ICT to manage data, analyse the results and keep track of student achievement - Assessment rubrics - Online assessment-criteria, norms and standards – Online Survey Tools –Survey Monkey – Training Check

## **UNIT VIII: ICT FOR CLASSROOM MANAGEMENT**

Role of ICT in educational administration and management – ICT for Time Management, Classroom Process Planning and Integration - Harnessing open educational resources for effective learning - Student motivation through ICT integration – Software for Classroom Management – Lan School – Net OP School – Net Support School – AB Tutor

## **UNIT IX – ICT IN RESEARCH AND DEVELOPMENT**

ICT in Research – the TELRI approach - Availability, Authenticity and Appropriateness of ICT resources for research - FUSE – Find Use Share Educate – Citations Tracking – Cyber Safety and Security concerns – Referencing – Copy rights – Intellectual Property Rights - Plagiarism – Creative Commons Licenses – EULA – Multi User License – Shareware and Freeware

## **REFLECTIVE PRACTICUMS**

Sample practicum may include but may not necessarily be limited to:

- Preparation of edublogs in respective subjects with focus on the ability of the blogs to allow interaction
- Preparation of a video blog of class presentations
- Creation of a webquest task
- Creation of interactive games and quizzes online
- Setting up a class podcast
- Development of an online evaluation form

## M.Ed. –SEMESTER- IV

### MODERN EDUCATIONAL POLICIES AND TEACHER EDUCATION

<b>COURSE CODE</b>	<b>TEC2</b>	
<b>COURSE TITLE</b>	<b>MODERN EDUCATIONAL POLICIES AND TEACHER EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### COURSE AIM

The course aims at developing an understanding about the recent developments in the field of Teacher Education and the relevance of national educational policies and its practices. The students get an opportunity to realize the importance of child rights, women's rights, human rights, constitutional provisions and amendments concerning education. The course is designed for the development of 21<sup>st</sup> century skills for enhancing quality teacher education. The students become acquainted with the issues, problems and trends in teacher education which would be helpful in transforming the learner into teacher education professional.

#### COURSE OBJECTIVES

- To get an insight into the chronological developments in the field of education in India
- To understand the structure and developments on education as a system
- To examine the influence of policy decision in Teacher Education
- To realize the importance of child rights, women's rights and special emphasis to Right to Education (RTE)
- To understand the various dimensions of human rights and safeguard measures from educational point of view
- To become morale as well as humane teachers
- To understand the issues, problems and trends confronting Teacher Education
- To become familiar with the latest developments in the field of Teacher Education
- To critically examine the present status of Teacher Education Institutions and move towards quality excellence.

## **COURSE DESCRIPTION**

TEC 2 Comes under the core paper included in the fourth semester of the M Ed programme. The focus of the course will be on teacher education professionals developed through this course will have the vision, social concern and motivation to create basis for action ie to serve the community, to take steps that help to develop educational theory and practice, finding contextually grounded solution, carry a broad imaginative and critical capacity, and an informed engagement with different perspectives. The course covers the Educational system in India, Education policy imperatives, Critical appraisal of educational regulations during pre and post Independent India, child right's, women`s rights and Human Rights education, Quality management in teacher education, Issues, Problems and Trends in teacher education and recent developments in education: Educational policy perspective (India).

The course duration is 120 hours (90 hours for theory and 30 hours for practicum) and the trainees have to attempt one theory paper for 70 marks and the practicum for 30 marks.

### **MODE OF CURRICULUM TRANSACTION**

Most units are delivered by classroom lectures, debates and tutorials. Some units are delivered by seminars followed by presentation and discussion sessions throughout the academic year.

## **COURSE CONTENT**

### **UNIT 1: EDUCATIONAL SYSTEM IN INDIA**

- Technical education-vocational education-open and distance learning-women education-rural education.
- Schools and schooling-formal, non-formal and informal, major interventions for quality enhancement : DPEP (District primary education programme), SSA (sarva shiksha abhiyan); Padhe Bharat Badhe Bharat( Sub component of SSA), RMSA (Rashtriya madhyamik shiksha abhiyan) , RUSA (Rashtriya uchchar shiksha abhiyan)

### **UNIT 2: EDUCATION POLICY IMPERATIVES: MAJOR CONCERN OF PUBLIC POLICY**

Relevance, essentiality, constitutional provisions, NPE and revised (post NPE scenario), implementation, problems and strategies,-emphasis to child rights

### **UNIT 3: CRITICAL APPRAISAL OF THE EDUCATIONAL REGULATION DURING I) PRE- INDEPENDENCE PERIOD II) POST INDEPENDENCE PERIOD WITH SPECIAL REFERENCE TO**

- Education commission (D.S Kothari) (1964-66)
- Challenge of education: A policy perspectives of Govt. of India (1985)
- National policy on education (1986)
- POA ( Programme of Action ) (1990)
- Revised version (1992), Ramamurthy commission (1992)
- Yaspal Committee (1993)
- National knowledge Commission (2005)
- Right to Education Bill (2006)
- National Curriculum Frame Work
- Kerala Curriculum Frame Work (2007)
- Right to Education (RTE) (2009)
- National Curriculum Frame Work for Teacher Education, NCFTE (2005-2012)
- NCTE regulations (2014)
- Major constitutional provisions and amendments concerning education

### **UNIT 4: CHILD RIGHTS, WOMEN RIGHTS AND HUMAN RIGHTS EDUCATION**

- Concept, constitutional and institutional safeguards
- Domains of human rights: children, women, RTE (Right to Education), RTI (Right to information)- Violation of rights-strategies-policies
- Provisions of RTE, SSA (Sarva Siksha Abhiyan), RMSA (Rashtriya Madhamik Siksha Abhiyan), RUSA (Rashtirya Uchchtar Siksha Abhiyan) for addressing inequality and implications.

### **UNIT 5: 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: NCTE norms, NAAC indicators- Institutional Quality Maintenance : IQAC (Internal Quality Assurance Cell), Peer Assessment by NAAC
- Areas of Research for 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

## **UNIT 6: TRENDS AND ISSUES IN TEACHER EDUCATION**

- Reshaping Teacher Education system for future– role of NCTE, Rules and Regulations, co-ordination with apex bodies; Proposed Functions of SCTE (State Council of Teacher Education).
- Problems of Educating Teacher Educators; inadequacy at different levels: the elementary, Secondary, Higher Secondary and Higher Education, in –service and pre-service education of teacher educators.
- Teacher Education in India emerging as a superpower- present scenario, need for modernization of education in the 21<sup>st</sup> century, main thrust areas.
- Strengthening Integrated Approach-holistic concerns of Teacher Education (History, civics, economics... all disciplines-information analysis, synthesis, fact finding, action and result).
- Cybernetic Instructional Design; meaning & theory; application of cybernetic in education
- Cyber ethics in teacher education
- Teacher Education Model (Presage factor, process factor, product factor)
- Privatization, liberalization, globalization and autonomy in Teacher Education
- Empowering special teacher such as crafts, art, physical education and music.
- Teacher morale and humane teachers-creating humane teachers (NCFTE,2009)
- ‘Equity’ and ‘Equality’ in education-meaning, need, constitutional provisions ensuring equality of educational opportunities·
- Inequality with reference to gender, socio – economic -cultural status, minority, locality with special needs-inclusive education for addressing inequality

## **UNIT 7: RECENT DEVELOPMENTS IN EDUCATION: EDUCATIONAL POLICY PERSPECTIVE (INDIA)**

- Recent developments in National Policy on Education (After 1992)
- Schemes and policies of the present Govt. - implications
- Justice Verma Commission
- NCTE regulations, 2014
- ASER (Annual Status of Educational Report)
- Evaluation: online examination, open book examination.
- PINDICS ( Performance indicators: self evaluation by school teachers)
- Restructuring Pre-primary education



- FLAIR ( Fostering linkages and Academic Innovation and Research)
- Integrated Child development Programme (ICDP)

### **UNIT 8: TEACHER: MULTIPLE ROLES**

- Philosopher, guide and counselor, social reformer, technocrat, reflective practitioner.

#### **REFLECTIVE PRACTICUM**

- Trace out latest trends in teacher education emphasizing objectives and scope.
- Identify the provisions in Right to Education Act with reference to learner
- Case study of a student with physically handicapped/hearing impaired/learning disability.
- 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, approaches followed, significant achievements and professional linkages.
- Identify Problems, Issues and solutions Related to Cyber Ethics
- Critical appraisal of NCFTE (2009)
- Identify policies and programme pertaining to inclusive education.
- Select any one current practice in teacher education and trace the background of its formulation as policy

## SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES1.a</b>	
<b>COURSE TITLE</b>	<b>EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM:**

The course guidance and counseling covers the concept, types and basic procedure. It will help to develop understanding the educational, vocational and personal guidance which will be beneficial for a classroom teacher. This course aims to promote the basic awareness of vocational guidance and the methods and techniques to carry out these. It is intended to develop skills in handling different psychological tools at appropriate time. This course aims to impart the skill of identifying the students with special needs and how to handle them properly.

#### **COURSE OBJECTIVES**

- Know the relevance of guidance and counselling at different stages of education.
- Understand the process of counselling
- Understand the role of various personnel in counselling and how to organize guidance services in schools.
- Understand the role of different tools and techniques in guidance and counselling programme.
- Understand the problems of children with special needs and the techniques to be adopted for them.
- Understand the concept of vocational guidance, job analysis and job satisfaction.

#### **COURSE DESCRIPTION**

The education plays significant role in the development of human manpower of a country in these days. The educational process involves several support systems and one of the most important among them is guidance and counselling, which has received much attention in the recent years. The educational and vocational areas are changing rapidly everywhere. It is becoming difficult for educationalist to prepare the youth for education, for

occupation and for life in the rapidly changing world. They need guidance and counselling for the educational and vocational problems of the students. Even National Policy of Education (1986) has emphasized this need in clear terms. There are very few teachers to provide guidance and counselling in a scientific manner in solving the problems of students. Very little attention has been given to prepare teachers with the knowledge and skill so essential for planning, organizing and evaluating guidance and counselling services and activities.

All forms of guidance and counselling aim at enhancing the social image and status of the individual and also the status of the individual. This course will help to develop the personality of an individual through the principles and techniques of guidance and counselling. Thus one will be able to face changing pattern of socio-economic, socio-political, socio-educational and socio-cultural system, which are taking complex shape due to advancement in science and technology and shifting nature of human behaviour and his adjustment with his family and society. But it is not anybody's cup of tea to offer guidance and counselling. Today it has become a specialization requiring considerable amount of basic understanding, skill and training.

### **MODE OF TRANSACTION**

Lecture cum demonstration, power point presentation, discussion, group work, seminar practice sessions and assignment.

### **COURSE CONTENT**

#### **UNIT I: GUIDANCE**

- Meaning, need and significance, objectives, aims and purpose, nature and characteristics, basic assumptions, basic principles.
- Types of guidance- Educational, vocational, and personal guidance – objectives and guidance at various stages.
- Individual and Group guidance – concept and techniques.

#### **UNIT II: COUNSELLING**

- Meaning, need, aims and objectives, significance of counselling.
- Types of counselling- Directive, Non directive and Eclectic counselling- basic assumptions and steps – role of counsellor.
- Procedure of counselling.
- Qualities of a good counsellor

### **UNIT III: GUIDANCE AND COUNSELLING**

- Difference between guidance and counselling.
- Difference between counselling and psychotherapy
- Counselling interview
- Therapy Devices.

### **UNIT IV: TOOLS AND TECHNIQUES**

- Objectives and classifications
- Non-testing techniques
- Intelligence tests, aptitude tests, attitude tests, achievement tests, interest inventories, case study
- Cumulative record

### **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.

### **UNIT VI: GUIDANCE SERVICES IN SCHOOLS**

- Pre admission service, orientation service, self-inventory service, guidance service, educational service, counselling service, support service, placement service, follow-up service.

### **UNIT VII: ORGANISATION OF GUIDANCE SERVICES IN SCHOOLS**

- Objectives, principles, functions.
- Various personnel involved in guidance services-role and function of each person.
- Characters of well organized guidance services.
- Current state of guidance and counselling programme in India.

### **UNIT VIII: VOCATIONAL GUIDANCE**

- Origin, meaning, definition, objectives, principles.
- Classification of vocational guidance
- Sources of Information.
- Vocational guidance programmes and vocational guidance services.
- Job analysis, job profile and job satisfaction.

### **REFLECTIVE PRACTICUMS**

- 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.

## SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	SES 1.b	
<b>COURSE TITLE</b>	<b>TOOLS AND TECHNIQUES OF ASSESSMENT IN EDUCATION</b>	
<b>CREDITS- 4</b>	<b>DURATION IN HOURS: 120Hrs</b>	<b>MARKS :100</b>
<b>SEMESTER-IV</b>		<b>(External 70 + Internal 30)</b>

#### COURSE AIM

The course aims at developing in learners an understanding of the basic concepts and practices adopted in educational assessment. It focuses on training the learners in preparing and practising various tools and techniques of assessment. It also aims to acquaint the students with the recent development in the theory and research bearing on modern evaluation

#### COURSE OBJECTIVES

- To understand relationship between measurement and evaluation in education and the existing models of evaluation
- To understand that different learning outcomes need to be assessed differently
- To state the principles of assessment
- To understand the varieties of learning outcomes
- To discuss the different approaches to assessment of learning outcomes
- To develop skill and competencies in constructing and standardizing a test
- To use various tools and techniques of assessment in research
- To develop the skill of analysis interpretation of test results

#### COURSE DESCRIPTION

The course is designed for the conceptual development of preparation and application of tools and techniques of assessment in the teaching and learning process. It discusses the need and types of assessment, key elements and issues associated with educational evaluation, trends and research in modern assessment and its implications in the personal, educational, and developmental contexts of learning.

## **MODES OF CURRICULUM TRANSACTION**

Discussion, Group work, self study, Invited talk, Brain storming, Library work, Content analysis, Seminars, workshops, Debates, e-learning etc

### **COURSE CONTENT**

#### **UNIT 1 NATURE OF ASSESSMENT**

Assessment – Meaning – importance of Assessment – Principles of Assessment – Activities involved in assessment: Measurement and evaluation, Types of Evaluation – Formative and Summative Evaluation, Internal assessment and Continuous Comprehensive Evaluation, Criterion Referenced and Norm Referenced evaluation

#### **UNIT II: ASSESSMENT OF LEARNING OUTCOMES**

Criteria in the evaluation of education - defining educational objectives in terms of behavioral outcomes - Bloom's Taxonomy of educational objectives. (Revised and Pre revised) - Measuring the intellectual outcomes of education, measurement of knowledge, concepts, attitudes, values, habits, hobbies, skills- assessing thinking skills, problem solving skills – assessing 21<sup>st</sup> century skills

#### **UNIT III: TOOLS AND TECHNIQUES OF ASSESSMENT**

Measuring instruments, classification of tests - Classroom assessment - Teacher made and standardized evaluation tools, Limitations of standardized tests for classroom use-Essay test, objective test, questionnaires, attitude scales, rating scales, schedules, inventories, performance tests, Sociometry.

#### **UNIT IV: TEST CONSTRUCTION AND STANDARDIZATION**

Construction and standardization of evaluation tools like tests, questionnaires, scales -inventories etc- Construction and standardization of Achievement tests - Types (Forms) of items in an Achievement test. Advantages and limitations of different types of items- Diagnostic tests - Difference between Achievement test and Diagnostic test -construction of diagnostic test - analysis and interpretation of diagnostic test results - remedial instruction- Interpreting Test Scores and Norms - Methods of interpreting test scores, percentile rank, standard score, profiles, caution in interpreting test scores- Reporting test results to parents

#### **UNIT V: CHARACTERISTICS OF MEASURING TOOLS**

The characteristics of a good evaluation tool – validity, reliability, usability, comprehensiveness, objectivity, interpretability etc'

- a) Reliability – measuring, methods and factors affecting reliability
- b) Validity - measuring, types and factors affecting validity
- c) Norms – age, grade, percentage, standard scores

## **UNIT V: TESTS OF PERSONALITY**

Measures of Behaviour- situational tests of character- systematic observation - steps to improve observational procedures -Advantages and Limitations - Informal observation - the anecdotal record - Self appraisal techniques: Questionnaires - Biographical data Blank - interest inventories — The Strong and Kuder inventories, construction of interest inventories - The Minnesota Multiphasic personality inventory - Attitude scale -Likert's method- Thurstone technique of construction of attitude scales - Projective techniques: The Rorschach Inkblot Test - The Thematic Apperception Test- Word association test - sentence completion test.

## **UNIT VI: MEASURING INTELLIGENCE**

Individual Tests :Binet tests audits revisions - WAIS - WISE group Tests : Army Alpha - Army Beta - Non-Language and Performance type: Raven's progressive Matrices Test - Bhatia's Battery - Culture free and Culture fair tests - Cattell I Culture Free Intelligence Test.

## **UNIT VII: MEASUREMENT OF APTITUDES**

Aptitude: definition - Aptitude test — types - mechanical aptitude, clerical aptitude, teacher aptitude tests—construction of aptitude tests - Aptitude test batteries - The differential Aptitude Test Battery and its subtests.

## **UNIT VIII: 21<sup>st</sup> CENTURY ASSESSMENT STRATEGIES**

Assessing the continuum of skills and knowledge – assessment strategies – Rubrics, logs, peer review, student contracts, concept maps, journals, observations, self assessment and reflection – multipurpose assessment – projects, portfolios and reflection, Competency based assessment

## **UNIT IX: NEW TRENDS AND RESEARCH IN EVALUATION:**

Models in Educational Evaluation - 3D Model, Total Reflection model and Individual Judgment model - Pass-fail system - Multiple marking and Reporting System - Grading - different forms - Semester system and (CBCSS) - Peer evaluation - Self evaluation – Question Banks - Open-book examination - Use of computers in evaluation - Current Measurement Trends and issues - Fixing priorities - Review of research done in the area of educational evaluation in the University.

## **VI. REFLECTIVE PRACTICUMS**

- Construct an achievement test and standardize it on a small sample.
- Construct a diagnostic test for any selected unit of study.



- Construct an interest inventory and standardize it on a small sample.
- Construct an attitude scale and standardize it on a small sample.
- Construct a rubric of assessment of learning outcomes in any select topic
- Administer any one intelligence test and interpret the scores.
- Review of any 5 recent researches in educational evaluation.

## SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES 1.c</b>	
<b>COURSE TITLE</b>	<b>TRENDS AND INNOVATIONS IN EDUCATIONAL TECHNOLOGY</b>	
<b>CREDITS 4</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b>
<b>SEMESTER IV</b>		<b>(70+30)</b>

**COURSE AIM:** This course aims to impart the significance of technology in education and the recent trends and innovations in Educational Technology.

#### **COURSE OBJECTIVES:**

After completing this course the students will be able to

- develop awareness of the importance of technology in Education.
- understand the modern technological developments in Higher education.
- know the instruction design and models of development of self-instructional materials.
- develop skills in production, selection and evaluation of educational materials.
- develop skill in production of different types of instructional materials.
- develop favorable attitude towards using new educational media.
- know the recent innovations, trends and future perspectives of Educational Technology.
- understand the concept of e-education and design patterns of courseware.
- explore the technological advancements for improving the teaching-learning process.
- use e-sources for carrying out educational research.
- understand the need for cyber security and information security.

#### **COURSE DESCRIPTION:**

This course is designed to create an understanding of modern technological developments and the scope of e-learning in higher education and enable student to explore the various e-resources for improving the teaching-learning process.

## **MODES OF TRANSACTION**

Discussion, Group work, self study, Invited talk, Brain storming, Library work, Content analysis, Seminars, workshops, Debates, e-learning etc

## **COURSE CONTENT**

### **UNIT I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY**

- Concept, objective and scope of Educational Technology.
- Approaches of Educational Technology: hardware, software and systems approach.
- Transactional usage of ET: integrated complementary, supplementary and standalone.
- Historical development of ET: from Teaching machine to computer application stage.
- Theoretical Bases of ET: Skinner's response centered approach, , Piaget's cognitive structure, Gagne's hierarchical approach, Ausubel's learning categories, Bruner's structure of knowledge.

### **UNIT II: MEDIA IN EDUCATION**

- Dale's Cone of Experience , Finn's categorization : low technology medium and high technology medium.
- A-V media – Historical perspective from Chalk board to Computer Assisted Instruction.
- Audio Media –Educational Podcast-script writing ; Audio production stage- pre production, post-production and practices ; Audio conferencing/Teleconferencing and Interactive Radio conferencing
- Video – Educational television; Video conferencing, Video script writing
- Simulations, games, animated films- uses and advantages
- Media selection criteria- factors in selecting media, schematic aid for media selection developed by Briggs.
- Internet as a learning resource in the classroom: Using internet as an exploration tool – virtual lab, virtual field trip; Use of internet and web accessibility – computer supported co-operative work, collaborative internet tools/technologies – e mail, knowledge blocks, blog, video conferencing, World Wide Web, mobile learning, edu. wiki.

### **UNIT III: COMMUNICATION AND GROUP INTERACTION**

- **Classroom Communication**

Factors affecting classroom communication; forms of teacher-pupil interaction; observation schedules of interaction-OSCAR, Bale's, FIACS and VICS interaction matrix analysis; modification of teacher behaviour.

- **Group Instruction:** Characteristics and patterns; small-group and large - group instruction; Group Learning techniques - general features and main GL techniques.

### **UNIT IV: INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION**

- Changes and challenges, role of ICT in humanizing education.
- Assistive technology - Role of ICT in education of disadvantaged and disabled-Incorporating technologies for pupils with diverse needs, special technologies for students with diverse needs –visually impaired and hearing impaired.
- ICT in Educational Management.
- Diffusion Theory and Instructional Technology.
- Academic and research content on the web- online journals and abstract services.
- Blended Learning- meaning and concept.
- Scope of computers and communication technology.
- Computer based examination-concept and preparation

### **UNIT V: E-LEARNING AND INSTRUCTIONAL DESIGN**

- Introduction to e-learning- concept and nature, definitions, meaning, modes, characteristics and benefits.
- e-content script writing for Short Learning Object (SLO).
- Overview of Models of Instructional Design- ADDIE Model, Dick and Carey Model, Gagne's Model
- Multimedia approach- Designing multimedia package-Instructional Design for competency based teaching.
- Webinars-concept, uses.
- Concept of Learning Management System (LMS). MOODLE- its application in classroom.

## **UNIT VI: CYBER SECURITY AND INFORMATION SECURITY**

- Concept, need and significance.
- Computer virus- (malwares, spywares, Trojan)- preventive measures- (Firewall, antivirus software).
- Cyber privacy and password protection.
- Legal and ethical issues- Copyright, Plagiarism, Hacking, Netiquette, Phishing, Software privacy.
- Child abuse over the net.
- Misuse of internet.
- Cyber security measures in the context of Teacher Education and Educational Research.
- Health hazards of using computer

### **REFLECTIVE PRACTICUM**

- Preparation of SLO materials
- Development of Audio Podcasts
- Observation of classroom interaction using FIACS, VICS etc.
- Seminar in new trends in ET
- Discussion on application of ET in different disciplines
- Developing instructional strategies and materials for rural school
- Undertaking research in ET
- Script writing and production of an e-content

## SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES 1.d</b>	
<b>COURSE TITLE</b>	<b>ECONOMICS OF EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### COURSE AIMS

To give the students the basic ideas of the relationship between education and economics and the role of education in economic development.

#### COURSE OBJECTIVES

- To enable the students to understand the concept and significance of education as an investment and consumption.
- To enable the students to learn about the sources and resources of financing of education.
- To help them to identify the need, scope and purpose of educational planning.
- To help them to understand the principles and approaches to educational planning
- To enable them to analyze the cost-benefit aspects of education and the internal and external efficiency of education.
- To acquaint the students with the relationship between the financial support of education and quality of education.
- To help them to discuss the linkages and roles of various local, district and state level functionaries of education.
- To help them develop practical knowledge in using statistical methods of analysis.
- To develop innovative practices of the use of ICT in economics of education.

#### COURSE DESCRIPTION

This course contains:

- The basic conceptual frame work of the discipline ‘Economics of Education’.
- A clear link between the education, ecology, environment, energy and engineering and economic development.
- Role of Education to Economic growth and Development.
- A description of educational problems in the context of economic concepts.

- Cost-benefit analysis of different levels of education.
- Economic benefits of ICT integration in education
- Role of information technology as a tool for documentation and file management system.
- Various approaches to manpower planning and forecasting.
- Profitability and productivity of human capital.
- A research orientation in the discipline 'Economics of Education'.
- Access to new areas of research in economics of education.

### **MODES OF TRANSACTIONS**

The course would be transacted through participatory approaches such as group discussion; self study, seminar presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentations. Formative and summative assessment may be used. Practicals and practicum, teaching practice and internship maybe incorporated. Seminar and tutorial presentations have an integral part in the course. Web based and Blog based uploading may be encouraged.

### **COURSE CONTENT**

#### **UNIT 1. CONCEPTUAL ISSUES IN ECONOMICS OF EDUCATION**

Meaning, definition, scope and importance of Economics of Education. Education as –'good', 'want', 'consumption' and 'investment'. Education-a commodity or a service - Emergence of 'Economics of Education' as a field of study – Nexus between Education and Economics – Economics of Restructuring and Eco- Economics –Re-construction of Economies - Growth, Development and De-Growth. The recent trends in Economics of Education.

#### **UNIT 2. EDUCATION AND ECONOMIC DEVELOPMENT**

Education - a pre-requisite and a tool to accelerate Economic Development – Growth parameters of Education - Education for Economic Growth and Development - Education as an Industry-'input', 'output' and 'throughput' of Education - The concept of Human Capital Formation-flow and framework concepts. The economic value of Education- Varying economic values- 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. Teacher as an Entrepreneur.

### **UNIT 3. COSTS OF EDUCATION**

Concept of Costs of Education – Cost Analysis of Education - Factors determining Costs of Education. Types of Educational Costs - direct cost, indirect cost, private cost, social cost and opportunity cost. Unit Cost of Education: its estimation at different levels - primary, secondary, higher secondary, graduate and post graduate. Cost effectiveness of Higher Education.

### **UNIT 4. BENEFITS OF EDUCATION**

Direct (social & private) and indirect benefits of education (spill-over and externalities) - Approaches to measuring the benefits of education: Cost- Benefit Analysis, Correlation approach, Rate of returns approach, Residual approach, Manpower forecasting approach, Wage differential approach- Non-monetary benefits of Education. The profitability and productivity of Human Capital. Economic benefits of ICT integration in Education.

### **UNIT 5. EDUCATIONAL PLANNING AND FINANCE**

Concept of Educational Planning- Institutional Planning and Budgeting - Principles and approaches of educational planning- Problems of educational planning in India- Concept of Educational Finance- Principles and sources of educational finance- Problems of educational finance- Mobilization and allocation of Resources – Self Help Groups (SHGs) and Micro Finance - Role of centre, state and panchayath raj institutions in Educational Finance

### **UNIT 6. EDUCATION AND MAN POWER PLANNING**

Concept of Manpower Planning, Forecasting man power needs - Right to Education, Equality of Educational Opportunity. Approaches to man power planning- Manpower Planning in India. Manpower forecasting - Techniques of Manpower Forecasting - Employer Opinion Method- Density Ratio Method –Incremental Labour Output Ratio (ILOR)- 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.

### **UNIT 7. RESEARCH PERSPECTIVE IN ECONOMICS OF EDUCATION**

An introduction to Research in Economics of Education – Need and Importance - Areas of research in Economics of Education – Recent Trends - Review of research in the University/State/India and Abroad - Areas in which more research is needed.



## REFLECTIVE PRACTICUMS

- 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 abstracts of Research studies in Economics of Education conducted in Kerala (Five studies)
- Conduct a socio- economic survey for assessing the contribution of education to Economic Development (select minimum 10 families in your locality). Prepare a report.
- Collect and compile e-resources relating to a topic in ‘Economics of Education’.
- Prepare and upload a research paper related to Economics of Education in your own Blog/web site.
- Construct an Age-Education-Earnings Profile (AEE Profile) for a specified group based on sex/community/employment/place of residence (sample minimum 20).
- Prepare a Seminar Poster based on the theme: ‘Effect of Educated Unemployment in Indian economy’.
- Analyse the unit cost of a particular level of education (Choose a group of students from your locality)
- Prepare a Power Point presentation on the topic: ‘Education as an Industry’(10-15 frames) (soft and hard copies)
- Prepare a report on Human Development Index in India for the last five years. (Refer: Economic Review, State Planning Board).

## SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES 1.e</b>	
<b>COURSE TITLE</b>	<b><i>LIFE SKILL EDUCATION</i></b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM**

The course aims at developing an understanding of concepts, objectives and principles of life skill education. The students become acquainted with several aspects of life skill education like 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 and applying the skills acquired in real life situations. The course also aims at equipping the students with different innovative modes of curriculum transaction.

#### **COURSE OBJECTIVES**

On successful completion of the programme, the students will be able to

- translate knowledge, attitude, skills and values into action;
- behave responsibly and develop positive attitude towards themselves and others;
- make decisions, communicate effectively, develop coping and management skills that can help them lead a healthy and productive life.
- promote risk free behavior, communicate effectively and develop negotiation skills;
- improve self perception by building self confidence and self esteem
- lead their lives effectively and efficiently with a positive attitude.
- deal effectively with the demands and challenges of everyday life.
- promote healthy lifestyles through health education.
- act as facilitators for promotion of Life Skill
- Appreciate the benefits of an active lifestyle and constructive use of leisure time

#### **COURSE DESCRIPTION**

The course is designed for the development of skills and capabilities of learners and practitioners in solving and managing problems in educational and real life settings. It discusses the Need for imbibing life skills, Key elements of Life skills education, approaches in Life skills education - Interactive teaching methodologies, relevance of developing life

skills in the areas of school education, vocational education, research in education etc and its implications in the personal, educational, socio-cultural, economic and developmental contexts. The course will help develop the skills in professional competency and professional advancements in their own discipline through life skills education.

## **COURSE CONTENT**

### **UNIT I: HUMAN CAPABILITIES AND SKILLS DEVELOPMENT**

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

Role of life skill in Human Resource Development.

### **UNIT II: 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

### **UNIT III: 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.

### **UNIT IV: LIFE SKILL APPROACH IN EDUCATION**

Designing Life skills education, Traditional and Life skills approach– Prospects - integrated into curriculum development for schools, problems and possibilities

### **UNIT V: LIFE SKILLS AND ADOLESCENT EDUCATION**

– Adolescent mental and reproductive health, life skills interventions in the curriculum, life skills and mental health programmes. Life Skills approaches for Youth development.

### **UNIT VI: LIFE SKILLS EDUCATION IN SCHOOLS**

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

### **UNIT VII: 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.

### **UNIT VIII - RELEVANCE OF 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,

### **UNIT IX - 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

### **MODES OF CURRICULUM TRANSACTION**

Lecture, Discussion, Group work, self study, Invited talk, Book Review, Buzz group, Brain storming, Library work, Content analysis, Seminars ,workshops ,Debates etc

### **REFLECTIVE PRACTICUM**

- 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).

## SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES 1.f</b>	
<b>COURSE TITLE</b>	<b>MENTAL HYGIENE AND CHILD DEVELOPMENT</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### COURSE AIM

The course aims at enabling the students with the understanding of concepts, nature and scope of mental health and mental hygiene. The students become acquainted with the behavioural problems and their causes and remedial measures. It also aims at nurturing students and their families to build the social and emotional competence of the entire school population. The course aims at building social and emotional skills to increase the social and emotional well-being of children. The course is designed for the development of knowledge, understanding and skills for the preservation of mental health which need to make one intelligent in the social life.

#### COURSE OBJECTIVES

- To enable the understanding of concept, nature and scope of mental health and mental hygiene.
- To understand the scope and principles of Mental hygiene in Education.
- To acquaint the students with behavioural problems along with their causes and remedial measures
- To make the students aware about the role of home, society, educational institution in promoting mental health and adjustment.
- To understand the nature and dynamics of child development
- To understand the processes of emotional development in a child and describe early deviations
- To understand nature and process of adjustment and defense mechanisms and aid the child to maintain healthy adjustment
- To understand various treatment and remedial techniques for preservation of mental health.

## **COURSE DESCRIPTION**

This integrated and comprehensive course on Mental Hygiene and Child Development is designed to create awareness of various dimensions of mental health and mental hygiene and equip the students for taking challenges and to enhance the preservation of mental health which is needed to make one intelligent in social life.

## **MODES OF CURRICULUM TRANSACTION**

Lecture, Discussion, Group work, self study, Invited talk, Book Review, Buzz group, Brain storming, Library work, Content analysis, Seminars ,workshops ,Debates etc

## **COURSE CONTENT**

### **UNIT I : MENTAL HEALTH AND MENTAL HYGIENE**

- Concept and Significance; Criteria, Aspects, Goals and Principles; Origin & Mental hygiene movement; Mental hygienists -Clifford W. Beers (1876–1943), Adolf Meyer (1866–1950).
- Symptoms of poor mental health, Importance of early childhood experiences and their impact on mental health later in life; Modern concept of Mental Hygiene- related theories of Freud; Criteria of mentally healthy person, Classification of abnormal behavior. strategies to achieve good mental hygiene

### **UNIT II: MENTAL HYGIENE AND EDUCATIONAL SYSTEM**

- Interdisciplinary nature - with its different areas and approaches; Public-health education activities; latest scientific insights in child development and child rearing.
- Research and development in the area of mental hygiene with educational implications
- The Flagship programme of Govt. of India –ICDS; Child Rights-RTE- meeting the needs of children.
- Classroom needs of children with special needs, need of coordinated school health program (CSHP); special needs of adolescents

### **UNIT III:PHYSIOLOGY AND PSYCHOLOGY OF HUMAN CONDUCT**

- Course of normal development during prenatal period, infancy, childhood and adolescence.
- Internal and external factors, Heredity versus Environment and educational implications.
- Socio-economic/occupational/rural/urban/regional influences– the neurons, receptors, connectors and effectors.

## **MODULE IV: THEORIES OF CHILD DEVELOPMENT**

- Nature, processes, aspects and stages-Physical, Psychological, Social, Language, Cultural and Moral development.
- Theories of child development-Psychoanalytic theories: Freud's Psychosexual theory, Erikson's psychosocial theory; Cognitive Theories: Piaget's Cognitive Developmental Theory, Vygotsky's Socio-cultural Cognitive theory; theories of moral development-Kohlberg,1969, Bronfenbrenner,1976, Bandura, 1991; Information Processing Theory; Behavioral Theories – Pavlov, Skinner; Ethological theory-Konrad Lorenz; Ecological theory-UrieBronfenbrenner.

## **UNIT V: MENTAL HYGIENE & EMOTIONAL DEVELOPMENT**

- Emotional problems- emotion regulation, Significance of stress -sources and categories of stress – eustress and distress-strategies of coping with stress, temperament and attachment, emotional intelligence.
- Personality Development – self esteem, self concept and identity—pro- social and antisocial behavior; strategies for creating an emotionally healthy climate in classroom; abstinence education, normative education; parenting and schools.
- Life skills for emotional well-being; Child Abuse-its consequences, law and legislation

## **UNIT VI: SCHOOL AND MENTAL HEALTH**

- Factors Affecting Mental Health, Teacher and Mental health, Classroom practices for improving mental health, Child mental health services.
- Concept of self discipline, Discipline and the Reactive Hypothesis, old versus new notion of child discipline, Rewards and punishments; Classification of habits, Habits versus Instinct-the basis of new habits, the essential habits, the elimination of bad habits, Intellect habits (cognition), Perception-Ideation, Phenomenon of learning.
- Techniques and methods of learning, learning situations and environment, learner's state of mind, Imagination and child guidance, Fantasies of childhood.
- Detailed study of common problems of children and its therapeutic perspective, changing mental health needs of today's children.
- Mental hygiene in school curriculum, principles of curriculum construction from mental hygiene point of view.

## **UNIT VII: DYNAMICS OF ADJUSTMENT**

- Concept and Process of Adjustment and Maladjustment

- Key components of mental health -thinking, feeling.
- Thinking skills for enhancing mental health and adjustment
- Defense /adjustment mechanisms
- Frustration, strategies for improving frustration tolerance, Conflicts – types and strategies for conflict resolution, Anxiety- meaning and causes, strategies for management of anxiety.

### **UNIT VIII: TREATMENT AND TECHNIQUES FOR THE PRESERVATION OF MENTAL HEALTH**

- Characteristics and importance of mental health, case study, interview, psychoanalysis, Individual and group psychotherapies—counseling therapy—play therapy, rational emotive psychotherapy, behavior therapy.
- Types and techniques of guidance and counseling, Child guidance clinic, Guidance to parents and children, Measures to preserve and promote mental health in children – role of parents, role of school, role of teachers, home, society.

### **REFLECTIVE PRACTICUM**

- Psychological Testing and Interpretation: Every student has to administer and interpret any three Psychological Tests viz., Intelligence, Creativity, Aptitude, Personality, Motivation, Attention & Dexterity
- Field Study: Survey on a group of children and to prepare a list of fantasies of childhood. Identify normal and abnormal fantasies
- Field Study: Conduct a thorough study of a pre-primary/ anganwadi/ ICDS centre in terms of complete assessment and programme planning - including educational aspects
- Conduct Parent-Teacher Meeting & Parent Counselling by the student teacher and prepare its report
- Prepare one Computer Assisted Instructional Programme (Minimum) for primary/ secondary/higher education children conducive for their learning and mental health.
- Visit to child care centre /child guidance clinic and prepare its report.
- Case study of three maladjusted children



## SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES1.g</b>	
<b>COURSE TITLE</b>	<b>EARLY CHILDHOOD CARE AND EDUCATION</b>	
<b>CREDITS 4</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b>
<b>SEMESTER IV</b>		<b>(70+30)</b>

#### COURSE AIM

This course aims up to impart the basic concepts ,issues , practices and quality aspects of early childhood education .

#### COURSE OBJECTIVES

After the completion of the course students will be able:

- To understand the basic concepts in early childhood education.
- To acquaint with the principles of growth and development of childhood and their importance in early childhood education
- To develop and implement health, safety and nutrition policies that comply with regulatory standards in inclusive early child care education
- To identify issues in early childhood education and curriculum practices
- To develop appropriate, observable assessments and behavior guidance techniques in inclusive early care and education settings
- To get an awareness of the child rearing practices in the context of elementary education
- To understand the pre- school evaluation models and methodology of different pre-academic areas.
- To apply knowledge of early childhood program and child development to plan, adapt, and implement a comprehensive program in early care and education settings.
- To apply knowledge of infant/toddler development including the unique program needs to develop age appropriate program and environment
- To plan and set up an environment designed to support and encourage the development of the creative process in inclusive early care and education settings

- To analyze the trends and issues relating to the inclusion of children with special needs in early childhood programs.
- To develop independence, aesthetic appreciation and creativity by providing child with sufficient opportunities for self-expression and active exploration, investigation and experimentation.
- To make a smooth transition from preschool to primary through development of emergent literacy and school readiness.

### **COURSE DESCRIPTION**

This integrated and comprehensive course on early childhood education is designed to create an understanding of the various dimensions of early childhood education and equip the students in taking the challenges of the field and to enhance the quality of early childhood education .

### **MODES OF CURRICULUM TRANSACTION**

Lecture, Discussion, Group work, self study, Invited talk, Book Review, Buzz group, Brain storming, Library work, Content analysis, Seminars ,workshops ,Debates etc

### **COURSE CONTENT**

#### **UNIT I: HISTORY, POLICY AND PERSPECTIVES**

Concept, objectives and significance of early childhood education. --Historical development of early childhood education Early childhood education framework, issues of early Childhood education in India and abroad. - Present status of early childhood education in India and recommendations of various committees and commissions ECCE in India: -NPE, (1986) , National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), ECCE in Global Perspective: – concerns and issues. Organization and administration of pre-school institutions - Agencies conducting pre -schools, Educational activities and programmes

#### **UNIT II: EARLY CHILDHOOD DEVELOPMENT**

Aspects of early development: Pre-natal and post-natal ..Sensory motor functioning (Visual perception , speech perception ), Cognitive functioning Social –Emotional functioning , Neuro- Psychological functioning, Early Interactive Development . Aspects of development- physical and motor, language, cognitive, socio-personal and emotional, creativity, morality, etc - - Factors affecting development: .Role of teacher educators.

### **UNIT III : SETTING THE STAGE**

Types of Pre - schooling facilities available in India -Pre-school as a linkage for primary stage. Importance of pre-school for accelerating school readiness; Personal and social readiness-Psychomotor readiness and Academic readiness - Development of language, mathematical and scientific concepts in children individual differences in mental ability-giftedness and mental deficiency.

### **UNIT IV: BRINGING UP THE CHILD :ROLE OF SCHOOL , FAMILY AND COMMUNITY .**

Types of child rearing practices; authoritarian versus democratic practices - need to conserve good practices- Need for designing stimulation at home and school, delays and differences. Partnership with families Factors leading to Maladjustment and behavior problems .Role of Teachers ,Parents and Community.

### **UNIT V : EMERGING TRENDS IN EARLY CHILDHOOD EDUCATION :**

Development of a quality School environment based on careful research and evaluation, Multi graded Classes, Importance of humanistic or affective education; Need for aesthetic education (music, dance, literature, dramatics) in the total education of the child; and accountability of teachers to the consumer as well as to the school boards.- NAEYC' s Accreditation to assess the quality of ECE Programs . Advanced assessments in ECE

### **UNIT VI : CURRICULUM AND TEACHING METHODS AND ASSESSMENT .**

General principles to curricular approaches – activity based/ play-way, child-centred, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages – meaning, rationale, method of transaction in specific contexts.

Differentiated Instruction , Development of pre-academic skills (pre-reading, pre-writing and number) communication skills and socialization process; Educational implications - Various approaches followed in pre-schools- John Dewey, Montessori Model, Piagetian Approach, Vygotsky Model, Balavadi and Anganvadi . Significance of play way method and multiple intelligence based methods and materials in preschools. -Importance of research in designing and incorporating new inventions in theory and practice.

Early childhood assessment ,childhood standards , indicators of effectiveness , programme evaluation , Accountability, Role of National Association for the Education off

young children (NAEYC ) and National Association of Early Childhood Specialists (NAECS) .

#### **UNIT VII: RESEARCH AND PRACTICE.**

Qualitative research in ECCE- Issues, Challenges, and Possibilities, The role of National Center for Research on Early Childhood Education (NCRECE) in quality enhancement . International perspectives,. Integrated, Aligned and effective quality improvement initiatives.

#### **REFLECTIVE PRACTICUM**

- Study of present status of ECCE in a State//District /Region
- Collection of information on infrastructure of ECCE centers
- Case study of Anganwadi, pre-school centers
- Survey of play materials and comparing with the socio-cultural set up
- Designing and using of materials based on theories such as those of Bruner and Piaget.
- Designing and developing locally available teaching learning aids incorporating Vygotsky's social constructivist theory and Maria Montessori method for pre schoolers.
- Development of Logic Blocks and Manipulative toys for constructive approaches at the pre-school stage.
- Survey of child rearing practices of the community with different culture
- Preparing educative materials suited to local conditions.
- Administering the school readiness test.
- Analytical study of a pre-school-curriculum model
- Case study of behavioral problems of Pre-school children.
- Designing a curriculum for pre-service training of teachers for early childhood.
- Analysis of common toys that can be used in developing multiple intelligence

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES 1.h</b>	
<b>COURSE TITLE</b>	<b>INCLUSIVE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM**

Student teachers who wish to undertake a special course in inclusive education will be able to understand, analyse, plan and manage inclusive classrooms and to make schools and classrooms more diversity friendly with the application of latest technology.

#### **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
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- Understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools
- Analyze special education, integrated education, mainstream and inclusive education practices
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners
- Enable the teachers in preparing a conducive teaching learning environment in varied school settings
- Analyse the trends and issues in Inclusive Education and develop the ability to conduct and supervise action research activities
- Seeking parental and community support for utilizing available resources for education in inclusive settings.

#### **COURSE DESCRIPTION:**

The elective course on Inclusive Education describes the theoretical and practical constructs of inclusive education and develop positive and responsible

attitude in educating the diverse learners. The course also develops critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education and the policy measures that have been made both at national and international levels.

## **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

- b) Inclusive Education: - scope and relevance in present educational scenario, Advantages of inclusive education, Difference between special education, integrated education and inclusive education.

### **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.

- a) 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.
- b) Importance of early detection, Functional assessment for development of compensatory skills. Major recommendations for educating children with special needs in India

### **UNIT III : LEGAL & POLICY PERSPECTIVES**

- a) International Convention: UN Convention on the Rights of Persons with Disabilities (2006)
- b) Constitutional Provisions: PWD Act (1995) with Amendments, National Trust Act (1999), RCI Act (1992), RTE Act (2009)
- c) Policies, Programmes, Schemes, Institutes
  - i) National Policy on Disabilities (2006)

- ii) National Policy on Education (1986)
- iii) National Curriculum Framework (2005)
- iv) SSA (2000)
- v) RMSA(2006)
- vi) IEDSS (2009)
- vii) RCI & National Institutes accountable for Disabilities
- viii) ) IDEA-2004

d) Concession and facilities for Persons with Disabilities.

#### **UNIT IV-CURRICULUM ADAPTATIONS FOR DIVERSE LEARNERS**

- a) Concept meaning and need for curriculum adaptations for diverse learners
- b) Guidelines for adaptation for teaching/ practicing science, mathematics, social studies , languages, physical education, yoga, heritage arts theatre, drama etc in inclusive settings.
- c) Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms, Classroom Evaluation Practices
- d) Techniques and methods used for adaptation of content, laboratory skills and play material
- e) Role of technology for meeting special needs of learners

#### **UNIT V - INCLUSIVE CLASSROOMS**

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resources and Instructional Practices

- a) Teaching in Inclusive Classroom-Inclusion and collaboration, co-teaching differentiated instruction, monitoring students' progress, Response to intervention (RTI).
- b) Role of resource teacher in developing and enriching academic skills for higher learning.
- c) 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.

#### **UNIT VI - PROMOTING INCLUSIVE EDUCATION**

- a) Brief account of existing special, integrated and inclusive education services in India.
- b) Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- c) Creating and sustaining inclusive practices.

- d) Role of teachers for supporting inclusion of children with special needs and behavior management in inclusive classrooms.
- e) Collaborative Practices in Inclusive education - characteristics, Challenges - Parent-Professional Partnership: Role of Parents, Peers, Professionals and Teachers
- f) Role of NGO's in promoting Inclusive Education in India

## **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

- a) Curricular provisions(NCF, 2005) and transaction modes, Evaluation and follow up programmes, teacher training programmes for inclusive education, problems and challenges- remedies

## **UNIT VII TRENDS AND RESEARCH IN INCLUSIVE EDUCATION**

Current Status and Issues of Inclusive Education in India

- a) Barriers in Inclusive Education in India: Attitudinal, Social, Infrastructure & Educational.
- b) Ethical Issues in Inclusive Education.
- c) Research in Inclusive Education in India

## **REFLECTIVE PRACTICUMS**

- Case study
- Action research
- 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

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES1.i</b>	
<b>COURSE TITLE</b>	<b>ENVIRONMENTAL EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### COURSE AIM

The aim of the course is to develop an awareness of environment and sensitivity (feeling and attitude) to the total environment and its allied problems. It helps in developing a basic understanding of the structure, processes and problems of the environment. It develops positive environmental attitude, feelings of concern for the environment and provides encouragement for active participation in the protection and improvement of the environment. It aims at developing ability for evaluating environmental components and educational programmes in terms of ecological, economic, social, cultural, aesthetic and educational factors.

#### COURSE OBJECTIVES

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

- Acquire knowledge of physical, biological and cultural environment
- Understand the interdependence of life and environment
- Recognise the interrelatedness among man, his cultural and biological surroundings.
- Integrate natural and social environment and prepare oneself to solve problems for improving his life.

Utilizes educational approaches, methods and techniques of teaching to identify the real cause of environmental problems.

#### COURSE DESCRIPTION

This course will help students to comprehend a variety of experiences from the environment and will provide an opportunity for an active participation at all levels in working for the solution of environmental problems. It will help them to emphasize on the complexity of environmental problems and develop critical thinking and problem solving skills.

## **MODES OF CURRICULUM TRANSACTION**

Discussion, Case Study, Project Method. Participatory Learning

## **COURSE CONTENT**

### **UNIT 1: OUR ENVIRONMENT:**

Earth as a Wonder Planet - components of environment - Principles of Environment

Biosphere and their interrelationships and interactions, Impact of Man on Biosphere and its consequences.

Approaches to the study of man-environment relationships.

### **UNIT 2: STATE OF ENVIRONMENT IN KERALA:**

Physiographic subdivisions – Major Resources of the State – Main Environmental Problems of Kerala.

Waste Management: Methods of Waste Management - Solid waste, Plastic waste, E-waste, nuclear waste, Medical waste – Public Private Participation.

### **UNIT 3: MAJOR GLOBAL AND NATIONAL ENVIRONMENTAL ISSUES**

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

### **UNIT 4: DISASTER MANAGEMENT:**

Identifying sources of disasters and measures adopted for prevention of disaster.

Concept of Disaster Management - Emerging Management Principles - Phases of disaster management - Measures to ensure public participation - Role of Media, Government and Non-Governmental Agencies.

### **UNIT 5: 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.

#### **UNIT 6: ENVIRONMENTAL EDUCATION:**

Historical perspectives of Environmental Education - Role of International, National and Regional movements and Organizations to promote Education for the Environment, in the Environment and about the Environment.

Environmental Laws and Rights -Eco-literacy – Environmental Action Plan - Eco- friendly Culture –Role of Civic Society on the protection of Natural and Artificial Ecosystems

Need for a Green Curriculum - Green culture and Green plastic.

#### **UNIT 7: 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)

#### **UNIT 8: 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.

#### **UNIT 9: PEDAGOGY IN ENVIRONMENTAL EDUCATION:**

Approaches:

- a. Infusion - Interdisciplinary Model- Multidisciplinary Model
- b. Problem Solving Methods: Discussion, Case Study, Project Method.
- c. Participatory Learning

Techniques:

Nature Walk and Nature Games, Role Play, Brain Storming, Surveys, Eco-clubs, Exhibition, Collection, Preservation.

### **REFLECTIVE PRACTICUMS**

- 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

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES1.j</b>	
<b>COURSE TITLE</b>	<b>HUMAN RIGHTS AND VALUE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hr</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM**

The aim of the course on human rights and value education is to develop an understanding about the significance and application of human rights and value education in the present social context. It will facilitate the students to comprehend the concepts of human rights and values. It will enable the students to have sensitivity towards the issues related to human rights and values. The course also aims to develop awareness among the students about the nature and types of values and human rights, to acquire the ability and skills of organizing and conducting programmes and to develop interest and extend guidance to the community on Human Rights and values.

#### **COURSE OBJECTIVES**

1. To understand the concept of Human Rights
2. To explore various agencies contributing towards implementation of Human Rights and to gain knowledge about emerging trends in human rights
3. To develop an insight into the concept, and importance of Human Rights Education
4. To probe into various strategies of teaching Human Rights.
5. To understand the importance of values in education and develop a broad view on different types and perspectives of values.
6. To develop an insight into the significance of value education
7. To explore ways to inculcate Value Education in schools
8. To develop a comprehensive view on strategies and approaches to inculcate values.

#### **COURSE DESCRIPTION**

This course provides an introductory examination of human rights and values and the goal is to understand their key features, their contexts, and their continuing relevance to contemporary society. Students will develop perspectives on different types of human rights and values and their inculcation. It gives special consideration to the enforcement mechanism

to implement human rights. Such a focus upon the tasks will draw upon the interactions among the different functional areas of community and sensitize the growing consensus around the world to recognize education for and about human rights and value education as essential.

### **MODE 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 1-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

#### **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.

#### **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).

- Emerging Trends: (a) Human Rights and Terrorism. (b) Human Rights and Environment. (c) human rights and technology.(d)Human Rights and Globalization

#### **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
- Curricular approaches to human rights education-formal, informal and hidden
- Human rights education at primary and secondary levels-integration to core subjects and co-curricular activities
- Role of teacher in promoting Human Rights- -Training teachers for Human Rights Education

#### **UNIT V- VALUES- CONCEPT AND PERSPECTIVES**

- Types of values – competent, instrumental, terminal, extrinsic and intrinsic values- Personality and performance--- Importance of Self-introspection-Need for Self esteem for the individual through free thinking and action
- Human values in Indian culture-Truth, Peace, Non-violence and-Righteousness- Value of appreciation and acceptance-Learning from the past and adaptation
- Philosophical perspectives in value education-Indian thoughts on values in life- Ethical values for the individual-Ethics in profession, mass media, digital media
- Psychological perspectives in value education-Child and adolescent psychology for stress and conflict management-Nurturing leadership qualities and life skill acquisition.
- Sociological perspectives in value education-Family and society-Nation and national integration-Constitutional responsibilities and citizenship education-National ethos and social progress-Respect for provincial cultures among states in India-Society in transition in a globalizing world-National defense and modern warfare-Terrorism and world Peace

#### **UNIT VI -VALUE EDUCATION**

- Value Education-Meaning, nature, scope, objectives, need and importance
- Nature and Concept of Morality- Growth and development of the concept of morality over the ages.
- Contributions of thinkers and writers- Gandhiji, Vivekananda, Aurobindo ,Tagore, Noam Chomsky, Jean-Paul Sartre



- Value based life style and public health management-Physical and spiritual wellbeing
- Role of literature in value inculcation(epics, classics, stories, novels, films etc)

## **UNIT VII- MODELS, APPROACHES AND STRATEGIES TO INCULCATE VALUES**

- Model of Moral Education: i) Rationale Building Model. ii) The Consideration Model. iii) Value classification Model. iv) Social action Model. v) Just Community Intervention Model
- Approaches and strategies - direct, indirect, eclectic-Cognitive Developmental Approach, The Trait Approach, Values Clarification, Role playing, Whole school approach, Reflective practices.

## **UNIT VIII -VALUE INCULCATION IN SCHOOLS**

- Inculcating values through Core Subjects and Co-curricular Activities
- Role and functions of Home-school-community partnership
- Role of school organization and classroom culture-Teacher: student relationship-Peer influence
- Observation of national and international days –philanthropic activities

## **REFLECTIVE PRACTICUMS**

- 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.
- Organize a value education programme for inculcation of values at Secondary level.
- Identify the values enshrined in any school’s mission and vision and how these are reflected in the curricular and co curricular activities of the school.
- Make a list of values which you would like to inculcate amongst your students through different co-curricular activities.
- .A personal register with SWOC analysis and progress in intrapersonal and interpersonal skills during the programme.
- A register for recording an assignment in action research through any extension work carried out by the student with details of the specific outcome from the work done.

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION

<b>COURSE CODE</b>	<b>SES 1.k</b>	
<b>COURSE TITLE</b>	<b>COMPARATIVE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM**

This course aims to impart systematic collection of data about educational systems of countries and a context in which educational systems developed. It also aims to impart the structure and development of educational system of India with that of other countries.

#### **COURSE OBJECTIVES**

After completing the course, the students will be able to:

- understand the origin, aims and scope of comparative education.
- explain the factors and approaches influencing the educational system of a country.
- understand the structure of education system in different countries.
- create awareness and develop understanding of system of education in developing and developed countries.
- compare the education ladder of different countries with India with special reference to administration and control.
- acquaint the student with National and International Agencies and organizations their roles and functions.
- understand the recent trends, researches and innovations in the area of curriculum in India.
- create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
- develop the sense of international understanding.

#### **COURSE DISCRIPTION**

This area of specialization has been formulated to provide the M. Ed students with a broad understanding of the meaning and approaches of comparative education and opportunities to apply these in studying certain aspects and problems of education. The area consists of five units. Unit 1 deals with the theoretical background in meaning and

approaches of comparative studies in education. Unit is intended to provide structure, organisation, finance control of education and major educational developments in India. Unit III deals with a comparative study of the education systems of different countries. It is proposed that in addition to cross-country comparisons, the methodology will be applied to instructional problems of education in India where ever found suitable. Unit IV is intended to provide an understanding on roles and functions of National and International Agencies and Organisations. Unit V deals with research trends, innovations and problems in comparative education. The instruction for course EDU –SES 1 will be mainly through lectures, paper writing, seminar-discussions and library work. In each course students will be required to prepare and present term papers which will form the practical activity component.

### **MODES OF CURRICULUM TRANSACTION**

Class room lecture with the use of ICT, Group Discussion/Debates, Seminars, Book Review; Analysis of policy and Curricular Documents of different countries using Online resources; Preparing Term Papers and Assignments, Collaborative participatory and Enquiry Transactional Approaches.

### **COURSE CONTENT**

#### **UNIT I- BASICS OF COMPARATIVE EDUCATION**

- Meaning, origin, history, aims and scope of comparative education
- Factors affecting national system of education: Geographical, Economic, Cultural, Philosophical, Sociological, Linguistic, Scientific, Structural and Functional Factors
- Approaches to comparative education: Historical, Philosophical, Sociological Global/ Cross Sectional, Problem Approach and Statistical (quantitative) approach.

#### **UNIT II- EDUCATION IN INDIA**

- Aims, structure, organisation, finance and control of education in India
- Major Educational developments in India
- Curriculum (Syllabi, text books, supplementary teaching learning materials and examinations with reference to (i) pre- primary, (ii) primary (iii) secondary, (iv) Higher education(v) Vocational and technical education (vi) Teacher education(vii) Community education)
- Special education – Education of the differently abled, gifted, backward, socially and culturally different
- Medium of instruction
- Emerging trends on Education (India)

- Educational Implications

### **UNIT III - COMPARISON OF EDUCATION SYSTEMS**

- A comparative study of the education systems of countries with special reference to  
Pre-primary education: Japan, Australia, China, Germany, UAE, USA, Norway, Sweden, England
- Primary education: Japan, Australia, China, Germany, UAE, USA, Norway, Sweden, England
- Secondary education: Japan, Australia, China, Germany, UAE, USA, Norway, Sweden, England
- Higher education: Japan, Australia, China, Germany, UAE, USA, Norway, Sweden, England
- Teacher education: Japan, Australia, China, Germany, UAE, USA, Norway, Sweden, England
- Women education: Japan, Australia, China, Germany, UAE, USA, Norway, Sweden, England
- Adult education: Japan, Australia, China, Germany, UAE, USA, Norway, Sweden, England
- Curriculum transaction mode in different countries

### **UNIT IV – NATIONAL AND INTERNATIONAL AGENCIES AND ORGANISATIONS: ROLES AND FUNCTIONS**

- Country specific Agencies
- Educational policy oriented organisations in India
- Policies oriented International Agencies of Education
- National and International Academic organisations
- Role of National and International organisation in Educational solutions of problems

### **UNIT V- RESEARCH TRENDS, INNOVATIONS AND PROBLEMS IN COMPARATIVE EDUCATION**

- New research trends, innovations and problems in Comparative Education in the context of emerging global economy
- Implications of education for solving the prevailing problems of education in India

### **REFLECTIVE PRACTICUM**

- Compare the teacher education curriculum of two different countries
- Compare the women education system of two different countries

- Compare the adult education system of two different countries
- Study the effect of any one of the following factors on educational atmosphere of one of the school students have visited
  - i. Linguistic
  - ii. Technological
  - iii. Sociological
  - iv. Historical
- Critical evaluation of higher education system in India
- Preparing term papers on Innovations and problems in Comparative education in the context of emerging global economy.
- Conduct a case study of primary or secondary education in our State .

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.a</b>	
<b>COURSE TITLE</b>	<b>ADVANCED MATHEMATICS EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM**

The course aims at creating learning situations in Mathematics Education and helps them in understanding and applying the Principles of teaching and learning Mathematics at Secondary and Higher Secondary levels. It also enables them to understand the practical considerations in developing a Mathematics curriculum. After the completion of the course students can contribute to the development of the discipline through various research activities. It aims at identifying relevant problems leading to search studies in Mathematics education and designing and executing appropriate research project. After the completion of the course students can contribute to the development of the discipline through various research activities

#### **COURSE OBJECTIVES**

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

- To understand the nature of the discipline of Mathematical science In the light of its historical and philosophical background
- To understand the latest theoretical and practical considerations in developing n mathematical curriculum as part of education for development.
- To understand the trends, approaches, theories and strategies in mathematics education.
- 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 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 identify relevant problem leading to search studies in mathematics 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.

### **COURSE DESCRIPTION**

The course focuses on different aspects of Mathematics Education such as Nature, development and objectives of Mathematics Education, Foundations of Modern Mathematics, Curriculum, Strategies for Mathematics Learning, Technology integrated strategies for Mathematics, Perspectives of Researches in Mathematics Education etc. Students get opportunities for discussing and developing the strategies to be followed in a better curriculum transaction.

### **MODES OF CURRICULUM TRANSACTION**

Lecture cum demonstration, Power point presentations, discussion, Group work, Individual work, Seminar sessions, Debate and Assignments etc..

### **COURSE CONTENT**

#### **UNIT I: FOUNDATIONS OF MODERN MATHEMATICS**

Philosophical aspects about Mathematics- a priori and empirical knowledge, Development of the subject Mathematics. Analytical and synthetic knowledge. Euclidean Geometry - The theoretical frame work; Euclid's procedure; Euclid's postulates; Euclid's axioms and definitions. Euclid's theorems - a modern view of deductive system. Non-Euclidean Geometry : Euclid's fifth postulate: Saccheri's assumptions; Geometrical system of Lobachevsky and Riemann

#### **UNIT II: AIMS AND OBJECTIVES OF MATHEMATICS EDUCATION**

Mathematics Education-Nature and scope, Need and Significance; Historical development of Mathematics with special reference to the developments in the 20<sup>th</sup> century and 21<sup>st</sup> century; Aims and objectives of Mathematics education-Aims of teaching Mathematics as suggested in NCF (2005) and KCF (2007), Taxonomy of educational objectives - cognitive, affective and psychomotor-specific objectives in the instruction of mathematics, Classification of objectives by Bloom, Whilson and Yager , Revised Bloom's taxonomy.

### **UNIT III : 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.

### **UNIT IV : STRATEGIES FOR MATHEMATICS TEACHING AND LEARNING**

- 1. Approaches:** Learner Centered Approach, Life centered /Environment based approach, Mastery Learning approach, Analytic-synthetic approach, Process Oriented approach, Inductive - deductive approach, Heuristic Approach.
- 2. Techniques of Teaching:** Concept attainment model, Inductive thinking model, Cognitive development model, Inquiry training model, Constructivist learning strategies and Reflective practices.
- 3. Teaching skills** - Microteaching- advantages and limitations; link practice and macro teaching.

### **UNIT V : 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 - Concept, format, steps for preparation of a Blog, Advantages with regard to Mathematics teaching and Learning.

EDUSAT in teaching and learning tele computing projects online discussion - 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 of Using Multimedia Devises – Recording Rubrics – Softwares.

### **UNIT VI: ASSESSMENT IN MATHEMATICS LEARNING**

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. Formative and Summative evaluation, Continuous and Comprehensive evaluation, Norm referenced and criterion referenced evaluation

Grading system- concept and spirit, 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.

## **UNIT VII : RESEARCH PERSPECTIVE**

Need for research in Mathematics education, Action research in Mathematics, Areas of research in mathematics education, Review of research done in the University in the area of mathematics research

## **REFLECTIVE PRACTICUMS**

- Analyze any selected Mathematics curriculum in the light of modern 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 of any five recent research studies in Mathematics education and discuss the implications of the study.

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.b</b>	
<b>COURSE TITLE</b>	<b>ADVANCED SCIENCE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM:**

The course aims at exploring and creating learning situations in Science Education, and formulating meaningful enquiry episodes, problem solving situations, investigatory and discovery learning projects based on science learning at different levels. It also aims at constructing appropriate assessment tools for evaluation.

The Science Education curriculum envisages the development of competency of students in identifying and solving problems. The curriculum has a message that the students graduating from the institutions will, in future, contribute to the intellectual property in Science of the Nation.

#### **COURSE OBJECTIVES**

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

- 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 a 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 modern 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 identify 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.

### **COURSE DESCRIPTION:**

Students will be introduced to comprehensive and descriptive overview of various aspects of science education with a view to broadening their vision. The course elaborately focuses on latest trends and technology used in science education such as the use of computers in science education, soft ware programmes, internet, e-learning, multimedia and classroom research. Besides the latest trends, theories of learning of Piaget, Ausubel, Bruner and Vygotsky related to science instruction have been incorporated along with non formal approaches.

The latest trends in Science Education are mainly to follow the Millineum skills in the 21<sup>st</sup> century . Science Education is expected to develop employable skills and cognitive abilities of students. The focus of curriculum of Science Education is making them competent in applying the constructivist approach which envisages that students construct knowledge. If the students of this course learn the content of the M.Ed course applying the constructivist approach, they in future ,practise their students in colleges of Education or in schools and colleges to make them knowledge producers rather than information gatherers.

### **COURSE CONTENT:**

#### **UNIT I : EPISTEMOLOGICAL BASIS OF SCIENCE EDUCATION**

- a. Nature and Scope of Science Education – product and process aspects of science (Reflective sessions). Scientific method for generating new knowledge – scientific attitude, scientific temper.(students collect more information based on their prior knowledge , reflect upon it in the discussion sessions and formulate new/innovative strategies for developing scientific attitude and fostering scientific temper- Constructivist approach is applied. )

Taxonomy – Origin – Bloom’s taxonomy, 1956; Revised Taxonomy (Anderson & Krathwohl) 1990; Mc Cormack & Yager’s Taxonomy of Science Education, 1989; Process skills; Technology Integrated Taxonomy – Peck & Wilson (1999) –Application in teaching of Science

- b. Aims and Objectives of Science with regard to NCF (2005) and KCF (2007), Changing aims and objectives of Science Education - Aims and Objectives of

Science Education followed by developed countries (comparative study)-Finland , Switzerland, Australia and Germany

*{Students will collect aims and objectives of science education developed by different agencies in different countries. In the reflection session, students will present different aims and objectives. By discussion, a set of aims and objectives required for science education will be selected and finalized. Aims and objectives followed by developed countries must also be consulted. }*

## **UNIT II : MULTIPLE PERSPECTIVES IN SCIENCE EDUCATION**

- a. Contributions of Learning theories in Science Education- Skinner, Ausubel, Gagne, Vygotsky, Piaget and Bruner (Provide reflective sessions for presenting the applications of the above theories giving special emphasis to Science Education at different levels. The students have to enquire and find out innovative models applicable to science learning)
- b. Gardener's Multiple Intelligence Theory - Applications in Science Education
- c. Cognitive skills - Thinking skills - types, strategies for developing thinking skills, think differently-extrapolated learning

*{Provide problematic situations and discussions based on the problem solving procedure made by the students-with the help of the Professor and design their own strategies}*

- d. Science Education for peace and sustainable development
  - a. Science Education for Employability skills- life skills, soft skills and survival skills
  - b. Scientific and technological literacy leading to innovations and creativity in Science, new trends in research(Students collect information from books and internet resources for discussion in reflection session.)

## **UNIT III: PEDAGOGY OF 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.

*{For classroom teaching, students will select strategies based on utility }*

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

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

#### **UNIT IV: CURRICULUM TRENDS IN SCIENCE EDUCATION**

- a. Features of curriculum in science education - significance of research embedded curriculum.( Each student will select a particular part of Science curriculum to change it into research embedded)
- b. 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
- c. Development of Curricular materials-Textbooks, Learning supplements, Teacher texts, other enrichment materials.
- d. Curriculum Evaluation - Principles, instrumentation and strategies  
(Students will evaluate the present Science curriculum at any level)

#### **UNIT V: APPLICATION OF TECHNOLOGICAL RESOURCES FOR SCIENCE EDUCATION**

- a. Print and ICT resources in learning Science:-
  - Print resources: Importance and effective use of Textbooks, journals and magazines.(students will collect all information and discuss in the reflection sessions).
  - ICT based resources - Scope - resources - multimedia, internet, e-book reader, open learning resources, online repositories, virtual libraries, e-journals, e- projects, webinar, m-learning, web 2.00 tools-Edmudo, Edjudo, Edublog, web 3.00 tools (Students have to search and find out more web2.00 , web3.00 , web 4.00 tools relevant to science teaching and present it in the reflective sessions) and , relevance of ICT resources in Science Education.
- b. Social networking sites in science education - you tube, flicker, virtual field trips, virtual labs, virtual classrooms. User Generated Content(UGC)- wikis, blogs, podcasting, discussion forum, tweets, audio forum and other forms of media - Educational values, factors promoting virtual learning, problems of virtual classrooms and their solutions, limitations, online learning community.

- c. 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
- d. Learning Management System – Applications in learning Science and limitations

#### **UNIT VI: ASSESSMENT IN SCIENCE EDUCATION**

- a. Role of assessment in teaching learning process in Science
- b. Trends in assessment - grading, self-evaluation, peer evaluation , on line evaluation–online assignment, online tests- and open book
- c. Diagnostic testing and remediation. Assessment - Oral, written and performance assessment
- d. Assessment of cognitive , affective and psychomotor outcomes -Use of appropriate tools and techniques , Alternative assessment - Rubrics for evidence based performance evaluation and portfolios in Science learning-e-portfolios  
(Students will collect information regarding techniques of evaluation in Science)
- e. Areas which need more research in assessment in Science learning.

#### **UNIT VII PROFESSIONAL DEVELOPMENT OF SCIENCE TEACHERS**

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

#### **UNIT VIII RESEARCH IN SCIENCE EDUCATION**

- a. 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.  
(Let the students review studies, study from dissertations and list out select studies to understand how researches are done in science learning. The Professor will help them point out shortcomings. The students will collect more information , organise, share and discuss in the reflection sessions.)

- b. Classroom research in Science - need and scope, Research methods in Science Education  
(Follow constructivist approach for identifying the need. In different reflective sessions they come across with more ideas.)
- c. Ethics in Research, Plagiarism.

### **REFLECTIVE PRACTICUMS**

- 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



## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.c</b>	
<b>COURSE TITLE</b>	<b>ADVANCED ENGLISH LANGUAGE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM**

- To inculcate language competencies among prospective teacher educators for utilitarian purposes: mainly communication in various areas  
To impart advanced language skills among prospective teacher educators
- To develop research attitude among prospective language teacher educators
- To realise the need and importance of Continuing Professional Development for English Language Teachers

#### **COURSE OBJECTIVES**

- 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

## **COURSE DESCRIPTION**

Specialization in Elective Subjects (SES) is included in the Second semester (SES Set 1) of the four Semester M.Ed programme to be launched in 2015. As the co-official language of the nation, as a compulsory component of the school curricula and most importantly, as the medium of instruction in higher education (professional and general streams) English language occupies the central position in education from primary stage onwards. Therefore, these priorities have been considered while designing the syllabus of the MEd. Programme.

The main components of the programme are: Perspectives on teaching and learning of English language, Approaches, Methods and Techniques in English Language Teaching, Enhancing Proficiency in Language and Communication, Design and development of ELT Curriculum in the multilingual context, Digital technology in Language Education, Changing trends in Language assessment, Continuing Professional Development for English Language Teachers, Research and Innovations in ELT.

The course duration is 120 hours of which 90 hours is set apart for theory and 30 for doing practicum. At the end of the semester the trainees have to attempt one theory paper for 70 marks and the practicum for 30 marks.

There shall be an *internship* programme for the prospective teacher educators. The internship programme shall be conducted in Colleges of Teacher Education affiliated to University of Kerala.

The following activities shall be conducted during Internship:

1. Taking classes for student teachers at B. Ed level.
2. Observing classes of student teachers at B. Ed level.
3. Making visits and collaboration with DIET, SCERT, BRC, SRC etc.
4. Case study of a student teacher /an institution at B Ed level.

## **MODES OF CURRICULUM TRANSACTION**

The course content will be offered in different *transaction modes* such as 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 1: PERSPECTIVES IN TEACHING AND LEARNING OF ENGLISH LANGUAGE:**

Language: Nature, Functions and Scope - Language and Culture- Language and Gender - Language Acquisition – L<sub>1</sub>, L<sub>2</sub>, L<sub>3</sub> - 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.

### **UNIT 2: 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].
- 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.

### **UNIT 3: 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, top down-bottom up listening, listening with purpose and listening for comprehension
  - Speaking – conversational, oratory and presentation skills as well as pronunciation,
  - Reading – literal, inferential, critical and creative,
  - Writing – graphic and creative, expository and academic - Editing Process
- Barriers in oral and written communication in English - Strategies for Effective Communication - Communication Networks - Teacher as an Effective Communicator

### **UNIT 4: DESIGN AND DEVELOPMENT OF ELT CURRICULUM IN THE MULTILINGUAL CONTEXT**

- English Language Curriculum for the 21<sup>st</sup> 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.
- 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

### **UNIT 5: 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.
- 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.

#### **UNIT 6: 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.

#### **UNIT 7: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.

## **UNIT 8: 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

### **MODE OF CURRICULUM TRANACTION**

- Assignments, tests and examinations
- Presentation of projects, seminars
- Contribution in debate/discussion
- Action Research by preparing research tools
- Language proficiency and communication
- Originality in Field study Report
- Peer assessment
- Self reflection
- Evaluation based on Rubrics( if required)

### **REFLECTIVE PRACTICUM**

#### **GROUP A : STUDY (INDIVIDUAL WORK)**

- Study of barriers affecting and factors facilitating English language acquisition among students in any one of the schools in your district (Urban/Rural/Govt/Private/English medium/Malayalam medium schools)
- 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

**GROUP B : DESIGN OF MATERIALS (GROUP WORK)**

- 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.

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.d</b>	
<b>COURSE TITLE</b>	<b>ADVANCED HINDI LANGUAGE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

The learner has:

- acquired language skills and communicative skills in Hindi
- equipped himself/herself with the qualities and competencies of a teacher
- updated knowledge about modern trends, methods and strategies of teaching Hindi
- acquired knowledge on learning theories and their classroom implications
- familiarized with different types of evaluation and assessment techniques
- developed technological skills and skills in designing digital texts
- developed a professional aspiration for competitive exams and placement

#### **COURSE AIM**

- To inculcate language competencies among teacher educands for utilitarian purposes: mainly communication in various areas
- To impart advanced language skills among prospective teacher educators
- To develop research attitude among prospective language teacher educators
- To realize the need and importance of Continuing Professional Development for Language Teachers in Hindi

#### **COURSE OBJECTIVES**

- 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

### **COURSE DESCRIPTION**

Specialization in Elective Subjects (SES) is included in the Second semester (SES Set 1) of the four Semester M.Ed programme to be launched in 2015. As the official language of the nation, as a compulsory component of the school curricula, Hindi language occupies a very important position in education from primary stage onwards. Therefore, these priorities have been considered while designing the syllabus of the MEd. Programme.

The main components of the programme are: Perspectives on teaching and learning of Hindi language, Approaches, Methods and Techniques in Hindi Language Teaching, Enhancing Proficiency in Language and Communication, Design and development of Hindi Language teaching curriculum in the multilingual context, Digital technology in Language Education, Changing trends in Language assessment, Continuing Professional Development for English Language Teachers, Research and Innovations in Hindi Language Teaching. The course duration is 120 hours of which 90 hours is set apart for theory and 30 for doing practicum. At the end of the semester the trainees have to attempt one theory paper for 70 marks and the practicum for 30 marks.

There shall be an *internship* programme for the prospective teacher educators. The internship programme shall be conducted in Colleges of Teacher Education affiliated to University of Kerala.

The following activities shall be conducted during Internship:

1. Taking classes for student teachers at B. Ed level.

2. Observing classes of student teachers at B. Ed level.
3. Making visits and collaboration with DIET, SCERT, BRC, SRC etc.
4. Case study of a student teacher /an institution at B Ed level.

### **MODES OF TRANSACTION**

The course content will be offered in different *transaction modes* such as 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 -1 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: Psycho-linguistic, Socio- linguistic and Neuro linguistic--- contributions of Piaget, Bruner, Chomsky, Vygotsky, Krashen, Paulo Freire, Howard Gardner
- Aims, objectives and principles of Language learning : depending upon Hindi as L1, L2, L3, Bloom's Taxonomy and revised versions – objective based Instruction, process-oriented and outcome based learning

#### **UNIT - 2 : Approaches, Methods and Techniques in Hindi 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 Hindi language teaching and learning
- Specific materials in Hindi as instructional tools
- 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 : 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

### **UNIT - 3 : 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
- Barriers in listening, speaking, reading and writing communication in Hindi - strategies for effective communication - Communication Networks - Teacher as an effective communicator

### **UNIT - 4: 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 - contextualized language learning - 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 - 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

### **UNIT 5 : 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, Data encryption, Copyright laws

### **UNIT 6 : Changing trends in Assessment in Hindi Language Learning**

- 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 Hindi

### **UNIT 7 : 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, awareness of carrier paths, development of carrier trajectory, job satisfaction of teachers

### **UNIT 8 : 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

### **REFLECTIVE PRACTICUMS**

#### **Group A: STUDY (INDIVIDUAL WORK)**

- 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 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

### **Group B: DESIGN OF MATERIALS (GROUP WORK)**

- 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

### **MODES OF CURRICULUM TRANSACTION**

- Assignments, tests and examinations
- Presentation of projects, seminars
- Contribution in debate /discussion
- Action Research by preparing research tools
- Language proficiency and communication skill
- Originality in Field study Report
- Peer assessment
- Self reflection
- Evaluation based on Rubrics, Portfolios ( if required)
- Online assessment
- Document analysis
- Assessment of learning materials prepared for differently abled students
- Reflecting on texts

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.e</b>	
<b>COURSE TITLE</b>	<b>ADVANCED</b>	<b>MALAYALAM LANGUAGE</b>
	<b>EDUCATION</b>	
<b>CREDITS 4</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b>
<b>SEMESTER IV</b>		<b>(70+30)</b>

#### COURSE AIMS

- To inculcate language competencies among prospective teacher educators for utilitarian purposes: mainly communication in various areas
- To impart advanced language skills among prospective teacher educators
- To develop research attitude among prospective language teacher educators
- To realise the need and importance of Continuing Professional Development for Malayalam Language Teachers

#### COURSE OBJECTIVES

- 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

## **COURSE DESCRIPTION**

Specialization in Elective Subjects (SES) is included in the Second semester (SES Set 1) of the four Semester M.Ed programme to be launched in 2015. As the mother tongue of the state and as a compulsory component of the school curricula and most importantly, as the medium of instruction in secondary education, Malayalam language occupies the central position in education from primary stage onwards. Therefore, these priorities have been considered while designing the syllabus of the M Ed. Programme.

The main components of the programme are: Perspectives on teaching and learning of English language, Approaches, Methods and Techniques in Malayalam Language Teaching, Enhancing Proficiency in Language and Communication, Design and development of ELT Curriculum in the multilingual context, Digital technology in Language Education, Changing trends in Language assessment, Continuing Professional Development for English Language Teachers, Research and Innovations in ELT.

The course duration is 120 hours of which 90 hours is set apart for theory and 30 hours for doing practicum. At the end of the semester the trainees have to attempt one theory paper for 70 marks and the practicum for 30 marks.

There shall be an *internship* programme for the prospective teacher educators. The internship programme shall be conducted in Colleges of Teacher Education affiliated to University of Kerala. There shall be 2 credits for this programme where the following activities shall be conducted by the teacher trainees:

1. Taking classes for student teachers at B. Ed level.
2. Observing classes of student teachers at B. Ed level.
3. Making visits and collaboration with DIET, SCERT, BRC, SRC etc.
4. Case study of a student teacher /an institution at B Ed level



## **MODES OF CURRICULUM TRANSACTION**

The course content will be offered in different *transaction modes* such as 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 Duration : 90 hours**

#### **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

#### **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

### **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

### **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

#### **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

#### **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

#### **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.

### **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

### **MODES OF CURRICULUM TRANSACTION**

- Assignments, tests and examinations
- Presentation of projects, seminars
- Contribution in debate/discussion
- Action Research by preparing research tools
- Language proficiency and communication
- Originality in Field study Report
- Peer assessment
- Self reflection
- Evaluation based on Rubrics( if required)

### **REFLECTIVE PRACTICUMS**

#### **GROUP A : STUDY (INDIVIDUAL WORK)**

- 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 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

#### **GROUP B : DESIGN OF MATERIALS (GROUP WORK)**

- 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.

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-:SPECIAL METHODOLOGY

#### COURSES

<b>COURSE CODE</b>	<b>SES2.f</b>	
<b>COURSE TITLE</b>	<b>ADVANCED SANSKRIT LANGUAGE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### COURSE AIMS

- To inculcate language competencies among prospective teacher educators for utilitarian purposes: mainly communication in various areas
- To impart advanced language skills among prospective teacher educators
- To develop research attitude among prospective language teacher educators
- To realise the need and importance of Continuing Professional Development for Sanskrit

Language Teachers

#### COURSE OBJECTIVES

- 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

### **COURSE DESCRIPTION**

Specialization in Elective Subjects (SES) is included in the Second semester (SES Set 1) of the four Semester M.Ed programme to be launched in 2015. The main components of the programme are: Perspectives on teaching and learning of Sanskrit language, Approaches, Methods and Techniques in Sanskrit Language Teaching, Enhancing Proficiency in Language and Communication, Design and development of ELT Curriculum in the multilingual context, Digital technology in Language Education, Changing trends in Language assessment, Continuing Professional Development for Sanskrit Language Teachers, Research and Innovations in Sanskrit Language Teaching. The course duration is 120 hours of which 90 hours is set apart for theory and 30 for doing practicum. At the end of the semester the trainees have to attempt one theory paper for 70 marks and the practicum for 30 marks.

There shall be an *internship* programme for the prospective teacher educators. The internship programme shall be conducted in Colleges of Teacher Education affiliated to University of Kerala.

The following activities shall be conducted during Internship:

1. Taking classes for student teachers at B. Ed level.
2. Observing classes of student teachers at B. Ed level.
3. Making visits and collaboration with DIET, SCERT, BRC, SRC etc.
4. Case study of a student teacher /an institution at B Ed level.

### **MODES OF CURRICULUM TRANSACTION**

The course content will be offered in different *transaction modes* such as 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 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-Blooms Taxonomy and revised versions-Objective based instruction, based process-oriented and outcome based learning.

### **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.



### **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
- Barriers in oral and written communication in Sanskrit –strategies for effective communication – communication network –teacher as an effective communicator

### **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.

### **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.

#### **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 .

#### **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.

#### **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.

### **MODES OF CURRICULUM TRANSACTION**

- Assignments, tests and examinations
- Presentation of projects, seminars
- Contribution in debate/discussion
- Action Research by preparing research tools
- Language proficiency and communication
- Originality in Field study Report
- Peer assessment
- Self reflection
- Evaluation based on Rubrics( if required)

### **REFLECTIVE PRACTICUMS**

#### **GROUP A : STUDY (INDIVIDUAL WORK)**

- 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.
- 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.

**GROUP B :DESIGN OF MATERIALS (GROUP WORK)**

- 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.

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.g</b>	
<b>COURSE TITLE</b>	<b>ADVANCED TAMIL LANGUAGE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM**

- To inculcate language competencies among prospective teacher educators for utilitarian purposes: mainly communication in various areas
- To impart advanced language skills among prospective teacher educators
- To develop research attitude among prospective language teacher educators
- To realise the need and importance of Continuing Professional Development for Tamil Language Teachers

#### **COURSE OBJECTIVES**

- 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

## **COURSE DESCRIPTION**

Specialization in Elective Subjects (SES) is included in the Second semester (SES Set 1) of the four Semester M.Ed programme to be launched in 2015. Tamil language occupies an important position in education primary stage onwards as Kerala lies near to Tamil Nadu and also in border districts the Tamil speaking population is large. In state syllabus schools in Kerala Tamil is one of the optional languages; moreover Tamil medium schools are running in many places in Kerala. These priorities have been considered while designing the syllabus of the M.Ed. Programme.

The main components of the programme are: Perspectives on teaching and learning of Tamil language, Approaches, Methods and Techniques in Tamil Language Teaching, Enhancing Proficiency in Language and Communication, Design and development of ELT Curriculum in the multilingual context, Digital technology in Language Education, Changing trends in Language assessment, Continuing Professional Development for English Language Teachers, Research and Innovations in Tamil Language Teaching.

The course duration is 120 hours of which 90 hours is set apart for theory and 30 for doing practicum. At the end of the semester the trainees have to attempt on theory paper for 70 marks and the practicum for 30 marks.

There shall be an *internship* programme for the prospective teacher educators. The internship programme shall be conducted in Colleges of Teacher Education affiliated to University of Kerala.

The following activities shall be conducted during Internship:

1. Taking classes for student teachers at B. Ed level.
2. Observing classes of student teachers at B. Ed level.
3. Making visits and collaboration with DIET, SCERT, BRC, SRC etc.
4. Case study of a student teacher /an institution at B Ed level.

## **MODES OF CURRICULUM TRANSACTION**

The course content will be offered in different *transaction modes* such as 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 andneuro linguistic--- contributions of Piaget, Bruner, Chomsky, Vygotsky, Krashen, PauloFreire ,Howard Gardner
- Aims, objectives and principles of Language learning – Bloom’s Taxonomy and revisedversions – objective based Instruction, process-oriented and outcome based learning

### **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 Studyskills), 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 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

### **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

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

### **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

### **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

#### **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

#### **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.

## **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

### **MODES OF CURRICULUM TRANSACTION**

- Assignments, tests and examinations
- Presentation of projects, seminars
- Contribution in debate/discussion
- Action Research by preparing research tools
- Language proficiency and communication
- Originality in Field study Report
- Peer assessment
- Self reflection
- Evaluation based on Rubrics( if required)

### **REFLECTIVE PRACTICUM S**

#### **GROUP A : STUDY (INDIVIDUAL WORK)**

- 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 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

**GROUP B :DESIGN OF MATERIALS (GROUP WORK)**

- 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 IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.h</b>	
<b>COURSE TITLE</b>	<b>ADVANCED ARABIC LANGUAGE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### COURSE AIM

- To inculcate language competencies among prospective teacher educators for utilitarian purposes: mainly communication in various areas
- To impart advanced language skills among prospective teacher educators
- To develop research attitude among prospective language teacher educators
- To realise the need and importance of Continuing Professional Development for Arabic Language Teachers

#### COURSE OBJECTIVES

- 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

### **COURSE DESCRIPTION**

Specialization in Elective Subjects (SES) is included in the Second semester (SES Set 1) of the four Semester M.Ed programme to be launched in 2015. The main components of the programme are: Perspectives on teaching and learning of Arabic language, Approaches, Methods and Techniques in Arabic Language Teaching, Enhancing Proficiency in Language and Communication, Design and development of ELT Curriculum in the multilingual context, Digital technology in Language Education, Changing trends in Language assessment, Continuing Professional Development for English Language Teachers, Research and Innovations in Arabic Language Teaching. The course duration is 120 hours of which 90 hours is set apart for theory and 30 for doing practicum. At the end of the semester the trainees have to attempt one theory paper for 70 marks and the practicum for 30 marks.

There shall be an *internship* programme for the prospective teacher educators. The internship programme shall be conducted in Colleges of Teacher Education affiliated to University of Kerala.

The following activities shall be conducted during Internship:

1. Taking classes for student teachers at B. Ed level.
2. Observing classes of student teachers at B. Ed level.
3. Making visits and collaboration with DIET, SCERT, BRC, SRC etc
4. Case study of a student teacher /an institution at B Ed level

### **MODES OF CURRICULUM TRANSACTION**

The course content will be offered in different *transaction modes* such as 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 : its 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)

### **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
- Strategies for effective communication  
Communication networks
- Teacher as a effective communicator

### **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

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

- Arabic Language curriculum for 21<sup>st</sup> century learner – Need based, objective based, learner centred, 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

### **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

#### **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

#### **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 professional development
- Networking for professional growth
- Teacher as a reflective practitioner



## **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)

### **REFLECTIVE PRACTICUM**

#### **GROUP A : STUDY (INDIVIDUAL WORK)**

- 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 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

#### **GROUP B : DESIGN OF MATERIALS (GROUP WORK)**

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

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.i</b>	
<b>COURSE TITLE</b>	<b>ADVANCED SOCIAL SCIENCE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM:**

To develop an understanding of the meaning, nature, theoretical imperatives and componential convergence of the concept of social science in relation with education and curriculum.

#### **COURSE OBJECTIVES**

- 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.

## **COURSE DESCRIPTION**

This course contains:

- A background information regarding the nature and pedagogical considerations of Social Science.
- The emergence of theories and the epistemological basis of Social Science education.
- A brief outline regarding the contents of Social Science education.
- Curriculum design and development in Social Science education.
- Instructional Strategies and Models for Social Science education.
- Technology, Pedagogy and Content and their integration for Social Science Instruction.
- Essential techniques for Assessment and evaluation in Social Science education.
- Instructional resources as a tool for Social Science education.
- An orientation towards the research perspective in Social Science education.

## **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.

### **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.

### **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.

### **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.

### **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.

### **UNIT VI. TECHNOLOGY IN SOCIAL SCIENCE EDUCATION**

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, Archives. Internet- Global Discussion Platform – Webogogy of Social Science. Social Science Teacher Educator as a Techno-Pedagogue.

### **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.

### **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.

### **REFLECTIVE PRACTICUMS**

- 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.

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.j</b>	
<b>COURSE TITLE</b>	<b>ADVANCED COMMERCE EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### AIM

- To familiarize with the conceptualized version of components required to enter in teaching profession there by equip them with varied dimensions of commerce education strands; proficient in select most appropriate teaching methods, techniques, strategies, models, teaching learning resources, assessment techniques etc. in varied instructional context, content and curriculum in interactive learning set up.

#### 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 education.
- To examine the strategies of assessment in commerce education.

#### COURSE DESCRIPTION:

Advanced Commerce Education as categorized in the **Special Methodology Courses** (COURSE CODE: SES2) of the II Semester of the M.Ed programme with a transactional duration of 120 hours (60 Theory and 30 Practical). The course structure comprised of 7 units with advanced instructional practices and methodology of teaching commerce. This programme designed in such a way to disseminate diverse strands of commerce education, as intended to comprehend Nature, Scope and



Development, curriculum designing and transaction, instructional resources, Instructional Methods, Techniques, Strategies and models, Global trends, Research Trends, Strategies of Assessment of Commerce Education. During the programme each student completed two practicals/practicum in Group A and Group B specified after the description of course content.

### **MODES OF CURRICULUM TRANSACTION:**

Discussion, seminar, case studies, field visits, projects, debate etc as transactional modes.

### **COURSE CONTENT:**

#### **UNIT: 1 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.

#### **UNIT 2: 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

#### **UNIT: 3 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.

#### **UNIT 4: 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; 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.

#### **UNIT 5: GLOBAL TRENDS IN COMMERCE EDUCATION**

Commerce education with India and USA

- Entrepreneurship Education – India V/S Japan
- Business Education in India and Bangladesh
- Accounting Education – Comparison with India and Australia

#### **Unit 6: Research Trends in Commerce Education**

An introduction to Research in Commerce Education- Need and importance

- Commerce Teacher as a researcher
- Analysis of Research outcomes in Commerce education both teaching and learning.

#### **UNIT 7 STRATEGIES OF ASSESSMENT IN COMMERCE EDUCATION**

- Quantitative V/S Qualitative Assessment
- Diagnostic test, Achievement test, Performance test, prognostic test.

- Self reflection, Peer evaluation
- Assessing student performance as feedback for
  - Students progress
  - Teacher's proficiency
  - Parents
- Teacher as a reflective practitioner - Reflective strategies – concept mapping, brain storming, reflective journal, problem solving, Portfolio Assessment, Rubrics.

### **REFLECTIVE PRACTICUMS**

Each student prepare any one item in Group A and Group B

#### **GROUP A: SUGGESTED PRACTICAL /PRACTICUM AREAS**

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
- Instructional supports and resources
- Learner's needs and constraints – psychological, sociological, philosophical, economical

#### **GROUP B: MATERIAL DESIGNING**

- 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

## M.Ed. SEMESTER IV

### SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES

<b>COURSE CODE</b>	<b>SES2.k</b>	
<b>COURSE TITLE</b>	<b>ADVANCED GEOGRAPHY EDUCATION</b>	
<b>CREDITS 4</b> <b>SEMESTER IV</b>	<b>DURATION IN COURSE: 120 Hrs</b>	<b>MARKS:100</b> <b>(70+30)</b>

#### **COURSE AIM**

The course aim is to develop competencies among the geography teachers and mould techno-pedagogic competent teacher. It also aims to prepare competent and committed professionals willing to perform the identified tasks.

#### **COURSE OBJECTIVES**

- 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.

#### **COURSE DESCRIPTION**

The course introduces advanced geographical contents which help the students in critical thinking skills in the context of the subject. Emphasis on evaluating information, problem solving, approaching cross cultural perspectives and resolving dilemmas. Upon completion students should be able to demonstrate orally and in writing the analysis of appropriate texts. Student will be able to engage in rational discussions using reasons, arguments and explorations of consequences . The course is approved to satisfy the elective course requirement.

## **MODE OF 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 NATURE AND OBJECTIVES OF GEOGRAPHY EDUCATION**

Nature and scope of geography- functions- intellectual, social, vocational-evolution of geography teaching- recent trends and developments -Aims and objectives of teaching geography- taxonomy-origin-bloom's taxonomy 1956, revised taxonomy (1990) , process skills, technology integrated taxonomy

### **UNIT II CURRICULUM**

Curriculum patterns, different approaches and trends in curriculum construction- regional, National, International (critical pedagogy, PBL, issue based curriculum, KCF 2007, NCF 2005, 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.

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.

### **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.

### **UNIT IV APPROACHES TO LEARNING GEOGRAPHY**

Inductive- deductive thinking, conceptual -factual approach , constructivist approach- learning by discovery, guided discovery, expository learning, self devised learning, collaborative learning ,project based learning, experiential learning.

## **UNIT V INSTRUCTIONAL MODELS**

Enquiry learning - Gagne's model - Creativity learning model - Advance organizer - Jurisprudential - Reflective practice - Problem solving model

## **UNIT VI TECHNOLOGY ORIENTED GEOGRAPHY EDUCATION**

Programmed 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

## **UNIT VIII 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.

## **UNIT VIII 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

## **REFLECTIVE PRACTICUMS**

- 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.

**M.Ed. SEMESTER IV**  
**SELF DEVELOPMENT COURSES**

<b>COURSE CODE</b>	<b>SDC3.a</b>
<b>COURSE TITLE</b>	<b>GENDER ISSUES: AWARENESS AND MANAGEMENT</b>
<b>CREDITS – 1</b>	<b>DURATION IN HOURS – 16 Hrs</b>
<b>Semester - IV</b>	<b>Marks - 25</b>

**COURSE AIM**

The course on Gender issues: Awareness and Management will highlight a very pertinent issue being discussed in the realms of education today. Gender Studies have emerged as a major academic field on its own, and the course will throw light on the current gender issues in the immediate context, and identify the differences that exist with regard to gender in the Indian subcontinent.

**COURSE OBJECTIVES**

On completion of the course students will be able to:

- Emerge as citizens who are gender responsive.
- Identify the national and international trends in maintaining gender equality.
- Grasp the impact of globalization on gender issues.
- Familiarize them with the concept of digital gender divide and understand the consequences.
- Realize how education can lead to gender equity.
- Recognize the role of women in the social building process.
- Acquaint themselves with the strategies and techniques that are to bring about gender equality.

**COURSE DESCRIPTION**

The course will dwell on the policies and initiatives that have been adopted to bridge the gaping gender gap and point out the strategies that have been employed to manage gender issues and bring about women empowerment. Above everything else, it will make students aware of the consequences of a gender imbalance in a developing society and help them identify the measures to mend this disparity.

## **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 AN 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 of 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

### **SEMINARS / 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 be efficiently put to use to bridge the differences with regard to gender.

### **REFLECTIVE PRACTICUMS**

Sample practicum may include but may not necessarily be limited to:

- 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.

**M.Ed. SEMESTER IV**  
**SELF DEVELOPMENT COURSES**

<b>COURSE CODE</b>	<b>SDC3.b</b>
<b>COURSE TITLE</b>	<b>PRACTICES PROMOTING ECO- FRIENDLINESS</b>
<b>CREDITS – 1</b>	<b>DURATION IN HOURS – 16 Hrs</b>
<b>Semester - IV</b>	<b>Marks - 25</b>

**COURSE AIM**

This course will focus on the development of eco-friendly practices of the students with a specific aim to incorporate an eco-friendly sustainable lifestyle. It will help students to identify the various eco-friendly practices that are relevant in the society and to evolve their own practices which will ensure a sustainable development.

**COURSE OBJECTIVES**

On completion of the course students will be able to:

- Identify the components of ecosystem, resources, pollution and sustainability.
- Internalize the appropriate concepts in their life.
- Understand the age old and time tested cultural values which ensures a sustainable living.
- Understand the various eco-friendly practices that are adopted by individuals and institutions.
- Evolve their own eco-friendly practices incorporating the concept of sustainable development.

**COURSE DESCRIPTION**

The course will involve theoretical discussions on the concepts of sustainability which ensures that the resources can be properly utilized and managed. After identifying and explaining the established and tested eco-friendly practices, students can develop practices which can ensure sustainability. There would be sessions that would permit students to understand the concept along with opportunities to interact with persons/NGO's who are promoting an eco-friendly lifestyle.

**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: UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL PROBLEMS**

Components of Environment – Meaning and definition – Interrelationship between factors of environment – Population explosion-Pollution (air, water and land)

### **UNIT II: RESOURCE MANAGEMENT AND CONSERVATION OF RESOURCES**

Resources and its management - Resources – Types –Soil( water energy minerals species)Depletion of resources–Meaning – Depletion –Meaning–Depletion of soil, water, energy ,minerals, species cause and effect–Conservation of resources – Conservation and management of natural resources.

### **UNIT III: SUSTAINABLE DEVELOPMENT**

Types of sustainability-Social, economic and environmental-Major biomes of the world-Inter relationship and inter dependence of biomes-Environmental conflicts and environmental movements-Green chemistry

### **UNIT IV: ENVIRONMENTAL EDUCATION AND ECO-FRIENDLY PRACTICES**

Environmental laws and rights-Eco literacy-Environmental action plan-Role of 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.

### **ASSIGNMENTS AND SEMINARS**

Assignments on different topics mentioned in the syllabus–Seminar presentations on the various eco-friendly practices that are identified in the society

## **WORKSHOPS / PRACTICALS**

Concept of sustainable living practiced by various individuals and institutions can be selected.

## **REFLECTIVE PRACTICUMS**

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.