

# **Learning Outcomes-based Curriculum Framework (LOCF) for Post-graduate Programme**



**Name of the Programme:**

**Master of Education (M.Ed.)**

(Syllabus effective from 2020 Admission)



**UNIVERSITY OF KERALA**

2020

## LOCF for M.Ed.

<b>Contents</b>	<b>Page No.</b>
PREAMBLE	
<b>1. PREFACE</b>	
<b>1.1 Introduction</b>	<b>4</b>
1.1.2. Vision and Mission	5
<b>1.2. Professionalization in Education</b>	<b>5</b>
<b>1.3. The broad objectives of Teacher Education</b>	<b>6</b>
<b>1.4.Components of the Two year M.Ed. Programme</b>	
(as envisaged by NCTE)	7
<b>1.4.1. Perspective Courses</b>	<b>8</b>
<b>1.4.2. Tool Courses</b>	<b>9</b>
<b>1.4.3. Teacher Education Course</b>	<b>9</b>
<b>1.4.4. Specialization in Core Subject</b>	<b>10</b>
<b>1.4.5. Self-development courses</b>	<b>10</b>
<b>1.4.6. Internship</b>	<b>10</b>
<b>1.4.7. Research Dissertation</b>	<b>11</b>
<b>1.4.8. Generic Elective Course</b>	<b>11</b>
<b>1.5. Curriculum Transaction</b>	<b>12</b>
<b>1.6. Admission Guidelines</b>	<b>13</b>
<b>1.6.1. Eligibility for admission, and reservation of seats</b>	<b>14</b>
<b>1.6.2. Mode of selection and weightage of marks</b>	<b>14</b>
<b>1.6.3. Attendance</b>	<b>15</b>
<b>1.6.4. Assessment</b>	<b>15</b>
<b>1.6.5. Readmission</b>	<b>16</b>
<b>2. SYLLABUS FOR M.Ed</b>	<b>17</b>
<b>3. PROGRAMME STRUCTURE OF M.Ed.</b>	<b>18</b>
<b>4. PROGRAMME FRAMEWORK M.Ed. (CSS)</b>	<b>21</b>
Content of Semester I	22-68
Content of Semester II	69-112
Content of Semester III	113-136
Content of Semester IV	137-236
Content of Generic Courses	237-272

## PREAMBLE

The role of higher education is vital in securing the gainful employment and providing further access to higher education comparable to the best available in the world-class institutions elsewhere. The improvement in the quality of higher education, therefore, deserves to be given top-most priority to enable the young generation of students to acquire skill, training and knowledge to enhance their thinking, comprehension and application abilities and prepare them to compete, succeed and excel globally. Sustained initiatives are required to reform the present higher education system for improving and upgrading the academic resources and learning environments by raising the quality of teaching and standards of achievements in learning outcomes across all undergraduate programs in science, humanities, commerce and professional streams of higher education.

One of the significant reforms in the undergraduate education is to introduce the Learning Outcomes-based Curriculum Framework (LOCF) which makes it student-centric, interactive and outcome-oriented with well-defined aims, objectives and goals to achieve. The University Grants Commission (UGC) took the initiative of implementing the LOCF in the Colleges and the Universities of the country. Accordingly, the University of Kerala has decided to implement the LOCF in all its departments under the auspices of Internal Quality Assurance Cell (IQAC). A series of teacher training workshops were organised by IQAC and the office of the Credit and Semester System (CSS), and the departments have revised the syllabus accordingly, through workshops and in consultation with academic experts in the field.

## GRADUATE ATTRIBUTES (GAs)

The Graduate Attributes (GAs) reflect particular qualities and abilities of an individual learner including knowledge, application of knowledge, professional and life skills, attitudes and human values that are required to be acquired by the graduates of University of Kerala. The graduate attributes include capabilities to strengthen one's professional abilities for widening current knowledge and industry-ready skills, undertaking future studies for global and local application, performing creatively and professionally, in a chosen career and ultimately playing a constructive role as a socially responsible global citizen. The Graduate Attributes define the characteristics of learners and describe a set of competencies that are beyond the study of a particular area and programme.

### The GAs of University of Kerala

- Continue life-long learning as an autonomous learner
- Continuously strive for excellence in education
- Apply and nurture critical and creative thinking
- Promote sustainable development practices
- Promote co-operation over competition
- Balance rights with responsibilities
- Understand and respect diversity & difference
- Not be prejudiced by gender, age, caste, religion, or nationality.
- Use education as a tool for emancipation and empowerment of humanity

**UNIVERSITY OF KERALA**  
**DEPARTMENT OF EDUCATION**  
**Two year M.Ed. Programme**

## **1. PREFACE**

### **1.1. Introduction**

Education is a comprehensive process including a large variety of elements facilitating the process of student learning and development. Teaching and learning are inseparable and as the mode of teaching and learning changes from time to time, role of teacher also changes from a mere instructor to more of a facilitator. Teacher of twenty first century classroom should have many essential skills and competencies in planning instruction, managing learning environment, designing the instructional process and evaluation of outcomes. On the one hand teacher should be a professional with a variety of skills and conceptual competencies, on the other, he/she should be a person with humane values and ethics which will be modelled by the beneficiaries. Any course on teacher education emphatically point out the need for bringing high quality teachers who can portray their expertise in all aspects of teaching and learning. As envisioned by Dr. K.S. Kothari, quality of education depends on the quality of teachers, the quality is to be framed, trained and upgraded through a visionary approach in teacher education.

Professional preparation and continuing professional development of teachers in turn needs teacher educators who are having top grade academic competency, research aptitude, social commitment, deeper understanding of theory and practice of education and capable of integrating innovative pedagogical practices in teaching. He/she should be a continuous reflective practitioner with a professional culture and ethics who can carve a signature in the mind of learners. A post graduate programme in education needs to address the quality, competency and professionalism of teachers and teacher educators who are well versed in the art and science of teaching. Therefore, the curriculum for a post graduate level teacher education programme needs to be more deep rooted with theory, enriched with experiential opportunities, empowered with capacity building courses and laced with professional ethics.

Higher education aimed to provide 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 teaching and learning. There is a huge cry on the quality concerns in higher education from time immemorial. Every programme in higher education should meet expectation of its stakeholders as well as the quality at par with global standards. 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*’. Hence the M.Ed. programme is designed in such a way as to become the driving force in equipping personnel with competent, empowered, committed and devoted teachers who are the skilled force in managing educational environment and providing high quality education.

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.

### **1.1.2. Vision and Mission**

Our vision is to make education the GPS of Human Resources and IPR of our Nation and to make citizens capable of undertaking innovations in the New Millennium. Mission is developing cognitive abilities, personality, virtues and social harmony.

## **1.2. 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, 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 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.

### **1.3. 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.

#### **1.4. Components of the Two year M.Ed. 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 regular and embedded with 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), 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.

#### **1.4.1. Perspective Courses**

The main thrust of the M.Ed. programme is designed as a professional programme to prepare teacher educators; however in the current scenario of 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, 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 are 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. Here perspective courses are spread over four semesters.

### **1.4.2. 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. Included 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 any 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. The new outcome based curriculum offers the course in the form of skill enhancement electives along with other core courses.

### **1.4.3. 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 is compulsory for all students. It would consist of two taught courses transacted through content transaction 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 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 centred 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 Two Year M.Ed. Curriculum.

#### **1.4.4. 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 manner: 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. Here the courses are designated as Discipline Specific Electives (DE) in tune with Outcome based Curriculum.

#### **1.4.5. Self - Development Courses**

The course aims to develop the mental and physical wellbeing through modalities such as yoga, gender issues, eco-friendly practices, 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. These courses are designated as Skill Enhancement Courses (SE) in this Curriculum.

#### **1.4.6. Internship**

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) EDU-CC- 424** (100 marks / 4 credits / 20 working days / 120 working hours): **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)

**Phase – II (Semester IV) EDU-CC- 445** (50 marks/ 2 credits / 10 working days / 60 hours)

**Observation & Case study (preferably of an Educational Institution)**

#### **1.4.7. 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 its applications through 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, 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. Students are encouraged to undertake quality researches in the different aspects of education and empower them as real problem solvers in every arena of their personal and professional life.

**Phase – I (Semester II) EDU-CC- 425 (50 marks / 2 credits)**

This phase involves the selection of a problem and preparation of the research proposal and presentation before teachers and students for further discussion and finalisation of the title and methodology for the research work.

**Phase – II (Semester III) EDU-CC- 433 (250 marks/ 10 credits)**

Conduct research following the scientific procedures and prepare a report in the format of a research thesis followed by viva voce examination.

**1.4.8. Generic Elective Course**

The Generic elective course (GC) will be chosen from an unrelated discipline/subject, with an intention to seek exposure beyond discipline/s. It may also be of interdisciplinary nature (to be offered by more than one Department/discipline).

**1.5. 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 gap between theory and practice 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.

University has given top priority in making teaching learning process more effective and quality based. As the infuse of technology is an inevitable component in

every aspects of higher education, university assists the faculty in utilising the most modern technological assistance and support in accessing online facilities, learning management systems, digital learning platforms, remote learning facilities, online journals in addition to the traditional modes of curriculum transaction.

Teachers are regularly using online learning platforms and tools for their own personal development as well as for transacting curriculum, online submission of assignments and evaluation through the use of digital tools. Google classroom, Edmodo, Google forms, mentimeter and wooclap are some of the digital resources that are employed by teachers. It is decided to conduct one course in each semester through MOOC.

Even though teacher autonomy is given in curriculum transaction, student centred active learning methodologies including seminars, debates, quizzes, interactive discussions, project based learning, field exploration, problem based learning and assignments are compulsory components of teaching, learning and evaluation on a disciplinary basis.

Reflective practicums are part of curriculum transaction. 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 and as the course progresses, data can be collected from appropriate sources, and report and submit the findings of the study by the end of the semester in the form of a brief report not exceeding 10 pages.

## **1.6. Admission Guidelines**

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.

#### **1.6.1 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).

#### **1.6.2. Mode of selection and weightage of marks**

The marks/score in the PG Entrance test conducted by CSS and 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.

### **1.6.3. 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 HoD of the Department 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 CSS for the conduct of the programmes.

### **1.6.4. Assessment**

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.

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.

#### **1.6.5. 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.

## 2. SYLLABUS FOR M.Ed.

Programme Specific Outcomes (PSO) for M.Ed.	
PSO 1	Develop professional attitudes, values and interests needed to function as a teacher educator.
PSO 2	Master the methods and techniques of developing competencies, commitments and performance skills of teachers.
PSO 3	Explain the nature of issues and problems faced by the state system of education and suggest some innovative remedies or policies to solve them.
PSO 4	Appreciate as well as to 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.
PSO 5	Gain insight and reflect on the concept and the status of pre-service and in-service teacher education.
PSO 6	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.
PSO 7	Examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education
PSO 8	Propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of learners in order to execute their responsibilities as “Global citizens”.
PSO 9	Realize the importance of leadership in education and how it can be developed.
PSO 10	Realize the importance of leadership in education and how it can be developed
PSO 11	Imbibe the attitudes and skills required of ‘life-long learners’ on the present day ‘ICT influenced world’
PSO 12	Acquire the skills required of a ‘consumer’ and a ‘practitioner’ of educational research and innovations.
PSO 13	Acquire skills to design a curriculum for research embedded instruction.
PSO 14	Understand and appreciate the research perspective on various practices in teacher education.

### 3. PROGRAMME STRUCTURE OF M.Ed.

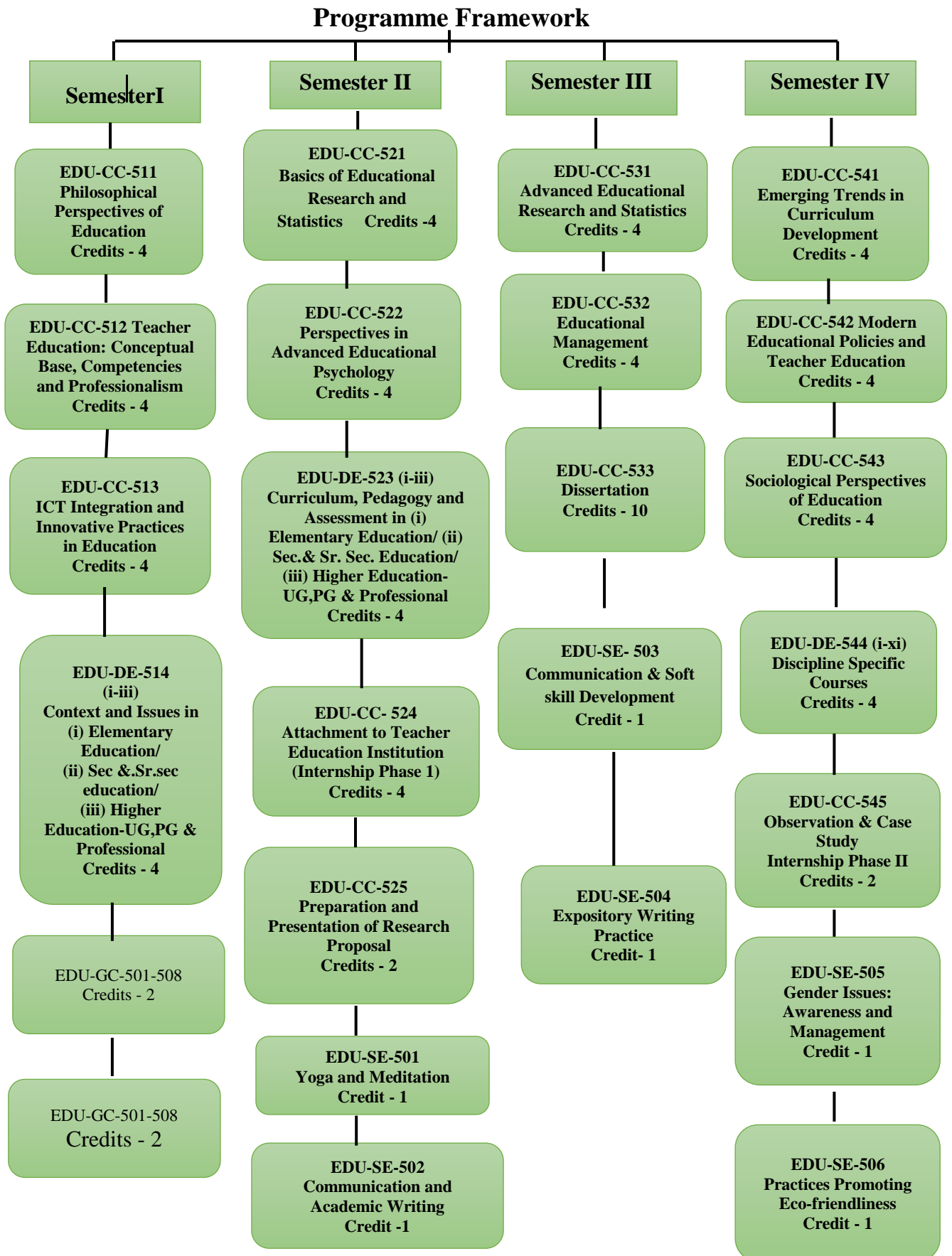
Semester	Course Code	Name of the course	Core Courses (CC)	Credits
I	EDU-CC-511	Philosophical Perspectives of Education	CC	4
	EDU-CC-512	Teacher Education: Conceptual Base, Competencies and Professionalism	CC	4
	EDU-CC-513	ICT Integration and Innovative Practices in Education	CC	4
	EDU-DE-514(i-iii)	Context and Issues in (i) Elementary Education / (ii) Secondary & Senior Secondary Education/ (iii) Higher Education UG, PG & Professional	DE	4
	EDU-GC-501-508	Generic Course 1 (Select one)	GC	2
	EDU-GC-501-508	Generic Course 2 (Select one)	GC	2
II	EDU-CC-521	Basics of Educational Research and Statistics	CC	4
	EDU-CC-522	Perspectives in Advanced Educational Psychology	CC	4
	EDU-DE-523(i-iii)	Curriculum, Pedagogy and Assessment in (i) Elementary Education/ (ii) Secondary & Sr. Secondary Education/ (iii) Higher Education -UG, PG& Professional	DE	4
	EDU-CC-524	Attachment to Teacher Education Institution(Internship Phase I)	CC	4
	EDU-CC-525	Preparation and Presentation of Research Proposal	CC	2
	EDU-SE-501	Yoga and Meditation	SE	1
	EDU-SE-502	Communication and Academic Writing	SE	1
III	EDU-CC-531	Advanced Educational Research and Statistics	CC	4
	EDU-CC-532	Educational Management	CC	4
	EDU-CC-533	Dissertation	CC	10
	EDU-SE-503	Communication & Soft skill Development	SE	1
	EDU-SE-504	Expository Writing Practice	SE	1
	EDU-CC-541	Emerging Trends in Curriculum Development	CC	4

IV	EDU-CC-542	Modern Educational Policies and Teacher Education	CC	4
	EDU -CC- 543	Sociological Perspectives of Education	CC	4
	EDU-DE-544 (i-xi)	<b>Discipline Specific Electives</b> i. Advanced Mathematics Education ii. Advanced Science Education iii. Advanced Language Education (English) iv. Advanced Language Education (Hindi) v. Advanced Language Education (Malayalam) vi. Advanced Language Education (Sanskrit) vii. Advanced Language Education (Tamil) viii. Advanced Language Education (Arabic) ix. Advanced Social Science Education x. Advanced Commerce Education xi. Advanced Geography Education	DE	4
	EDU-CC-545	Observation & Case study Internship Phase II	CC	2
	EDU-SE- 505	Gender Issues: Awareness and Management	SE	1
	EDU-SE- 506	Practices Promoting Eco-friendliness	SE	1
	<b>Generic Elective Courses offered</b>			
Any semester (I-IV)	EDU-GC-501	Understanding the Learner	GC	2
	EDU-GC-502	Human Rights Education	GC	2
	EDU-GC-503	Value Education	GC	2
	EDU-GC-504	Life skill Education	GC	2
	EDU-GC-505	Environmental Education	GC	2
	EDU-GC- 506	Inclusive Education	GC	2
	EDU-GC-507	Educational and Vocational Guidance and Counselling	GC	2
	EDU-GC-508	Tools and Techniques of Assessment in Education	GC	2

Programme	Core Course	Electives	Total
M.Ed.	64	16	80

Semester	Credits				Total Credits
	Core Course (CC)	Discipline Specific Elective (DE)	Generic Elective Course (GC)	Skill Enhancement Course(SE)	
I	12 Credits	4 Credits	4 Credits	-	20
II	14 Credits	4 Credits	-	2 Credits	20
III	18 Credits	-	-	2 Credits	20
IV	14 Credits	4 Credits	-	2 Credits	20
<b>TOTAL</b>	<b>58</b>	<b>12</b>	<b>4</b>	<b>6</b>	<b>80</b>

## 4. PROGRAMME FRAMEWORK M.Ed. (CSS)



<b>SEMESTER I</b>	<b>Course Code: EDU-CC-511</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

**Course Outcomes:**

- CO1:** Critically examine how philosophy & education are related to each other and enable them to philosophize educational actions and interactions
- CO2:** Logically analyse, interpret and synthesise the various philosophical principles about the educative process.
- CO3:** Develop a philosophical outlook towards educational issues.
- CO4:** Facilitate discussion on indigenous/native philosophers
- CO5:** Develop critical awareness about the contributions of thinkers on education
- CO6:** Identify the Educational scenario during the pre-independent and post-independent periods

**COURSECONTENT**

**Module I: Relationship between Philosophy and Education- Branches of Philosophy-Education of 21<sup>st</sup> century.**

Perspective building in Philosophy – relevance and meaning making through perspective building –Role of education in philosophizing the issues of life – Metaphysics, Epistemology, Phenomenology, Aesthetics and Axiology. – Ethics and decision making in education- Familiarising Schools of Philosophy- Critical appraisal of schools of philosophy in the context of Twenty First Century realities. –Western schools of philosophy based on aims, content, methods and ongoing changes. Brief introduction to Idealism, Realism, Pragmatism, Naturalism, Existentialism, Perennialism, Reconstructionism, Positivism and Post positivism, Post modernism, Eclecticism– Oriental Schools of Philosophy – focus and framework of educational philosophies based on aims, content, methods and emerging changes. Brief introduction to Brahmanic School, Buddhist School, Jain School, Japanese School (Makiguchi, Ikeda) – Indian philosophical schools – Upanishads, Vedanta, Integration

and Yoga, Shad Darsanas, Sankhya Nyaya Schools. – Focus of education in the 21st century. UNESCO’s report on “Learning: The Treasure Within”

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Understand the role of education in philosophizing the issues of life-Metaphysics, Epistemology, Phenomenology, Aesthetics and Axiology.

MO2: Develop awareness on the contribution of Western Schools of philosophy (Idealism, Realism, Pragmatism, Naturalism, Existentialism, Perennialism, Reconstructionism, Post- modernism, Eclecticism) and Oriental Schools of philosophy.

MO3: Imbibe an attitude among students to develop positive outlook on Indian philosophical Schools (Upanishads, Vedanta, Integration & Yoga, Shad Darsanas, Sankhya Nyaya Schools).

MO4: Understand the four pillars of education for holistic development.

**Module II: Modern Schools of Philosophy**

Building perspectives on educational philosophies with special reference to teaching, learning, training, research and extension- How curriculum organizes through the schools of philosophy- Reconstructing community-Culture and diversity- Epistemological challenges- Modern schools of Philosophy-Empiricism, Positivism, Relativism.- Post -structuralist views and eclectic views.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Analyse the perspectives on educational philosophies based on teaching learning

MO2. Reconstruct community, culture and diversity

MO3: Understand how curriculum helps to organize through the different School of Philosophy.

MO4: Understand and discern the modern schools of philosophy to lead a fruitful life in the society.

### **Module III: Philosophy of Research, ethics**

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.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: interpret different educational aspects through various philosophical inquiries.

MO2: importance of micro narratives in transforming School Education.

MO3: understand Ethics of Educational Research

### **Module IV: Educational Philosophers -Western and Eastern: Comparative Study**

Comparative study of educational philosophies of Socrates, Plato and Aristotle John Locke, Rousseau and Pestalozzi –Froebel and Montessori –Mahatma Gandhi –Swami Vivekananda –Rabindranath Tagore –Glen Paige.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: compare the contributions made by various western and eastern Educational philosophers.

MO2: relate the educational contributions of these philosophers to the present educational Scenario.

### **Module V: New thinking, new vistas and transformations-Indian and Western Thinkers**

Dr. B R Ambedkar: Educate, agitate and organize; Jayaprakash Narayan- Sarvodaya;

Dr. S Radhakrishnan:-Religious Pluralism; Jiddhu Krishnamoorthy- New Humanity through education; Dr. Zakir Hussain -Cultural premises of education.

Enlightenment Philosophy – Immanuel Kant, Existential Philosophy -Karl Jaspers, Political Philosophy -Karl Popper, Critic Theory – Jurgen Habermas: Theory of Uncertainty– Werner Karl Heisenberg.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Develop awareness on the Indian thinkers and Western thinkers by bringing into light the various educational theories put forward by these eminent thinkers.

**Module VI: Pre- independent and Post-independent periods in Education**

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

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Analyse the historical perspective of education.

MO2: Understand the Educational scenario during pre and post independent periods.

MO3: Facilitate the knowledge on Christian Missionaries & Native leaders.

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT****Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey on selected topics in Philosophy
- Port-Folio of Assignments and related materials pertaining to each module.

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### **Online Resources**

<https://plato.stanford.edu/entries/education-philosophy/>

<https://www.oxfordhandbooks.com/>

<b>SEMESTER I</b>	<b>Course Code: EDU-CC-512</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: TEACHER EDUCATION: CONCEPTUAL BASES, COMPETENCIES AND PROFESSIONALISM**

**Course Outcomes:**

- CO1:** Understand the origin and development of teacher education in India and analyse the various policies and recommendations on teacher education.
- CO2:** Develop abstract awareness about features of teacher education curriculum at different levels, various pedagogical theories, and teacher preparation activities and programs.
- CO3:** Analyze critically NCFTE frame work, and teacher education curricula of Indian and foreign countries.
- CO4:** Recognize the role and functions of National and State level agencies for managing Teacher Education.
- CO5:** Identify types and strategies of assessment and evaluation in teacher education and analyse decisively various teacher preparation practices.
- CO6:** Identify and understand various digital learning tools, and teacher and teaching competency required by teachers for handling technology driven class room.
- CO7:** Develop insightfulness and teaching competency by gaining knowledge about innovative practices in teacher education, value based teacher education, CPD, clinical practice in teacher education, internship program, and mindfulness training.
- CO8:** Understand and compare research perspectives in teacher education in Indian and Foreign context and value research culture in teacher education institutions.

## COURSE CONTENT

### **Module 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.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: understand the meaning, objectives and development of teacher education in India.

M02: compare the development of teacher education in pre and post-independence period in India.

M03: analyze the policies and recommendations on teacher education in India.

### **Module 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 MEd 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.

## **MODULE OUTCOME:**

*After Completion of this module, the student should be able to:*

**M01:** identify different types of teacher education programme.

**M02:** recognise significant features of teacher education curriculum at different levels.

**M03:** know and apply pedagogical theories in terms of reflective practice, learner-activated instruction, constructivist theory in teaching learning process

**M04:** differentiate convergent and divergent questioning strategies.

**M05:** signify and apply metacognitive strategies in the teaching learning process.

**M06:** take part in socially useful productive work and develop social skills to effectively deal with social problems and to work for the betterment of community

**M07:** infer the significance of methodology of teaching school subjects, practice teaching/internship and other practical work.

**M08:** recognize the significance of physical education, health education, self-development programmes of teacher preparation.

**M09:** reconstruct curricula by analysing NCFTE 2005,2007, 2009, 2012.

**M010:** appreciate and analyse critically teacher education curricula of Indian and foreign countries.

## **Module 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

**M01:** become conscious about the role and functions of national level agencies (UGC, NCTE, NCERT, NIEPA, RIE, CASE, CABE), for enhancing quality of teacher education

**M02:** understand the role and functions of state level agencies (KSHEC, SCERT, ASC, SBTE, CTE, IASE, CTE, BRCs, CRCs, KIRTADS, TTI, DIET etc.) for enhancing research, innovation and quality of teacher education.

**M03:** realize the management pattern of staff in teacher education, and it utilise in their career.

**M04:** recognize the need and importance of UGC regulation, in order to control, finance and administrative and academic activities of universities and institutions.

**M04:** understand qualification and competencies required for teacher in the teacher education institutions and the mode of recruitment.

**Module IV: Assessment and Evaluation in Teacher Education**

Principles and Strategies of Assessment- Types of assessment-Internal vs external assessment (examination) ---- Critical Analysis of different programmes like school experience, Demonstration, Criticism, Practice teaching, in various Teacher Education courses - theory and practice gap in the teaching profession --- Rubrics for evidence based performance assessment - Problems of Assessment.---- Evaluation Methods- Evaluation of Practice Teaching/ School Experience Programme /Community living/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 ---- State and National level eligibility Tests for teachers: KTET/SET/NET/SLET/CTET etc.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

**M01:** recognize types, principles and strategies of assessment and evaluation in teacher education.

**M02:** understand and analyse critically of different programmes like school experience, Demonstration, Criticism, Practice teaching, in various Teacher Education courses which lead to professional development.

**M03:** predict how to overcome theory-practice gap in the act of teaching.

**M04:** understand and apply rubrics for evidence based performance assessment.

**M05:** recognize evaluation strategies of practice teaching/ school experience programme /community living/etc

**M06:** understand the significance of multiple data sources for teacher evaluation.

**M07:** aware about various state and national level eligibility tests conducted to maintain the quality of prospective teachers.

### **Module V: Professionalism and Teacher Competency**

Professional dimensions: professional elements, career , professional practice, professional values- teaching as a profession-performance appraisal of teachers --- Need for Continuous Professional Development(CPD)-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. --- 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

**M01:** understand professional dimensions, professional practice, professional values-teaching as a profession-performance appraisal of teachers and subsequently acquire required skills, knowledge and experience to perform multiple roles of teachers.

**M02:** understand deeply the teaching competency and its related components, to perform in the complex classroom with diverse need students.

**M03:** build responsibility towards society, and work to build a better world by understanding the status of teacher educators, professional, social and economic rights and responsibilities of teachers.

**M04:** aware about online professional development (OPD), quality assurance, capacity building, and code of ethics and its enforcement.

**M05:** understand and appreciate about the various communication technologies and apply it to the classrooms.

**Module VI: Innovations and Research Perspectives in Teacher Education**

Innovations in teacher education : 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 Mindfulness training [ eg: Mindfulness Based Relapse Prevention (MBRP)] -- Internship programme: Concept, aims and objectives, planning, organization and activities: pre-internship, internship and post-internship. --- *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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

**M01:** develop teaching competency by getting hold of knowledge regarding 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, to perform teachers more sensitive to the emerging demands of the society.

**M02:** realize the importance of value based teacher education

**M03:** understand significance of transforming teacher education through clinical practice.

**M04:** understand and value mindfulness based relapse prevention therapy.

**M05:** develop teaching skills and competency by practicing internship programme.

**M06:** understand the importance, status, areas, trends and problems of research in Teacher Education.

**M07:** deal with the problems of classroom teaching by using action research.

**M08:** compare and contrast research in teacher education of Indian and Foreign context

**M09:** understand and value the future directions for research, design based research at various levels and research culture in teacher education institutions.

**ACTIVITIES, LEARNING RESOURCES AND ASSESSMENT**

Suggested Class Room Activities:

- Assignments
- Seminar Presentation on selected topics
- Debates
- Brain storming
- Group Discussion
- Relating Contemporary issues through Seminar and symposium.

- Field trip and observing ‘traits’ and ‘realities’
- Simulation
- Class room lecture with use of ICT

## LEARNING RESOURCES

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[http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/p-saeduc/New\\_Folder\\_1/1\\_Assessment%20in%20Education%20in%20India.pdf](http://www.nwu.ac.za/sites/www.nwu.ac.za/files/files/p-saeduc/New_Folder_1/1_Assessment%20in%20Education%20in%20India.pdf)  
<http://www.cjlt.ca/index.php/cjlt/article/view/498/229>  
<http://www.intel.in/content/dam/www/program/education/apac/pk/en/documents/k12/integration-of-ict-in-teacher-education.pdf>  
[http://www.rwu.edu/sites/default/files/sed-professional\\_teaching\\_competencies.pdf](http://www.rwu.edu/sites/default/files/sed-professional_teaching_competencies.pdf)  
[http://www.unesco.org/education/pdf/412\\_35a.pdf](http://www.unesco.org/education/pdf/412_35a.pdf)  
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<b>SEMESTER I</b>	<b>Course Code: EDU-CC-513</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ICT INTEGRATION AND INNOVATIVE PRACTICES IN EDUCATION**

**Course Outcomes:**

CO1- Identify the immediate contexts and processes that have led to innovations.

CO 2- Integrate ICT into teaching-learning and its evaluation.

CO 3- Obtain, arrange and generate their own digital resources that could be made use of in the classrooms.

CO 4- Practice safe and ethical usage of ICT and be aware of the legal ramifications of inappropriate use.

CO 5-Use ICT for making classroom processes more inclusive and to address the issue of diverse learning abilities.

CO 6- Develop the digital knowledge resources of the educational institution further and organize them fittingly on the cyberspace.

CO 7- Clarify and propagate how to fully make use of the potentials of a virtual classroom environment.

CO 8-Create an awareness regarding the availability of open source software that could be successfully integrated into the curriculum.

CO 9- Design ICT enabled platforms, tools, and lesson transcripts in the line of meeting individual needs

**COURSE CONTENT**

**Module I**

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.

### **Module Outcomes:**

*After Completion of this module, the student should be able to*

MO 1 Explain the significance of use of various forms of information and communication technology in education

MO 2 List out various approaches in the integration of ICT in education

MO 3 Clarify the relevance of ICT for meeting individual differences

MO 4 Give the importance of use of ICT in education to meet the desired outcome

MO 5 Describe various forms of assistive technology used in education

MO 6 Enlist technological devices to support the cognitive abilities

### **Module 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.-  
Digital Story telling – Deconstructing digital stories – Using images and videos – Photo  
and video editing – Adobe Photoshop – Windows Movie Maker – Audacity -Creation  
and evaluation of digital stories – screen casto-matic- H5P- photo essays and video  
documentation in learning - Using appropriate hardware (CD/DVD, projectors,  
interactive boards)

### **Module Outcomes**

*After Completion of this module, the student should be able to*

MO 1 Highlight the issues while integrating ICT in curriculum

MO 2 Develop a plan of computer-based curriculum

MO 3 Prepare a lesson plan template in which ICT is integrated

MO 4 Critically analyze the use of ICT in education in the light of meeting outcomes

MO 5 Give examples of successful ICT integration in education

MO 6 Demonstrate the digital story telling

MO 7 Prepare an outline of digital story

MO 8 Use of Pixabay while downloading images

MO 9 Orient the teaching community in the use of OER (Open Educational Resource) video

MO 10 Edit a photo using Irfan Viewer

MO 11 Familiarize with Adobe Photoshop and Windows Movie Maker

MO 12 Get exposed Audacity

MO 13 Discuss the efficiency of CD, DVD, Projectors, and Interactive whiteboards in education

### **Module III**

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, E-journals - Blogs – Microblogs- Social Networking – Wikis - Virtual learning Environment. 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 forums – National and International portals of the Ministries of Education – Open Educational resource repositories – Custom development of resources – User Generated Content (UGC)-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

### **Module Outcomes:**

*After Completion of this module, the student should be able to*

MO 1 List out various ICT based resources in teaching-learning

MO 2 Explain the issues of Access

- MO 3 List out the criteria of selection of ICT resources
- MO 4 Give the potential strength of internet and various ICT environments
- MO 5 Define web-based learning objects
- MO 6 Develop a simulation or a tutorial
- MO 7 Demonstrate blogging
- MO 8 Get exposed to various ICT based resources
- MO 9 Enroll to a MOOC course of their choice
- MO 10 Explain the properties of cMOOCs and xMOOCs
- MO 11 Develop a plan of E-content preparation
- MO 12 Give an outline of virtual learning environment
- MO 13 Get exposed to the use of digital library and open educational resources
- MO 14 Evaluate ICT resources based on certain criteria
- MO 15 List out the criteria of selecting resources
- MO 16 Identify appropriate sites of social media
- MO 17 List out professional groups
- MO 18 Get exposed to various open educational resource repositories
- MO 19 Explain the significance of Word processors, Spreadsheets, and Presentation data basis
- MO 20 Design the summary of unit based on concept map size
- MO 21 Get familiarity to cloud spacing

#### **Module IV**

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

### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO 1 Explain the significance of assessment in education

MO 2 List out the criteria of evaluation

MO 3 Explain the need and significance of ICT based evaluation

MO 4 Various software used in evaluation

MO 5 Development of quizzes and tests using various platforms

MO 6 Design Rubrics for assessment

MO 7 Prepare an online survey

### **Module V**

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

### **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Clarify the significance of ICT in management of education

MO 2 Explain the importance of time management and use of ICT for time management

MO 3 Discuss the use of ICT for managing classroom

MO 4 Detail out Lan school, Netop school, and AB Tutor

### **Module VI**

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, Indian Digital Initiatives.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO 1 Explain the use of ICT in research

MO 2 Give a clarity on TELRI approach

MO 3 Discuss the issues of using ICT in research

MO 4 Recall and expand the term FUSE

MO 5 Give meaning of citation tracking

MO 6 Explain cyber safety and security

MO 7 Highlight the significance of ICT in making references

MO 8 Detail out the terms copyright and intellectual property rights

MO 9 Develop an awareness program on Plagiarism

MO 10 Design a poster containing various creative licenses

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates/Quiz
- Designing Strategies
- MOOC based Pedagogy
- Short Projects

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- [www.ipedr.com/vol79/002-IC4E2014-1-003.pdf](http://www.ipedr.com/vol79/002-IC4E2014-1-003.pdf)
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- [https://portail.telecom-bretagne.eu/publi/public/fic\\_download.jsp?id=52743](https://portail.telecom-bretagne.eu/publi/public/fic_download.jsp?id=52743)
- <http://bcjms.bhattercollege.ac.in/integrating-ict-in-teaching-learning-framework-in-india-initiatives-and-challenges/>
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<b>SEMESTER I</b>	<b>Course Code: EDU-DE-514(i)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: CONTEXT AND ISSUES IN ELEMENTARY EDUCATION**

**Course Outcomes:**

- CO1:** To discuss and debate around economic policy and its relationship with educational policy and practice.
- CO2:** To examine the complex relationship between education and development and its impact on educational policy and practice
- CO3:** To investigate how globalization influences educational reform and how it shapes educational institutions and processes
- CO4:** To analyze, interpret and synthesize various concepts, propositions and assumptions on elementary education
- CO5:** To develop critical appraisal of contributions made to elementary education by prominent educational thinkers
- CO6:** To examine the rhetoric of educational reforms and investigate the relationship between education, policies and social change.
- CO7:** To propose a positive outlook towards issues related to elementary education

**COURSECONTENT**

**Module I: Contemporary concerns of Education policy and practice**

Contemporary concerns of education policy and practice towards elementary education; Education for All: International Initiatives and their implications for universalization of elementary education in India; Major schemes of elementary education sector- SSA, District Primary Education Programme (DPEP), National Programme of Nutritional Support to Primary Education, commonly known as Mid-Day Meal Scheme (MDMS), Teacher Education Scheme, and Kasturba Gandhi Balika Vidyalaya Scheme; Emerging issues in education- Globalization of Education, Community participation in education.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: analyse the concerns of education policy and practices

MO2: examine various elementary education programmes

MO3: interpret the various emerging issues in education

MO4: Investigate how globalisation influences educational reform

**Module II: Elementary school organization and management**

Elementary school organization and management - nature and significance; Administrative structure; Evolution of Elementary education in Kerala; 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Outline and narrate the evolution of elementary education in Kerala

MO2: Determine the private-public partnership in education

MO3: Assess the influence of teacher personality in elementary education

**Module III: Elementary education in India**

Brief history; Prominent policies- Kothari Commission (1964-66), National Policy on Education (1986). 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; Contribution of organizations to elementary Education- NCERT, SCERT, DIET, and NGO's; Non formal elementary education.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: summarize various educational policies in India

MO2: conclude the contributions of various governmental and Non-governmental agencies

MO3: discuss various non formal elementary education

**Module IV: Elementary education abroad**

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

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Analyse elementary education abroad

MO2: Compare elementary education in various countries

MO3: explain positive education and home schooling

**Module 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; Inclusion – concept and historical background, teaching/learning in inclusive settings, Issues pertaining to inclusive/ multicultural classroom, Issues of students with Diverse needs (differently abled and gifted); Technology, planning, and professionalism of elementary teachers; Equality of educational Opportunities; Dropout rate-meaning and computation, reasons for drop out and solutions to curb dropout; Addressing achievement gap.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: elucidate the factors affecting schooling and socialization

MO2: formulate the significance of Teacher pupil ratio.

MO3: analyse the issues pertaining to multicultural classrooms.

MO4: propose the solutions to curb drop out.

**Module VI: Developments in elementary education**

Teaching strategies-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, Code of conduct and ethics in elementary education; RTE 2009 and Child Rights with emphasis on Elementary Education.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: identify the various teaching strategies

MO2: experiment with Edu-blog for elementary education

MO3: summarize the code of conduct and ethics

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT****Suggested Classroom Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

### **Suggested topics for activities:**

1. Involvement of community and Panchayati Raj Institutions in educational planning and administration for universalization of elementary education.
2. Assessment of the present status of Panchayati Raj Institutions vis-à-vis school management,
3. Participation of NGOs in achieving goals of universalization of elementary education.

### **LEARNING RESOURCES**

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#### **ONLINE SOURCES**

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- <http://www.sedl.org/pubs/teaching07/UnderstandTeachersPerspectives.pdf>
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<b>SEMESTER I</b>	<b>Course Code: EDU-DE-514 (ii)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: CONTEXT AND ISSUES IN SECONDARY AND SENIOR SECONDARY EDUCATION**

**Course Outcomes**

- CO 1-** Evaluate the nature of secondary education from ancient period to 21st century
- CO 2-** Conceptualize the role of secondary education in national development
- CO 3-** Critically evaluate the recommendations of various commissions on secondary education
- CO 4-** Compare the nature of education under different boards of secondary education
- CO 5-** Analyse the structure of secondary education
- CO 6-** Familiarize the structural and hierarchical organization of secondary education.
- CO 7 -** Design a model for Total Quality Management in secondary education
- CO 8-** Conceptualise equality of educational opportunities among students
- CO 9-** Explain the constitutional provisions for providing equality of educational opportunities
- CO 10-** Design and implement strategies for inclusive classrooms.
- CO 11-** Apply appropriate classroom management strategies in classrooms
- CO 12-** Design intervention strategies for overcoming problems of students
- CO 13-** Identify the support systems for secondary education in India
- CO 14-** Evaluate the support system in meeting the aims of secondary education
- CO 15-** Undertake researches in the area of support system
- CO 16-** Conceptualize the need and importance of evaluation of secondary education
- CO 17-** Prepare a case study report of a secondary school highlighting the various aspects of evaluating the context and issues.

**COURSECONTENT**

## **Module I: Secondary Education in India**

Secondary education in India- nature of Secondary Education from ancient India to 21<sup>st</sup> century Objectives of Secondary Education - Factors affecting the quality of Secondary Education- Education Commissions and their recommendations on Secondary Education- Boards of secondary education in India– State Board, CBSE, ICSE and CAIE, Universalization of Secondary Education and its implications.

### **Module Outcomes**

*After completion of this module, the student should be able to:*

- MO 1 Explain the historical development of secondary education in India
- MO 2 Analyse the merits and defects of secondary education during different periods
- MO 3 List out the objectives of secondary education
- MO 4 Evaluate the factors that are affecting the quality of secondary education
- MO 5 Critical reflection on the recommendation of various commissions on secondary education
- MO 6 Formulate ideas and policies for improving secondary education
- MO 7 Compare the nature of education under different boards of secondary education.
- MO 8 Identify and Justify the significance of universalisation of secondary education

## **Module II: Structure and Management of Secondary Education**

Organizational Structure of secondary education system in India -Centralization and Decentralization of organizational hierarchy- Apex bodies –Institutional structure and Management, Organizational Climate, Teacher morale- Financial management of secondary education- Sources of income and revenues- Total Quality Management (TQM)

### **Module Outcomes**

*After completion of this module, the student should be able to:*

- MO 1 Identify the role of central and state governments in secondary education.
- MO 2 Explain the role and functions of apex bodies in managing secondary education
- MO 3 Evaluate the role of personnel in deciding organizational climate

- MO 4 Justify the importance of teacher morale in educational institutions
- MO 5 Develop a model for better financial management in schools
- MO 6 Identify the characteristics of Total Quality Management in secondary education
- MO 7 Evaluate the management practices in secondary schools
- MO 8 Articulate a strategy for Total Quality Management in secondary education

### **Module III: Equality of Educational Opportunities**

Equality of educational opportunities-constitutional provisions, role of state, challenges and constraints- equality with respect to region, caste, income, gender and children with special needs- Interventions and provisions for secondary education in RTE act 2009-Inclusive Educational Practices – Basic concept of inclusion-need-integration and inclusion- Measures adopted –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.

#### **Module Outcomes**

*After completion of this module, the student should be able to:*

- MO 1 Identify the constitutional provisions for providing educational opportunities
- MO 2 Analyse the role of state in providing educational opportunities
- MO 3 Evaluate the current scenario of secondary education regarding equality of educational opportunities
- MO 4 Undertake research to identify violation of equality among different groups
- MO 5 Identify the recommendations regarding equality of educational opportunities in RTE act 2009
- MO 6 Design strategies for inclusive education at secondary level
- MO 7 Critically evaluate the existing inclusive education practices in schools
- MO 8 Articulate plan for sustainable inclusive practices

**MO 9** Identify resources for implementing equality of educational opportunities to all students

#### **Module IV: Classroom Management**

Classroom Management – Methods and strategies, Factors contributing to effective classroom management, problems and challenges- indiscipline, underachievement, lack of motivation, maladjustment, Sociological issues, Social sensitivity, Environmental concerns, Gender issues- cyber issues, health and hygiene, sex education, social abuses, drug abuse and alcoholism- interventions - Discipline models and its implications.

#### **Module Outcomes**

*After completion of this module, the student should be able to:*

- MO 1 Explain the concept of classroom management
- MO 2 Compare the different methods of classroom management
- MO 3 Design strategies based on accepted models for classroom management
- MO 4 Study and evaluate the existing practices of classroom management in secondary education
- MO 5 Identify the conditions that affect classroom management
- MO 6 Observe and find out the common problems among students
- MO 7 Evaluate the effectiveness of different strategies through action research
- MO 8 Identify the common academic, social, environmental, health, gender issues and cyber issues among students
- MO 9 Design and implement intervention to meet different problems of students
- MO 10 Evaluate discipline models

#### **Module V: Support Systems**

Governmental level support- administrative, financial, resources and training, Instructional support- teacher competency, infrastructure and ICT resources, Student support – gender equality, health and hygiene, meeting special needs, guidance and

counselling, Teacher as a researcher and curriculum practitioner, Support from external agencies (National, Regional and state/local) in curriculum implementation.

### **Module Outcomes**

*After completion of this module, the student should be able to:*

- MO 1 Identify the administrative, financial, resources and training support available in secondary education
- MO 2 Prepare action plan to utilize the available support systems in schools
- MO 3 Reflect and improve teacher competency continuously
- MO 4 Undertake action researches to find the application of support systems
- MO 5 Apply the knowledge in enhancing student support system
- MO 6 Formulate ideas for curricular modifications for instructional support
- MO 7 Evaluate the functioning of external agencies as support systems.
- MO 8 Explore additional support systems for secondary education

### **Module VI: Evaluation of Secondary Education**

Need and importance of evaluation of the context and issues of secondary education- evaluation of state policies on secondary education, programme evaluation with reference to school administration, instructional procedures, utilisation of support systems, competency of teachers, functioning of PTA, community participation, resource management, student outcomes- strategies of evaluation, Agencies of evaluation- stakeholder evaluation- Research trends.

### **Module Outcomes**

*After completion of this module, the student should be able to:*

- MO 1 Explain the need and importance of evaluation at secondary school level
- MO 2 Identify the issues and context of secondary education
- MO 3 Evaluate the policies and how far the recommendations are implemented
- MO 4 Judge the criteria for evaluating the student outcomes
- MO 5 Design a model for evaluation of secondary education as a system

MO 6 Identify the role of principals in evaluation

MO 7 Discuss the scope of research in secondary education

MO 8 Analyse the researches undertaken in the area of evaluation of secondary education and prepare a summary

MO 9 Undertake researches as an evaluation strategy of secondary education

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

#### **Suggested Practicums (Any two)**

- 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.

## **LEARNING RESOURCES**

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<b>SEMESTER I</b>	<b>Course Code: EDU-DE-514(iii)</b>	<b>Credits: 4</b>
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## **CONTEXT AND ISSUES IN HIGHER EDUCATION-UG, PG AND PROFESSIONAL**

### **Course Outcomes:**

**CO1:** Articulate and exemplify basic knowledge of higher education as an academic field of studies.

**CO2:** Compare and contrast development of Higher Education in Ancient and Medieval World

**CO3:** Enable them to develop skills in researching, analyzing, discussing and contributing to the field of higher education.

**CO4:** Engage students in key debates related to significant contemporary issues and practices in higher education and critically evaluate the pros and cons in it

### **COURSE CONTENT**

**Module I:** Development of Higher Education- A Historical Perspective- 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 during the advent of British rule in India. Woods Dispatch and Establishment of modern Universities in India- Structure, Organization and Administration.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

**M01:** Identify Specific Contributions of India and Arabia/Persian in the development of Higher Education

**M02:**Evaluate status of higher learning during the advent of British rule in India

**M03:**Remember the historical perspective of higher education

**M04:**Apply the specific contributions of India and Arabia/Persian in Mathematics,

Medicine and Astronomy**M05:**Create an awareness about issues in higher education

**M06:**Analyse the status of higher learning in medieval Europe

## **Module II:**

Development of Indian Higher Education- In The 20<sup>th</sup> Century- 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- 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 Osmania Universities.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Remember the official initiatives by the British Raj ( Remember)

M02:Understand the affiliating system of University Education. ( Understand )

M03:Eclectic approach on the contribution of various Universities established the in Princely States of Mysore, Travancore and Osmania Universities(Apply )M04:Analyse

the contributions of Lala Lajpat Rai, Tagore, Pt. Madan Mohan Malaviya and Aligarh Brothers in Higher Education (Analyse )M05:Evaluate the issues like Jurisdiction, University Administration, finance and Autonomy

M06: Create an awareness of Quality Vs Quantity in Indian Higher Education

## **Module III:**

Higher Education in the post Independent India – Report of the University Education Commission - Aims, functions and Administration. Establishment of University Grants Commission (UGC) - 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.

### **Module Outcome:**

After Completion of this module, the student should be able to:

M01:know the contributions of University Grants Commission  
M02:identify the aims, functions and administration of University Education Commission

M03:Apply various policies mentioned in the NPE (1986) on Management of Higher Education

M04: Analyse the higher education in the post Independent India

M05: Evaluate the report of the Education Commission (1966) on Higher Education and research  
M06:Create an awareness about the relevance of Distance Education Council and IGNOU and other open universities in the 21st century.

#### **Module IV**

Dimensions of Higher Education- 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 - Growth of Professional Education - Establishment of IITs - Teacher Education. - Role of Professional education in national development - 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 - Quality Initiatives in higher education world over. International Ranking and status of Indian institutions. - Teacher preparation in higher education. Role and functions of State Higher Education Councils - Role and functions of Regulatory Bodies and Councils – UGC, AIU, ICSSR, DEC, ICMR, ICAR, AICTE, NCTE, RCI, NAAC.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Remember the various dimensions of Higher Education

M02: Understand the role and functions of State Higher Education Councils.  
M03: Apply the quality indicators recommended by Regulatory Bodies and Councils for teacher preparation in higher education

M04: Analyse the role and functions of Regulatory Bodies and Councils  
M05: Evaluate Pros and Cons of affiliating and other systems of higher education  
M06: Create an awareness about new trends in higher education

### **Module V:**

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.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Remember the term Gender disparities

M01: Understand the issues regarding Equity, Access and Excellence in Teacher preparation programs for higher Education

M02: Apply various practical measures to overcome student unrest in universities

M03: Analyse core issues in higher education

M04: Evaluate nature of instruction in higher Education

M05: Create an awareness about Teacher preparation programs for higher Education

### **Module VI:**

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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Remember the impact of technology in higher education in the changing scenario

M02: Identify the role of governmental and private enterprises in higher education

M03: Apply the concept of Internationalization of higher education

M04: Analyse the responsibilities of central and state governments and private enterprises in higher education in the changing scenario

M05: Evaluate the Vision, Practices and performance of some best Universities of the world.

M06: Create an awareness about learner centered pedagogy and responsibilities of learners in the 21st Century Higher Education.

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Class Room Activities:**

- Assignment
  - 1) Specific Contributions of India and Arabia/Persian – in Mathematics, Medicine, and Astronomy.
- Seminar Presentation on selected topic
  - 1) Reports of commissions on University Education
- Debate
  - 1) Higher Education in the pre and post Independent India
- Quiz
  - 1) Role and functions of Regulatory Bodies and Councils – UGC, AIU, ICSSR, DEC, ICMR, ICAR, AICTE, NCTE, RCI, NAAC.

**REFLECTIVE PRACTICUM.**

- 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.

## **LEARNING RESOURCES**

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<b>SEMESTER II</b>	<b>Course Code: EDU-CC- 521</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: BASICS OF EDUCATIONAL RESEARCH AND STATISTICS**

**Course Outcomes:** The learner will be able to

CO 1 Conceptualize the meaning and process of research in education.

CO 2 Judge upon and chose apt research method after consulting various sources

CO 3 Sharpen the research problem

CO 4 Analyze various strategies of educational research.

CO 5 Have apt statistical reasoning related to a research problem.

CO 6 Interpret results obtained through different techniques of analysis of data

CO 7 Draw generalizations on the basis of results of a research study

CO 8 Evaluate the quality of a research

**COURSE CONTENT**

**Module I: Introduction to Research in Education**

Meaning, definition, significance & scope ;Scientific approach - Applications of Scientific methods; Types of Research –Basic/Fundamental/Pure and Applied/Functional research, Qualitative and Quantitative research; Qualitative – Phenomenology, Ethnography, Case studies, ,Discourse analysis and Grounded theory ;Quantitative – Experimental, Descriptive, exploratory, explanatory, ex-post facto research.

**Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Explain the significance of research in education

MO 2 Clarify the application of scientific method in research

MO 3 Differentiate between Qualitative and Quantitative paradigms

MO 4 List out the characteristics of fundamental research

MO 5 Differentiate between Basic and Applied type of researches

MO 6 Give the steps of scientific research

MO 7 Define phenomenology

MO 8 Highlight the importance of Qualitative researches like Phenomenology, Ethnography, Case Studies, Discourse Analysis, and Grounded Theory

MO 9 Recognizes various types of researches

MO 10 Name the families of Experimental researches

MO 11 Give a detailed outline of Exploratory and Explanatory researches

MO 12 Compare and contrast between Experimental and Survey researches

MO 13 Differentiate between Experimental and Ex Post Facto researches

## **Module II: Elements of Research**

Research problem – Sources, relevance, Criteria and Delimitation; Theoretical and conceptual review of related literature; Sources; Abstracting and organization of the literature; Research Hypothesis-Definition, purpose, Characteristics, Types; Stating the research questions and research hypotheses, Sampling: Definition and purpose; Rationale for fixing sample size; Techniques of sampling; Probability sampling techniques-simple random, stratified, cluster, systematic; Non-probability sampling techniques-; convenience, purposive, judgmental, snowball, quota sampling; Sampling Error.

## **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Enlist various sources of problem

MO 2 Highlight the significance of sharpening the problem

MO 3 Meaningfully define Delimitation

MO 4 Analyze the significance of Review of Related Studies in Education

MO 5 Categorizes various sources of Review

MO 6 Write a model review of an Article and a Research paper

MO 7 Define Hypothesis in his/her own language

MO 8 List of the types of Hypotheses

MO 9 Develop a Directional and Non directional Hypothesis

MO 10 Create an outline of selection of Samples for a study

MO 11 State the meaning of sample

MO 12 Compare and contrast between Sample and Population

MO 13 Determine the size of sample for a study

MO 14 Draw a Concept Map contains various types of Sampling Techniques

MO 15 Differentiate between Probability and Non probability techniques of sampling

MO 16 List out the issues of sampling and sampling errors

### **Module III: Elementary Statistics**

Statistics- need and significance; Nature and Types of data; Scales of measurement; Graphical representation of data - Histogram, Frequency Polygon, Frequency curve, Ogives, Pie diagram, line diagram and Bar Diagram.

#### **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Define Statistics constituting the significance of statistics in Educational research

MO 2 Explain the significance of scaling of a variable

MO 3 List out the properties of various scales of measurement

MO 4 Draw the graphical representation of data using Histogram Frequency Polygon, Frequency Curve, and Cumulative Frequency Curve

MO 5 Develop a Pi Diagram using given data

MO 6 Draw a Histogram using SPSS

### **Module IV: Descriptive Statistics**

Measures of Central Tendency- Measures of Dispersion / Variability; Measures of Relative Position- Uses and computation of Percentiles, Quartiles, Percentiles and Percentile Rank; Normal Probability Distributions and its Applications; Concepts of Skewness and Kurtosis and Computation of Measures of Skewness and Kurtosis; Standard scores (Z-Scores; T-Scores).

## **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Define Central Tendency in his/her own language

MO 2 Discuss the significance of various measures of Central Tendency

MO 3 Differentiate between Standard Deviation and Quartile Deviation

MO 4 Highlight the merits of Arithmetic Mean and Standard Deviation

MO 5 Compute various measures of Central Tendency and Dispersion using significant formula

MO 6 Calculate Percentiles, Quartiles, and Decimals

MO 7 Summarize the significance of the use of Skewness and Kurtosis

MO 8 Identify positively and negatively Skewed Distribution from a given sample distribution

MO 9 Distinguish between Mesokurtic and Leptokurtic Distributions

MO 10 Give the meaning of Standard Scores

MO 11 Compute Z scores from a given set of data

## **Module V: Measures of Correlation and Prediction**

Correlation- Concept and types of Correlation; Coefficient of Correlation; Concepts of Linear Correlation; Coefficient of correlation- Spearman's Rank Difference Method, Pearson's Product Moment correlation, , Biserial correlation, Point biserial correlation, Tetra choric correlation, Canonical correlation, Phi coefficient ,Partial and multiple correlation; Application of Linear correlation- Test of significance of correlation coefficient; Regression and Prediction-

Concept of Simple Linear Regression; Scatter plots; Regression equations and Regression Lines; Accuracy of Prediction; Logistic regression.

## **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Discuss the significance of correlation in the light of educational and psychological researches

MO 2 Give the basic properties of Co-efficient of Correlation

MO 3 Explain Linear Correlation

MO 4 Compute various forms of Correlation

MO 5 Judge upon a given data set in terms of significant correlation applicable to the data set

MO 6 Differentiate between Correlation and Regression

MO 7 Give clarity regarding Linear Regression and Multiple Regression

MO 8 Interpret Scatter Plots

MO 9 Interpret Regression Equation

MO 10 Develop a Regression Equation

MO 11 Compute Regression and write the Regression Equation

MO 12 Interpret the result of Regression Equation with examples

MO 13 Explain the situation in which Logistic Regression is computed

### **Module VI: Statistical Analysis Using Computers**

Role computers in statistical analysis of data; software in; statistical analysis – Excel, SPSS; 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, Correlation, Regression and Prediction.

### **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Evaluate the use of Statistical software in educational research

MO 2 Name various software used in Educational research

MO 3 Get proficiency in using MS Excel

MO 4 Name various menu in SPSS package

MO 5 Identify the SPSS menu for computing various calculations

MO 6 Get proficiency in exporting the results of SPSS package

MO 7 Interpret the result drawn out of various calculations in SPSS

## **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

### **Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- SPSS-Practical
- Designing Strategies
- MOOC based Pedagogy
- Short Projects

### **REFERENCES**

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- [www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf](http://www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf)
- [www.studylecturenotes.com/social-research.../selection-of-research-problem](http://www.studylecturenotes.com/social-research.../selection-of-research-problem)
- [https://en.wikipedia.org/wiki/Sampling\\_\(statistics\)](https://en.wikipedia.org/wiki/Sampling_(statistics))

<b>SEMESTER II</b>	<b>Course Code: EDU-CC-522</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: PERSPECTIVES IN ADVANCED EDUCATIONAL PSYCHOLOGY**

**Course Outcomes:**

- CO1: recognize and conceptualize the advance theories of learning, and plan and design classroom practices.
- CO2: familiarise the conceptual application of cognitive neuroscience in classroom practices.
- CO3: develop the learner potentialities to the maximum extent possible by exploring thevarious theories and bridge the gap between intellectual competencies and academic excellence.
- CO4: practice the integration of universal skills and functional skills for professional competency and learner satisfaction.
- CO5: understand diverse learners and develop skills and competencies to design learning strategies and provide education for diverse learners.
- CO6: acquire competencies and skills in assessing individual factors and capabilities – intelligence, personality and aptitude- and design and apply of psychological tools and techniques.
- CO7: understand and apply the knowledge of social and positive psychology in bringing equity and social justice to all.

**COURSECONTENT**

**Module 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 Erikson’s hierarchical model--Eco-psychological approach

in learning- theory and applications in classrooms- classroom ecology --Research and innovations in theory and practices.

**Module Outcome:**

After Completion of this module, the student should be able to:

M01: describe the learner and learner characteristics with respect to different stages of education.

M02: identify various learning styles and approaches to learning and plan and practice instruction accordingly

M03: understand and apply learning models and the in classroom practices.

M04: aware about research and innovations in psychological theory and practices.

**Module II: Cognitive Neuroscience and Education**

Definitions, 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.

**Module Outcome:**

After Completion of this module, the student should be able to:

M01: Know about cognitive foundations of various learning theories.

M02: use different brain based learning strategies and brain activation factors in classroom

M03: develop learner potentiality to maximum by providing best possible learning environment in the classroom.

M04: familiarize brain compatible curriculum and brain friendly schools.

M05: bridge the gap between intellectual competencies and academic excellence by practicing learning theories

### **Module III: 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.

#### **Module Outcome:**

After Completion of this module, the student should be able to:

M01: Know about the meaning, concept and relevance of universal and functional skills in the present education system

M02: competent in using various strategies for developing universal and functional skills among learners.

M03: predict the future possibilities of universal and functional skill for fulfilling the need of learners.

### **Module IV: 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 counselor. --- 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

**Module Outcome:**

After Completion of this module, the student should be able to:

MO1: understand and classify socially and culturally different learners based on the nature and characteristics.

MO2: know and identify types of intelligence and its impacts on learners.

MO3: know the strategies and identify the factors affecting mental health.

MO4: differentiate mental illness and mental health

MO5: Understand causes, and preventive measures of social alienation and social exclusion

MO5: understand the relevance and need of culturally responsive pedagogy.

**Module V: 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- Preventive, Constructive and Curative 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.

**Module Outcome:**

After Completion of this module, the student should be able to:

M01: understand the significance of Indian psychological thought of personality development

M02: familiarize personality theories and practice it in the classroom.

M04: Identify the causes personality deviation and its measures.

## **Module VI: 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

### **Module Outcome:**

After Completion of this module, the student should be able to:

MO1: understand the concept and meaning of social psychology.

MO2: recognize contribution of social psychology to education and society.

MO3: familiarize causes of social deviance and its measures.

MO4: recognize contribution of positive psychology to education and society.

MO5: apply the knowledge of social and positive psychology in bringing equity and social justice to all.

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

Suggested Class Room Activities:

- a. Assignments
- b. Seminars
- c. Debates
- d. Interactive discussion
- e. Reflective practices
- f. Lectures
- g. Experiential learning strategies
- h. Case studies
- i. Field exploration
- j. Creative workshops
- k. Invited talks and interaction with experts
- l. Observation and enquiry based activities
- m. Collaborative learning.
- n. Introspection /Self analysis

- o. Practicing research.

## LEARNING RESOURCES

## REFERENCES

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<b>SEMESTER II</b>	<b>Course Code: EDU-DE-523(i)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: CURRICULUM, PEDAGOGY AND ASSESSMENT  
IN ELEMENTARY EDUCATION**

**Course Outcomes:**

**CO1:** To elucidate various strategies and theories in elementary education

**CO2:** To develop understanding of developmental process of children, their physical, intellectual, social and emotional development.

**CO3:** To develop in depth knowledge on the assessment and evaluation strategies adopted at elementary level

**CO4:** To identify the significance of ICT tools in elementary education.

**CO5:** To analyse the significance of socio- cultural context in knowledge construction.

**CO6:** To evaluate the role of co-curricular activities in elementary education

**CO7:** To explain the significance of pedagogic content knowledge

**CO8:** To practice leaning management for tutorials in elementary classes

**COURSECONTENT**

**Module I: Psycho-Social Context of elementary Education**

Developmental characteristics and norms-physical, cognitive process and abilities; language development; socio-emotional development during early and late childhood; Child Development, Learning and Motivation theories and their influence in Elementary Education -Freud, Erickson, Bandura, Piaget, Vygotsky, Bronfenbrenner; Influence of home, school and community related factors on child's development; Socio-cultural context in schools and home and child-rearing practices at home in construction of knowledge.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1 summarise the developmental characteristics and norms in early and late childhood.

MO2: explain the learning and motivation theories.

MO3: apply the implications of theories in elementary education.

MO4: analyse the significance of socio- cultural context in knowledge construction.

### **Module II: Introduction to Elementary Education Pedagogy**

Learner/learning centered approach, activity centered approach, freedom and discipline; reflection on present practices; 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; Innovative teaching-learning approaches in elementary education; Importance of Clinical and laboratory experiences in elementary education.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: demonstrate the different learning approaches in elementary education

MO2: justify the need of critical pedagogy in elementary education.

MO3: compare different approaches of elementary education.

MO4: predict the significance of innovative approaches in learning.

### **Module III: Curriculum transaction in elementary education**

Pedagogical content knowledge in the major concepts and modes of inquiry for integrated study of social sciences, languages-mother tongue, English and national language, Science and mathematics; Importance of health education at elementary school; Music and art as co-curricular activity in elementary schools.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: explain the significance of pedagogic content knowledge.

MO2: justify the need of health education in elementary schools.

MO3: evaluate the role of co-curricular activities in elementary education.

#### **Module IV: ICT Learning for Elementary Educators**

Classroom and Ubiquitous Communication: Continuum from teaching to learning in the light of face to face and virtual communication; Social networking: selection and application of technology resource for curricular needs with emphasis on developmental stages; Critical examination of the role of ICT in contemporary education; Digital Divide; Web- 2.0 technology and learning communities; Learning Management System: MOODLE; In service training programmes for teacher professional development in techno pedagogy and online learning.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: identify the significance of ICT tools in elementary education.

MO2: practice leaning management in elementary classes.

MO3: explain the need for professional development programmes.

#### **Module V: Inclusive Education in elementary schools**

Differently abled children-types, access, issues and challenges; critical appraisal of inclusive education as a solution; Inclusion of children with diverse needs (gifted and differently abled); Inclusion of Marginalized and disadvantaged through equity; 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.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: explain the issues and challenges of children with diverse needs.

MO2: identify the role of school in various aspects of child development.

MO3: appraise the importance of girl's education.

#### **Module VI: Assessment and Evaluation in Elementary Education**

Key principles of assessment in elementary classroom-Assessment, and evaluation in

context of instructional planning; 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; 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.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: identify the principles of assessment in elementary classrooms.

MO2: classify various assessment records associated with elementary schools.

MO3: examine various types of assessment.

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Classroom Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

#### **LEARNING RESOURCES**

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<b>SEMESTER II</b>	<b>Course Code: EDU-DE-523 (ii)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: CURRICULUM, PEDAGOGY AND ASSESSMENT  
IN SECONDARY AND SENIOR SECONDARY EDUCATION**

**Course Outcomes**

- CO 1- Identify the components of curriculum development in secondary education
- CO 2- Design interdisciplinary learning experiences for secondary education
- CO 3- Plan and prepare curricular materials for addressing common issues related to secondary school students
- CO 4- Execute the ways and means of effective transaction of curriculum for secondary education.
- CO 5- Explain the different approaches in curriculum transaction
- CO 6- Evaluate the essential requirements for curriculum transaction in schools
- CO 7- Apply pedagogical skills in classrooms
- CO 8- Prepare materials for pedagogical practice using online and offline mode.
- CO 9- Explore the different instructional support systems for pedagogic practices
- CO 10- Develop and implement support systems for effective curriculum transaction
- CO 11- Compare the models of curriculum evaluation
- CO 12- Design a strategy for curriculum evaluation
- CO 13- Prepare rubrics for evaluation
- CO 14- Describe the measures of assessment in secondary education
- CO 15- Construct tests for assessment of secondary school students
- CO 16- Prepare a review on researches undertaken in the field of secondary education
- CO 17- Identify problems in secondary education curriculum

**COURSE CONTENT**

**Module I: Curriculum Planning and Development**

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 equality, values and ethics, health and hygiene, environmental issues and work experience -Participation of functionary and beneficiaries in curriculum development.

### **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Explain the factors influencing curriculum planning and development

MO 2 Frame objectives and learning outcomes for secondary education curriculum

MO 3 Identify the principles of curriculum development

MO 4 Prepare varied learning experiences suitable for achieving learning outcomes

MO 5 Design value education strategies for secondary school students

MO 6 Apply the knowledge in planning a curriculum

MO 7 Identify the beneficiaries in curriculum development

MO 8 Plan topics for including environmental issues and work experience in curriculum

### **Module II: Curriculum Transaction**

Perspectives of 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 - Teacher competence, duration, intake, infrastructure facilities, institutional facilities, classroom climate, instructional materials and resources– text books, teacher’s handbook, reference books, supplementary readers, Encyclopedia and ICT resources.

### **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Analyse the characteristics of behaviouristic, cognitive and constructivist approaches in curriculum transaction

MO 2 Compare the characteristics of behaviouristic, cognitive and constructivist approaches in curriculum transaction

MO 3 Design strategies based on behaviouristic, cognitive and constructivist approaches in curriculum transaction

MO 4 Identify the resources available for curriculum transaction at secondary school level

MO 5 List the major requirements of curriculum transaction at secondary school level

MO 6 Decide the criteria for teacher competence for secondary education

MO 7 Evaluate the available instructional materials based on expected outcomes

MO 8 Design a synthetic plan for curriculum transaction in secondary education

MO 9 List the components of classroom climate

### **Module III: Pedagogical Practices**

Pedagogy and Andragogy- concept and principles, pedagogical practices, role of teacher- Techno pedagogy- 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, Digital learning platforms and its applications.

### **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Differentiate pedagogy and andragogy

MO 2 Explain pedagogical practices in secondary education

MO 3 Compare the characteristics of different pedagogical practices

MO 4 Describe the role of teacher in each pedagogical practice

MO 5 Develop skills and competencies for pedagogical practices

MO 6 Explain techno-pedagogical practices

MO 7 Identify the characteristics of digital content

MO 8 Acquire skill in practicing learning management system

MO 9 Develop e-content materials

#### **Module IV: Instructional Support Systems**

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.

#### **Module Outcomes**

*After Completion of this module, the student should be able to:*

MO 1 Identify the instructional support systems for secondary education

MO 2 Evaluate the instructional support systems in schools

MO 3 Explain the significance of different instructional support systems

MO 4 Apply the instructional support systems in actual classrooms

MO 5 Identify the governmental and non-governmental agencies that provide instructional support to secondary education

MO 6 Explore the technological supports available for secondary education

MO 7 Apply open educational resources for teaching and learning

MO 8 Utilize ICT support systems effectively for curriculum transaction

#### **Module V: Curriculum Evaluation**

Concept of Curriculum Evaluation-- concept and scope- validity and significance of course content and outcomes –periodic evaluation of curriculum- formative and summative evaluation- curriculum revision- Evaluation of curriculum planning and implementation -- methods and techniques of curriculum evaluation- feedback from stakeholders – Curriculum evaluation models - Ralph Tyler’s evaluation model, CIPP model (Stufflebeam) –Rubrics and portfolios for curriculum evaluation- Evaluation of curricular materials.

#### **Module Outcomes**

*After Completion of this module, the student should be able to:*

- MO 1 Explain the scope of curriculum evaluation
- MO 2 Formulate strategies for outcome based evaluation
- MO 3 Evaluate the various methods of curriculum evaluation
- MO 4 Create new strategies for curriculum evaluation
- MO 5 Explain the models of curriculum evaluation
- MO 6 Compare the characteristics of models of curriculum evaluation
- MO 7 Prepare rubrics for curriculum evaluation
- MO 8 Critically evaluate a curriculum based on the content and its implementation
- MO 9 Formulate criteria for evaluation of curricular materials
- MO 10 Prepare a portfolio for self assessment

#### **Module VI: Assessment in Secondary Education**

Assessment based on national goals, objectives and learning outcome- methods and techniques for assessment- Tests and Measures -Continuous and Comprehensive Evaluation- - Performance based evaluation- Criteria of success- Feedback system for students- Follow up activities- Diagnostic tests and Remedial Instruction- Research trends in Secondary Education.

#### **Module Outcomes**

*After Completion of this module, the student should be able to:*

- MO 1 Explain the significance of assessment in secondary education
- MO 2 Summarize methods and techniques for assessment
- MO 3 Design strategies for Continuous and Comprehensive Evaluation
- MO 4 List the criteria for success in each type of assessment
- MO 5 Discuss the feedback systems of students
- MO 6 Design follow up activities for student assessment
- MO 7 Construct and apply diagnostic tests
- MO 8 Prepare a plan for remedial instruction for students

MO 9 Prepare a review of research studies in the area of secondary education

MO 10 Conduct action researches in secondary schools

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey

#### **Suggested Practicums (Any two)**

- 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.
- Prepare evaluation tools and techniques that can be used at secondary school level

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### **Online Resources**

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<b>SEMESTER II</b>	<b>Course Code: EDU-DE-523(iii)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: CURRICULUM, PEDAGOGY AND ASSESSMENT  
IN HIGHER EDUCATION –UG, PG AND PROFESSIONAL**

**Course Outcomes:**

- CO1:** Articulate and exemplify basic knowledge of teaching, learning, research and assessment in higher education.
- CO2:** To identify, research and analyse complex issues and problems related to curriculum, assessment and pedagogy and propose appropriate and well justified solutions
- CO3:** To demonstrate knowledge of the shifting roles and expectations for students and staff in the emerging higher education context
- CO4:** To differentiate curriculum to cater for student diversity (learning styles)
- CO5:** To apply various forms of assessment and grading
- CO6:** To design and organise courses/education programmes for students
- CO7:** To reflect on and display knowledge of requirements and expectations of the role as a university teacher.

### **COURSE CONTENT**

**Module 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01:know traditional and contemporary models in teaching and learning in Higher Education

M02:Understand the historical perspectives on teaching and learning in higher education

M03:Apply research and practice related to the cognitive, motivational, behavioral and social-contextual dimensions of learning environments in teaching and learning in the context Higher Education

M04: Analyse the paradigm shift taking place in Higher Education.

M05:Evaluate the impact of information technology on pedagogy in higher education

M06: Create an awareness about the importance of Research on teacher behaviors and student learning outcomes in teaching and learning in the context of Higher Education

**Module 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: write the historical influences that shape the higher education curriculum

M02: Understand the issues, principles, policies and practices in higher education curriculum development

M03: Apply the principles and practices that guide design and change of higher education curriculum

M04: Analyse the traditionalists and modernists perspectives of curriculum in higher education

M05: Evaluate the philosophical, cultural and social influences that shape the higher education curriculum

M06: Create an awareness about psychological and political influences that shape the higher education curriculum

**Module 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,- knowledge management.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Remember different student learning styles

M01: Understand various learning theories including an exploration of motivation,

cognitions, active learning and social impact of learning

M02: Apply the practical applications of cognitive theories of Perry, King & Kitchener, and Belenky, et al. M03: Analyse the learning opportunities out of class

M04: Evaluate moral development theories of Kohlberg and Gilligan

M05: Create an awareness about the implication of Experiential Learning and Problem Based Learning

**Module 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Define the concept of assessment in higher education

M02: Understand the comparative role of various types of assessments- self, peer and mentor assessments

M03: Apply various principles of good practice for assessing student learning

M04: Analyse the common assessment practice in higher education

M05: Evaluate the assessment procedure and techniques in distance and online education.

M06: Create an awareness about the significance of designing quality student-centered authentic assessment

**Module 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: locate the various Instruction Design Strategies

M02: explain the importance of choosing effective teaching strategies and learning experiences

M03: Apply various useful and measurable learning outcomes

M04: Analyse the concept of Revising the Instructional design

M05: Evaluate the basics of course designing

M06: Create an awareness about aligning assessment methods with course learning outcomes.(Create )

**Module VI:** E-learning Technologies. Levels of e-learning, LMS. MOOC. Blended Learning strategies. Program development and teaching- development and teaching online courses and its evaluation.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01:Remember the term E-learning

M02:Understand various levels of e-learning

M03:Apply various E-learning Technologies in the digital classroom

M04:Analyse Online program development and teaching

M05:Evaluate the development and teaching of online courses in the digital era

M06:Create an awareness about LMS. MOOC and Blended Learning strategies

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Class Room Activities:**

- Assignment  
The impact of information technology on pedagogy in higher education.
- Seminar Presentation on selected topic Issues, principles, policies, and practices in higher education curriculum development
- Debate  
Creation of learning opportunities out of class.
- Quiz

## Assessment tools

### **REFLECTIVE PRACTICUM**

- 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.

### **LEARNING RESOURCES**

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**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**

### **Outcomes**

- CO 1. Familiarize curriculum transaction at teacher education level
- CO 2. Design curricular activities for student teachers
- CO 3. Undertake teaching and assessment in teacher education course
- CO 4. Formulate innovative learning strategies for different levels of education
- CO 5. Excel in designing and implementing co-curricular and extracurricular activities for empowering student teachers
- CO 6. Explore the management practices of an educational institution
- CO 7. Critically evaluate the nature and functioning of an educational institution
- CO 8. Design policies for creating better learning outcomes
- CO 9. Prepare an observation cum case study report
- CO 10. Chalk out innovative programmes for meeting the challenges of an educational institution.

### **Assessment**

This programme is field exposure to student teachers in various teacher education institutions, to get first hand experience in teaching at teacher education level, involve in curricular , co-curricular and extra-curricular activities of teacher education, conceptualise the functioning of an educational institution in terms of administration, management, outcomes, role of staff, beneficiaries etc.

Every aspect of the performance of student teachers are assessed through structured observation, document verification, peer evaluation, reports from the concerned authorities, reflective notes of student teachers, observation diary of teachers and final evaluative report of the mentor. Mark distribution is as given below:

<b>Lesson planning</b>	<b>Teaching</b>	<b>Involvement in the activities of the institution and contributions</b>	<b>Feedback from other sources</b>	<b>Report submitted by students after completion of the programme</b>	<b>Total</b>
<b>20</b>	<b>40</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>100</b>

<b>SEMESTER II</b>	<b>Course Code: EDU-CC-525</b>	<b>Credits: 2</b>
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**NAME OF THE COURSE: PRESENTATION OF RESEARCH PROPOSAL**

**Course outcomes:**

**CO1: Collect and classify relevant body of literature and studies.**

**CO2: Develop a research proposal**

**CO3: Present a research plan in detailed and systematic manner**

<b>SEMESTER II</b>	<b>Course Code: EDU-SE- 501</b>	<b>Credit: 1</b>
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**NAME OF THE COURSE: YOGA AND MEDITATION**

**Course Outcomes:** The learner will be able to

CO 1 Perceive the positive effects of yogic practices

CO 2 Attain improvements in personal life by practicing yoga and develop self-integrity, integrity with others and with the world of multiple living and non living realities.

CO 3 Identify the concerns of yoga and postures and its strengths like emotional purification and spiritual elevation

CO 4 Culture the body so as to make it supple, light, simple but strong and immune to illnesses by practicing yoga.

CO 5 Realize the full lung capacity and experience the joy of flow and fill of prana in the whole being.

CO 6 Practice meditation to achieve peace, tranquility, joy, energy and yojana.

CO 7 Get acquainted with practical relaxation techniques for enhancing concentration

CO 8 Explain the means and techniques that make one positive, creative, open and happy.

**Module I - Origin, history and development of Yoga**

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1- Explain the origin of Yoga

MO2- Detail out the historic development of Yoga as a science

MO3- Define Yoga

MO4- List out various types of Yoga

**Module II - The concept of PanchaKosha, The Thrigunas**

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1- Highlight the significance of Panchkhosha

MO2- Detail out Thrigunas and discuss their significance

**Module III-** Ashtanga Yoga: its eight limbs, Hata Yoga, its present day popularity

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1- Give the significance of Ashtanga Yoga

MO2- List out eight limbs

MO3- Prepare a teaching note on Ashtanga Yoga

MO4- Explain Hata Yoga

MO5- Discuss the importance of Hata Yoga in Developing better human body

**Module IV-** Healing Effect of Yoga-Practice sessions- Warming up and stretching exercises, asanas, pranayamas, mudras, relaxation and meditation.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1- List out the healing effects of Yoga

MO2- Practice select forms of Yoga

MO3- Recognize various Asanas

MO4- Explain Pranayama

MO5- Differentiate between Asanas and Mudras

MO6- Describe the Yogic practices in the development of human mind and body

MO7- Highlight the significance of relaxation and meditation technique

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- Designing Strategies of Yoga
- Short Projects
- Video Development on yoga as a pedagogic plan (group)

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<b>SEMESTER II</b>	<b>Course Code: EDU-SE- 502</b>	<b>Credit: 1</b>
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**NAME OF THE COURSE: COMMUNICATION AND ACADEMIC WRITING**

**Course Outcomes:**

**CO1:** Identify various communication styles and differentiate between verbal and non-verbal communication.

**CO2:** Grasp the meaning and characteristics of Academic Writing

**CO3:** Familiarize with different forms of academic writing

**CO4:** Identify the barriers to communicate

**CO5:** To acquaint with the stages in academic writing and its structure

**COURSECONTENT**

**Module I:**

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

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Investigate the Verbal and Non-Verbal types of communication.

MO2: Identify the essential skills for having a conversation.

MO3: Acquire communication competencies among group.

MO4: Analyse the different communication technologies.

MO5: Identify the barriers to communication.

**Module II:**

An Introduction to Academic Writing– Meaning – Characteristics – Types of academic writing -Examples of Academic Writing -Writing as an Argument and Analysis – Unity and Coherence- Formats of Academic Writing – Letters, CVs, Notes, Essays, Reports, Articles, Research Proposals, Dissertations, Theses.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Compute the meaning and characteristics of Academic Writing.

MO2: Identify the importance of unity and coherence in Academic writing

MO3: Elucidate the different formats of Academic writing

### **Module III:**

Structure of Academic Writing– Skills required - Note taking and summarization -  
Academic Vocabulary

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Familiarize the structure of academic writing and the skills required.

MO2: Describe the concept of Academic Vocabulary.

### **Module IV:**

Using Online Resources - Avoiding ambiguity - Punctuation and Grammar –  
Referencing Styles – Rewriting – Proof Reading – Issues of Plagiarism - Copyrights.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Experiment the different online resources and its effectiveness.

MO2: Compare the different referencing style, punctuation & grammar, proof writing,  
issues in plagiarism and copyrights.

## **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

### **Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Academic writing Exercises.

## LEARNING RESOURCES

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#### Online resources

<https://caw.ceu.edu/online-writing-resources>

<https://www.biz-e-training.com/resources-for-learners/academic-writing-online-resources>

<https://www.lifhack.org/453550/21-online-tools-and-resources-for-academic-essay-writing>

**NAME OF THE COURSE: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS****Course Outcomes:**

CO1- Explain the meaning and application of significant statistics in educational research

CO2- Judge upon various research designs

CO3- Describe the characteristics and use of different tools and techniques for data collection.

CO4- Develop, validate, and design appropriate tools for research

CO5- Prepare a dissertation and design a rubric on how to evaluate a research report

CO6- Compute various descriptive as well as inferential statistical techniques in educational research using respective equations and using SPSS package

CO7- Interpret results obtained through different techniques of analysis of data and draw generalizations on the basis of results of a research study

CO8- Have an insight into research embedded instruction

**Module I Research Design**

Research Design- meaning, purpose, characteristics, elements; Experimental designs- Pre experimental, True experimental, Factorial, Quasi experimental and Time series design; Correlational designs; Descriptive design; Narrative research designs; Action research designs; mixed methods.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO1- Define research design

MO2- List out the significant components of research design

MO3- Explain various research designs applicable in educational research

MO4- List out various families of Experimental research design

MO5- Detail out the situation in which quasi-experimental and time series designs are applicable

MO6- Highlight the significance of Correlational designs in Educational research

MO7- Give meaning of Narrative research designs

MO8- Critically evaluate the Action research design followed in Educational researches

MO9- Discuss the importance of mixed methods and multi methods

### **Module II- Tools and Techniques for Data Collection**

Purpose of research instruments - Characteristics, types, construction and uses of instruments; Tools- checklist, schedule, questionnaire, opinionnaire, scale, inventory, tests; Techniques- observation, interview, Focus Group Discussion, sociometry, projective technique, review and content analysis, survey archives, documents/text books; Development and standardization of tools and techniques- steps; Factor analysis.

#### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO1- Recall the scales of measurement

MO2- Highlight the need of tools and techniques of Educational research

MO3- Name various tools used in research

MO4- Discuss the development and validation of research tools

MO5- Give the properties of checklist

MO6- Develop a schedule

MO7- Write the statements in a Questionnaire-both open ended and closed ended

MO8- Differentiate between questionnaire and opinionnaire

MO9- Cite an example for Scale

MO10- Illustrate an inventory with an example

MO11- List out various parameters in which we can use, various situations in which we can apply tests

MO12- Give clarity regarding various techniques used in research

MO13- Explain various types of Observation

MO14- Compare the Structured and Semi-structured techniques of interview

MO15- Define focus group discussion

MO16- Give various types of focus group discussion

MO17- Develop a Sociogram

MO18- List out various Projective techniques

MO19- State the significance of review in research

MO20- Explain the steps of Content Analysis

MO21- Give the need of Archives and Documentary evidences in Educational research

MO22- Validation and Standardization of Scales, Questionnaires, and other tools

MO23- Construct a tool following the steps of Validation

MO24- Detail out the technique of Factor Analysis

### **Module III Inferential Statistics**

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

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. Randomized design, Multiple Comparison tests, The randomized block design, Analysis of Co-variance (ANCOVA) - concept, basic assumptions and uses. Factor analysis –Concept and use Calculation of Statistical power, Effect size, Prospective power analysis, Retrospective power analysis, Factors affecting Statistical Power

### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO 1 Explain Statistical inferences

MO 2 Differentiate between Parametric and Non-parametric tests of Statistics

MO 3 List out the assumptions of Parametric tests

MO 4 Give the meaning of Standard Error and Sampling Error

MO 5 Clarify the concept degrees of Freedom

MO 6 Discuss the estimation of Parameters

MO 7 Analyze the importance of confidence levels

MO 8 Compute the standard error of Mean

- MO 9 Evaluate the need of Test of Significance
- MO 10 Draw the Rejection and Non-rejection regions in a Normal curve
- MO 11 Substantiate the need of One-tale test in the light of form of Hypothesis
- MO 12 Illustrate the errors in making inferences with examples
- MO 13 Compute independent sample T-test
- MO 14 Calculate Correlated sample T-test
- MO 15 Detail out the situations in which Chi-square ( $\chi^2$ ) can be applied
- MO 16 Write the steps of test of Hypothesis
- MO 17 Define Null Hypothesis
- MO 18 Compute Chi-square in two by two contingency table
- MO 19 Explain the Randomized designs
- MO 20 Detail out Randomized block design
- MO 21 Recognize ANCOVA (Analysis of Co-Variance)
- MO 22 Enlist the assumptions of using analysis of Co-Variance

#### **Module IV -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 Table;. Use of SPSS in Inferential Statistics (Normal curves, z and t tests, ANOVA, ANCOVA, Chi square)

#### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Highlight the significance of statistical software in research
- MO 2 Name various statistical software used in research
- MO 3 Calculate Chi-square using Cross Tabulation
- MO 4 Write the steps of calculating paired sample T-test in SPSS
- MO 5 Calculate ANOVA using SPSS
- MO 6 Develop a flow chart showing the stages of calculating ANCOVA in SPSS

#### **Module V- Data Analysis & Report Writing**

Analysis and interpretation of Qualitative and Quantitative data– Interpretation of results; generalization of findings; discussion of results; Triangulation, Cross validation, Meta analysis; Organization of the report; Major Style Manuals/Guides -

Chicago manual, American Psychological Association(APA) 6th Edition (2009);  
Reference Management softwares- Mendeley and Zoreto (open source)

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Write the analysis of a given table
- MO 2 Give sample writings of Qualitative data
- MO 3 Meaningfully interpret the result of analysis
- MO 4 Discuss the result in the light of previous studies
- MO 5 Give the meaning of Meta-analysis
- MO 6 Write the report in APA format
- MO 7 Structure the references using a citation manual
- MO 8 Familiarize reference management software like Mendeley and Zotero
- MO 9 Evaluate a report using certain parameters

**Module VI – Research Ethics**

Research ethics- concept and characteristics; Plagiarism; Research committee- roles and responsibilities.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Define Research Ethics
- MO 2 List out the aspects of Ethics in research
- MO 3 Give the meaning of Professionalism
- MO 4 Define Plagiarism in his/her own language
- MO 5 Highlight the importance of a research committee in a University, a College, or Research Centre
- MO 6 Explain the roles and responsibility of a research committee in an organization

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- SPSS-Practical
- Designing Strategies

- MOOC based Pedagogy
- Short Projects

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- [www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf](http://www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf)
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- [www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf](http://www.moshimc.go.tz/storage/app/uploads/public/.../5948ce2946762166969016.pdf)
- [www.studylecturenotes.com/social-research.../selection-of-research-problem](http://www.studylecturenotes.com/social-research.../selection-of-research-problem)
- [https://en.wikipedia.org/wiki/Sampling\\_\(statistics\)](https://en.wikipedia.org/wiki/Sampling_(statistics))
- <http://study.com/academy/lesson/what-is-sampling-in-research-definition-methods-importance.html>
- <http://www.statisticssolutions.com/sample-size-calculation-and-sample-size-justification/sampling/>
- [study.com/academy/lesson/scales-of-measurement-nominal-ordinal-interval-ratio.html](http://study.com/academy/lesson/scales-of-measurement-nominal-ordinal-interval-ratio.html)
- <https://www.socialresearchmethods.net/kb/statdesc.php>
- [https://en.wikipedia.org/wiki/Descriptive\\_statistics](https://en.wikipedia.org/wiki/Descriptive_statistics)

<b>SEMESTER III</b>	<b>Course Code: EDU-CC-532</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: EDUCATIONAL MANAGEMENT**

**Course Outcomes:**

- CO1:** To develop an understanding of the process of policy formation, and of methodologies to assess education needs.
- CO2:** To analyse policy alternatives to address education needs and make recommendations.
- CO3:** To develop skills to draw policy implications from comparative educational research on school purposes and curriculum, teacher quality, school leadership and system reform.
- CO4:** To understand the recent trends, researches and innovations in the area of educational management.
- CO5:** To create a perspective in the students about the management of educational activities and for solving the prevailing problems in education.
- CO6:** To predict the contribution which management theory can make to understanding management practice
- CO7:** To explain the meaning of the terms: management, organisation, administration, supervision, and leadership in education
- CO8:** To estimate 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.
- CO9:** To organise and co-ordinate of institutional programmes, projects and activities, and directing, controlling and evaluating of the teaching and learning processes imparted by the institution.

**COURSECONTENT**

**Module I: Policy making process in Education**

Educational Policy- types, features and basic concepts; Educational policies in India – Historical perspective since independence; Educational policy making process- stages

of policy making and factors influencing policy making process; Education policy formation-steps, stages & stakeholders in policy formation.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: analyse various educational policies in India.

M01: explain the various stages of policy making.

M01: formulate the stages in policy making.

M01: identify the factors influencing policy making process.

**Module II: Educational Policy Implementation & Evaluation**

Educational policy Implementation- rules and strategies for new educational policy implementation; Educational policy Evaluation- factors to be evaluated in considering policy options, stages in educational policy evaluation; Educational policy Analysis- pre-requisites for analysis, steps in analysing educational policy, problems of educational policy analysis; Issues and Policy change at national and state level affecting Education in India.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: define the rules and strategies for policy implementation.

MO2: analyse and interpret the steps in policy evaluation.

MO3: discover the issues affecting education at various levels.

**Module III: Educational Management**

Educational Management: Meaning, Definition, Aims & Objectives; Scope & Functions of Educational Management-Management vs Administration; Resource Management-, Human Resource, Learning Resource, facility or finance resource management; Need for research in Educational Management; Review of studies in educational management.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: explain the scope and functions of educational management.

MO2: differentiate administration and management.

MO3: list various resources and its management

MO4: justify the need for research in educational management.

#### **Module IV: Educational Planning and organisation**

Meaning and significance of Educational Planning; Types of Educational Planning; Approaches to educational planning: (a) Social Demand Approach, (b) Manpower Approach, (c) Rate of Return Approach; Educational planning in India- Early attempts, Post-independence planning; Role of various national and international organisations.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: explain the significance of educational planning.

MO2: compare the various approaches to educational planning.

MO3: outline the educational planning in India.

MO4: comment on the role of national and international organisations.

#### **Module V: Functions of Educational Management**

Organizing Function of Educational Management-Meaning, definitions, Importance; Organisational structure of Indian education (Central, State and District level); Staffing Function of Educational Management-Meaning, Definitions, Importance & Characteristics-Manpower Planning-Recruitment- Internal & External Sources, Selection & Placement-Performance Appraisal; Directing Function of Educational Management- Importance & Characteristics-Elements of Directing – Leadership, Motivation, Communication, Supervision & Problem Solving; Controlling Functions of Educational Management- Importance & Characteristics; The Control Process & Types of Control- Requirements for adequate control; Barriers to successful controlling- Techniques for control

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: explain the various functions of educational management.

MO2: demonstrate the organisational structure of Indian education.

MO3: interpret the directing functions of educational management.

MO4: identify the elements of directing function.

MO5: explain the controlling functions of Educational Management

MO6: propose the techniques for control

### **Module VI: 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.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: suggest the various techniques of classroom management.

MO2: analyse the significance of human resource and material resource management.

MO3: review studies related to educational management.

MO4: propose areas of research in educational management.

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Classroom Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

## LEARNING RESOURCES

### References

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- Bhagia. N., et al. (1990) Educational Administration in India and other developing countries. Common wealth Publishers, New Delhi.
- Bhatt K.S. & Ravishankar S. (Edt.) (1985) Administration of Education- New Perspectives and Viewpoints, Delhi.
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### **On-line Sources**

[http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2017\)11&docLanguage=En](http://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2017)11&docLanguage=En)

<https://online.pointpark.edu/public-administration/policy-making-cycle/>

<https://www.oecd-ilibrary.org/docserver/9789264190658-12-en.pdf?expires=1596021236&id=id&accname=guest&checksum=8BFFE8A6E473F89CB010C96DA252FF7D>

<https://www.oecd-ilibrary.org/docserver/9789264117020-9-en.pdf?expires=1596021233&id=id&accname=guest&checksum=69C71B9116019DEA0EAD1AEE32A4996D>

<b>SEMESTER III</b>	<b>Course Code: EDU-CC-533</b>	<b>Credits: 10</b>
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**NAME OF THE COURSE: DISSERTATION & VIVA VOCE**

**COURSE OUTCOMES:**

**CO1: collect and classify relevant body of literature and theory**

CO2: show interest in mentorship/guidance of a teacher

CO2: articulate and formulate research problem and research questions,

CO3: design and execute plan of study.

CO4: engage in the investigation

CO5: collect and classify research data

CO6: analyze, interpret, summarize and conclude research findings

CO7: suggest implications and future directions on research

<b>SEMESTER III</b>	<b>Course Code: EDU-SE-503</b>	<b>Credit: 1</b>
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**NAME OF THE COURSE: COMMUNICATION AND SOFT SKILLS DEVELOPMENT**

**Course outcomes**

- CO 1. Develop proficiency in communication skill
- CO 2. Design programmes for developing communication skill
- CO 3. Explain the theoretical base of soft skills
- CO 4. Explore soft skills through self testing
- CO 5. Acquire and practice soft skills
- CO 6. Provide soft skill training to students at various levels
- CO 7. Practice professional and self-management skills
- CO 8. Proficiency in teaching through soft skills

**COURSE CONTENT**

**Module I      Effective Communication**

Components of Effective Communication - Interpersonal Communication Skills-  
 Barriers in communication- Non verbal Communication- Verbal Communication –  
 Effective Speaking -Presentation Skills – Appearance – Listening Skills – Active  
 Listening – Reflecting – Clarifying - Writing Skills – Personal Skills

**MODULE OUTCOMES**

- MO 1 Identify the components of effective communication
- MO 2 Explain the types of communication and sub skills of communication
- MO 3 Practice Communication Skills in groups
- MO 4 Identify the barriers in communication
- MO 5 Evaluate nonverbal Communication Skills
- MO 6 Design evaluation proforma for assessing Communication Skills
- MO 7 Describe Verbal Communication and its components

MO 8 Practice public speaking in groups

MO 9 Identify the criteria of successful presentations

MO 10 Explain listening skills

MO 11 Undergo self reflection on verbal communication skill

MO 12 List out the components of writing skills

### **Module II: Hard and Soft Skills**

Soft Skills - The Relative Importance of Hard and Soft Skills – The Need to work on Soft Skills- Problem Solving Skills –decision making – Critical Observation – Conflict Resolution. Technical skills- Computer and technical literacy – adaptability – operating systems and software applications- Social and ethical issues around the Internet- Management Information System.

### **Module Outcomes**

MO 1 Differentiate hard and soft skills

MO 2 Identify characteristics of problem solving and decision making skills

MO 3 Prepare plan for developing soft skills

MO 4 Develop a training module for student on soft skills

MO 5 Develop and implement critical observation techniques

MO 6 Skill in Conflict Resolution

MO 7 Identify the elements of technical literacy

MO 8 Develop proforma for evaluating technical literacy

MO 9 Describe management information system

MO 10 Identify ethical issues in using internet

MO 11 Design a plan to educate ethical concerns of internet resources to students

### **Module III: Oral Communication**

Oral Communication – Voice and Accent – Clarity – Modulation and Intonation – Public speaking – Interview skills

### **Module Outcomes**

MO 1 Identify the elements of effective oral communication

MO 2 Evaluate oral communication of others

MO 3 Practice modulation and intonation

MO 4 Develop Public speaking skills

MO 5 Express interview skills

### **Module IV: Self Management Skills**

Self management – Professional skills– Work Ethics – Flexibility – Initiative – Teamwork and Collaboration - Social skills- Emotional skills- Time management - Stress management skills.

### **Module Outcomes**

MO 1 Explain the components of self-management

MO 2 Discuss professional skills and its relevance

MO 3 List the characteristics of work ethics

MO 4 Practice social skills

MO 5 Apply time management skills and stress management skills

MO 6 Create self evaluation proforma for self management skills

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Class Room Activities:**

- Assignments
- Practice sessions for skill
- Debates
- Demonstration of skills
- Field work and survey

## **Workshops / Practical**

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.

## **References**

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- Goleman, Daniel, Richard Boyatzis, Annie McKee. (2002). *Primal Leadership: Realizing the Power of Emotional Intelligence*. Boston, MA: Harvard Business School Press.
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- Windshuttle, Keith and Elliott, Elizabeth. (1999). *Writing, Researching and Communicating: Communication Skills for the Information Age*. Tata McGraw-Hill: Melbourne.

### **Online resources**

[http://www.forbes.com/fdc/welcome\\_mjx.shtml](http://www.forbes.com/fdc/welcome_mjx.shtml)

<http://searchcio.techtarget.com/definition/soft-skills>

<https://bemycareercoach.com/soft-skills/list-soft-skills.html>

<http://www.trainingcoursematerial.com/free-assessment-tools>

<http://www.rediff.com/getahead/2007/jan/08soft.htm>

<http://crescendo.weebly.com/soft-skills-for-teachers.html>

[http://www.mindtools.com/pages/article/newCDV\\_34.htm](http://www.mindtools.com/pages/article/newCDV_34.htm)

<http://softskillsindia.com/whysoftskillsindia/importanceofsoftskills.html>

<http://careerplanning.about.com/od/importantskills/a/soft-skills.htm>

<http://www.torchgroup.com/TorchLiteJanuary2013.cfm>

<b>SEMESTER III</b>	<b>Course Code: EDU-SE-504</b>	<b>Credit: 1</b>
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**NAME OF THE COURSE: EXPOSITORY WRITING PRACTICE**

**Course Outcomes:**

**CO1:** To clearly differentiate between academic writing and expository writing.

**CO2:** To identify the different types of expository writing.

**CO3:** To grasp the need to develop expository writing skills.

**CO4:** To acquaint themselves with the stages in expository writing.

**CO5:** To make use of pertinent material in expository writing from dependable online sources.

**COURSECONTENT**

**Module I:** Expository Writing-Introduction -Identifying the Organization and Structure of Expository Writing- Expository writing tasks-Familiarize with other writing conventions. Narrative Writing – Persuasive Writing – Descriptive Writing –.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

**MO1:** Identify the Organization and Structure of Expository Writing

**MO2:** analyse, and synthesize complex texts and incorporate multiple kinds of evidence purposefully in order to generate and support writing.

**MO3:** understand to shape a narrative story, persuasive writing and descriptive writing tasks.

**MO4:** understand the difference between Persuasive Writing and descriptive writing.

**Module II:** 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: identify the salient characteristics of Expository writing.

MO2: develop ability to differentiate between Expository and academic writing.

MO3: discuss the varied Expository writing strategies.

MO4: develop an awareness about cause and effect, classification and comparison of Process Analysis

**Module III:** Steps in Expository Writing – Pre writing – Drafting – Revising – Editing Publishing –

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: understand steps in expository writing.

MO2: develop an outlook on prewriting, drafting, revising, editing and publishing.

MO3: Write simply, directly and clearly as they use the conventions of grammar and Punctuation for publishing.

**Module IV:** Essay Variations –Practice session-publishing in online sources

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: identifies the different types of Essay.

MO2: develop a critical eye for examining the written texts of others, both professionally-written and written by others in your class.

MO3: develop papers to publish in on line sources.

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT****Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on expository writing
- Quiz
- Demonstration of expository writing

**Suggested topics for activities:**

1. Choose a topic that resonates with academic interests and prepare an expository

writing material.

2. Select a philosophical essay to read and identify an issue in the midst of different and conflicting points of view in what you read.

## REFERENCES

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5. Bloom, L. (1998). Language acquisition in its developmental context. In W. Damon (Ed.), *Handbook of child psychology: Volume 2: Cognition, perception, and language* (pp. 309-370). Hoboken, NJ: John Wiley & Sons.

## Online Resources

- <https://www.thoughtco.com/expository-writing-composition-1690624>
- [https://www.scribendi.com/academy/articles/expository\\_writing.en.html](https://www.scribendi.com/academy/articles/expository_writing.en.html)
- [https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/essay\\_writing/expository\\_essays.html](https://owl.purdue.edu/owl/general_writing/academic_writing/essay_writing/expository_essays.html)
- <https://www.mathgenie.com/blog/what-is-expository-writing>
- <https://literarydevices.net/expository-essay/>
- <https://academichelp.net/samples/academics/essays/expository/>
- <http://www.boveecruz.com/teachers/ExpositoryWriting.pdf>
- <https://www.abington.k12.pa.us/sportman/media/sites/sportman/Subject-Areas/2015/10/Expository-Writing-Information.pdf>
- [http://assets.cambridge.org/97811076/21091/excerpt/9781107621091\\_excerpt.pdf](http://assets.cambridge.org/97811076/21091/excerpt/9781107621091_excerpt.pdf)
- [http://www.shanlaxjournals.in/pdf/ASH/V3N3/Ash\\_V3\\_N3\\_022.pdf](http://www.shanlaxjournals.in/pdf/ASH/V3N3/Ash_V3_N3_022.pdf)

<b>SEMESTER IV</b>	<b>Course Code: EDU-CC-541</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: EMERGING TRENDS IN CURRICULUM DEVELOPMENT**

**Course Outcomes:**

- CO 1 Explain the nature of curriculum and identify the basic principles of curriculum development.
- CO 2 Develop skills in framing and designing tailored curriculum with respect to the national frame work for various subjects of teaching
- CO 3 Appreciate the need for continuous Curriculum renewal and renewal by comparing various models of curriculum development
- CO 4 Get familiarized with and orient the teachers on the patterns of curriculum designs
- CO 5 Analyze issues, trends, and recent researches in the area of curriculum
- CO 6 Critically evaluate the process of curriculum evaluation followed in various institutions of higher learning and research
- CO 7 Develop research insight for curriculum development at various levels

**COURSE CONTENT**

**Module 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.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Explaining the meaning and concept of curriculum

- MO 2 Define curriculum in a wider perspective
- MO 3 Discuss the social context and effects of curriculum
- MO 4 Clarify the stages in the process of curriculum development
- MO 5 Differentiate between curriculum and syllabus
- MO 6 Substantiate the link between outcomes of education and curriculum
- MO 7 Describe fusional integration in detail
- MO 8 Critically comment upon philosophical, sociological, and psychological foundations of curriculum
- MO 9 Describe the historical development of curriculum in India and abroad

## **Module 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.

### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Discuss the development of curriculum
- MO 2 Analyze the trends in curriculum development
- MO 3 Compare subject centered and learner centered designs of curriculum
- MO 4 Differentiate between product and process models of curriculum development
- MO 5 Give a critical appraisal of curriculum development models of various thinkers
- MO 6 Explain the post-positivism models of curriculum
- MO 7 Give a design of curriculum with all the essential elements

## **Module 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.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO 1 Analyze different patterns of curricular organization

MO 2 Explain subject curriculum

MO 3 Give the meaning of core curriculum

MO 4 Define censored curriculum

MO 5 State the meaning of trivial curriculum and hidden curriculum

MO 6 Identify the link between curriculum development and teaching-learning process

MO 7 Discuss the various implementation patterns of curriculum

**Module 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

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO 1 Critically examine the relationship between curriculum planning and curriculum evaluation

MO 2 Analyze the modern trends in curriculum planning

MO 3 Explain various approaches of forecasting

MO 4 Define curriculum grid and grid, and explain its uses

- MO 5 Examine the basis of curriculum planning
- MO 6 Draw a concept map showing the stages of curriculum planning
- MO 7 Define curriculum design
- MO 8 Discuss the role of computer in curriculum planning
- MO 9 Analyze various curriculum evaluation models
- MO 10 Detail out various types of curricular evaluation

### **Module V**

Systems Approach to Curriculum Designing: Systems concept- meaning, nature, type, characteristics and steps in systems analysis Systems development models- PPBS (Planning, Programming, 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. Survey of curriculum design of NCERT and SCERT

#### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Detail out various types of curricular evaluation
- MO 2 Highlight the significant tenets of system approach to curriculum designing
- MO 3 Expand PPBS
- MO 4 Recall PERT
- MO 5 Explain the significant components of PPBS with examples
- MO 6 Critically evaluate the curriculum designs of various bodies

### **Module VI**

Curriculum Changes and Renewal- Role of Stakeholders: Curriculum renewal- role of agencies in India (NCERT, SCERT, DIET University bodies etc.)- process preparation of instructional materials syllabus, text books supplementary reading materials, teachers handbooks, student workbooks - Development and implementation of modern evaluation tools- preparation of test materials, resource unit plans and lesson plans - Need for revision, renewal, reification in Curriculum-time frame –funds- Current Approaches to Curriculum and Pedagogical Research: Reviewing researches in the area of Curriculum.

#### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Explain the process of curriculum renewal

- MO 2 Discuss the role of various stakeholders in curriculum renewal
- MO 3 List out the role of NCERT and SCERT in curriculum development and evaluation
- MO 4 Summarize the process of preparation of instructional materials
- MO 5 Give the significance of teacher's handbook
- MO 6 Discuss various tools of evaluation
- MO 7 Prepare test materials unit plans and lesson plans
- MO 8 Define reification
- MO 9 Summarize researchers in the field of curriculum, curriculum planning, and evaluation

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- Designing Strategies
- MOOC based Pedagogy
- Short Projects
- Blended Learning
- Cooperative Learning

### **REFERENCES**

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<b>SEMESTER IV</b>	<b>Course Code: EDU-CC-542</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: MODERN EDUCATIONAL POLICIES AND TEACHER EDUCATION**

**Course Outcomes:**

- CO1:** understand the structure and various types of educational system in India and analyse the major intervention programmes for quality enhancement in Indian education system.
- CO2:** recognize chronological developments in the field of teacher education in India with special emphasis to various educational policies in pre-independence and post-independence period.
- CO3:** develop awareness about recommendations of NPE, NCF, NCTE, NCFTE, Justice Varma Commission, and KCF 2007.
- CO4:** realize the importance of child rights, women's rights and special emphasis to Right to Education (RTE)
- CO5:** develop awareness about major constitutional provisions and amendments concerning education
- CO6:** understand and aware about the need of quality management and its approach, and analyze the role and functions of NCTE, NAAC and SCTE in promoting quality in Teacher Education institutions.
- CO7:** develop an abstract awareness about trends and issues in teacher education.

**COURSE CONTENT**

**Module I: Educational System in India**

Technical education-vocational education-open and distance learning-women education-rural education, levels of education-primary, secondary, higher secondary and higher education. ---Schools and schooling-formal, non-formal and informal, major interventions for quality enhancement : DPEP (District primary education programme), SSA (sarvashikshaabhiyan); Padhe Bharat Badhe Bharat( Sub component of SSA), RMSA (Rashtriyamadhyamikshikshaabhiyan) , RUSA (Rashtriyachchatarshikshaabhiyan)

**Module Outcome:**

*After Completion of this module, the student should be able to*

MO1: compare and contrast various educational systems in India

MO2: understand features of formal, non- formal and informal education system.

MO3: Understand the role and functions of DPEP, SSA,RMSA and RUSA for quality enhancement of education.

**Module II: Education Policy Imperatives: Major Concern of Public Policies and Recommendations**

Relevance, essentiality, constitutional provisions, implementation, problems and strategies. --- 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 NPE (1986 and new version), POA ( Programme of Action ) (1992), Ramamurthy commission (1992),Yaspal Committee (1993), National knowledge Commission (2005), Right to Education Bill (2006).

**Module Outcomes**

*After Completion of this module, the student should be able to:*

MO1: compare the development of teacher education in pre and post -independence period in India.

MO2: describe the recommendations of various educational policies during pre and post-independence period in India.

MO3: Recognize the significance of Right to Education Bill (2006) in the concern of equality in education.

**Module III: Policy and Regulatory Changes**

Policy and Regulatory Changes in Teacher Education with Special Indication To-

NPE 1992,2019 --- NCTE 2005,2007, 2009, 2014 --- National Curriculum Frame Work 2005 --- NCFTE 2005, 2009,2012 --- Justice Varma commission 2012 --- RTE 2009 – KCF Kerala Curriculum Frame Work (2007).

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO1: analyse the major recommendations of national policy on Education -1992 and 2019.

MO2: understand the features of National curriculum frame work 2005 and Kerala Curriculum Frame Work 2007.

MO3: Recognize the recommendations of Justice Varma Commission 2012

MO4: aware about the relevance of Right to Education 2009 in the contemporary education scenario.

**Module IV: 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 (SarvaSikshaAbhiyan), RMSA (RashtriyaMadhyamikSikshaAbhiyan), RUSA (RashtiryaUchchatarSikshaAbhiyan) for addressing inequality and implications. ---- HRE : concept, relevance, need and importance of introduction of human rights education in all levels of school education. ---- Major constitutional provisions and amendments concerning education.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: understand the significance child rights, women rights and right to education in the present scenario.

MO2: Recognize the role and functions of SSA,RMSA and RUSA for addressing the inequality in education

MO3: aware about the need and importance of introducing human rights education at all levels of school education.

MO4: Analyse the major constitutional provisions and amendments concerning education.

## **Module V: 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, Proposed Functions of SCTE (State Council of Teacher Education). - 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.

### **Module Outcome:**

*After Completion of this module, the student should be able to*

MO1: understand and critically analyse the characteristics of Quality assurance, Contract conformance quality, Consumer driven quality approaches of educational quality.

MO2: Recognize the norms and indicators of NCTE,NAAC and IQAC for maintaining the quality of teacher education.

MO3: Analyse the thrust areas like academic inputs, curriculum reconstruction, pedagogical approaches, information technology and Human Resource Management of teacher education for enhancing the quality of teacher education programme.

MO4: Identify the various measures, process and strategies of TQM (Total Quality Management)

## **Module VI: Trends and Issues in Teacher Education**

Major issues in teacher education – issues related to quality of teacher education-suggestions – role of NCTE for maintaining standards. ---- 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).

### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO1: Recognize the role and functions of NCTE and SCTE in reshaping the teacher education system.

MO2: identify the problems of educating teacher educators at different levels including the elementary, Secondary, Higher Secondary and Higher Education, in –service and pre- service education of teacher educators.

MO3: Understand the meaning, theory and application of Cybernetic Instructional Design in education.

MO4: aware about the Cyber ethics in teacher education

MO5: understand and make use of - Presage factor, process factor and product factor of teacher education model.

### **ACTIVITIES, LEARNING RESOURCES AND ASSESSMENT**

#### **SUGGESTED CLASS ROOM ACTIVITIES:**

- Assignments
- Seminar Presentation
- Debates
- Brain storming
- Group Discussion
- Relating Contemporary issues through Seminar and symposium.
- Institutional visit
- Simulation
- Class room lecture with use of ICT

## LEARNING RESOURCES

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<b>SEMESTER IV</b>	<b>Course Code: EDU-CC-543</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

**Course Outcomes:**

**CO1:** To understand sociological paradigm of Education to address social functions, various elements of the society and relationship with education.

**CO2:** To develop an insight into the importance of society in framing Educational patterns of a Nation.

**CO3:** To understand the role of Education as a device for social change, social control, social security and social progress.

**CO4:** To realize Indian ethical views and their contemporary relevance.

**CO5:** To create a mental set for research on various social issues and to act as an agent of change.

**COURSECONTENT**

**Module I:**

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

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: explain the concept and relationship of education and sociology.

MO2: understand the meaning and scope of educational sociology.

MO3: identify the impact of education on sustenance and transformation of society.

**Module II:**

Modernization 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: identify about the social stratification and social mobility.

MO2: find the constraints on social change in India.

MO3: list the role of teacher as a change agent.

MO4: understand the role of education as a factor of social change.

**Module III:**

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 to 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: develop the relationship with social groups in relation to social ideologies.

MO2: identify the role of teacher for inculcating democracy among children.

MO3: assess the educational challenges of a multicultural and multilingual society.

MO4: explain the role of education in addressing cultural lag, privatization and globalization

**Module IV:**

'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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: compare the relationship between education, peace and development.

MO2: understand about the perspectives of human right education.

MO3: identify the role of education to maintain the sustainable development.

**Module V:**

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, and Ayalkkoottam, in Kerala for improving educational status and life styles of economically backward society.- Culture, Society, Politics and Education.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: understand the role of media in socialization process.

MO2: find out the impact of social self- groups in the society.

MO3: explore education as a deeply social, cultural, and political activity.

MO4: reflect critically upon the fundamental structures and purposes of education in society.

**Module VI:**

Communities on the move- social transition of 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.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: explain the role of Vedas in promoting the environmental conservation.

MO2: understand about the values and their types.

MO3: discuss the potential of education to contribute to transformation of values in to society.

MO4: understand modern sociological theories.

MO4: understand the important alternatives to *positivist* and *post-positivist* conceptions of Science.

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey on selected topics in Sociology.
- Port-Folio of Assignments and related materials pertaining to each module.

#### **LEARNING RESOURCES**

#### **REFERENCES:**

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## SPECIAL METHODOLOGY COURSES

<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544 (i)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED MATHEMATICS EDUCATION**

### **Course Outcomes:**

- CO1:** To understand the nature of the discipline of Mathematical science In the light of its historical and philosophical background.
- CO2:** To understand the latest theoretical and practical considerations in developing n mathematical curriculum as part of education for development.
- CO3:** To understand the trends, approaches, theories and strategies in mathematics education.
- CO4:** To acquaint various technological inputs in mathematics education. To design and practice instructional strategies and techniques in mathematics education based upon modern innovative approaches and practices.
- CO5:** To practice formative and summative comprehensive evaluation of pupil performance using appropriate tools and techniques.
- CO6:** To identity relevant problem leading to research studies in mathematics education and designing and execute appropriate research project.

### **COURSECONTENT**

**Module I:** Foundations of Modern Mathematics- Philosophical aspects about Mathematics- a priori and empirical knowledge, Development of the subject Mathematics – New 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--Aims and Objectives of Mathematics Education--Historical development of Mathematics with special reference to the developments in the 20<sup>th</sup> century and 21<sup>st</sup>centaury -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.

**Module Outcome:**

After Completion of this module, the student should be able to:

M01: To identify the nature of the discipline of Mathematical science In the light of its historical and philosophical background

M02: to discuss historical development of Mathematics with special reference to the developments in the 20<sup>th</sup> century and 21<sup>st</sup>centaury

M03: to discuss aims of teaching Mathematics as suggested in NCF (2005) and KCF (2007)

M04: to explain taxonomy of educational objectives by Bloom

M05: Analyze classification of objectives by Bloom, Whilson and Yager.

M06: Analyze revised Bloom's taxonomy

**Module II:** Mathematics curriculum-Curriculum process, aims and objectives; selection of learning experiences; selection of content, organization and integration of experience and content, evaluation- Need for change in 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 organization- 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.

**Module Outcome:**

After Completion of this module, the student should be able to:

M01: To explain mathematics curriculum-Curriculum process, aims and objectives

M02: Analyse approaches to curriculum organisation- topical and Spiral, Logical and Psychological, Correlational approaches

M03: To elaborate the need, nature and aspects of curriculum evaluation

**Module III:** Strategies for Mathematics Teaching and Learning-Approaches: Learner Centered Approach, Life centered /Environment based approach, Mastery Learning approach, Analytic-synthetic approach, Process Oriented approach, Inductive - deductive approach, Heuristic Approach.- Techniques of Teaching: Concept attainment model, Inductive thinking model, Cognitive development model, Inquiry training model, Constructivist learning strategies and Reflective practices.-Teaching skills - Microteaching- advantages and limitations; link practice and macro teaching.

**Module Outcome:**

After Completion of this module, the student should be able to:

MO 1 To define Models of teaching

MO2 To identify different approaches for learning Mathematics

M03: To analyse strategies for Mathematics Teaching and Learning

M04: To Apply Techniques of Teaching in mathematics instruction

**Module IV:** Educational Technology for Mathematics Education: Concept of Techno Pedagogic Content Knowledge (TPCK); TPCK based content analysis of Mathematics. Concept of Digital Textbooks--Web based lessons and Multimedia presentations. Identification of e-resources; e-content development, Blogging - 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.

**Module Outcome:**

After Completion of this module, the student should be able to:

M01: to know the significance of Techno Pedagogic Content Knowledge (TPCK)

M02: to elaborate Concept of Techno Pedagogic Content Knowledge (TPCK)

M03 :To identify e-resources and its applications

M04: To apply ICT based Assessment in mathematics education

**Module V:** Assessment in Mathematics Learning--Evaluation of learning outcomes in Mathematics, Teacher made tests and standardized tests-- Diagnostic testing and remedial instruction in Mathematics-- Formative and Summative evaluation, Continuous and Comprehensive evaluation, Norm referenced and criterion referenced evaluation- Grading system- 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.

**Module Outcome:**

After Completion of this module, the student should be able to:

MO1: To know about assessment and evaluation

MO 2 To identify tools and techniques of evaluation

M03: To Apply Assessment techniques in Mathematics Learning

MO4: To construct tools for evaluation

M05: Create Informal assessment strategies for Mathematics classroom

**Module VI:** Research Perspective- Need for research in Mathematics education, Action research in Mathematics, Areas of research in mathematics education.

**Module Outcome:**

After Completion of this module, the student should be able to:

M01: Understand need for research in Mathematics education

M01: Explain role of action research in Mathematics

M01: Analyze areas of research in mathematics education

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates

- Quiz
- Demonstration of simple experiments
- Field work and survey

## **LEARNING RESOURCES**

### **References**

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<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544 (ii)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED SCIENCE EDUCATION**

**Course Outcomes:**

- CO1:** To understand the nature of the discipline of science education in the light of its historical and philosophical background
- CO2:** To acquaint with various technological inputs in science education
- CO3:** To understand the trends, approaches, theories and strategies in science education.
- CO4:** To design and practice instructional strategies and techniques in science education based upon modern innovative approaches and practices
- CO5:** To practice formative and summative comprehensive evaluation of learner performance using appropriate tools and techniques
- CO6:** To develop the skill of developing curriculum modules
- CO7:** To develop tools for evaluating affective and psychomotor competencies
- CO8:** To identify relevant problems leading to research studies in science education and designing and executing appropriate research project

**COURSECONTENT**

**Module I: Development of Modern Science**

The professionalization of science after the industrial revolution; Epistemological Basis of Science Education; Scientific method for generating new knowledge – scientific attitude, scientific temper; Taxonomy – Bloom’s taxonomy (1956), Anderson & Krathwohl Taxonomy (1990), Mc Cormack & Yager’s Taxonomy of Science Education (1989), Peck & Wilson Technology Integrated Taxonomy (1999) ; Aims and Objectives of Science with regard to NCF (2005) and KCF (2007); Outcome Based Education; Academic science and ‘post-academic science’- new modes of knowledge production, organization and collectivization; funding; intellectual property vs knowledge commons.

**Module Outcome:**

After Completion of this module, the student should be able to:

MO1: sketch the timeline of development of Science Education

MO2: Compare the different types of taxonomy of science education

MO3: Create instructional materials and assessment tools based on different taxonomy

MO4: compare academic science and post academic science

MO5: evaluate the new modes of knowledge production

### **Module II: Multiple Perspectives in Science Education**

Contributions of Learning theories and its application in Science Education: Theories of Skinner, Ausubel, Gagne, Vygotsky, Piaget and Bruner; Gardener's Multiple Intelligence Theory and its application; Cognitive & Thinking skills – types and strategies for developing thinking skills; Science Education for peace and sustainable development; Science Education for Employability skills- life skills, soft skills and survival skills; Scientific and technological literacy leading to innovations and creativity in Science; Constructivist Approaches to Science Teaching and implications: 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; Self- learning Strategies and Differential learning - types and Classroom applications; IT Based strategies- web based learning and pedagogical designs using ICT in Science

### **Module Outcome:**

After Completion of this module, the student should be able to:

MO1: apply the implications of various learning theories

MO2: create classroom teaching learning materials based on different strategies

MO3: differentiate the various learning strategies

MO4: design pedagogical interventions using ICT tools

MO5: demonstrate the differences between various strategies

### **Module III: Curriculum Trends in Science Education**

Features of curriculum in science education; significance of research embedded curriculum; Science Curriculum at different levels in present scenario- regional, national, international; Comparison of curriculum of science education of different countries-Switzerland, Australia, Finland and any one developing country; Development of Curricular materials; Importance and effective use of Textbooks, journals and magazines; Curriculum Evaluation - Principles, instrumentation and strategies.

**Module Outcome:**

After Completion of this module, the student should be able to:

MO1: compare science curriculum at different levels.

MO2: evaluate science curriculum of different countries

MO3: design and develop science curricular materials.

MO4: analyse the importance of curricular materials

MO5: predict the need of curriculum evaluation

**Module IV: Application of Technological Resources for Science Education**

ICT resources in learning Science- 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; Scope and relevance of ICT- resources in Science Education; Potentials of Social networking sites in science education - YouTube, flicker, virtual field trips, virtual labs, virtual classrooms; User Generated Content- wikis, blogs, podcasting, discussion forum, tweets, audio forum and other forms of media; Educational values- factors promoting virtual learning; Problems of virtual class rooms and their solutions; Use of Internet in the science class room-Internet enabled e-content, E-mail. Steps for using internet in the science classroom, Internet safety in the classroom; cyber security and cyber ethics; Learning Management Systems – MOODLE

**Module Outcome:**

After Completion of this module, the student should be able to:

MO1: practice different ICT learning tools in Science

MO2: design science learning using web 2.0 tools

MO3: judge the educational value of online resources

MO4: demonstrate the use of internet in science learning

MO5: demonstrate and practice learning management system

### **Module V: Assessment in Science Education**

Role of assessment in teaching learning process in Science; Trends in assessment- grading, self-evaluation, peer evaluation; online evaluation—online assignment, online tests and open book ; Diagnostic testing and remediation; Assessment - Oral, written and performance assessment; 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; Areas which need more research in assessment in Science learning.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: analyse the significance of assessment in science learning

MO2: suggest different types of online assessment tools.

MO3: design and develop different assessment tools.

MO4: design e-portfolios.

### **Module VI: Professional Development of Science Teachers**

Professional Development of Science Teachers-scope and importance; 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; 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; Research in Science Education in India and other countries.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: explain the need of professional development in science education

MO2: examine the significance of networking in science education.

MO3: predict the changing roles of a science teacher.

MO4: compare the science education researches in India and abroad

## **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

### **Suggested Classroom Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

## **LEARNING RESOURCES**

### **References**

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### **On-line Sources**

<https://www.britishcouncil.org/etwinning/what>

<https://elearning.tki.org.nz/Teaching/Assessment/e-Portfolios>

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios>

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<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544(iii)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED LANGUAGE EDUCATION  
(ENGLISH)**

**Course Outcomes**

- CO1:** An understanding of the key ideologies in teaching and learning of a language.
- CO2:** Raise and consolidate the students' to get an awareness of the principles and practice of teaching English to secondary school students and adult learners.
- CO3:** Build the students' confidence in their own English language skills and to increase their knowledge and awareness of English language teaching and methodology.
- CO4:** familiarise with the importance and use of first, second language and multi-language system and its significance on culture in developing language skills.
- CO5:** Students get an idea in the use of digital resources and digital technology and cyber-laws.
- CO6:** Students develop the ability to explore modern assessment practices that are in vogue in the field of language teaching
- CO7:** Students develop a positive attitude for being a good language teacher.
- CO8:** Students develop the ability to explore current trends and practices in English Language Teaching/Learning Research.

**COURSE CONTENT**

**Module I** The nature of approaches and methods in Language teaching.1`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- Approaches, methods and techniques in English language teaching - Review and Critical Analysis of – Grammar Translation Method- Direct Method - Audio-lingual Method - Situational Language Teaching - Communicative and Task-based Learning Approaches - Natural Approach –Humanistic Approaches – Total Physical Response (TPR) - Silent Way – Cooperative Learning – Interactive Approach - Whole Language Approach.-

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.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: understand the perspectives in teaching and Learning of English Language.

MO2: apply theories, Approaches, Methods and Techniques in English language teaching. (A

MO3: Imbibe the current pedagogic practices in ELT with special reference to schools under State syllabus in Kerala.

MO4: understand the application of Language Elements, Literary Elements, Language Discourses etc. in Language usage.

MO5: enhance their knowledge and awareness of English language teaching and methodology.

### **Module II**

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 and beyond – Barriers in oral and written communication in English - Strategies for Effective Communication - Communication Networks - Teacher as an Effective Communicator- 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 - Multilingualism – 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. - 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

### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO1: enhance Proficiency in Language and Communication-

MO2: develop strategies for Effective Communication.

MO3: understand the design and development of ELT curriculum in the multilingual context in English Language Curriculum for the 21<sup>st</sup> century learners.

MO4: develop and experiment Contextual Learning Resources like Local Texts, Teacher made Texts etc.

MO5: analyse problems of ELT in Multi Lingual Context of India.

MO5: understand the philosophy of Inclusion and Differential Learning Concept and process.

MO6: understand learner diversity in Language Classrooms, with respect to its various dimensions.

MO7: compare and critically examine SCERT, CBSE, ICSE and NCERT Curricula.

MO8: Critically analyze Secondary and Higher Secondary English Course Books, Source Books and other Learning Materials.

### **Module III**

Inclusion of Digital Technology in Language Education- Role of Teacher and Learner in the Digital Era – Teacher as a 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.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO1: understand technology enabled Language Teaching and Learning.

MO2: critically examine Role of the Teacher and the Learner in Digital Era.

MO3: differentiate between Digital Natives and Migrants.

MO4: understand technology enabled Language Teaching and Learning.

MO5: familiarize with the various technology assisted Educational Resources.

MO6: understand Cyber Security, Server Security, e- mail Security etc.

**Module IV**

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.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO1: explore modern assessment practices – Continuous and Comprehensive Evaluation.

MO2: understand Alternative and Performance based Assessment Techniques.

MO3: understand Online and Offline Assessment-

MO4: understand and prepare Progress Tests, Proficiency Tests and Placement Tests–

MO5: develop an idea about the proficiency tests in English Language like IELTS, TOEFL, TKT, TET etc,

MO6: get an awareness on the placement eligibility tests like NET and SET.

### **Module V**

Need for continuous professional development for English language teachers- Changing Roles of Teachers in the digital era.– Professionalism of English Language Teachers – Professional Competencies – Pre-service and In-service Training for Language Teachers - Role of Agencies and Professional Organizations in Teacher Empowerment.-Concept of Continuing Professional Development(CPD) -Strategies for Professional Development: Orientation programmes, Refresher Courses, Seminars, Symposium, Panel Discussion, Workshops, Conferences, Self-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.

#### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO1: Understand the need for continuous professional development for English language Teachers.

MO2: understand the changing roles of teachers in the digital era.

MO3: develop Professionalism and Professional Competencies.

MO4: understand the role of Agencies and Professional Organizations in Teacher Empowerment.

MO5: understand the concept of Continuing Professional Development (CPD).

MO6: develop an understanding of Strategies for Professional Development.

MO7: develop an awareness on the provisions made by the State for Professional Development of Teachers.

### **Module VI**

Research and Innovations in ELT- Current Trends and Practices in Research.- Text Analysis - Critical Discourse Analysis - Content Analysis - Critical Analysis of Visual Media -Identifying Areas of Research and gaps in ELT – Review of Latest Research in English Language Education and Second Language Pedagogy

### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO1: analyse the Research and Innovations in ELT.

MO2: understand the Current Trends and Practices in ELT Research.

MO3: identify the areas of Research and gaps in ELT research.

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Class Room Activities**

- Assignments
- Learning Log
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey on selected topics in English Language Teaching/Learning.
- Port-Folio of Assignments and related materials pertaining to each module.

### **LEARNING RESOURCES**

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**On-line Sources**

<https://www.british-study.com/en/courses/professional-development-courses/advanced-methodology-language/>

<https://www.britishcouncil.in/english/online>

<https://www.onlinestudies.com/Courses/English>

<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544 (iv)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED LANGUAGE EDUCATION (HINDI)**

**Course Outcomes:**

- CO 1 Acquire language skills and communicative skills in Hindi
- CO 2 Equip himself/herself with the qualities and competencies of a teacher
- CO 3 Orient the teachers in the better use of teaching strategies in Hindi teaching
- CO 4 Upgrade knowledge about modern trends, methods and strategies of teaching Hindi
- CO 5 Comprehend and make use of learning theories and their classroom implications
- CO 6 Get familiarized with different types of evaluation and assessment techniques
- CO 7 Enhance technological skills and skills in designing digital texts
- CO 8 Develop appropriate tools for assessment and teaching

**COURSE CONTENT**

**Module I**

Perspectives in Teaching and Learning of Hindi Language- Language – Nature, functions and scope - language and culture- language and gender - Language Acquisition –Hindi as L1, L2, L3 –Role of family, media and community resources in Hindi language acquisition, Formal and Informal learning of Hindi language with special reference to Kerala state-Application of Theories in Language Learning: Psycho-linguistic, Socio- linguistic and Neuro linguistic--- contributions of Piaget, Bruner, Chomsky, Vygotsky, Krashen, Paulo Freire, Howard Gardner -Bloom’s Taxonomy and revised versions – objective based Instruction, process-oriented and outcome based learning –skill based to discourse oriented language learning.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Explain the significance of teaching of Hindi
- MO 2 Discuss the scope of learning Hindi
- MO 3 Identify the linkage between language and culture

- MO 4 Explain Hindi as second language
- MO 5 Analyze various learning theories in the acquisition of language
- MO 6 Describe aims and objectives of language learning
- MO 7 List out the principles of learning language
- MO 8 Summarize the taxonomy of educational objectives
- MO 9 Define objective based instruction
- MO 10 Differentiate between process-oriented teaching and outcome-based learning
- MO 11 Analyze the theories of language learning

## **Module II**

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

### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Identify strategies to enhance proficiency in Hindi language and communication
- MO 2 List out the skills of language learning
- MO 3 Give a clarity regarding various methods and pedagogic strategies of Hindi teaching

- MO 4 Select strategies used in situational language teaching
- MO 5 Prepare lesson transcripts in co-operative and collaborative learning strategies
- MO 6 Explain strategies for effective communication
- MO 7 Give the meaning of communication networks
- MO 8 Discuss the role of Hindi teacher as an effective communicator
- MO 9 Explain the development of various language skills-LSRW
- MO 10 Orient the teachers and teacher educator in the management of children with special needs in the Hindi Language Learning

### **Module III**

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 - 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

### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Explain various strategies used in teaching Hindi
- MO2 Identify various concerns of curriculum development in Hindi
- MO3 Discuss the concerns to be addressed while developing Hindi language curriculum
- MO4 Define ICT enables learning
- MO5 Explain the learner diversity in Hindi language classrooms
- MO6 List out strategies for addressing the language learning of children from multi-lingual background
- MO7 Analyze Hindi language curriculum in the light of NCF 2005, KCF 2007, and NCFTE 2009

- MO8 Explain various approaches and methods of teaching Hindi
- MO9 Critically analyze various approaches of teaching Hindi
- MO10 Explain the need of study skills in need of Hindi
- MO11 Analyze the limitations of the existing practices of teaching Hindi
- MO12 Summarize the practice of teaching Hindi in the schools of Kerala
- MO13 Give an account of various models in teaching Hindi and their implications in the curriculum
- MO14 Discuss the effective role of various agencies in the development Hindi Curriculum

#### **Module IV**

Use 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

#### **Module Outcomes:**

*After Completion of this module, the student should be able to:*

- MO 1 Analyze the digital resources and select them effectively for teaching Hindi
- MO2 Equip himself/herself as a techno-pedagogue
- MO3 Explain the characteristics of digital natives
- MO4 Effectively handle technology enabled Hindi classes
- MO5 Structure and design teaching through LMS
- MO6 Judge up on e-resources effectively and adopt them meaningfully in teaching process
- MO7 Discuss the issues of cybercrimes and plagiarism
- MO8 Develop OERs

#### **Module V**

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 and 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.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO 1 Explain the strategies of evaluating Hindi learning

MO 2 Identify the strengths of self-evaluation and peer evaluation in learning Hindi

MO 3 Explain continuous and comprehensive evaluation in the context of Hindi language learning

MO 4 Describe various tools and techniques of evaluating learning of Hindi

MO 5 Enlist various ICT based platforms for the assessment of language learning

**Module VI**

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),- Role of 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- carving a trajectory for developing a humane teacher and professional code of ethics-Current trends and practices in research, Action Researches, Case Studies, critical discourse analysis, content analysis, critical analysis of films, literature and visual arts.

**Module Outcomes:**

*After Completion of this module, the student should be able to:*

MO 1 Highlight the significance of continuous professional development of Hindi language teachers

MO 2 Explain the practices of teacher preparation in Hindi language

MO 3 Discuss the role of various agencies in imparting preservice and in-service teacher education in Hindi language

MO 4 List out the professional needs of Hindi language teachers

MO 5 Highlight professional ethics to be followed by the Hindi language teachers and teacher educators

MO 6 Identify the need for professional networking among Hindi language teachers

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- Designing Strategies
- MOOC based Pedagogy
- Short Projects
- Blended Learning
- Cooperative Learning

#### **REFERENCES:**

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<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544 (v)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED LANGUAGE EDUCATION  
(MALAYALAM)**

**Course Outcomes:**

- CO 1 .** Create awareness about perspectives of language in teaching and learning.
- CO 2** Articulate and exemplify basic knowledge of the nature, scope and functions of language teaching and learning
- CO 3.** To analyse the significance of various models in teaching of Malayalam
- CO 4.** To become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language
- CO 5.** To understand the role of agencies and professional organizations in teacher empowerment
- CO 6.** To evaluate the strategies of professional development in the context of language learning
- CO 7.** To critically analyze current Trends and practices in research with regard to Malayalam language learning.

**COURSE CONTENT**

**Module I:** Perspectives in Teaching and Learning of Malayalam Language:-  
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– Bloom’s Taxonomy and revised versions – objective based Instruction, based process-oriented and outcome based learning

After Completion of this module, the student should be able to:-

M01: explain the key ideologies in teaching and learning of language

M02: Articulate and exemplify basic knowledge of the nature, scope and functions of language teaching and learning

M03: To analyze the application of linguistic, psycholinguistic, sociolinguistic, neurolinguistic theories in language learning

M04: Create awareness about perspectives of language in teaching and learning .

**Module II:** Approaches, Methods and Techniques in Malayalam Language Teaching- Review and Critical analysis of Various approaches and methods -Discourse Oriented Pedagogy - Importance of discourse in language learning and teaching, Functions of: Debate, Process of constructing discourses-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, Classroom 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

After Completion of this module, the student should be able to:

M01: Analyse the importance of discourses in language learning and able to evaluate various methods and approaches in language learning.

M02: To apply the current approaches, methods and innovative techniques in language teaching and learning

M03: To adopt and practice instructional and evaluation strategies for teaching the language and to address the special needs of differently abled children

M04: To analyse the significance of various models in teaching of Malayalam

M05: To understand the special needs of differently abled children in a new context

M06: Analyze the significance of various models in teaching of Malayalam'

**Module III:** Enhancing Proficiency in Language and Communication -Barriers in oral and written Communication in Malayalam- Strategies for Effective Communication - Communication Networks - Teacher as an effective communicator-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 -Multilingualism – 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- meeting language needs of in migrant labourers and bilingual areas–comparison of Kerala state, CBSE, ICSE syllabi- Philosophy of inclusion and Differential learning - concept and process – addressing learner diversity in language classrooms

After Completion of this module, the student should be able to:

M01: Develop an understanding about language proficiency and curriculum framework.

M02: attain the skills of curriculum construction and design in a language

M03: understand basic principles for addressing learner diversity in language classrooms

M04: grasp the techniques underlying the designing and administration of various kinds of language tests

**ModuleIV:** 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

After Completion of this module, the student should be able to:

M01: attain the skill in digital learning and become aware of advanced digital tools

M02: become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language

M03: familiarize various tools for language learning

M04: work with open education resources

M05: Evaluate the applicability of digital learning in the context of Malayalam language learning

**Module V:** 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) - 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 - Awareness of career paths - development of career trajectory - job satisfaction of teachers.-Current Trends and practices in research

After Completion of this module, the student should be able to:

M01: Evaluate the concept of professionalism in language learning

M02: ensure quality in the continuing professional development of teachers

M03: identify the role of agencies and professional organizations in teacher empowerment

M04: evaluate the strategies of professional development in the context of language learning

M05: critically analyze current Trends and practices in research with regard to Malayalam language learning.

### **Module VI**

Research and Innovations in Language Teaching- Current Trends and Practices in Research. - Text Analysis - Critical Discourse Analysis - Content Analysis - Critical Analysis of Visual Media -Identifying Areas of Research and gaps in language teaching – Review of Latest Research in Malayalam Language Education and Second Language Pedagogy

Module Outcomes:

After Completion of this module, the student should be able to:

MO1: analyse the Research and Innovations in language teaching.

MO2: understand the Current Trends and Practices in Research.

MO3: identify the areas of Research and gaps in research.

### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

#### **Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

#### **REFERENCES**

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<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544 (vi)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED LANGUAGE EDUCATION  
(SANSKRIT)**

**Course Outcomes:**

- CO1:** To explain the key ideologies in teaching and learning of language
- CO2:** To attain the skills of curriculum construction and design in a language
- CO3:** To develop an understanding of the nature, scope and functions of Sanskrit language and learning
- CO4:** To analyze the application of linguistic, psycho linguistic, socio linguistic, neuro linguistic theories in language learning
- CO5:** To apply the current approaches, methods and innovative techniques in language teaching and learning
- CO6:** To equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
- CO7:** To grasp the techniques underlying the designing and administration of various kinds of language tests

**COURSECONTENT**

**Module I: Perspectives in Teaching and Learning of Sanskrit Language**

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

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: interpret the contributions of educationalists towards language education

MO2: apply the theories in language learning context

MO3: analyse various taxonomies in education

MO4: infer the process-oriented language learning

### **Module II: Role of Sanskrit for preserving our heritage**

Approaches, Methods and Techniques in Sanskrit Language Teaching -Review and Critical analysis of Various approaches and methods -Discourse Oriented Pedagogy - Importance of discourse in language learning and teaching, Functions of: Debate, Process of constructing discourses-strategies and techniques for teaching language skills -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

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1 identify different approaches in language learning

MO2: analyse various approaches in language learning

MO3: suggest current pedagogical strategies for language learning.

MO4: discuss various models of language teaching

MO5: predict strategies to address the special needs of differently abled children

### **Module III: Enhancing Proficiency in Sanskrit Language and Communication**

Strategies for Effective Communication - Communication Networks - Teacher as an effective communicator-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 teaching Sanskrit in multi lingual context of India— comparison of Kerala state, CBSE, ICSE syllabi- Philosophy of inclusion and Differential learning - concept and process – addressing learner diversity in language classrooms

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: develop basic language skills

MO2: develop oratory and presentation skills

MO3: identify the barriers in communication

MO4: suggest strategies for overcoming communication barriers

MO5: develop the skill of academic writing

**Module - IV: Sanskrit language teaching curriculum in the multilingual context**

Design and development of Sanskrit language teaching curriculum in the multi lingual context ; Sanskrit 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– problems of Sanskrit 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: differentiate various approaches in curriculum

MO2: explain the philosophy of inclusion and differential learning

M01: analyse the different learning styles

M01: propose various instructional strategies and assessment in differential teaching.

## **Module 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

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: redefine the role of teacher as a techno pedagogue

MO2: apply various technology enabled language teaching strategies

MO3: practice learning management system for language teaching

MO4: define cyber security and copy right laws

## **Module VI: Continuing Professional Development for Sanskrit Language Teachers**

Changing roles of teachers – Professionalism of Sanskrit 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) - Awareness of career paths - development of career trajectory - job satisfaction of teachers.-Current Trends and practices in research

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: interpret the changing role of teachers

MO2: propose innovations in the Continuing and Professional Development

MO3: suggest the significance of professional code of ethics

## **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

### **Suggested Classroom Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

### **LEARNING RESOURCES**

#### **References**

- Bloom, Benjamin, (Ed.) and others (1965) *Taxonomy of Educational Objectives: The Classification of Educational Goals*, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
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**On-line Sources**

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[http://www.nwea.org/blog/2013/22-esay-formative-assessment-techniques- for measuring-student-learning/](http://www.nwea.org/blog/2013/22-esay-formative-assessment-techniques-for-measuring-student-learning/)

<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544(vii)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED LANGUAGE EDUCATION (TAMIL)**

**Course Outcomes:**

- CO1:** To explain the key ideologies in teaching and learning of language
- CO2:** To develop an understanding of the nature, scope and functions of Tamil language teaching and learning
- CO3:** To analyse the application of linguistic, psycho linguistic, socio linguistic, neuro linguistic theories in language learning
- CO4:** To apply the current approaches, methods and innovative techniques in language teaching and learning
- CO5:** To equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
- CO6:** To summarize the techniques underlying the designing and administration of various kinds of language tests
- CO7:** To attain the skills of curriculum construction and design in a language
- CO8:** To adopt and practice instructional strategies for teaching the language and to address the special needs of differently-abled children
- CO9:** To ensure quality in the continuing professional development of teachers
- CO10:** To acquaint themselves with areas of research and various research tools

**COURSECONTENT**

**Module -I Perspectives in teaching and learning of Tamil language**

Language – Nature, functions and scope ; language and culture; language and gender; Language Acquisition – L1, L2, L3 ; Role of family and community resources in Tamil language acquisition; Application of Theories in Language Learning- psycho-linguistic, socio- linguistic and neuro linguistic; Contributions of Piaget, Bruner, Chomsky, Vygotsky, Krashen, 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: interpret the contributions of educationalists towards language education

MO2: apply the theories in language learning context

MO3: analyse various taxonomies in education

MO4: infer the process-oriented language learning

MO5: identify the role of social agencies in language learning

### **Module - II: Approaches in Tamil Language teaching**

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 ; Cooperative learning – Collaborative learning - Whole Language Approach- Evolve modern instructional strategies for Tamil language teaching and learning; 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

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1 identify different approaches in language learning

MO2: analyse various approaches in language learning

MO3: suggest current pedagogical strategies for language learning.

MO4: discuss various models of language teaching

MO5: predict strategies to address the special needs of differently abled children

### **Module - 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

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: develop basic language skills

MO2: develop oratory and presentation skills

MO3: identify the barriers in communication

MO4: suggest strategies for overcoming communication barriers

MO5: develop the skill of academic writing

**Module - IV: Tamil language teaching curriculum in the multilingual context**

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– 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: differentiate various approaches in curriculum

MO2: explain the philosophy of inclusion and differential learning

M01: analyse the different learning styles

M01: propose various instructional strategies and assessment in differential teaching.

**Module V: 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: redefine the role of teacher as a techno pedagogue

MO2: apply various technology enabled language teaching strategies

MO3: practice learning management system for language teaching

MO4: define cyber security and copy right laws

**Module VI: 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-Research and innovations in Tamil language teaching

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: interpret the changing role of teachers

MO2: propose innovations in the Continuing and Professional Development

MO3: suggest the significance of professional code of ethics

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Classroom Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

## **LEARNING RESOURCES**

### **References**

- Bloom, Benjamin, (Ed.) and others (1965) *Taxonomy of Educational Objectives: The Classification of Educational Goals*, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
- Broudy, Harry S. and Palmer, John R. (1966) *Examples of Teaching Method*, Chicago, Second Printing, Chicago, Rand McNally & Co.
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### **On-line Sources**

[http://mycbseguide.com/blog/continuous and comprehensive-evaluation-cce/](http://mycbseguide.com/blog/continuous-and-comprehensive-evaluation-cce/)

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[http://www.fastol.com/~renkwitz/sq4r\\_study\\_method.htm](http://www.fastol.com/~renkwitz/sq4r_study_method.htm)

<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544(viii)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED LANGUAGE EDUCATION (ARABIC)**

**Course Outcomes:**

**Describe the nature, scope and functions of language teaching and learning**

- CO 1 Analyze the application of linguistic, psycho linguistic, socio linguistic, neuro linguistic theories in language learning
- CO 2 Implement and employ the current approaches, methods and innovative techniques in language teaching and learning
- CO 3 Equip the prospective teachers in developing language skills, communication skills, teaching skills and study skills
- CO 4 Grasp the techniques underlying the designing and administration of various kinds of language tests
- CO 5 Attain the skills of curriculum construction and design in a language
- CO 6 Adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children

**COURSE CONTENT**

**Module I**

Perspectives in Teaching and Learning Arabic Language-Arabic language education its Nature, functions and Scope -Language and Culture, language and gender Language Acquisition: L1, L2 and L3- Arabic as a second language –Satus of Arabic language in India and abroad-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)

**Module Outcomes:**

*After the completion of this module students should be able to:*

- MO1 Explain the significance of teaching of Arabic
- MO2 Discuss the scope of learning Arabic
- MO 3 Identify the linkage between language and culture
- MO 4 Explain Arabic as second language
- MO 5 Analyze various learning theories in the acquisition of language
- MO 6 Describe aims and objectives of language learning
- MO 7 List out the principles of learning language
- MO 8 Summarize the taxonomy of educational objectives
- MO 9 Define objective based instruction
- MO 10 Differentiate between process-oriented teaching and outcome-based learning

## **Module II**

Enhancing Proficiency in Arabic Language and 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

### **Module Outcomes:**

*After the completion of this module students should be able to:*

- MO1 Identify strategies to enhance proficiency in Arabic language and communication
- MO2 List out the skills of language learning (LSRW)
- MO3 Give a clarity regarding intermediate and advanced language skills
- MO4 Select strategies of learning, listening, speaking, writing, and reading
- MO5 Prepare lesson transcripts to teach the skill of writing Arabic
- MO6 Explain strategies for effective communication
- MO7 Give the meaning of communication networks
- MO8 Discuss the role of Arabic teacher as an effective communicator

### **Module III**

Approaches, Methods and Techniques of Teaching Arabic Language - Review and Critical Analysis of various Approaches and Methods of teaching Arabic language- 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

#### **Module Outcomes:**

After the completion of this module students should be able to:

- MO1 Explain various approaches and methods of teaching Arabic
- MO2 Critically analyze various approaches of teaching Arabic
- MO3 Explain the need of study skills in need of Arabic
- MO4 List out various strategies for enhancing elements of Arabic language- Vocabulary, Structure, Sentence, Patters, Idioms etc.
- MO5 Identify strategies for language discourses-Dialogue, Poem, Story, Report, Essay, Oration, Letter writing etc.
- MO6 Analyze the limitations of the existing practices of teaching Arabic
- MO7 Summarize the practice of teaching Arabic in the schools of Kerala
- MO8 Give an account of various models in teaching Arabic

### **Module IV**

Design & Development of Arabic Language Curriculum in a Multilingual Context - Arabic Language curriculum for 21st 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

**Module Outcomes:**

*After the completion of this module students should be able to:*

- MO1 Describe the language curriculum in 21st century
- MO2 Explain various strategies used in teaching Arabic
- MO3 Identify various concerns of curriculum development in Arabic
- MO4 Discuss the concerns to be addressed while developing Arabic language curriculum
- MO5 Define differential learning
- MO6 Explain the learner diversity in Arabic language classrooms
- MO7 List out strategies for addressing the language learning of children with special needs
- MO8 Analyze Arabic language curriculum in the light of NCF 2005, KCF 2007, and NCFTE 2009

**Module V**

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

**Module Outcomes:**

*After the completion of this module students should be able to:*

- MO1 Explain the strategies of evaluating Arabic learning
- MO2 Identify the strengths of self-evaluation and peer evaluation in learning Arabic
- MO3 Explain continuous and comprehensive evaluation in the context of Arabic language learning
- MO4 Describe various tools and techniques of evaluating Arabic language acquisition
- MO5 Enlist various ICT based platforms for the assessment of Arabic language learning

**Module VI**

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-Networking for professional growth-Teacher as a reflective practitioner

**Module Outcomes:**

*After the completion of this module students should be able to:*

MO1 Highlight the significance of continuous professional development in Arabic language teachers

MO2 Explain the practices of teacher preparation in Arabic language

MO3 Discuss the role of various agencies in imparting preservice and in-service teacher education in Arabic language

MO4 List out the professional needs of Arabic language teachers

MO5 Highlight professional ethics to be followed by the Arabic language teachers and teacher educators

MO6 Identify the need for professional networking among Arabic language teachers

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- Designing Strategies
- MOOC based Pedagogy
- Short Projects
- Blended Learning
- Cooperative Learning

**LEARNING RESOURCES**

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<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544 (ix)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED SOCIAL SCIENCE EDUCATION**

**Course Outcome:**

- CO1 Explain the aims and objectives of teaching social science in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.
- CO2 Analyze the principles and techniques of organization of social science curriculum.
- CO3 Describe the nature and importance of inter-disciplinary approaches to teaching social science.
- CO4 Summarize the processes of curriculum development (renewal, planning, designing and dimensions).
- CO5 Propagate the psychological considerations of social science instruction and its learning.
- CO6 Employ modern instructional strategies and models in the teaching and learning of social science.
- CO7 Analyze the nature, scope and use of technology in Social Science education and to evaluate the use of technology in teaching-learning.
- CO8 Identify the various resources for learning social science and effectively use different media, materials and resources for teaching Social Science
- CO9 Develop the competence to construct and administer appropriate assessment tools of evaluation and interpret results.
- CO 10 identify priority areas of research and experimentation in Social Science education and use the research findings in teaching.
- CO 11 Get enhanced the competencies through practical experiences to become an effective teacher educator in social science.

## COURSE CONTENT

### Module I

Epistemological Frames in Social Science- Phenomenology 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.

### Module Outcomes:

*After the completion of this module students should be able to:*

MO1- Explain the epistemological frames in social sciences

MO2- Highlight the significance of NCF 2005 in teaching social science

MO3- Evaluate the theoretical sketch given by Karl Popper, Kress, Scott and Prell, Max Webber, George Simmel et al.

MO4- Compare and contrast among Positivism, Anti positivism, and Post-positivism

MO5- Give a clarity regarding Construction, Deconstruction, and Reconstruction

MO6- Compare and contrast among the terms Growth development and Degrowth

### Module II

Componential 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. Professional Development of Social Science Teachers. - 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. Developing Meta narratives about Society. Curriculum Integration through values. Curriculum evaluation- Need, nature and aspects of curriculum evaluation.

### **Module Outcomes:**

*After the completion of this module students should be able to:*

- MO1 Discuss the significance of community living
- MO2 Define Eco habitation
- MO3 Comment on the importance of Economic restructuring and improving living standards
- MO4 Explain citizenship and obligation to the state
- MO5 Highlight the importance of Human rights education in social sciences
- MO6 Detail out the constitutional provisions of education
- MO7 Explain the medium of language n education
- MO8 Discuss the componential convergence in social science teaching
- MO9 Identify the need of professional development of social science teachers
- MO10 List out the areas on which professional development has to be given
- MO11 Discus various approaches of teaching social sciences
- MO12 Give clarity regarding various patterns of curriculum design
- MO13 Define curriculum planning
- MO14 List out the stages of curriculum development
- MO15 Give importance of integrational values of social science curriculum
- MO16 Explain the need of curriculum evaluation in the context of social science teaching

### **Module III**

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.

**Module Outcomes:**

*After the completion of this module students should be able to:*

- MO1 Discuss various strategies of teaching social sciences
- MO2 Highlight the importance of Psychology in the teaching of social science
- MO3 Give a comparative perspective of various learning theories and its application in social sciences
- MO4 Explain an inclusive social science classroom
- MO5 Define Modular approach
- MO6 Design and structure a module in a curriculum
- MO7 Compare and contrast between the Social learning theories of Chomsky, Bandura, and Rotter
- MO8 Recall the terms Semiotics and Semantics in social sciences
- MO9 Clarify the Mastery learning model
- MO10 Explain the group investigation model
- MO11 List out the syntax in Social enquiry model
- MO12 Critically analyze the instructional theories of Miller

**Module IV**

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.

**Module Outcomes:**

*After the completion of this module students should be able to:*

- MO1 State the significance of Reflective teaching
- MO2 List out the characteristics of Reflective teaching
- MO3 Enumerate the skills and competencies required for a social science teacher educator
- MO4 Highlight the significance of professional development of social science teacher educators

MO5 Critically evaluate the available platforms for the continuous professional development of social science teacher educators

MO6 Comment on professional ethics

MO7 Critically evaluate the role of social science teacher educators in the design development and evaluation of curriculum

### **Module V**

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 – Webology of Social Science. Social Science Teacher Educator as a Techno-Pedagogue.

### **Module Outcomes:**

*After the completion of this module students should be able to:*

MO1 Critically evaluate the interrelationship among technology, pedagogy, and content

MO2 Explain the properties of a techno pedagogic content

MO3 Give meaning of techno pedagogic content knowledge

MO4 Discuss various techno blends in social science teaching

MO5 Design a lesson using techno modalities in social sciences

MO6 Define online learning, e-learning, m-learning, and virtual learning

MO7 List out the issues of teaching social sciences in open and distance learning

MO8 Explain the instructional support available for teaching social sciences

### **Module VI**

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. - Research in Social Science Education - Need and significance – Teacher as a Researcher, knowledge worker and a social

**Module Outcomes:**

*After the completion of this module students should be able to:*

- MO1 Give clarity regarding the linkages among objectives, content, and evaluation
- MO2 Distinguish between quantitative and qualitative parameters of assessment
- MO3 Explain the assessment of learning outcomes in social sciences
- MO4 Define Continuous and Comprehensive Evaluation
- MO5 List out various classroom assessment techniques
- MO6 Prepare a Port Folio
- MO7 Design a Rubric
- MO8 Explain the importance of self-reflection and peer evaluation in social science teaching-learning
- MO9 Give grade inflation
- MO10 Define open book examination
- MO11 Develop a feedback tool to be given online for students

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- Designing Strategies
- MOOC based Pedagogy
- Short Projects
- Blended Learning
- Cooperative Learning

## LEARNING RESOURCES

### REFERENCES

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<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544 (x)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED COMMERCE EDUCATION**

**Course Outcomes:** The learner will be able to

- CO1 Summarize the concepts, version and framework of the development of commerce education.
- CO2 Design and judge upon various processes of curriculum designing and analyze the modes of the transaction in commerce education.
- CO3 Analyze the instructional resources in teaching and learning of commerce and adopt them suitably.
- CO4 Explore the instructional methods, techniques, strategies and models in teaching of commerce.
- CO5 Analyze the global trends in commerce education.
- CO6 Investigate the research trends in commerce education and take the innovations into teaching.
- CO7 Examine various strategies of assessment in commerce education and menaigfully design them as per the demand.

**COURSE CONTENT:**

**Module I**

Nature, Scope and Development of Commerce Education- Commerce as a distinctive discipline, Scope of commerce in a nation's prosperity, Modernization of commerce through technological advancement and LPG. -Commerce education: Meaning, Definitions and Nature – Academic and Vocational. -Significance and Historical development of Commerce education. -Values attained through commerce education.- Interdisciplinary approach in Commerce Education- Aims and objectives of Teaching Commerce- Scope and purpose of Techno-Pedagogic Content Knowledge Analysis in commerce.

**Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Explain the nature of Commerce education
- MO2 Discuss the significance of commerce education in the development of nation
- MO3 Analyze the need of commerce education in the milieu of LPG (Liberalization Privatization Globalization)
- MO4 Define the academic and vocational aspects of commerce education
- MO5 State the historical development of commerce education
- MO6 List out the aims and objectives
- MO7 Highlight the significance of techno pedagogy in teaching commerce

## **Module II**

Curriculum Designing and Transaction of Commerce Education- 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

### **Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Discuss various aspects of curriculum design and transaction in commerce education
- MO2 List out various types of curriculum
- MO3 Give a clarity regarding modern trends in curriculum design
- MO4 Mention the roll of NCF 2005 and KCF 2007 in strengthening the commerce teaching
- MO5 Explain various modalities of teaching commerce
- MO6 Design lesson transcripts to teach commerce using digital platforms
- MO7 Prepare a script of E-content in commerce

## **Module III**

Instructional Resources in Teaching and Learning of Commerce -Learning management system (LMS) in teaching learning of commerce education.-IT enabled instructional resources -School and Community Based Instructional Resources in Teaching Commerce: school to the community and community to the school- 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.

**Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Describe various resources in the teaching-learning of commerce
- MO2 Give the properties of learning management system and its application in teaching of commerce
- MO3 List out various resources - school based as well as community based in the teaching of commerce
- MO4 Highlight the significance of school community and community school linkages
- MO5 Evaluate various instructional strategies used in commerce teaching
- MO6 Develop the criteria of selection in various instructional method in the teaching of commerce
- MO7 Develop a lesson plan based on problem solving method to teach subjects in commerce
- MO8 Discuss the patterns of inductive and deductive methods of teaching
- MO9 Give situations in which drill brainstorming and role plays can be applied
- MO10 Compare and contrast between Cooperative and Collaborative learning strategies
- MO11 Prepare a scaffolding plan for Commerce teaching
- MO12 Explain the tenets of experiential learning
- MO13 Give the models of blended learning in commerce
- MO14 Identify strategies of teaching commerce for children with special needs

**Module IV**

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.

**Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Explain the trends in commerce education
- MO2 Define Entrepreneurship education
- MO3 Highlight the significance of Entrepreneurship education
- MO4 Compare the Commerce education between India and various countries

**Module V**

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.

**Module Outcomes:**

*After completing this module students should be able to:*

- MO1 List out the trends in research on teaching of commerce
- MO2 Highlight the role of commerce teachers as researchers
- MO3 Include the research outcomes in teaching of commerce
- MO4 Select appropriate findings of various research to tackle the problems of teaching commerce

**Module VI**

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 –Parents- Teacher as a reflective practitioner - Reflective strategies – concept mapping, brain storming, reflective journal, problem solving, Portfolio Assessment, Rubrics.

**Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Discuss various assessment strategies in commerce education
- MO2 Differentiate between quantitative and qualitative assessments
- MO3 Define diagnostic tests
- MO4 Prepare an Achievement test

- MO5 Clarify the significance of Prognostic test
- MO6 Summarize the assessment techniques like Self-reflection, and peer evaluation
- MO7 Design a feedback mechanism in commerce teaching
- MO8 List out the practices of a reflective commerce teacher
- MO9 Find out various websites that supply inputs for reflective practices
- MO10 Employ strategies like brainstorming, reflective journaling, and portfolio in commerce teaching

## **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

### **Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- Designing Strategies
- MOOC based Pedagogy
- Short Projects
- Blended Learning
- Cooperative Learning

### **REFERENCES:**

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<b>SEMESTER IV</b>	<b>Course Code: EDU-DE-544(xi)</b>	<b>Credits: 4</b>
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**NAME OF THE COURSE: ADVANCED GEOGRAPHY EDUCATION**

**Course Outcomes:** The learner will be able to-

- CO1 Analyze the history and modern trends in the nature, aims and curriculum trends in Geography
- CO2 Discuss and train necessary skills in developing various instructional model based on theories and pedagogy of teaching Geography
- CO3 Identify the relevance of psychological theories to geography teaching and learning.
- CO4 Gain insight into the methods of assessing and grading the teaching of geography
- CO5 Get acquainted with the latest educational thinking about geography education related to Geography teaching
- CO6 Develop skill needed for revising geography curriculum for schools
- CO7 Adopt research findings in geography education for improving practices related to geography education.

**COURSE CONTENT**

**Module 1**

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, and outcomes of teaching geography- taxonomy- origin-bloom's taxonomy 1956, revised taxonomy (1990) , process skills, technology integrated taxonomy

**Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Explain the nature and objective of Geography education
- MO2 Discuss the evolution of teaching Geography
- MO3 Critically analyze the trends and developments in teaching Geography
- MO4 Explain Bloom's Taxonomy

- MO5 Clarify educational objectives and outcomes of teaching Geography
- MO6 Analyze various process skills in teaching Geography
- MO7 List out the significance of technology integration in teaching-learning process

## **Module II**

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.

### **Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Critically analyze the pattern of curriculum and various approaches of curriculum development
- MO2 Explain critical pedagogy
- MO3 Design lessons based on problem-based learning
- MO4 Clarify issue-based curriculum
- MO5 Discuss the tenets of KCF 2007, and NCF 2005 in terms of teaching of Social Sciences
- MO6 Discuss the processes of curriculum
- MO7 Prepare a model curriculum based on various components of curriculum
- MO8 Discuss the practice of syllabus revision in Kerala
- MO9 Highlight the significance of modernization of Geography syllabus
- MO10 Identify the need of work integration in Geography education
- MO11 Describe resources like textbook, source book, work book, and handbook
- MO12 Give the meaning of techno pedagogy
- MO13 Explain digital textbooks and virtual libraries
- MO14 Examine the process of curriculum evaluation and various stages in India

### **Module 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.-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. -Enquiry learning - Gagne's model - Creativity learning model - Advance organizer- Jurisprudential - Reflective practice - Problem solving model

#### **Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Explain the theoretical base of Geography education
- MO2 Connect Piaget’s Developmental Theory of Learning with teaching of Geography
- MO3 Discuss how does Bruner’s theory relate to Geography education
- MO4 Give the structure of Gagne’s Hierarchy of Learning
- MO5 Discuss various theories in the light of teaching of Geography
- MO6 Give the meaning of constructivism
- MO7 Define multiple intelligence
- MO8 Identify strategies for Geography instruction
- MO9 Develop a plan of individualized learning
- MO10 Define auto lecture
- MO11 Discuss the strategies of Geography instruction for the disadvantaged sections
- MO12 Develop concept maps and mind maps
- MO13 Organize blended learning sections for teaching Geography
- MO14 Prepare a lesson plan based on role play

- MO15 List out the steps of inquiry training
- MO16 Differentiate between cooperative and collaborative learning
- MO17 Mention the steps of problem solving with examples
- MO18 Compare inductive and deductive thinking strategies
- MO19 Explain guide discovery and expository learning
- MO20 Arrange project-based learning paradigms
- MO21 List out certain topics to be taught through experiential learning

#### **Module IV**

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, MOODLE, ERIC,INFLIBNET - Virtual learning-value-factors, problems of virtual classrooms solutions - E- learning, M- learning, teleconferences

#### **Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Analyze the need of program instruction in the teaching of Geography
- MO2 Discuss the required teaching skills in the teaching of Geography
- MO3 List out various ICT tools for Geography education
- MO4 Explain the need of online learning
- MO5 Develop a blog for teaching Geography
- MO6 Define cyber aids
- MO7 Analyze various resources for teaching Geography
- MO8 Discuss the concerns of virtual learning
- MO9 Differentiate between e-learning and m-learning

#### **Module V**

Evaluation and Assessment- 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.

**Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Differentiate between formative and summative evaluation
- MO2 Discuss various process skills
- MO3 Compare and contrast between teacher made test and standardized test
- MO4 Give/Design a blue print of test construction
- MO5 Explain continuous and comprehensive evaluation
- MO6 Prepare a rating scale for collecting relevant data
- MO7 Keep an academic port folio
- MO8 Prepare rubrics for qualitative evaluation of student's learning
- MO9 Analyze the merits and demerits of grading system
- MO10 Discuss the need for diagnosed testing in remedial teaching
- MO11 Critically analyze the assessment of curricular and co-curricular activities in the schools of Kerala

**Module VI**

Research Perspective-Acquaintance with research findings in geography education - Variables related to geography achievement - Efficacy of models - Emerging researchable areas in geography -Researches in geography related to education

**Module Outcomes:**

*After completing this module students should be able to:*

- MO1 Prepare for research-oriented teaching of Geography
- MO2 Get acquainted with recent developments in Geography education
- MO3 Identify various variables related to the achievement in Geography
- MO4 List out the emerging research areas in Geography
- MO5 Propose some research ideas in teaching of Geography

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics

- Designing Strategies
- MOOC based Pedagogy
- Short Projects
- Blended Learning
- Cooperative Learning

## REFERENCES

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<b>SEMESTER IV</b>	<b>Course Code: EDU-CC-545</b>	<b>Credits: 2</b>
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## **OBSERVATION & CASE STUDY**

### **Course Outcomes**

CO 1. Observe and report the management practices of an educational institution

CO 2. Undertake case study of an educational institution

CO 3. Design management models for better output of an institution

CO 4. Describe the characteristics of effective management of an institution

CO 5. Evaluate the functioning of an institution

CO 6. Carry out extension activities and field work in educationally relevant contexts

CO 7. Acquire leadership abilities in management and administration

CO 8. Suggest quality improvement mechanisms.

### **Assessment**

This programme is field exposure to student teachers in various institutions of educational relevance to get first hand experience to conceptualise the functioning of an educational institution in terms of administration, management, outcomes, role of staff, beneficiaries etc.

Every aspect of the performance of student teachers are assessed through structured observation, document verification, peer evaluation, reports from the concerned authorities, reflective notes of student teachers, observation diary of teachers and final evaluative report of the mentor. Mark distribution is as given below:

<b>Involvement in the activities of the institution and contributions</b>	<b>Observation notes</b>	<b>Peer evaluation</b>	<b>Report submitted by students after completion of the programme</b>	<b>Total</b>
<b>10</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>

<b>SEMESTER IV</b>	<b>Course Code: EDU-SE- 505</b>	<b>Credit: 1</b>
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**NAME OF THE COURSE: GENDER ISSUES: AWARENESS AND MANAGEMENT**

**Course Outcomes:**

**CO1:** Identify the national and international trends in maintaining gender equality

**CO2:** Familiarize with the concept of digital gender divide and understand the consequences.

**CO3:** Recognize the role of women in the social building process.

**CO4:** Emerge as citizens who are gender responsive.

**CO5:** Realize the role of education leading to gender equity

**CO6:** Discuss the impact of globalization on gender issues.

**COURSECONTENT**

**Module I:** Gender and Education – Current Issues – Gender differences in educational attainment, work participation and wages

**Module Outcome:**

*After Completion of this module, the student should be able to:*

**MO1:** Understand the interconnections of gender and Education in various spheres of human endeavour.

**MO2:** Analyse the current issues pertaining to gender and Education.

**MO3:** Explain the changing gender differences in educational attainment.

**MO4:** Summarize that the gender inequality in education is a persistent problem in Indian society especially in work participation and wages

**Module II:** Gender equality and sustainable development – Gender and Globalization- Gender Digital Divide – The consequences of a Gender Digital Divide.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

**MO1:** Develop awareness on gender equality and sustainable development.

**MO2:** Evaluate the impact of globalization on gender.

MO3: Develop awareness on Gender Digital Divide

MO4: Identify the consequences of Gender Digital Divide.

**Module III:** Strategies of Women Empowerment – Policies and Initiatives - Education as a tool for Empowerment.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: Identify education as a tool for Empowerment

MO2: Discuss the policies and initiatives taken for empowering women

MO3: Analyse the different strategies for promoting Women Empowerment

**Module IV:** Gender responsiveness – National and International Initiatives – Strategies adopted for bringing about Gender Equality – Governmental campaigns.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: familiarize with the national and international Initiatives and campaigns taken by the Government for bringing gender equality.

MO2: Explain the importance of ensuring gender responsiveness

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Class Room Activities:**

- Assignments
- Learning Log
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey on selected topics in Gender Issues.
- Port-Folio of Assignments and related materials pertaining to each module.

**LEARNING RESOURCES**

## REFERENCES:

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- Online resources

<https://libraryresources.unog.ch/c.php>

<https://en.unesco.org/themes/education-and-gender-equality>

<https://www.unwomen.org/en/how-we-work/capacity-development-and-training/training-centre-services>

<b>SEMESTER IV</b>	<b>Course Code: EDU-SE-506</b>	<b>Credit: 1</b>
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**NAME OF THE COURSE: PRACTICES PROMOTING ECO-FRIENDLINESS**

**Course Outcomes:**

- CO1:** To identify the components of ecosystem, resources, pollution and sustainability.
- CO2:** To design sustainable solutions for development
- CO3:** To propose solutions for various environmental issues
- CO4:** To understand the age old and time-tested cultural values which ensures a sustainable living.
- CO5:** To understand the various eco-friendly practices that are adopted by individuals and institutions.
- CO6:** To evolve their own eco-friendly practices incorporating the concept of sustainable development.

**COURSECONTENT**

**Module I: Understanding Environment and Environmental Problems**

Components of Environment – Meaning and definition – Interrelationship between factors of environment – Population Explosion-Pollution (air, water and land)

**Module Outcome:**

*After Completion of this module, the student should be able to:*

- MO1: predict the impact of human being on biosphere
- MO2: interpret the consequences of human beings' impact on biosphere.

**Module 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: classify and illustrate the various components of environment

MO2: suggest ways of conservation of resources

MO3: design strategies for management of natural resources.

**Module III: Sustainable Development and Environmental movements**

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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: explain the various types of sustainability.

MO2: list and discuss the environmental movements.

MO3: interpret and define green chemistry.

**Module IV: Environmental Education and Eco-Friendly Practices**

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, Tree walk, ATREE  
etc.)-Eco-friendly practices followed by institutions and individuals.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: suggest and practice eco-friendly practices.

MO2: examine the role of society in protecting ecosystem

MO3: analyse the functions of various Non-Governmental Organizations.

## **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

### **Suggested Classroom Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

### **LEARNING RESOURCES**

### **LEARNING RESOURCES**

#### **References**

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#### **On-line Sources**

<https://www.britishecologicalsociety.org/about/what-is-ecology/>

<https://www.environmentalscience.org/sustainability>

<https://youmatter.world/en/definition/definitions-sustainability-definition-examples-principles/>

<b>SEMESTER I/II/III/IV</b>	<b>Course Code: EDU-GC-501</b>	<b>Credits: 2</b>
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**NAME OF THE COURSE: UNDERSTANDING THE LEARNER**

**Course Outcomes:**

- CO1 Critically analyze the typical process of learning and basic theories of learning.
- CO2 Explain the conditions and gearing factors of learning.
- CO3 Illustrate the basic issues and challenges before a learner in a classroom setting with proper examples.
- CO4 Evaluate the learning process and observe the social situation of learning.
- CO5 Bridge the gap between intellectual competencies and academic excellence
- CO6 Summarize the research trends in the field of learning research
- CO7 Design evaluation mechanisms for evaluating the learning.

**COURSE CONTENT**

**Module I**

Learning: Conceptual Clarification; Factors associated with Learning; Learner in educational setting: Characteristics; Individual Differences; Stages of Development with special reference to childhood and adolescence: Cooperative and Collaborative Learning.

**Module Outcomes:**

*After completing this module student should be able to:*

- MO1 Explain the concept of learning
- MO2 Define learning in his/her own way
- MO3 List out the factors associated with learning
- MO4 Analyze the role of learner in educational setting
- MO5 State the characteristics of learner
- MO6 Discuss the significances of dealing individual differences in a classroom
- MO7 Explain various stages of development

MO8 Compare and contrast between Cooperative and Collaborative learning practices

## **Module II**

Perspectives of Behaviorism: Skinner, Pavlov, and Thorndike; Cognitive Theories: Piaget; Gestalt School; Social Learning Theory; Constructivism and Vygotski; Gagne's Hierarchy of Learning; Abraham Maslow's Theory. Approaches to learning- situated learning, Dialogic learning and Transformative learning- learning.

### **Module Outcomes:**

*After completing this module student should be able to:*

- MO1 Give an outline of the theory of Skinner
- MO2 Explain the experiments conducted by Pavlov
- MO3 List out the theoretical aspects associated with the learning theory of Thorndike
- MO4 Discuss the contributions of Piche towards the process of learning
- MO5 Explain insightful learning theory of Gestalt Psychology
- MO6 Give clarity regarding various learning theories like social learning theory
- MO7 Explain the tenets of Constructivism
- MO8 Give the significance of Gagne's Hierarchy of learning
- MO9 State the contributions of Abraham Maslow to education

## **Module III**

Memory and forgetting; Motivation; Aptitude and Attitude; Interest; Learning Styles; Classroom Climate: Fraser's Theory-Technology in Learning: E-Learning, On-line Learning, M-Learning, and Blended form- Personality: Type and Trait Theories; Intelligence and Theories: Spearman, Thorndike, Sternberg, H. Gardner; Social and Emotional Intelligences- Assessment of Intelligence and Personality: Types

### **Module Outcomes:**

*After completing this module student should be able to:*

- MO1 Discuss the significance importance of memory and forgetting in learning
- MO2 Define motivation
- MO3 Give the relevance of attitude and aptitude in learning
- MO4 List out various learning styles
- MO5 Define classroom climate
- MO6 Clarify E-learning, online learning, and m-learning
- MO7 Prepare a sketch of blended learning approach

MO 8 Give the meaning of personality

MO 9 List out various trait and type theories

MO 10 Define intelligence

MO11 Highlight the significance of intelligence in learning process

MO12 State the contributions of Spearman, Thorndike, Sternberg, Gardner, and Goldman in the development of theory of intelligence

MO13 Highlight the issues of assessing intelligence

MO 14 Name various personality tests

#### **Module IV**

Need for assessment; Assessment for, of and as learning; Measurement and Evaluation; Modes of Assessment: Check list, Observation, Oral Assessment, Rating Scales, Semantic Differential, Sociogram, Rubrics, Projection- Methods of Learning Research: Qualitative and Quantitative; Steps in research; SPSS and R in research on learning; Citation and Plagiarism; Ethics in research.

#### **Module Outcomes:**

*After completing this module student should be able to:*

MO1 Differentiate among assessment for learning, assessment of learning, and assessment as learning

MO2 State the meaning of evaluation

MO3 Define the term measurement

MO4 List out the properties of various tools and techniques of evaluation

MO5 Describe the trends of research in leaning

MO6 Compare and contrast between quantitative and qualitative researches

MO7 Develop a research proposal

MO8 Familiarize the basic menu in SPSS and r platforms

MO9 Define Plagiarism

MO10 State the ethical concerns in research

MO11 Get familiarize with various citation manuals

MO12 Write citation references with APA format

## ACTIVITIES, LEARNING RESOURCES & ASSESSMENT

### Suggested Activities:

- Assignments
- Seminar Presentation on selected topics
- Designing Strategies
- MOOC based Pedagogy
- Short Projects
- Blended Learning
- Cooperative Learning

### REFERENCES

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<b>SEMESTER I/II/III/IV</b>	<b>Course Code: EDU-GC-502</b>	<b>Credits: 2</b>
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**NAME OF THE COURSE: HUMAN RIGHTS EDUCATION**

**Course Outcomes**

- CO 1.Explain the meaning and characteristics of human rights.
- CO 2. Identify the basic human rights and the constitutional provisions for protection of human rights
- CO 3. Desire to practice the duties and responsibilities as a citizen
- CO 4. Illustrate the mechanisms, basic issues and challenges in the enforcement of human rights.
- CO 5. Evaluate and observe the social situations that violate human rights.
- CO 6. Explore the cases of human rights violation in various fields
- CO 7. Design strategies for human rights education
- CO 8. Intervene where human rights violation is noticed and reported.
- CO 9. Undertake action research in the area of human rights violation and take remedial action.

**COURSE CONTENT**

**Module I: Human Rights Education**

Human Rights- -meaning and characteristics-Classification of Rights - Three Generations of Human Rights- Education of human rights- strategies-Indian constitution and Human Rights-constitutional provisions for human rights-Fundamental Rights, Directive Principles and Fundamental Duties.

**Module Outcomes**

*After learning the module, students will be able to:*

- MO 1 Conceptual explanation of human rights education
- MO 2 Identify the characteristics of human rights

MO 3 Evaluate the nature of human rights contextually

MO 4 Prepare strategies for human rights education

MO 5 Describe Indian constitution and human rights

MO 6 Identify the constitutional provisions for human rights

MO 7 Differentiate rights and duties of citizens

MO 8. Evaluate the nature of Indian constitution in the context of human rights

### **Module II- Human Rights Instruments**

International Bill of Human Rights –Significance- Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights

#### **Module Outcomes**

*After learning the module, students will be able to:*

MO 1 Describe significance of International Bill of human rights

MO 2 Explore the elements of Universal Declaration of Human Rights

MO 3 Evaluate the applicability of Universal Declaration of Human Rights

MO 4 Justify the relevance of International Covenant on Civil and Political Rights

MO 5 Identify the main contributions of International movements on human rights

MO 6 Judge the significance of International Covenant on Economic, Social and Cultural Rights

### **Module III- Women and Child 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 labor- child labor (prohibition and regulation) act - Role of Government and NGOs in Child Rights and Child Protection.

#### **Module Outcomes**

*After learning the module, students will be able to:*

MO 1 Discuss women rights in different contexts

MO 2 Identify the violation of women rights

MO 3 Explain the legal procedures for violation of women rights

MO 4 Take remedial measures to prevent discrimination on the basis of gender

MO 5 Judge the functioning of women's commissions

MO 6 Identify the violation of child rights

MO 7 Explain the legal procedures for child labor

MO 8 Responsible towards child protection

MO 9 Evaluate the functioning of children's homes

MO 10 List the role of Government and NGOs in Child Rights and Child Protection.

#### **Module IV – Enforcement of Human Rights**

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

#### **Module Outcomes**

*After learning the module, students will be able to:*

MO 1 Describe the mechanisms for enforcing human rights

MO 2 Identify the human rights issues in India

MO 3 Explore the causes and suggest remedies

MO 4 Discuss the role of judiciary and government in enforcing protection of rights

MO 5 Evaluate the functioning of human rights commissions

MO 6 Prepare a case study report of the functioning of human rights commission

MO 7 Reflect on the emerging trends in the human rights movement

## **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

### **Suggested Class Room Activities:**

- Assignments
- Seminars
- Debates
- Discussions
- Field study
- Case study report presentation

### **REFERENCES**

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<b>SEMESTER I/II/III/IV</b>	<b>Course Code: EDU-GC-503</b>	<b>Credits: 2</b>
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**NAME OF THE COURSE: VALUE EDUCATION**

**Course Outcomes:**

CO1: Articulate and exemplify basic knowledge of values and its types

CO2: Develop an insight into the concept and importance of Value Education and the Nature and Concept of Morality

CO3: Familiarize with the perspectives and principles of Value Education

CO4: Appreciate the Contributions of Thinkers and Writers on Value Education

CO5: Acquaint with different Models of Moral Education

CO6: Develop a comprehensive view on strategies and approaches to inculcate values.

**COURSE CONTENT**

**Module I:** Values: meaning and nature --Types of values: competent, instrumental, terminal, extrinsic and intrinsic values --Human values in Indian culture: Truth, Peace, Non-violence and Righteousness - 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.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: understand the meaning of the term value and its nature

M02: define human value

M03: investigate different types of values and their nature

M04: evaluate the Human values in Indian culture

M05: understand the meaning, nature, scope and objectives of Value Education

M06: state the need and importance of Value Education

M07: identify the nature and concept of Morality

M08: trace the growth and development of the concept of morality over the ages

**Module II:** Perspectives in Value Education-Philosophical, Psychological and Social. Principles underlying successful implementation of Value Education in schools: The Five Cs – Connection, Caring, Critical, Communication & collaboration, and Conviction, commitment & courage.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: analyse the perspectives of value education

M02: synthesise the principles underlying successful implementation of Value Education in schools

**Module III:** Contributions of Thinkers and Writers- Gandhi, Vivekananda, Aurobindo, Tagore, Noam Chomsky, Jean-Paul Sartre

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: understand the contributions of Indian and Western philosophers on Value Education

M02: appreciate the works of great thinkers on value education

**Module IV:** Approaches and strategies - direct, indirect, eclectic-Cognitive Developmental Approach, The Trait Approach, Values Clarification, Role playing, Whole school approach, Reflective practices.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: differentiate between direct and indirect approach to Value Education

M02: analyse the need for eclectic approach

M03: identify the strategies of Cognitive Developmental Approach

M04: compare trait and Cognitive Developmental Approach

M05: distinguish the components of Whole school approach

M06: evaluate the need of Reflective practices

MO7: understand the need for role plays in fostering value education

## **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

### **Suggested Class Room Activities:**

- Prepare an assignment on the Transactional strategies for value education.
- Conduct Seminar on the topics: Value-based Education for Human Development; Need For Value-Based Education in The Twenty-First Century
- Debate on the topic: “Can values be taught?”
- Prepare a Quiz to develop awareness on human values with at least 20 items.
- Demonstrate experiments to look into our lives and uncover the values that are already there, in our day-to-day actions and interactions.
- Conduct a survey to obtain information about values in your community.
- Organise a field work to investigate the types of moral behaviour in the form of students’ discipline and adherence to rules and norms.

## **LEARNING RESOURCES**

### **REFERENCES**

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<b>SEMESTER I/II/III/IV</b>	<b>Course Code: EDU-GC-504</b>	<b>Credits: 2</b>
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**NAME OF THE COURSE: LIFE SKILL EDUCATION**

**Course Outcomes:**

**CO1:** Articulate and exemplify basic knowledge of concepts, objectives and principles of life skill education and to acquaint the students with several aspects of life skill education

**CO2:** To translate knowledge, attitude, skills and values into action

**CO3:** To behave responsibly and develop positive attitude towards themselves and others

**CO4:** To promote risk free behavior, communicate effectively

**CO5:** To improve self perception by building self confidence and self esteem

**CO6:** To appreciate the benefits of an active lifestyle and constructive use of leisure time

**COURSE CONTENT**

**Module I:** Types of skills – personal skills, conceptual skills, technical skills, managerial skills, organizational skills, specialized skills, life skills- Meaning and concept of life skills.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Remember the term skills

M01: Understand different Types of skills

M01: Apply the knowledge of various skills in real life situation

M01: Analyse the importance of various skills  
M01: Evaluate the importance of various skills and their knowledge for an individual for his wellbeing

M01:

Create an awareness about the Meaning and concept of life skills

**Module II:** Need and Significance of Life Skills Education in Modern Society- Lifelong learning and Promotion of human capabilities - Role of life skill in Human

Resource Development - Need for imbibing life skills – Key elements of Life skills education.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Remember the term Life Skill Education

M01: Understand the Need and Significance of Life Skill Education In Modern Society

M01: Apply Life Skill Education in Human Resource Development

M01: Analyse the need for imbibing life skills for human well being

M01: Evaluate Lifelong learning and Promotion of human capabilities in the context of life skill

education

**Module III:** 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 among youth- life skills for development of personality in adolescents -how Life Skills support and improve vocational skill-need for training and integrating Life Skills with vocational skill.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Remember the importance of interdisciplinary approach of life skill education

M02: Understand the significance of integrating Education of Life Skills in the School

M03: Remember the importance of life skills in personal and social development

M04: Understand Life skills plays a vital role in personality development and

leadership among youth

M05: Apply the knowledge of Life Skills in the School

Subjects

M06:

Analyse the aspect of turn knowledge into attitude and behaviour

M07: Evaluate the outcome of integrating Education of Life Skills in the School

M08: Create a positive attitude towards the aspect of turn knowledge into attitude, behaviour and active, healthy habits

M09: Apply Life Skills support in improving vocational skill

M010: Analyse the need for training and integrating Life Skills with vocational

skillM011: Evaluate the relevance of life skills for development of personality in adolescent

M011: Create a positive attitude towards the role of life skills for stimulating personal and social development

**Module IV:** Modes of Curriculum Transaction-Designing Life skills education, Traditional and Life skills approach - Trends and innovations in Life skill Education and training - Emerging areas for research in Life skill Education - Contributions of research in Life skill Education

**Module Outcome:**

*After Completion of this module, the student should be able to:*

M01: Remember Modes of Curriculum Transaction

M02: Understand Modes of Curriculum Transaction

M03: Remember the trends and innovations in Life skill Education and training

M04: Understand the emerging areas for research in Life skill Education

M05: Apply the trends and innovations in Life skill Education and training

M06: Analyse the Contributions of research in Life skill Education

M07: Evaluate Trends and innovations in Life skill Education and training

M08: Create a positive attitude towards research in Life skill Education

M09: Apply Life skills approach in Curriculum Transaction

M010: Analyse Designing of Life skills education

M011: Evaluate Traditional and Life skills approach

M012: Create an awareness about Designing Life skills education, Traditional and Life skills approach

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Class Room Activities:**

- Assignment
  - 1) Types of skills
- Seminar Presentation on selected topic
  - 1) Role of life skill in Human Resource Development

- Debates
  - 1) Integrating Education of Life Skills in the School Subjects
- Quiz
  - 1)integrating Life Skills with vocational skill.

## **LEARNING RESOURCES**

## **REFERENCES**

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- Learning for Life – A Guide to Family Health and Life Skills Education for Teachers and Students – NCERT, NACO, UNESCO and UNICEF
- Life Skills Development in Adolescence Education – A Training Package for Resource Persons, Master Trainers and Teachers (2005) – KendriyaVidyalayaSangathan and UNFPA
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- Life Skills Education Toolkit for Orphans and Vulnerable Children in India – Family Health International (FHI) – India Country Office, [www.fhi.org](http://www.fhi.org)
- Life Skills for Health Promotion of Out-of-School Adolescents – Learner’s Guide (Part II) – UN IAWG (Population and Development), India
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<b>SEMESTER I/II/III/IV</b>	<b>Course Code: EDU-GC-505</b>	<b>Credits: 2</b>
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**NAME OF THE COURSE: ENVIRONMENTAL EDUCATION**

**Course Outcomes:**

- CO1:** To classify and illustrate physical, biological and cultural environment
- CO2:** To outline and narrate the historical perspectives of environmental education
- CO3:** To interpret and explain the interdependence of life and environment
- CO4:** To judge the interrelatedness among man, his cultural and biological surroundings.
- CO5:** To predict the impact of human being on biosphere
- CO6:** To formulate solutions for environmental issues
- CO7:** To determine the role of teachers in developing pro-environmental behaviour

**COURSECONTENT**

**MODULE 1: Biosphere, Man &Development**

Earth as a Wonder Planet - components of environment - Principles of Environment - Biosphere and their interrelationships and interactions- Impact of Man on Biosphere and developmental consequences- Negative effects due to the very process of development - Decline in agriculture, forest and marine productivity and its effects on economy - Climate Change and Global Warming - Greenhouse effect and Ozone depletion

**Module Outcome:**

*After Completion of this module, the student should be able to:*

- MO1:** classify and illustrate the various components of environment
- MO2:** predict the impact of human being on biosphere
- MO3:** interpret the consequences of human beings' impact on biosphere.

MO4: summarise the negative impacts of development.

MO5: evaluate the reasons for the decline of biomes.

MO6: formulate solutions for environmental issues.

## **MODULE II: Environmental Resources of 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.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: classify the various environmental resources in Kerala

MO2: identify the various environmental problems in Kerala

MO3: discuss various methods of waste management.

## **MODULE III: Sustainable development & Environmental Education**

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- Major Biomes of the World.

### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: outline and narrate the historical perspectives of environmental education

MO2: suggest the role of various environmental movements

MO3: discuss the pedagogy in environmental education

## **MODULE IV: Role of Environmental movements& Environmental Ethics**

Historical perspectives of Environmental Education - Role of International, National and Regional movements and Organizations to promote Education for the Environment- Pedagogy in environmental education. Environmental ethics-issues and possible solutions-resource consumption patterns and the need of equitable

utilization-equity disparity in the northern and southern countries.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: outline and narrate the historical perspectives of environmental education

MO2: suggest the role of various environmental movements

MO3: discuss the pedagogy in environmental education

MO4: explain the ethics associated with environment

MO5: predict possible solutions for environmental problems

MO6: compare the resource consumption pattern in northern and southern countries

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

**Suggested Class Room Activities:**

- Assignments
- Seminar Presentation on selected topics
- Debates
- Quiz
- Demonstration of simple experiments
- Field work and survey

**LEARNING RESOURCES**

**References**

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### **On-line Sources**

<https://www.britishecologicalsociety.org/about/what-is-ecology/>

<https://www.environmentalscience.org/sustainability>

<https://youmatter.world/en/definition/definitions-sustainability-definition-examples-principles/>

<b>SEMESTER I/II/III/IV</b>	<b>Course Code: EDU-GC-506</b>	<b>Credits: 2</b>
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**NAME OF THE COURSE: INCLUSIVE EDUCATION**

**Course Outcomes:**

- CO1:** To understand the global and national commitments towards the education of children with diverse needs.
- CO2:** To appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
- CO3:** To understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools.
- CO4:** To analyze special education, integrated education, mainstream and inclusive education practices.
- CO5:** To develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.

**COURSECONTENT**

**Module I: Inclusive Education & Learner Diversity**

Concept of Inclusion--Meaning, Scope and Objectives of Inclusive Education; Integrated Education – Definition, Meaning, Objectives, Characteristics and its Educational Implication. A Brief History of the Evolution of Inclusive Education in India. – Status, Issues and Problems. Understanding Diverse Learners- Meaning, Classification, Types, and Characteristics of Disabilities. Rehabilitation – Concept, Issues and Problems, Programmes of Rehabilitation. Role of Government and NGO’s in National Institutions of Handicapped and the Role of Rehabilitation Council of India.

**Module Outcome:**

*After Completion of this module, the student should be able to:*

- MO1:** to understand the meaning, scope and objectives of inclusive education.
- MO2:** to understand the concept of integrated education.
- MO3:** to determine the relevance of inclusive education in the present scenario.

MO4: to know the status issues and problems in inclusive education.

MO5: understand about the diverse learners.

MO6: understand about the meaning, types and characteristics of diverse learners.

MO7: understand the concept of rehabilitation, its issues and other related problems.

MO8: study the role of NGO's in National institutions of handicapped.

MO9: understand the role of Rehabilitation Council of India.

### **Module II: Legal & Policy Perspectives-Constitutional Provisions:**

Policies. Recommendations Suggested in the Kothari commission (1964 – 66) and National Policy of Education (1986), POA (1992)( and Persons with Disability Act (PWD Act)(1995). with Amendments, National Trust Act (1999), RCI Act (1992), RTE Act (2009)

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: to understand about the constitutional provisions for inclusive education.

### **Module III: Curriculum Adaptations**

Curriculum Adaptations for Diverse Learners-Concept meaning and need for curriculum adaptations for diverse learners- Classroom Evaluation Practices- Techniques and methods used for adaptation of content -Role of technology for meeting special needs of learners.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: to understand the curriculum adaptations for diverse learners.

MO2: to understand about the classroom evaluation practices.

MO3: to examine the role of technology for meeting special needs of learners.

#### **Module IV: Present Scenario of Inclusive Education in India**

Brief account of existing special, integrated and inclusive education services in India.  
-Role of teachers for supporting inclusion of children with special needs and behaviour management in inclusive classrooms.-Role of NGO's in promoting Inclusive Education in India- Trends and Research in Inclusive Education-Current Status and Issues of Inclusive Education in India- Research in Inclusive Education in India.

#### **Module Outcome:**

*After Completion of this module, the student should be able to:*

MO1: to examine the existing special, integrated and inclusive education services in India.

MO2: to analyse and understand the role of teachers for supporting inclusion of children with special needs.

MO3: to study the role of NGO's in promoting Inclusive Education in India.

MO4: to analyse the trends in research in inclusive education.

MO5: to explore the research being carried out in inclusive education in India.

#### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

##### **Suggested Class Room Activities:**

- Assignments
- Learning Log
- Seminar Presentation on selected topics
- Debates
- Quiz
- Field work and survey on selected topics in Inclusive Education.
- Port-Folio of Assignments and related materials pertaining to each module.

##### **Suggested topics for activities:**

Assessment of the present status of inclusive education in India.

Assess about the drawbacks in the implementation of inclusive education in India.

## LEARNING RESOURCES

### REFERENCES:

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MA:Allyn andBacon.

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### **Online Resources**

<https://onlinelibrary.wiley.com/doi/abs/10.1348/000709906X156881>

[https://d1wqtxtslxzle7.cloudfront.net/37729926/Stubbs\\_2008\\_IE\\_few\\_resources\\_.pdf?1432558777=&response-content-](https://d1wqtxtslxzle7.cloudfront.net/37729926/Stubbs_2008_IE_few_resources_.pdf?1432558777=&response-content-)

<https://journals.sagepub.com/doi/abs/10.1177/001440290206900107>

<https://www.tandfonline.com/doi/abs/10.1080/13603110802265125>

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<b>SEMESTER I/II/III/IV</b>	<b>Course Code:EDU-GC-507</b>	<b>Credits: 2</b>
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**NAME OF THE COURSE: EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING**

**Course Outcomes:**

CO1: Know the relevance of guidance and counselling at different stages of education.

CO2: Understand the process of counselling

CO3: Understand the problems of children with special needs and the techniques to be adopted for them.

CO4: Understand the role of various personnel in counselling and how to organize guidance services in schools.

CO5: Understand the role of different tools and techniques in guidance and counselling programme.

CO6: Understand the concept of vocational guidance, job analysis and job satisfaction.

**COURSECONTENT**

**Module I: Guidance and Counselling**

Meaning, definitions, elements, 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.-Scope and functions. Meaning, definitions, basic components, need, aims and objectives, significance of counselling, characteristics, levels of counselling, elements, types, procedure, techniques, phases, role of counsellor, Qualities of a good counsellor.

*After Completion of this module, the student should be able to:*

MO1: understand the meaning, nature, aims, characteristics and significance of guidance

MO2: understand and apply basic principles of guidance

MO3: compare the nature and functions of different types of guidance

MO4: analyze problems of counselee by adopting suitable techniques

MO5: differentiate between educational, vocational and personal guidance.

MO6: understand the meaning, nature, aims, characteristics, elements, levels, and significance of counselling.

MO7: apply counselling techniques and practices at needed situations

MO8: Understand and signify role and qualities of a counsellor.

### **Module II: Guidance and Counselling for Children With Special Needs**

Concept of children with special needs, types of special needs- children with learning disabilities, under achievers, slow learners, backward children, gifted children – identification and educational provision. Vocational Guidance-Classification of vocational guidance- Sources of Information.-Vocational guidance programmes and vocational guidance services.- Job analysis, job profile and job satisfaction.

#### **Module outcome:**

*After Completion of this module, the student should be able to:*

MO1: understand and apply guidance and counselling techniques and procedure for handling special need children.

MO2: identify various educational provisions for special need children.

MO 3know the importance of vocational guidance.

MO4: organise vocational guidance programmes for the students of various classes

MO5: understand the need and importance of job profile and job satisfaction and carry out job analysis effectively.

### **Module III: Guidance and Counselling Services in Schools**

Admission service, Orientation service, student information service, Information service, Counselling service, Placement service, Remedial service, Follow-up service, Research service, Evaluation service-Other functions of guidance and counseling- Scope of guidance and counseling.

#### **Module outcome:**

*After Completion of this module, the student should be able to:*

MO1: recognize scope and forms of various guidance and counseling services in education.

MO2: provide guidance and counseling services to the schools

#### **Module IV: Tools and Techniques**

Observation, Autobiographical sketch, Anecdotal records, Case study, Cumulative records, Confidential data, The interview, Standardised tests, Case conference, Sociometrist, Clinical method, Projective techniques, rating scale techniques and questionnaire method- Techniques of counselling- Prescriptive technique, Non-directive counselling and Directive counseling.

#### **Module outcome:**

*After Completion of this module, the student should be able to:*

MO1: be aware of and classify tools and techniques of guidance and counseling on the basis of its nature and function.

MO2: use suitable tools and techniques in the guidance and counseling process.

#### **ACTIVITIES, LEARNING RESOURCES & ASSESSMENT**

##### **Suggested Class Room Activities:**

- Assignments
- Seminars
- Debates
- Discussions
- Field study
- Case study report presentation

## LEARNING RESOURCES

### References

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<b>SEMESTER I/II/III/IV</b>	<b>Course Code: EDU-GC-508</b>	<b>Credits: 2</b>
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**NAME OF THE COURSE: TOOLS AND TECHNIQUES OF ASSESSMENT AND EVALUATION**

**Course Outcome:**

- CO1 Explain the relationship between measurement and evaluation in education and the existing models of evaluation
- CO2 Apprehend the need of assessment of learning in various contexts
- CO3 Discuss the different approaches to assessment of learning outcomes
- CO4 Develop skill and competencies in constructing and standardizing a test
- CO5 Design, validate and employ various tools and techniques of assessment in research
- CO6 Analyze and interpret the test results

**COURSE CONTENT**

**Module 1**

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

**Module Outcomes:**

*After completing this module student should be able to:*

- MO1- Give the meaning of assessment
- MO2- Highlight the importance of assessment in education
- MO3- List out the principles of assessment
- MO4 Differentiate between measurement and evaluation
- MO5 Discuss various types of evaluation-Formative, Summative, Internal, and External
- MO6 Define Continuous and Comprehensive evaluation
- MO7 List out the activities and processes associated with Continuous and Comprehensive evaluation

MO8 Illustrate criterion referenced test and norm referenced test with examples

## **Module II**

Defining educational objectives in terms of behavioral outcomes, OBE - Bloom's Taxonomy of educational objectives(Revised and Pre revised) assessing 21st century skills- 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.

### **Module Outcomes:**

*After completing this module student should be able to:*

MO1 Define educational objectives and outcome

MO2 Give the meaning of Behavioral outcomes

MO3 Recall Specification

MO4 List out the subdomains of cognitive domain put forward by Benjamin S Bloom

MO5 Compare the pre-revised and revised taxonomy of educational objectives

MO6 List out 21st century skills

MO7 Select significant specification in each subdomain of cognitive level

MO8 Define teacher made test

MO9 List out the properties of standardized test

MO10 Highlight the limitations of standardized test

MO11 Explain the merits of essay type and objective type questions

MO12 Describe attitude scales and rating scales

## **Module III**

Construction and standardization of evaluation tools - Construction and standardization of Achievement tests - Types (Forms) of items in an Achievement test- Advantages and limitations of different types of items-diagnostic test and remedial instruction- Methods of interpreting test scores.

**Module Outcomes:**

*After completing this module student should be able to:*

- MO1 Prepare a test for assessing learning outcome
- MO2 Explain the stages of construction standardization of a test
- MO3 Prepare a blueprint of Achievement test
- MO4 Define a diagnostic test
- MO5 Clarify the need of remedial instruction
- MO6 Describe the method of interpretation of course

**Module IV**

**Contents:** Characteristics of a good evaluation tool – validity, reliability, usability, comprehensiveness, objectivity, interpretability etc.

**Module Outcomes:**

*After completing this module student should be able to:*

- MO1 List out the characteristics of a good measuring instrument
- MO2 Distinguish between validity and reliability
- MO3 Define objectivity
- MO4 Evaluate a test in terms of various criteria

**ACTIVITIES, LEARNING RESOURCES & ASSESSMENT****Suggested Activities:**

- Assignments
- Seminar Presentation on selected topics
- MOOC based Pedagogy
- Short Projects
- Blended Learning

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