

**DEPARTMENT OF EDUCATION**

**SCHOOL OF SOCIAL SCIENCES**



**UNIVERSITY OF KERALA**

(Re-accredited by NAAC with 'A' Grade)

**M.Ed. PROGRAMME  
SYLLABUS**

(Under Credit and Semester System w.e.f.2017 Admissions)

## Introduction

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

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

As part of the curriculum preparation for two year M.Ed. programme in line with the NCTE frame work, certain inevitable changes have been brought about in the syllabus and course structure for improvement in the classroom processes and extending the competency to respective fields through more innovative strategies where the student teachers are assuming a major role.

- **Professionalization in Education**

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

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

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

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

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Get acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.
- Design in-service teacher professional development program/activities based on the needs of teachers

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

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

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

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

The course comprises of areas as follows: Perspective Core Subjects (**PCS**), Teacher Education Core (**TEC**), Tool Core Subjects (**TCS**), Special Core Subjects (**SCS**), Self-Development Courses

(SDC), Specialization in Elective Subjects (SES) – 2 sets, Internship/Field Attachment and Research leading to Dissertation

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

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

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

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

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

- I. Certain knowledge of pedagogy to help others acquire knowledge and capabilities.
- II. A general perspective on society, social needs and concerns and well-being of human beings will also be essential to be an educator.
- III. A wider understanding of human knowledge and an idea of the epistemic structure of disciplines other than one's own also will be necessary for a teacher educator to fix her own work in the curriculum, and educational perspective.
- IV. An in-depth understanding regarding the education of teacher educators is necessary and should match liberal studies; otherwise it would restrict the further development of knowledge of the teacher educator.

#### **b) Tool Courses**

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

development. Ideally these tool courses should be transacted through or be supplemented by workshops.

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

### **c) Teacher Education Course**

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

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

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

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

The component *specialization in core subject* has 8 credits. The idea is to develop a programme that prepares teacher educators who not only have a thorough understanding of a specific school stage (such as elementary/secondary and senior secondary/ Higher Education) but also specialise in one such area as curriculum, pedagogy and assessment; policy, planning and economics; administration and leadership; inclusive education, and the like. Keeping this in mind, the component

*specialization in core subject* has been organised in the following fashion: Context and issues in elementary / secondary/senior secondary and higher education. (Sem. I). Curriculum Pedagogy and assessment (Sem. II). Thus, the students would make a choice from among the following stage/level based specialisations: a. Elementary Education, or b. Secondary and Senior Secondary or c. Higher Education.

**e) Extra-departmental electives**

**f) Self - development courses**

The course aims to develop the mental and physical well being 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.

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

**a) Resource-based Learning**

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

For a teacher education course the resources may be collected from

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

**b) Reflective Learning**

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

**c) Reflective practicums**

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

**d) Bridge theory-practice gap**

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

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

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

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

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

## **INTERNSHIP IN EDUCATION**

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

**Phase – I (Semester II)**

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

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

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

**Phase – II (Semester IV)**

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

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



## **RESEARCH DISSERTATION**

The dissertation is a compulsory component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the thesis) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, executing the plan (which includes engaging with the relevant body of literature and theory (/ies) ), analysing and writing the findings in an academic fashion, and presenting the work. [However, this should not be seen as implying that the dissertation must be field based. The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses.

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

### **Core Courses**

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

### **Electives**

The elective courses are designed to build knowledge bases – theoretical, practical or procedural -- in particular areas of education. They are meant to supplement and extend understanding acquired in the core areas through deeper engagement with specific aspects of educational theory and practice. Students may choose from a pool of electives for each semester. In

any given semester there will be a wide range of electives on offer. Electives cut across multiple areas related to the field of education

### **Curriculum Transaction**

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

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

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

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

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

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

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

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

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

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

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

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

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

A first master's degree is not mandatory for entry in the M.Ed. programme. However, for certain kinds of specialisations such as for senior secondary levels, institutions offering the

programme may decide to add a first master's degree in the essential qualifications. The decision, for not making a first master's degree an essential qualification for entry, was taken in view of the following:

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

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

#### ***b) 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).

#### ***c) 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.

#### **d) 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.

#### **e) Medium of instruction and Examination**

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

For a pass in the examination, a candidate should secure a minimum of 50% marks in aggregate with a minimum of 40% in each Theory Paper in the External Examination of the University. There is no minimum for CE including practicum of each course in both the semesters. Marks for CE including practicum of each course have to be given to various categories on the basis

of proper guidelines and criteria prepared by the Monitoring Committee of the institution. Detailed records have to be maintained by institutions in each case.

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

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

***f) Results:***

*The results should be published within one month after the completion of each semester Examination or as per the norms of the University. No classification of result will be done in every semester. The classification of the result will be done after combining the marks of all semesters.*

*The classification of results will be as follows.*

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

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

**a)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.

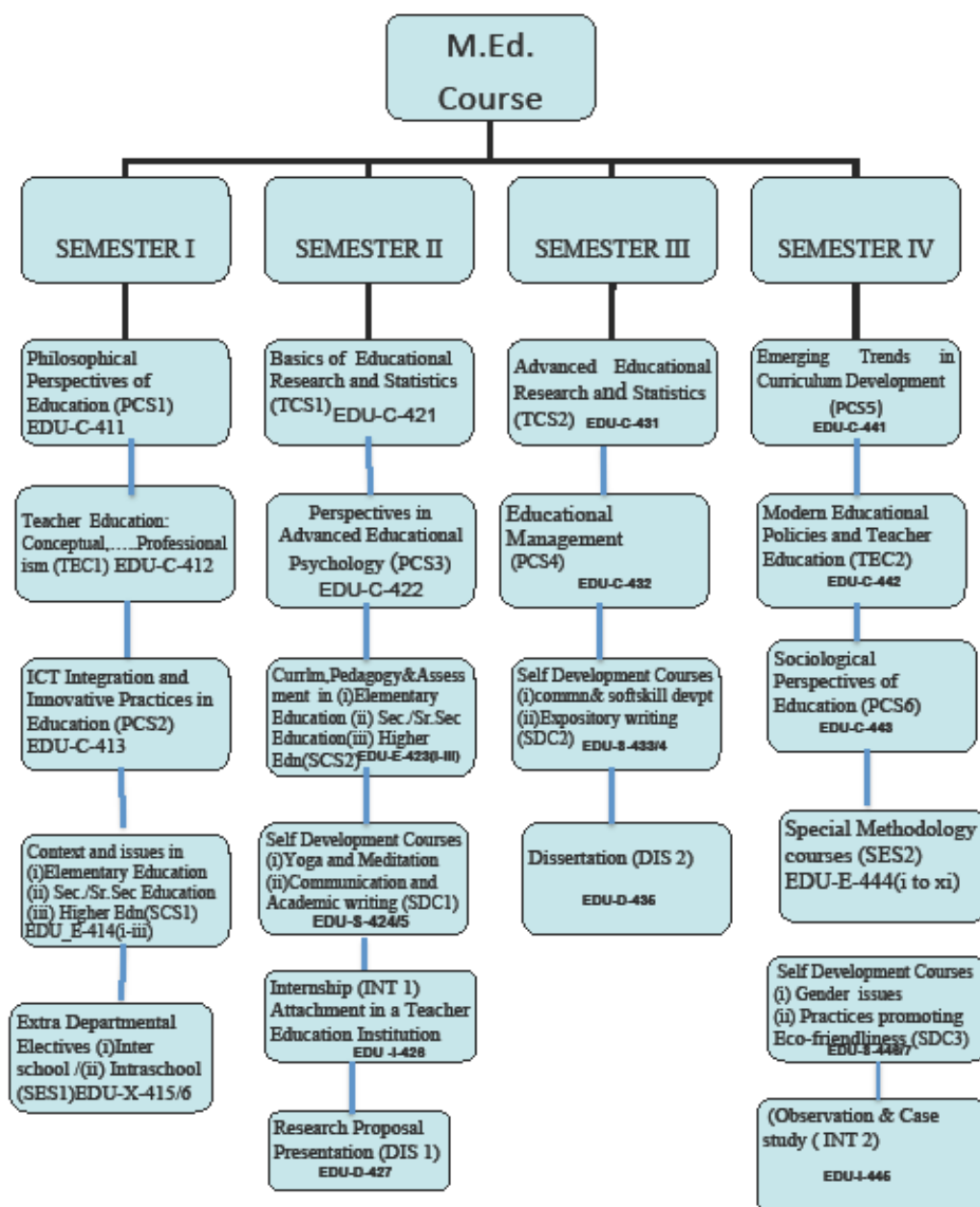
## **PROGRAMME OBJECTIVES**

- To develop professional attitudes, values and interests needed to function as a teacher educator.
- To master the methods and techniques of developing competencies, commitments and performance skills of teachers.
- To explain the nature of issues and problems faced by the state system of education and suggest some innovative remedies or policies to solve them.

- To 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.
- To gain insight and reflect on the concept and the status of pre-service and in-service teacher education.
- To 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.
- To examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- To 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”.
- To realize the importance of leadership in education and how it can be developed.
- To imbibe the attitudes and skills required of ‘life-long learners’ on the present day ‘ICT influenced world’.
- To acquire the skills required of a ‘consumer’ and a ‘practitioner’ of educational research and innovations.
- To acquire skills to design a curriculum for research embedded instruction.
- To understand and appreciate the research perspective on various practices in teacher education.

## M.Ed Programme (CSS)

# COURSE FRAME WORK





## STRUCTURE OF THE M.Ed PROGRAMME

Sem. No.	Course Code	Name of the Course	No. of credits
<b>I</b>	<b><u>Core Course</u></b> EDU-C-411	Philosophical Perspectives of Education	<b>4</b>
	EDU-C-412	Teacher Education: Conceptual Base, Competencies and Professionalism	<b>4</b>
	EDU-C-413	ICT Integration and Innovative Practices in Education	<b>4</b>
	<b><u>Internal Electives</u></b> EDU-E-414 (i)	Context and Issues in Elementary Education (I-VIII)	<b>4</b>
	EDU-E-414 (ii)	Context and Issues in Secondary/Senior Secondary Education (IX-XII)	
	EDU-E-414 (iii)	Context and Issues in Higher Education UG/PG (Professional)	
	<b><u>Extra Departmental electives</u></b> EDU-X-415 EDU-X-416	<b>Intra school elective</b> <b>Inter school elective</b>	<b>2</b> <b>2</b>
<b>II</b>	<b><u>Core Course</u></b> EDU-C-421	Basics of Educational Research and Statistics	<b>4</b>
	EDU-C-422	Perspectives in Advanced Educational Psychology	<b>4</b>
	<b><u>Internal Electives</u></b> EDU-E-423(i)	Curriculum, Pedagogy and Assessment in Elementary Education (I-VIII)	<b>4</b>
	EDU-E-423(ii)	Curriculum, Pedagogy and Assessment in Secondary/Senior Secondary Education (IX-XII)	
	EDU-E-423(iii)	Curriculum, Pedagogy and Assessment in Higher Education UG/PG/ Professional	

	<b><u>Self Development Courses</u></b>		
	EDU-S-424	i)Yoga and Meditation	<b>1</b>
	EDU-S-425	ii)Communication and Academic writing	<b>1</b>
<b>III</b>	<b><u>Internship-</u></b> EDU –I-426	<b><u>Phase I</u></b> Attachment in a Teacher Education Institution	<b>4</b>
	<b><u>Dissertation</u></b> EDU-D-427	<b><u>Research Proposal</u></b> Presentation of research proposal	<b>2</b>
	<b><u>Core Course</u></b> EDU-C-431	Advanced Educational Research and Statistics	<b>4</b>
	EDU-C-432	Educational Management	<b>4</b>
	<b><u>Dissertation</u></b> EDU-D-433		<b>10</b>
	<b><u>Self Development Courses</u></b> EDU-S-434 EDU-S-435	i) Communication & Soft skills development ii) Expository writing practice	<b>1</b> <b>1</b>
<b>IV</b>	<b><u>Core Course</u></b> EDU-C-441	Emerging Trends in Curriculum Development	<b>4</b>
	EDU-C-442	Modern Educational Policies and Teacher Education	<b>4</b>
	EDU-C-443	Sociological Perspectives of Education	<b>4</b>
	<b><u>Internal Electives</u></b> EDU-E-444(i)	(Special Methodology courses) Advanced Mathematics Education	<b>4</b>
	EDU-E-444(ii)	Advanced Science Education	
	EDU-E-444(iii)	Advanced Language Education (Eng) Advanced	
	EDU-E-444(iv)	Language Education (Hindi) Advanced	
	EDU-E-444(v)	Language Education ( Mal.)	
	EDU-E-444(vi)	Advanced Language Education (Skt.)	
	EDU-E-444(vii)	Advanced Language Education(Tamil)	
	EDU-E-444(viii)	Advanced Language Education (Arabic)	
	EDU-E-444(ix)	Advanced Social Science Education	
	EDU-E-444(x)	Advanced Commerce Education	
	EDU-E-444(xi)	Advanced Geography Education	
	<b><u>Internship</u></b>	<b>Phase II:</b>	

	<b><u>EDU-I-445</u></b>	Observation & Case study (preferably of an Educational Institution)	<b>2</b>
	<b><u>Self Development Courses</u></b> EDU-S-446 EDU-S-447	i) Gender issues: Awareness and Management ii) Practices promoting Eco-friendliness	<b>1</b> <b>1</b>
<b>Extra Departmental Electives</b>			
<b>I</b>	<b>EDU-X-411</b> <b>EDU-X-412</b> <b>EDU-X-413</b> <b>EDU-X-414</b> <b>EDU-X-415</b> <b>EDU-X-416</b> <b>EDU-X-417</b> <b>EDU-X-418</b>	Understanding the Learner Human Rights Education Value Education Life skill Education Environmental Education Inclusive Education Educational and Vocational Guidance and Counselling Tools and Techniques of assessment in Education	<b>2</b>

## **SEMESTER : I**

**Course Code: EDU-C-411**

**Course Title: PHILOSOPHICAL PERSPECTIVES OF EDUCATION**

**Credits: 4**

**AIM:** The course provides an in-depth view on major philosophies in education and equips the learners to philosophize education and develop world views based on philosophy.

### **COURSE OBJECTIVES**

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

### **COURSE CONTENT**

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

**MODULE II:** 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, Epistological challenges- Empiricism, Positivism, Relativism.- Post structuralist views and eclectic views.

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

**MODULE V:** New thinking, new vistas and transformations-Indian Thinkers- Dr. B R Ambedkar: Educate, agitate and organize – Jayaprakash Narayan- Sarvodaya– Dr. S Radhakrishnan: Religious Pluralism- Jiddu Krishnamoorthy: New Humanity through education– Dr.Zakir Hussain: Cultural premises of education-Western Thinkers– Immanuel Kant-Enlightenment Philosophy – Karl Jaspers- Existentialism and Ideas of Axiology – Karl Popper: Culture Critique Theory – Habermas: Knowledge Interest Theory – Stephen Hawking: Theory of Uncertainty– Antonio Gramsci :Idealism.

**MODULE VI:** Historical perspectives of education in Kerala- Educational Scenario during pre-independent and post-independent periods - Educational contributions of Christian Missionaries and native leaders – Sree Narayana Guru, Ayyankali, Chattampi Swamikal

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

- Preparation of ‘meta narratives’ encouraging students to internalize ‘truths’ and realities through continuous interaction with educational institution.
- Presentation on any Indian Philosophical school.
- Poster poetry songs solo, skit, role playing, theatre on any theme of education.
- Library visit and report making – elaboration of philosophical thought.
- Contemporary media analysis with reference to philosophical anchor.
- Preparation of micro narratives about the life/ philosophical outlooks/ world views/ educational views of educational thinker.
- Construction of Ideas through evidences (Filed notes about social phenomena with philosophical resolutions).
- Identifying and Observing the philosophical principles implemented in schools like kindergarten, naturalist montessori, etc.
- Making a critical review on the relevance of Gandhian philosophy in the areas of youth empowerment citizenship education inclusion, gender equality, etc.
- Contemplate on professionalism of teachers and prepare classroom praxis.

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## **SEMESTER : I**

**Course Code: EDU-C-412**

### **Course Title: TEACHER EDUCATION: CONCEPTUAL BASES, COMPETENCIES AND PROFESSIONALISM**

**Credits: 4**

**AIM:** To equip the students with different innovative modes of curriculum transaction, develop professional competency and professional advancements in their own discipline.

#### **COURSE OBJECTIVES**

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

#### **COURSE CONTENT**

**MODULE I:** 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 II:** Salient features of Teacher Education curriculum- Structure of Teacher Education- levels and types 2 year undergraduate, 2 year post graduate and four year integrated (RIE). -Nature and concept of Teacher Education curriculum at primary, secondary,B.Ed and M.Ed level.- Pedagogical theory in terms of Reflective practice, learner-activated instruction, constructivist theory and practice (Piaget, Bruner, Vygotsky, Barthes, Derrida), convergent and divergent questioning strategies, Metacognitive strategies.-Methodology of teaching school subjects, practice



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

**MODULE III:** 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 IV: ASSESSMENT AND EVALUATION IN TEACHER EDUCATION.**

Principles & Strategies of Assessment- Types of assessment-Internal vs external assessment (examination)-Critical Analysis of different programmes like school experience, Demonstration, Criticism, Practice teaching, in Teacher Education courses: Pre-Primary, Primary & Secondary Level- gap(theory and practice)- Rubrics for evidence based performance assessment, Problems of Assessment.-Evaluation Methods-Evaluation of Practice Teaching/ School Experience Programme /Community living/etc – State and National level eligibility Tests for teachers: KTET/SET/NET/SLET/CTET etc- Multiple data sources for Teacher evaluation-types and levels of teacher Evaluation.-In-service, Stake holder, School Administrator Evaluation, Evaluation by students and trainees.

**MODULE V:** 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.-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.

**MODULE VI:** Innovations And Research Perspectives 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 Training Mindfulness training [ eg: Mindfulness Based Relapse Prevention (MBRP)]-Internship programme: Concept, aims & objectives, planning and organization & activities: pre-internship, internship and post-internship.-Need for research in Teacher Education; general status of research- areas, trends and problems of research, Action Research.-Research in Teacher Education – Indian and Foreign Context; future directions for research; design based research at various levels; research culture in Teacher Education institutions.

### **REFLECTIVE PRACTICUM**

- Compare Teacher Education curricula of developed and developing countries
- Compare Kerala State Teacher Education curricula with other state universities
- Develop e- content format for the topic ‘Women Rights’
- Critical review of a textbook in teacher education
- Visit any Agency/Regulatory body of Teacher Education and prepare a report on its functioning (Photographs showing visit, video CD’s may be attached).
- Prepare a report on “ Best Practices” Prevailing in teacher education institutions
- Conduct an interview with an educational expert in the field of teacher education regarding latest trends and challenges in the teacher education system

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## **SEMESTER : I**

**Course Code: EDU-C-413**

### **Course Title: ICT INTEGRATION AND INNOVATIVE PRACTICES IN EDUCATION**

**Credits: 4**

**AIM:** To provide students with the requisite knowledge and skills that will help them make efficient use of ICT in the classroom processes of teaching, learning and assessment and to equip new age learners with state of the art knowhow that will help them effectively integrate ICT with the teaching learning process.

#### **OBJECTIVES**

- To identify the immediate contexts and processes that have led to innovations.
- To integrate ICT into teaching-learning and its evaluation.
- To obtain, arrange and generate their own digital resources that could be made use of in the classrooms.
- To practice safe and ethical usage of ICT and be aware of the legal ramifications of inappropriate use.
- To use of ICT for making classroom processes more inclusive and to address the issue of diverse learning abilities.
- To develop the digital knowledge resources of the educational institution further and organize them fittingly on the cyberspace.
- To understand how to fully make use of the potentials of a virtual classroom environment.
- To create an awareness regarding the availability of open source software that could be successfully integrated into the curriculum.

#### **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 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 – ACDSee – Adobe Photoshop – Windows Movie Maker – Audacity -Creation and evaluation of digital stories – photo essays and video documentation in learning - Using appropriate hardware (CD/DVD, projectors, interactive boards)

**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, J-Stor - 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 group sites – 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 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 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 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.

**REFLECTIVE PRACTICUMS**



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

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

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- [https://www.educ.cam.ac.uk/centres/archive/cce/publications/CCE\\_Report1\\_LitRevJune0210.pdf](https://www.educ.cam.ac.uk/centres/archive/cce/publications/CCE_Report1_LitRevJune0210.pdf)
- <https://www.itforchange.net/sites/.../PPP%20vs%20integrated%20approach-website.pdf>
- [http://www.teindia.nic.in/e9tm/Files/ICT\\_Documents/TE\\_%20IN\\_%20A\\_NEW\\_PARADIGM\\_%20ICT\\_%20INTEGRATED\\_%20CONSTRUCTIVIST\\_%20LEARNING.pdf](http://www.teindia.nic.in/e9tm/Files/ICT_Documents/TE_%20IN_%20A_NEW_PARADIGM_%20ICT_%20INTEGRATED_%20CONSTRUCTIVIST_%20LEARNING.pdf)
- [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/>
- <https://pdfs.semanticscholar.org/4291/edd57bfaf9de1fc90df31abc0804554e03d8.pdf>

**Course Code: EDU-E-414 (i)**

**Course Title: CONTEXT AND ISSUES IN ELEMENTARY EDUCATION**

**Credits: 4**

**AIM:** To familiarize and discuss major concepts and issues in elementary education and to analyze underlying assumptions in educational practice related to elementary education.

**OBJECTIVES**

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

**COURSE CONTENT**

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

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

**MODULE III:** Elementary education in India -Brief history of Elementary Education in India- Elementary Education in India : Prominent policies- NPE 1986, Kothari Commission, National Curriculum Framework, POA, National Knowledge Commission- Elementary education in Five-Year Plans- Issues and Concerns in the Indian elementary education scenario-Contribution of Mahatma Gandhi And Tagore to elementary education- Non formal

elementary education- Contribution of organizations to elementary Education- NCERT, SCERT, DIET, and NGO's

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

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

**MODULE VI:** Developments in elementary education- Team teaching, cooperative and collaborative learning- Accountability and tracking of students- Dual progress plan- Edublog for elementary teaching- Concrete learning using 21<sup>st</sup> century skills- Future perspectives in elementary education

### **REFLECTIVE PRACTICUM**

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

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<http://www.confabjournals.com/confabjournals/images/6520138422625.pdf>

- <http://www.sedl.org/pubs/teaching07/UnderstandTeachersPerspectives.pdf>

**Semester: I**

**Course Code: EDU-E-414 (ii)**

**Course Title: CONTEXT AND ISSUES IN SECONDARY EDUCATION/SENIOR  
SECONDARY EDUCATION**

**Credits: 4**

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

### **OBJECTIVES**

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

### **COURSE CONTENT**

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

**MODULE II:** Structure and management of Secondary Education - Organizational Structure of secondary education system in India -Centralization and Decentralization of organizational

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

**MODULE III:** Equality of Educational Opportunities- Issues- Equality of educational opportunities-challenges and constraints- enrolment, dropout, achievement and gender equality- Problems related to universalization of Secondary Education -Problems and challenges of girls at secondary school level in India- Constraints of disadvantaged, differently able children, slow learners-Interventions and provisions for secondary education in RTE act 2009-Inclusive Educational Practices – Basic concept of inclusion-need-integration and inclusion- Measures adopted –physical and human resources-lacunae between theory and practice-Learning needs and aspirations of children with special needs-educational interventions-Resource mobilization in secondary school for inclusion -physical, human and financial resources-Building inclusive learning friendly classrooms, overcoming barriers for inclusion-Creating and sustaining inclusive practices

**MODULE IV:** Strategic issues in Classroom Management - Factors determine effective classroom management - Classroom management issues and problems- Classroom management strategies to deal with-discipline, underachievement, lack of motivation and maladjustment- Discipline models and its implications - Sociological issues in Secondary Education- Social sensitivity- Environmental concerns- Gender concerns- cyber ethics- sex education- health and hygiene- social abuses-drug and alcoholism (Issues and strategies / interventions)

**MODULE V:** Support System: Challenges and Problems in Secondary Education- Educational management and administration in implementation process- Teachers and practitioners in operationalizing the curriculum- Teacher as a researcher and curriculum practitioner- Infrastructure and learning resources-External agencies (National, Regional and state/local) in curriculum implementation-In-service programs for teachers – Addressing diversity in competency

**MODULE VI:** Issues and Concerns in Curriculum Evaluation- Evaluation of imbalances in theory - practice integration of curriculum- Inadequacy of Follow up programmes and research contributions- Role specification of Stakeholders in curriculum planning, implementation and evaluation

**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.

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**Semester: I**

**Course Code: EDU-E-414 (iii)**

**Course Title: CONTEXT AND ISSUES IN HIGHER EDUCATION-UG/PG/  
PROFESSIONAL**

**Credits: 4**

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

### **OBJECTIVES**

1. To identify and understand theories, concepts and terminology that form the foundation for the field of higher education studies.
2. To identify current issues relating to and impacting on higher education.
3. To interpret and analyse practical higher education problems and issues within the academic and empirical frameworks that are specific for the field
4. To develop strategies to address current issues in an identified higher education context

### **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 in medieval Europe.- Modern World- Development of Modern Universities in Europe - Organization and Structure. Status of Higher learning during the advent of British rule in India. Woods Dispatch and Establishment of modern Universities in India- Structure, Organization and Administration.

**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 III:** Higher Education in the post Independent India– Report of the University Education Commission- Aims, functions and Administration. Establishment of University Grants Commission. Report of the Education Commission (1966) on Higher Education and Research. The NPE (1986) on Management of Higher Education. Development of Open and Distance Education. Establishment of Distance Education Council and IGNOU and other open universities.

**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- Agriculture, Engineering, Medicine, Law, Management and Teacher Education. Establishment of IITs. 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. Role and functions of Regulatory Bodies and Councils – UGC, AIU, ICSSR, DEC, ICMR, ICAR, AICTE, NCTE, RCI, NAAC. Teacher preparation in higher education. Role and functions of State Higher Education Councils.

**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 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

### **REFLECTIVE PRACTICUM.**

(These are only indicative; facilitators are free to design suitable ones.)

- 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.

### **REFERENCES**

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## **Semester: II**

**Course Code: EDU-C-421**

**Course Title: BASICS OF EDUCATIONAL RESEARCH AND STATISTICS**

**Credits: 4**

**AIM:** To equip the students to carry out meaningful research in various areas of education thereby contributing to the development of the discipline and find tangible solution to the problems.

### **OBJECTIVES:**

- To understand the meaning and process of research in education.
- To be able to select a suitable research problem after consulting various sources
- To understand different strategies of educational research.
- To be able to select the correct statistical techniques appropriate to a research problem.
- To interpret results obtained through different techniques of analysis of data
- To draw generalizations on the basis of results of a research study

### **COURSE CONTENT**

**MODULE I:** Introduction to research in education- Scientific approach in educational research- Applications of Scientific methods in education - Types of Research –Classification based on the Purpose/nature and method- Basic/Fundamental/Pure and Applied/Functional research Experimental (Different Designs), Descriptive and Historical - Types of Research - Qualitative, Quantitative and Eclectic - Evaluation, Research and Development (R & D), Action research, mixed method, mixed model and multi-method- Interrelations among various types of research - Research design-meaning, characteristics and elements

**MODULE II:** Identification & Selection of a research problem - Sources and Criteria - Statement and its justification - Delimiting the Research problem - Characteristics of a good Research Problem - purpose and need of literature and theoretical/conceptual review - Sources and types: books, journals, literature, data bases, international abstracts, online-computer assisted searches - Abstracting and organization of the literature  
Research Hypothesis-Definition and purpose – Characteristics – Types - Stating the research questions, research hypotheses

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

**MODULE IV:** Elementary Statistics: Statistics, need and importance in educational research-Nature and Types of educational data, Scales of measurement, -Organization and tabulation of data. -Graphical depiction of grouped and ungrouped data - Histogram, Frequency Polygon, Frequency curve, Ogives, Pie diagram, line diagram and Bar Diagram. Advantages and uses of Graphic representation of data.--Descriptive Statistics-Measures of Central Tendency- Measures of Dispersion / Variability— Uses, Merits and Demerits. -Measures of Relative Position- Uses and computation of Percentiles, Quartiles, Percentiles and Percentile Rank

**MODULE V:** Normal Probability Distributions and its Applications- Concepts of Skewness and Kurtosis and Computation of Measures of Skewness and Kurtosis, Meaning and Computation of Transformed scores: Standard scores (Z-Scores), T-Scores-Measures of Relationship: Concept and types of Correlation, Coefficient of Correlation, Concepts of Linear Correlation. Multiple correlation and Partial correlation, Biserial coefficient of correlation, Point biserial correlation, Tetra choric correlation, Cannonical correlation and the Phi coefficient of correlation. Application of Linear correlation- Methods of computing Coefficient of correlation: Spearman's Rank Difference Method, Pearson's Product Moment correlation, Uses and Interpretation of correlation in educational research.--Regression and Prediction: Concept of Simple Linear Regression, Scatter plots, Regression equations and Regression Lines, Accuracy of Prediction (involving two variables only) and its uses.

### **REFLECTIVE PRACTICUM**

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

### **REFERENCES**

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- <http://www.alzheimer-europe.org/Research/Understanding-dementia-research/Types-of-research/Research-methods>
- <http://archives.gadoe.org/DMGetDocument.aspx/Types.of.Research.Methods.SERVE%20Center.pdf?p=6CC6799F8C1371F6C790A38569315032FE8B3FDBE6A7D64BCE3B4886D72BD474&Type=D>

## **Semester: II**

**Course Code: EDU-C-422**

**Course Title: PERSPECTIVES IN ADVANCED EDUCATIONAL PSYCHOLOGY**

**Credits: 4**

**AIM:** To impart the knowledge and competencies to apply psychological concepts in different aspects of education and equip the prospective teachers for mediating education to the development of society and nation.

### **COURSE OBJECTIVES**

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

### **COURSE CONTENT**

**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 II :** Cognitive neuroscience and education-Definition- characteristics- basic principles- cognitive foundations of learning theory- whole brain theory--Brain Activation factors--Brain based learning strategies and assessment- mind map, cognitive map, semantic map and concept map--Seven stage planning and Optimal environment for learning- The non



conscience learning climate--Brain compatible curriculum and Brain friendly schools--Bridging gap between brain functioning and learning--Practices and Challenges- Classroom implications- research trends

**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 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 counsellor, Psychiatric Rehabilitation--Problems and Challenges-Psychological consequences, Social alienation, Social Exclusion--Learning styles and teaching strategies-theory and practice – classroom implications--Educational Provisions-curriculum - Culturally Responsive Pedagogy, Compensatory Education, Alternative Education, Intervention and Remediation--Research and application- Trends, Issues and Policies

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

**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

### **REFLECTIVE PRACTICUM.**

- Design of learning strategies for inclusive classrooms
- Survey on the existing practices of learning facilities of diverse learners
- Identification of learning characteristics of diverse learners
- Preparation and application of developmental screening test for differently abled learners
- Preparation of package for developing universal & functional skills at different stages of education
- Preparation and administration of Prolonged Deprivation Scale and Cognitive abilities Test for the culturally different learner.
- Preparation and application of a Test on Cultural Intelligence.
- Visit/observation of classroom practices in special education institutions(balamandir, institution for disability, orphanages etc.)

### **PRACTICAL**

Experiments

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

### **TESTS**

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

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## **Semester: II**

**Course Code:EDU-E-423(i)**

### **Course Title : CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION (I-VIII)**

**Credits: 4**

**AIM:** To impart the different perspectives on curriculum, pedagogy and assessment in elementary education

#### **OBJECTIVES:**

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

#### **COURSE CONTENT**

**MODULE I:** Introduction to Elementary Education Pedagogy: Knowledge, skills, and dispositions necessary for elementary education, with emphasis on professional expectations and school structure.-Research-based theory and teaching strategies to meet needs of all children, especially at risk of reading and writing difficulties. -Use of critical pedagogy in elementary education.-Montessori and Waldorf education in elementary schools-Theoretical foundations of language and literacy development of children and implications for teaching. -Importance of Clinical and laboratory experiences in elementary education.

**MODULE II:** 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-, and in Science and Mathematics for elementary learners.-Use of locally available materials in science teaching-Practical needs, creative outcomes and Aesthetic needs of learning maths and science-Importance of health education at elementary school-Music and art appreciation as co-curricular activity in elementary schools--Necessity of Teaching rhythmical activities and posture development in elementary schools

**MODULE III:** Child Development, Learning and Motivation--Theories of Child Development and their influence in Elementary Education.(Freud, Erickson, Bandura, Piaget, Vygotsky, Bronfenbrenner),--Role of school in promoting, cognitive, psychosocial, and moral aspects of child development.-Role of elementary education in preparing students for

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

**MODULE IV:** Pedagogy for Elementary Educators--Basics of current and emerging instructional & communication technologies with primary emphasis on curricular integration-Social networking--Location, selection, and application of technology resources (WWW, commercially authored software, etc.) for curricular needs with emphasis on developmental stages, learning styles and learning technologies.-Simulated teaching, -Micro teaching,-Critical examination of the role of ICT in contemporary education- Digital Divide, Web- 2.0 technology and learning communities.--e-literacy program in Kerala

**MODULE V:** Inclusive Education in elementary schools-Inclusion of children with diverse needs (gifted and differently abled)--Inclusion of Marginalised and disadvantaged through equity.--Innovative teaching-learning approaches in elementary education- MOODLE--In service training for teacher professional development.

**MODULE VI:** Assessment and Evaluation in Elementary Education-Assessment as a continuum-Key principles of assessment in elementary classroom-Assessment, and evaluation in context of instructional planning-Use of multiple sources for comprehensive assessment.--New concept of assessment, Continuous and comprehensive assessment, --Ways of assessment- observation, Running records, anecdotal notes, maintaining profiles, etc., --Competency based assessment.--Evaluation of performance (Formative,Interim and Summative), P Scales--Evaluation tools (Academic Performance Indicators: Scholastic Areas, Co- Scholastic Areas-Life Skills: Thinking Skills, Social Skills, Emotional Skills, Attitudes and Values,--Grading System (relative and absolute grading)-disadvantages and alternatives like standards based grading.

#### **FIELD STUDY AND PRACTICUMS**

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

- Preparing write up on the national and international contributions in elementary education

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## **Semester: II**

**Course Code:EDU-E-423(ii)**

**Course Title : CURRICULUM, PEDAGOGY AND ASSESSMENT IN  
SECONDARY/SENIOR SECONDARY EDUCATION (IX-XII)**

**Credits: 4**

**AIM:** To familiarise students with the prevailing practice of curriculum planning, development and transaction, Techno Pedagogical and Instructional strategies in diverse contexts and the content of secondary/Senior secondary education

### **OBJECTIVES**

- To familiarize the theoretical framework of curriculum planning and development in secondary education system.
- To acquaint with the ways and means of effective transaction of curriculum for secondary education.
- To analyze the key elements of techno pedagogical practices integrated with secondary education.
- To explore the different instructional support systems in use for pedagogic practices

### **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 parity, peace oriented values, health and hygiene, work experience -Participation of functionary and beneficiaries in curriculum development--Infusion of environment related concerns in curriculum planning and development

**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 - Duration, intake, eligibility, content, qualification of teaching staff, non teaching staff, infrastructure facilities, institutional facilities, climate. --Curriculum transaction materials – text books, teacher’s handbook, reference books, supplementary readers, C.D ROM – Encyclopedia, Microsoft Encarta

**MODULE III:** Techno Pedagogical Practices -- Teacher as a Techno-Pedagogue: essential skills and competencies--Techno pedagogical practices- digital texts and e-content, digital

lesson templates, anchored instruction.--Learning management system and pedagogical practices

**MODULE IV:** Instructional Support Systems for Pedagogic Practices --Need and importance of Instructional support systems- Library, laboratory, seminar, cluster school system, community support, guest talks--Support from Governmental and non-governmental agencies--Technological supports- open educational resources, Web based supports, video streaming, online information exchange, e-learning Supports -Multimedia Designs.

**MODULE V:** Concept of Curriculum Evaluation--Formative evaluation – concept and scope- validity and significance of course content – collection of evidences during designing and try out of curriculum – evidence based revision- summative evaluation – feedback from students, teachers, parents – situation analysis --Curriculum evaluation models - Ralph Tyler’s evaluation model, CIPP model (Stufflebeam) --Continuous and comprehensive evaluation.- Methods and strategies for Collecting and analysing data for curriculum evaluation. --Criteria involved in textbook evaluation and other curricular materials.--Rubrics and portfolios for curriculum evaluation.

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

### **SUGGESTED PRACTICUMS**

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

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**Semester: II**

**Course Code:EDU-E-423(iii)**

**Course Title : CURRICULUM, PEDAGOGY AND ASSESSMENT IN HIGHER EDUCATION -UG/PG/PROFESSIONAL**

**Credits: 4**

**AIM:** To familiarize students in the processes of teaching, learning, research and assessment in higher education

**OBJECTIVES:**

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

**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 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 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.

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

### **REFLECTIVE PRACTICUM**

(These are only indicative; facilitators are free to design suitable ones.)

- 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.

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### ❖ INTERNSHIP IN EDUCATION

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

#### **Phase – I (Semester II)**

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

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

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

### ❖ SELF DEVELOPMENT COURSES

As per NCTE regulations, the MEd is a Professional programme leading to a Master's Degree in Education. The programme aims to develop the mental and physical well being through modalities such as yoga, gender issues, eco-friendly perspectives, art and literature. These are designated as self development courses and aims to engage the students in reflecting on the linkages between the self and one's professional practice. These courses are interspersed throughout as ONE credit courses in the 2nd, 3rd and 4th semesters of the Programme. These courses have only internal assessment and have been assigned a total of 25 marks. The award of marks should be done internally. For the taught part of the programme 10 marks will have to be awarded on the basis of an online/written examination conducted by the faculty/tutor in-charge. The remaining 15 marks will have to be given on the basis of seminars and assignments (3 marks), attendance and involvement in workshop and practicals (10 marks) and practicum (2marks). All assignments will be evaluated internally by the concerned tutors. The pass minimum of 50 percent marks is required for the self development courses taken together for a student. No separate minimum is there for a course.

## **Semester II**

**Course Code: EDU-S-424**

**Course title: YOGA AND MEDITATION**

Credits:1

AIM: To orient and involve the learners in a process of evoking the hidden potentialities in order to accomplish a high level perfection of the body, mind and spirit that everyone is endowed with.

### **OBJECTIVES**

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

### **COURSE CONTENT**

MODULE-I: Origin, history and development of Yoga

MODULE –II: The concept of PanchaKosha

MODULE –III: The Thrigunas -

MODULE –IV: Ashtanga Yoga: its eight limbs

MODULE –V: Hata Yoga, its present day popularity

MODULE-VI: Healing Effect of Yoga-Practice sessions- Warming up and stretching exercises, asanas, pranayamas, mudras, relaxation and meditation.

## **Semester II**

**Course Code: EDU-S-425**

**Course title: COMMUNICATION AND ACADEMIC WRITING**

**Credits:1**

AIM: To give an indepth practice for developing their academic writing skills in English with a focus on getting the students acquainted with the fundamentals of standard written English.

### **OBJECTIVES**

- To identify various communication styles and differentiate between verbal and non-verbal communication.
- To identify the barriers to communication.
- To grasp the meaning and characteristics of Academic Writing.
- To familiarize themselves with different forms of academic writing.
- To acquaint themselves with the stages in academic writing and its structure.

### **COURSE CONTENT**

MODULE I: Communication– Types – Verbal and Non-verbal – Communication in Writing – Cultivating Conversational Skills

MODULE II: Group Communication – Communication Technologies – Barriers to Communication

MODULE III: Academic Writing – Meaning – Characteristics – Writing as an Argument and Analysis – Unity and Coherence

MODULE IV: Formats of Academic Writing – Letters, CVs, Notes, Essays, Reports, Articles, Research Proposals, Dissertations, Theses –

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

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



### **Semester : III**

**Course Code: EDU-C-431**

**Course Title: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS**

**Credits: 4**

**AIM:** To enable students to construct different tools to measure educational variables and to contribute the development of the discipline through various research activities.

#### **OBJECTIVES:**

- To understand the meaning and application of statistics in educational research
- To understand the characteristics and use of different tools and techniques for data collection.
- To prepare a dissertation and understand how to evaluate a research report
- To understand and use descriptive statistical techniques in educational research
- To interpret results obtained through different techniques of analysis of data and draw generalizations on the basis of results of a research study
- To give insight into research embedded instruction

#### **COURSE CONTENT**

**MODULE I :** Research Design- meaning, purpose, characteristics, elements, types  
Experimental designs, Correlational designs, Survey designs, Narrative research designs,  
Action research designs

**MODULE II:** Tools and techniques for data collection--Purpose of research instruments -  
Characteristics, types, construction and uses of instruments for (a) Observation (b) Interview  
(c) Survey : Questionnaire, Opinionnaire etc.(d) Self reporting: Inventories, Sociometry etc.  
(e) Personality measures (f) Intelligence measures (g) Rating Scales (h) Demographic  
measures (i) Tests (and their types) (j) Focus Group Discussion--Devising your own  
instrument and establishing its Reliability, validity and usability - Digging data from Survey  
Archives, Written Records - Recording Content Analysis of Documents/text books and Case  
studies – Research ethics

**MODULE III :** Analysis of data and interpretation of results--Analysis and interpretation of  
Qualitative and Quantitative data - in terms of objectives, hypothesis, limitations of tools and  
data, earlier findings, unstudied factors, intervening variables – Interpreting significant and  
non significant results-generalizing findings - Methods of collating results obtained:  
Triangulation, Cross validation, Meta analysis.-Selecting appropriate statistical techniques  
and analyzing the results of research investigations – Techniques for comparing Group

percentages, Correlating Individual Scores, Comparing Group Means. Uses of Descriptive and Inferential Statistics

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

**MODULE V:** Inferential Statistics--The meaning of statistical inference, Parametric and Non-parametric Tests, parameter & statistics, sampling error and standard error, degrees of freedom, estimation of parameters, confidence levels and confidence intervals. Levels of Significance, Standard error of Mean, Median, Standard deviation, Correlation coefficient and Percentage--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.--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- Factorial 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 VI:** Statistical Analysis Using Computers--Role computers in statistical analysis of data, Role of softwares in Statistics and statistical analysis – SPSS, STATA, R.--Use of Excel and SPSS – Setting up of Data file, Graphical and Tabular representation of data, Cross Tabulations and Pivot Tables. Use of SPSS in Descriptive Statistics (Measures of Central Tendency and Dispersion) , (Product Moment Correlation) , Inferential Statistics (Normal

curves, z and t tests, ANOVA, ANCOVA, Chi square), Correlation ( $r$  and  $\rho$ ), Regression and Prediction.

## **PRACTICALS**

- Prepare a sample data file in Excel or SPSS.
- Use functions for calculations in Excel.
- Create formulae to do calculations in Excel.
- Measures of Central Tendency and Dispersion in Excel or SPSS.
- Calculate Coefficient of Correlation in Excel or SPSS
- Calculate ANOVA, ANCOVA using a software
- Prepare statistical graphs using software

## **REFLECTIVE PRACTICUM**

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

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- <http://archives.gadoe.org/DMGetDocument.aspx/Types.of.Research.Methods.SERVE%20Center.pdf?p=6CC6799F8C1371F6C790A38569315032FE8B3FDBE6A7D64BCE3B4886D72BD474&Type=D>
- [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)

### **Semester : III**

**Course Code: EDU-C-431**

**Course Title: EDUCATIONAL MANAGEMENT**

**Credits: 4**

**AIM:** To impart systematic introduction to educational management in order to enable the learner to improve their practice as a teacher and as a school manager.

#### **OBJECTIVES:**

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

#### **COURSE CONTENT:**

**MODULE I:** Management Concepts-Management: Meaning and Definitions-Educational Management: Meaning, Definition, Aims & Objectives, Importance, Scope& Functions of Educational Management-Management vs Administration: Levels of Management- The Controversy: Administration is a Top Level Function/Management is a Top Level Function/Management and Administration are used Interchangeably.

**MODULE II:** Planning Function of Educational Management -Meaning, Definitions, Nature and Importance of Planning and Classification of Plans (Operational, Tactical, Strategic and Contingency Planning), Planning Process-Educational Planning: Meaning, Definition, Characteristics, Need for Educational Planning in India& Approaches to Educational Planning (Social Demand, Manpower Requirement, Cost-Benefit/Rate of Returns & Synthetic/Eclectic Approach)-Decision Making: Meaning, Definitions & Process-Management By Objectives (MBO)

**MODULE III:** Organizing Function of Educational Management -Meaning, definitions, Importance, Characteristics& Organizing Process-Organization: Meaning and Characteristics-Organizational Structure: Departmentalization, Delegation of Authority, Scalar Principle & Centralization vs. Decentralization, Major types of Organizational Structures (Line Organization, Line and Staff Organization, Committee Organization), Organization Chart (MHRD): Higher Education and School Education.- Organizational Culture, Organizational Climate- School Organization-Team

**MODULE IV:** Staffing Function Of Educational Management-Meaning, Definitions, Importance& Characteristics-Manpower Planning-Recruitment- Internal & External Sources, Selection & Placement-Performance Appraisal

**MODULE V:** Directing Function of Educational Management-Meaning, Definitions, Importance & Characteristics-Elements of Directing – Leadership, Motivation, Communication, Supervision & Problem Solving in Management- Controlling Functions of Educational Management-Meaning, Definitions, Importance, Characteristics, Planning-Control inter-relationship-The Control Process & Types of Control- Requirements for adequate control & Barriers to successful controlling- Techniques for control- Educational Finance

**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.

### **INTERNSHIP IN EDUCATIONAL INSTITUTIONS**

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

### **REFLECTIVE PRACTICUM**

- After the Internship, the students are required to prepare a report as a Practicum on the below mentioned criterion.
- Introduction– Location, Vision, Mission and the management which runs the institution
- Historical Background of the institution
- Routine and planned activities of the institution in an academic year
- Explain the organizational structure of the institution and draw an organizational chart
- Present scenario of the institution:
  - a. Compare the performance of the students for previous 5 years and interpret through graphs
  - b. Compare the previous 2 years financial statements
  - c. Explain the Budget Allocations for the present academic programmes.
- Explain any success story of the institution
- Identify the problems faced by the institution and also the changes necessary in all quarters of its operation.
- Give solutions to each problem faced leading to quality management.
- Note: The students may administer appropriate tools and techniques to collect data.

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### **Semester III**

**Course Code: EDU-S-434**

**Course title: COMMUNICATION AND SOFT SKILLS DEVELOPMENT**

Credits:1

AIM: To acquire communication skills and to understand the need for soft skill development as well as to identify the common soft skills that every student is expected to be equipped with.

#### **OBJECTIVES:**

- To engage in discussions with a view to enhance communication skill
- To imbibe an idea of the theoretical base of soft skills
- To help students familiarize themselves with the common soft skills that are required for a particular profession.
- To provide opportunity for students to evaluate their own soft skills

#### **COURSE CONTENT**

MODULE I: Components of Effective Communication - Interpersonal Communication Skills

MODULE II: Verbal Communication – Effective Speaking –Presentation Skills – Appearance – Listening Skills – Active Listening – Reflecting – Clarifying - Writing Skills – Personal Skills

MODULE III: Soft Skills - The Relative Importance of Hard and Soft Skills – The Need to work on Soft Skills

MODULE IV: Oral Communication – Voice and Accent – Clarity – Modulation and Intonation – Stress

MODULE V: Computer and technical literacy – adaptability – Research Skills

MODULE VI: Project Management Skills – Emotional Intelligence – Problem Solving Skills – Work Ethics – Flexibility – Initiative – Teamwork and Collaboration – Critical Observation – Conflict Resolution

### **Semester III**

**Course Code: EDU-S-435**

**Course title: EXPOSITORY WRITING PRACTICE**

**Credit:1**

AIM: To acquaint the students with the basics of expository writing through a series of discussions and varied writing assignments

#### **OBJECTIVES**

- To Clearly differentiate between academic writing and expository writing
- To identify the different types of expository writing.
- To grasp the need to develop expository writing skills.
- To acquaint themselves with the stages in expository writing.
- To make use of pertinent material in expository writing from dependable online sources.

#### **COURSE CONTENT**

MODULE I: Expository Writing-Introduction

MODULE II: Narrative Writing – Persuasive Writing – Descriptive Writing –

MODULE III: Expository Writing – Differences from Academic Writing – Characteristics of Expository Writing –

MODULE IV: Varied Expository Writing Strategies – Analogy – Analysis – Cause and Effect – Classification – Comparison – Definition – Examples – Process Analysis

MODULE V: Steps in Expository Writing – Pre writing – Drafting – Revising – Editing – Publishing –

MODULE VI: Essay Variations –Practice session-publishing in online sources

## **Semester : IV**

**Course Code: EDU-C-441**

**Course Title: EMERGING TRENDS IN CURRICULUM DEVELOPMENT**

**Credits : 4**

**AIM:** To familiarize the students with Curriculum frame works for school education, higher education teacher education and other professional education and to make them understand the concepts: curriculum, syllabus, course plan, course structure, specialization, core subject, elective subject, optional subject etc.

### **OBJECTIVES**

- To understand the nature of curriculum and the principles of curriculum construction.
- To develop skills in framing local curriculum with respect to the national frame work for subjects of teaching
- To appreciate the need for continuous Curriculum reconstruction and renewal
- To acquaint with the patterns of different curriculum designs
- To understand issues, trends, researches in the area of curriculum and the process of curriculum evaluation
- To develop research insight for curriculum development in 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 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: Naturalstic 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 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 IV:** a)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.

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

**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.

## **REFLECTIVE PRACTICUM**

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

- Prepare a report on recent curriculum development of NCFTE 2012/ UGC-/CBCSS of a University/
- Develop a general framework for assessment of school course book/ hand book
- Prepare a theme paper on recent curricular reforms at secondary level / higher secondary level / higher / technical/ professional education in Kerala.
- Compare the curricula of different boards for secondary and higher secondary levels in India and abroad
- Each student is required to submit a term paper based on critical review or field study data on one topic given below.
  - (a) Evaluation of a primary class textbook
  - (b) Content analysis of one upper primary school subject
  - (c) Evaluation of a secondary school text book
  - (d) Evaluation higher education Curriculum
- Design and try out a curriculum for any one short term course-online or distance mode
- Prepare learning modules for a course related to your subject of specialization

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**Semester : IV**

**Course Code: EDU-C-442**

**Course Title: MODERN EDUCATIONAL POLICIES AND TEACHER EDUCATION**

**Credits: 4**

**AIM:** To develop in depth understanding about the recent developments in the field of Teacher Education and the relevance of national educational policies and its practices.

**OBJECTIVES:**

- To get an insight into the chronological developments in the field of education in India
- To understand the structure and developments on education as a system
- To examine the influence of policy decision in Teacher Education
- To realize the importance of child rights, women's rights and special emphasis to Right to Education (RTE)
- To understand the various dimensions of human rights and safeguard measures from educational point of view
- To become morale as well as humane teachers

**COURSE CONTENT:**

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

**MODULE II:** Education Policy Imperatives: Major Concern of Public Policy-Relevance, essentiality, constitutional provisions, NPE and revised (post NPE scenario), implementation, problems and strategies,-emphasis to child rights

**MODULE III:** Child Rights, Women Rights and Human Rights Education-Concept, constitutional and institutional safeguards-Domains of human rights: children, women, RTE (Right to Education), RTI (Right to information)- Violation of rights-strategies-policies -Provisions of RTE, SSA (Sarva Siksha Abhiyan), RMSA (Rashtriya Madhyamik Siksha Abhiyan), RUSA (Rashtirya Uchhtar Siksha Abhiyan) for addressing inequality and implications.



**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- 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 VI:** Trends and Issues in Teacher Education-Reshaping Teacher Education system for future– role of NCTE, Rules and Regulations, co-ordination with apex bodies; Proposed Functions of SCTE (State Council of Teacher Education).-Problems of Educating Teacher Educators; inadequacy at different levels: the elementary, Secondary, Higher Secondary and Higher Education, in –service and pre- service education of teacher educators. -Teacher Education in India emerging as a superpower- present scenario, need for modernization of education in the 21<sup>st</sup> century, main thrust areas.-Strengthening Integrated Approach-holistic concerns of Teacher Education (History, civics, economics... all disciplines-information analysis, synthesis, fact finding, action and result)-Cybernetic Instructional Design; meaning & theory; application of cybernetic in education.

• **REFLECTIVE PRACTICUM**

- Trace out latest trends in teacher education emphasizing objectives and scope.
- Identify the provisions in Right to Education Act with reference to learner
- Case study of a student with physically handicapped/hearing impaired/learning disability.
- Report on functioning of IQAC in a teacher education institution ensuring quality.
- Preparation and validation of a teacher appraisal proforma at teacher education level.
- Case study of a teacher educator in terms of their educational and professional background, beliefs, insights and vision of modern educational policies of teacher education, perceived competencies, approaches followed, significant achievements and professional linkages.
- Identify Problems, Issues and solutions Related to Cyber Ethics
- Critical appraisal of NCFTE (2009)
- Identify policies and programme pertaining to inclusive education.
- Select any one current practice in teacher education and trace the background of its formulation as policy

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## Semester : IV

**Course Code: EDU-C-443**

**Course Title: SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

**Credits: 4**

**AIM:** To guide students in interacting with the society in the capacity of teacher as a social engineer and to intervene in emerging social issues at appropriate time in the period of crisis and challenges.

## OBJECTIVES

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

## COURSE CONTENT

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

**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.

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#### **Semester : IV**

**Course Code: EDU-C-444 (i)**

**Course Title: ADVANCED MATHEMATICS EDUCATION**

**Credits: 4**

**AIM:** To develop in depth knowledge and skills in developing and handling learning situations in Mathematics Education and to help students understand and apply the principles of teaching and learning Mathematics according to the level of the learner.

#### **OBJECTIVES**

- To understand the nature of the discipline of Mathematical science In the light of its historical and philosophical background

- To understand the latest theoretical and practical considerations in developing a mathematical curriculum as part of education for development.
- To understand the trends, approaches, theories and strategies in mathematics education.
- To acquaint various technological inputs in mathematics education
- To design and practice instructional strategies and techniques in mathematics education based upon modern innovative approaches and practices
- To practice formative and summative comprehensive evaluation of pupil performance using appropriate tools and techniques.'
- To identify relevant problem leading to research studies in mathematics education and designing and execute appropriate research project

## **COURSE CONTENT**

**MODULE I:** Foundations of Modern Mathematics- Philosophical aspects about Mathematics- a priori and empirical knowledge, Development of the subject Mathematics. Analytical and synthetic knowledge. Euclidean Geometry - The theoretical frame work; Euclid's procedure; Euclid's postulates; Euclid's axioms and definitions. Euclid's theorems - a modern view of deductive system. Non-Euclidean Geometry : Euclid's fifth postulate: Saccheri's assumptions; Geometrical system of Lobachevsky and Riemann--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> century -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 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 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 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 Devices – Recording Rubrics – Softwares.

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

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### **Semester : IV**

**Course Code: EDU-C-444 (ii)**

**Course Title: ADVANCED SCIENCE EDUCATION**

**Credits: 4**

**AIM:** To develop an insight in students to explore and create learning situations in Science Education for formulating meaningful enquiry episodes, problem solving situations, investigatory and discovery learning projects based on science learning at different levels and to construct appropriate assessment tools for evaluation.

### **OBJECTIVES**

- To understand the nature of the discipline of science education in the light of its historical and philosophical background
- To understand the trends, approaches, theories and strategies in science education.
- To acquaint with various technological inputs in science education



- To design and practice instructional strategies and techniques in science education based upon modern innovative approaches and practices
- To practice formative and summative comprehensive evaluation of learner performance using appropriate tools and techniques
- To develop the skill of developing curriculum modules
- To develop tools for evaluating affective and psychomotor competencies
- To identify relevant problems leading to research studies in science education and designing and executing appropriate research project

### **COURSE CONTENT:**

**MODULE I :** Epistemological Basis of Science Education- Scientific method for generating new knowledge – scientific attitude, scientific temper--Taxonomy – Origin – Bloom’s taxonomy, 1956; Revised Taxonomy (Anderson & Krathwohl) 1990; Mc Cormack & Yager’s Taxonomy of Science Education, 1989; Process skills; Technology Integrated Taxonomy – Peck & Wilson (1999) – Aims and Objectives of Science with regard to NCF (2005) and KCF (2007), Changing aims and objectives of Science Education - Aims and Objectives of Science Education followed by developed countries (comparative study)- Finland , Switzerland, Australia and Germany

**MODULE II :** Multiple Perspectives in Science Education: Contributions of Learning theories in Science Education- Skinner, Ausubel, Gagne, Vygotsky, Piaget and Bruner- Gardner’s Multiple Intelligence Theory - Applications in Science Education--Cognitive skills - Thinking skills - types, strategies for developing thinking skills, think differently- extrapolated learning- Science Education for peace and sustainable development- Science Education for Employability skills- life skills, soft skills and survival skills--Scientific and technological literacy leading to innovations and creativity in Science, new trends in research--Constructivist Approaches to Science Teaching: inquiry method, problem solving strategies, investigatory approach, guided discovery approach, inductive and deductive method, project based learning, cooperative and collaborative learning, activity based learning, experiential learning, Brain Based Learning - strategies and implications. Self-learning Strategies and Differential learning - types and Classroom applications-IT Based strategies- web based learning and pedagogical designs using ICT in Science

**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 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-Edmodo, Edmodo, Edublog, web 3.00 tools –scope and relevance of ICT resources in Science Education.- potentials of Social networking sites in science education - you tube, flicker, virtual field trips, virtual labs, virtual classrooms. User Generated Content(UGC)- wikis, blogs, podcasting, discussion forum, tweets, audio forum and other forms of media - Educational values, factors promoting virtual learning, problems of virtual class rooms and their solutions, limitations, online learning community.- use of Internet in the science class room-Internet enabled e-content, E-mail. Steps for using internet in the science class room , Internet safety in the class room-cyber security and cyber ethics-Learning Management System – Applications in learning Science –scope and limitations

**MODULE V:** Assessment in Science Education- Role of assessment in teaching learning process in Science- Trends in assessment - grading, self-evaluation, peer evaluation , on line 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 VI:** Professional Development of Science Teachers- scope and importance.- ICT and professional development of teachers - professional development through ICT - online forums, net conferences, web conferences, interacting with social network - Online conference related to research- Networking- Inter and intra networking. Role of networking for professional development - e-twinning for professional development- Role of Reflective practices in professional development- 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, implications of Science Education researches on classroom practices, Vision of Science Education in research-significance of virtual thinking.

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### Semester : IV

#### Course Code: EDU-C-444 (iii)

#### Course Title: ADVANCED SOCIAL SCIENCE EDUCATION

#### Credits: 4

#### AIM:

To develop an understanding of the meaning, nature, theoretical imperatives and componential convergence of the concept of social science in relation with education and curriculum.

#### OBJECTIVES

- To understand the aims and objectives of teaching social science in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.
- To understand the principles and techniques of organization of social science curriculum.
- To understand the nature and importance of inter-disciplinary approaches to teaching social science.
- To understand the processes of curriculum development (renewal, planning, designing and dimensions).
- To understand the psychological considerations of social science instruction.

- To use modern instructional strategies and models in the teaching and learning of social science.
- To understand the nature, scope and use of technology in Social Science education.
- To identify the various resources for learning social science and effectively use different media, materials and resources for teaching Social Science
- To develop the competence to construct and administer appropriate assessment tools of evaluation and interpret results.
- To identify priority areas of research and experimentation in Social Science education.
- To develop competencies through practical experiences to become an effective teacher educator in social science.

## **COURSE 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 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. Historico-pedagogic sites of Exploration. Reform and Evolution of a new Society. Anthropology and Philosophy of teaching Social Science. Professional Development of Social Science Teachers. - Pedagogical considerations of Social Science - fusion, integration and correlation approach in the evolution of the concept of Social Science. Nature of curriculum- changing curriculum patterns – Different approaches-unified, interdisciplinary, integrated, correlated, co-originate, discipline-wise - Patterns of curriculum designs- Curriculum planning: stages and strategies- Curriculum organization – organization of the social science course - sequence in the social science curriculum – Role of Art Education in Curriculum Development. Assisting students in Skill Development. Developing Meta narratives about Society. Curriculum Integration through values. Curriculum evaluation- Need, nature and aspects of curriculum evaluation.

**MODULE IV-** Strategies For Social Science Instruction -Psychological considerations of Social Science instruction- Comparison between behaviorist, cognitivist and constructivist theories. Humanistic theories (Carl Rogers and Abraham Maslow) - Learning Social Science in Inclusive Classrooms-Modular Approach; procedure and possibilities in the development of a Module- Social Learning Theory- (Chomsky, Bandura, Rotter) – Semiotics and Semantics in Social Science. Pro-social behavior theory and related research (Darwin, Batson) in designing social science curriculum. Instructional theories (Miller).Instructional models - Mastery Learning Model, Creative Learning Model (Treffinger), Group Investigation Model, Social Inquiry Model.

**MODULE V** -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 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 – Webogogy of Social Science. Social Science Teacher Educator as a Techno-Pedagogue.

**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

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## **Semester : IV**

**Course Code: EDU-C-444 (iv)**

**Course Title: ADVANCED LANGUAGE EDUCATION (ENGLISH)**

**Credits: 4**

**AIM:** To inculcate language competencies in the students for utilitarian purposes along with advanced language skills and research attitude to perform as efficient language teachers

### **OBJECTIVES**

- To understand the key ideologies in teaching and learning of a language
- To develop an in depth understanding of the nature, scope and functions of language teaching and learning
- To analyze the application of linguistic, psycho linguistic, socio linguistic, neuro linguistic theories in language learning
- To apply the current approaches, methods and innovative techniques in language teaching and learning
- To grasp the techniques underlying the designing and administration of various kinds of language tests
- To practice the skills of curriculum construction and design in a language
- To explore modern assessment practices that are in vogue in the field of language teaching

### **COURSE CONTENT**

**MODULE I:** Perspectives in Teaching and Learning of English Language: Language Acquisition – L<sub>1</sub>, L<sub>2</sub>, L<sub>3</sub> - Role of Family and Community Resources in English Language Acquisition.- Application of Theories in Language Learning: Psycho-linguistic, Socio-linguistic and Neuro-linguistic --Contributions of Piaget, Bruner, Vygotsky, Chomsky, Krashen and Terrell, Paulo Freire, Howard Gardner- 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 - 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 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 - Multi-lingualism – Three Language Formula – NPE-1986, NCF-2005 and KCF-2007 on Language Curriculum - Contextualized Language Learning - Development and Experimentation of Contextual Learning Resources like Local Texts, Teacher made Texts etc – Problems of ELT in Multi Lingual Context of India.-Philosophy of Inclusion and Differential Learning - Concept and Process – Learner Diversity in Language Classrooms with respect to Learning Styles, Learner Strategies, Socio-cultural Background etc. - 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 III:** Inclusion of Digital Technology in Language Education- Role of Teacher and Learner in Digital Era – Teacher as Techno-pedagogue – Digital Natives and Migrants - Technology enabled Language Teaching and Learning - Multimedia Labs – CALL, Blended Learning, e-learning, m-learning, online tutoring – Networking in Language Learning- Forum-Wiki- Blog-Video Conferencing- Teacher Tube - ESL Café-LinkedIn- Learning Management System.- Digital Resources and e-content - Educational Websites, Open Education Resources -Virtual Classrooms, e-library, e-journals, Audio Podcasts, Online Language Games, Film Clips.-Cyber Security, Server Security, e- mail Security, Data Encryption, Copyright Laws.

**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 V:** Continuing professional development for English language teachers- Changing Roles of Teachers – Professionalism of English Language Teachers – Professional Competencies – Pre-service and In-service Training for Language Teacher - Role of Agencies and Professional Organizations in Teacher Empowerment.-Concept of Continuing Professional Development(CPD) -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

**MODULE VI:** Research and Innovations in ELT- Current Trends and Practices in Research – Action Research, Case Studies in ELT - Text Analysis - Critical Discourse Analysis - Content Analysis - Critical Analysis of Films, Literature and Visual Arts. -Identifying Areas of Research and gaps in ELT – Review of Latest Research in English Language Education and Second Language Pedagogy

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#### **Semester : IV**

**Course Code: EDU-C-444 (v)**

**Course Title: ADVANCED LANGUAGE EDUCATION (HINDI)**

**Credits: 4**

**AIM:** To inculcate language competencies in students for utilitarian purpose and enhance the communication skills and to realize the need and importance of Hindi as a National Language.

## OBJECTIVES

- To acquire language skills and communicative skills in Hindi
- To equip himself/herself with the qualities and competencies of a teacher
- To update knowledge about modern trends, methods and strategies of teaching Hindi
- To acquire knowledge on learning theories and their classroom implications
- To familiarize with different types of evaluation and assessment techniques
- To develop technological skills and skills in designing digital texts

## 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 – 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 - 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 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 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 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

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#### **Semester : IV**

**Course Code: EDU-C-444 (vi)**

**Course Title: ADVANCED LANGUAGE EDUCATION (MALAYALAM)**

**Credits: 4**

**AIM:** To acquire in depth knowledge in language competencies, communicative skills and advanced language skills along with right attitude towards research.

#### **OBJECTIVES**

- To understand the key ideologies in teaching and learning of language
- To develop an understanding of the nature, scope and functions of language teaching and learning

- To analyze the application of linguistic, psycho linguistic, socio linguistic, neuro linguistic theories in language learning
- To apply the current approaches, methods and innovative techniques in language teaching and learning
- To grasp the techniques underlying the designing and administration of various kinds of language tests
- To attain the skills of curriculum construction and design in a language
- To adopt and practice instructional and evaluation strategies for teaching the language and to address the special needs of differently abled children
- To become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language
- To ensure quality in the continuing professional development of teachers

## **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

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

**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 VI:** 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

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#### **Semester : IV**

**Course Code: EDU-C-444 (vii)**

**Course Title: ADVANCED LANGUAGE EDUCATION (SANSKRIT)**

**Credits: 4**

**AIM:** To inculcate language competencies, impart advanced language skills and to develop research attitude among prospective language teacher educators

#### **OBJECTIVES**

- To understand the key ideologies in teaching and learning of language
- To develop an understanding of the nature, scope and functions of Sanskrit language teaching and learning
- To analyze the application of linguistic, psycho linguistic, socio linguistic, neuro linguistic theories in language learning
- To apply the current approaches, methods and innovative techniques in language teaching and learning
- To equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
- To grasp the techniques underlying the designing and administration of various kinds of language tests
- To attain the skills of curriculum construction and design in a language

#### **COURSE CONTENT**

**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 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 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 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 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

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- Gita 12th Chap.
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## Semester : IV

**Course Code: EDU-C-444 (viii)**

**Course Title: ADVANCED LANGUAGE EDUCATION (ARABIC)**

**Credits: 4**

**AIM:** To understand the geopolitical and cultural stay of Arabic language and realise the need and importance of inculcate language competencies including advanced language skills in Arabic Language Teachers

## OBJECTIVES

- To develop an understanding of the nature, scope and functions of language teaching and learning
- To analyze the application of linguistic, psycho linguistic, socio linguistic, neuro linguistic theories in language learning
- To apply the current approaches, methods and innovative techniques in language teaching and learning
- To equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
- To grasp the techniques underlying the designing and administration of various kinds of language tests
- To attain the skills of curriculum construction and design in a language
- To adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children

## **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 –Status 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 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 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 IV:** Design & Development of Arabic Language Curriculum in a Multilingual Context - Arabic Language curriculum for 21<sup>st</sup> century learner – Need based, objective based, learner centred, activity based, process oriented, task based, issue based, life centred, ICT enabled.--Concerns in curriculum development : Learner autonomy, teacher autonomy, Development and experimentation of contextual learning resources – local text, teacher text, etc.-Curriculum development and Differential Learning : Learner diversity in Arabic language classroom with respect to learning styles, learner strategies, socio-cultural background and learning disability, CWSN--NCF 2005, KCF2007, NCFTE2009-Critical Analysis of Arabic language Curriculum of secondary schools of Kerala

**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 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

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#### **Semester : IV**

**Course Code: EDU-C-444 (ix)**

**Course Title: ADVANCED LANGUAGE EDUCATION (TAMIL)**

**Credits: 4**

**AIM:** To inculcate language competencies, advanced language skills among prospective teacher educators and research attitude among prospective Tamil language teacher educators

#### **OBJECTIVES**

- To understand the key ideologies in teaching and learning of language
- To develop an understanding of the nature, scope and functions of Tamil language teaching and learning

- To analyze the application of linguistic, psycho linguistic, socio linguistic, neuro linguistic theories in language learning
- To apply the current approaches, methods and innovative techniques in language teaching and learning
- To equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
- To grasp the techniques underlying the designing and administration of various kinds of language tests
- To attain the skills of curriculum construction and design in a language
- To adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children
- To ensure quality in the continuing professional development of teachers
- To acquaint themselves with areas of research and various research tools

## **COURSE CONTENT**

**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 - II:** Approaches, methods and techniques in Tamil language teaching -Review and Critical analysis of various approaches and methods - Grammar-translation method - Direct Method - Audio-lingual method - Situational language teaching - Communicative and task-based learning approaches - Natural Approach – TPR - Silent Way - Humanistic Approach – Co operative learning – Collaborative learning - Whole Language Approach- Evolve modern instructional strategies for Tamil language teaching and learning-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 - III:** Enhancing Proficiency in Language and Communication -Developing basic language skills [LSRW] and intermediate as well as advanced-language skills that are level



specific viz., primary, secondary and higher secondary –listening: casual, intensive and listen with purpose and listening for comprehension :Speaking – pronunciation, conversational, oratory and presentation skills, Reading –literal, inferential, critical and creative, writing: graphic, mechanic and creative,expository and academic editing process-Barriers in listening, speaking, reading and writing communication in Tamil – Strategies for effective communication - Communication Networks - Teacher as an effective communicator

**MODULE - IV:** Design and development of Tamil language teaching curriculum in the multi lingual context -Tamil language curriculum for twenty first century learner- need based, objective based, learner-centred, activity based, process-oriented, task-based, issue-based, life-centred, ICT-enabled– 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 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 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

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### Semester : IV

**Course Code: EDU-C-444 (x)**

**Course Title: ADVANCED COMMERCE EDUCATION**

**Credits: 4**

**AIM:** To familiarize with the conceptualized version of components required to enter in teaching profession there by equip them with varied dimensions of commerce education strands; proficient in select most appropriate teaching methods, techniques, strategies, models, teaching learning resources, assessment techniques etc. in varied instructional context, content and curriculum in interactive learning set up.

### OBJECTIVES:

- To understand the conceptualized version and framework of the development of commerce education.
- To familiarize the process of curriculum designing and analyses the modes of the transaction in commerce education.
- To analyze the instructional resources in teaching and learning of commerce.
- To explore the instructional methods, techniques, strategies and models in teaching of commerce.
- To understand the global trends in commerce education.
- To investigate the research trends in commerce education.

- To examine the strategies of assessment in commerce education.

## **COURSE 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 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-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 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 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 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.

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### **Semester : IV**

**Course Code: EDU-C-444 (xi)**

**Course Title: ADVANCED GEOGRAPHY EDUCATION**

**Credits: 4**

**AIM:** To develop competencies among the geography teachers and mould techno-pedagogic competent teacher. It also aims to prepare competent and committed professionals willing to perform the identified tasks.

### **OBJECTIVES**

- To understand the history and modern trends in the nature, aims and curriculum trends
- To attain necessary skills in developing various instructional model based on theories of education
- To understand the relevance of psychological theories to geography teaching and learning.
- To gain insight into the methods of assessing and grading the teaching of geography
- To acquaint with the latest educational thinking about geography education
- To develop skill needed for revising geography curriculum for schools
- To use research findings in geography education for improving practices related to geography education.

### **COURSE CONTENT**

**MODULE I:** Nature and Objectives of Geography Education- Nature and scope of geography- functions- intellectual, social, vocational-evolution of geography teaching-recent trends and developments -Aims and objectives of teaching geography- taxonomy-

origin-bloom's taxonomy 1956, revised taxonomy (1990) , process skills, technology integrated taxonomy

**MODULE II :** Curriculum patterns, different approaches and trends in curriculum construction- regional, National, International (critical pedagogy, PBL, issue based curriculum, KCF 2007, NCF 205, NCERT and SCERT) - Curriculum process-aims, goals, selection of learning experiences, selection of content, organization and integration of experience and content, evaluation, integration of curricular activities.-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 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 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 UBUNDU, MOODLE, ERIC,INFLIBNET - Virtual learning-value-factors, problems of virtual classrooms solutions - E- learning, M- learning, teleconferences

**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 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

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### **Semester IV**

**Course Code: EDU-S-446**

**Course title: GENDER ISSUES: AWARENESS AND MANAGEMENT**

**Credit:1**

**AIM:** To sensitize students to gender responsive and to make them reflect on how to manage the gender issues that are discussed by the contemporary society.

#### **OBJECTIVES**

- To identify the national and international trends in maintaining gender equality.
- To grasp the impact of globalization on gender issues.
- To familiarize them with the concept of digital gender divide and understand the consequences.

#### **COURSE CONTENT**

**MODULE I:** Gender and Education – Current Issues –

**MODULE II:** Gender differences in educational attainment, work participation and wages -

**MODULE III:** Gender equality and sustainable development – Gender and Globalization -

**MODULE IV:** Gender Digital Divide – The consequences of a Gender Digital Divide.

**MODULE V:** Strategies of Women Empowerment – Policies and Initiatives - Education as a tool for Empowerment –

**MODULE VI:** Gender responsiveness –National and International Initiatives – Strategies adopted for bringing about Gender Equality – Governmental campaigns

### **Semester IV**

**Course Code: EDU-S-447**

**Course title: PRACTICES PROMOTING ECO- FRIENDLINESS**



**Credit:1**

**AIM:** To help students to identify the various eco-friendly practices that are relevant in the society and to evolve their own practices which will ensure a sustainable development.

**OBJECTIVES**

- To identify the components of ecosystem, resources, pollution and sustainability.
- To internalize the appropriate concepts in their life.
- To understand the age old and time tested cultural values which ensures a sustainable living.
- To understand the various eco-friendly practices that are adopted by individuals and institutions.
- To evolve their own eco-friendly practices incorporating the concept of sustainable development.

**COURSE CONTENT**

**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 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 III:** Sustainable Development-Types of sustainability-Social, economic and environmental-

**MODULE IV:** Major biomes of the world-Inter relationship and inter dependence of biomes-Environmental conflicts and environmental movements-Green chemistry

**MODULE V:** Environmental Education and Eco-Friendly Practices: Environmental laws and rights-Eco literacy-Environmental action plan-

**MODULE VI:** Role of society in protecting eco-system-Green culture-NGO's –fostering eco-friendly practices(THANAL, WWF, Treewalk, ATREE etc.)-Eco-friendly practices followed by institutions and individuals.

**INTERNSHIP**

***Phase II Observation and Case study (50 Marks)***

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

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

## **EXTRA DEPARTMENTAL ELECTIVES**

### **Semester I**

**Course Code: EDU-X-411**

**Course Title: UNDERSTANDING THE LEARNER**

**Credits: 2**

**AIM:** To generate awareness on various aspects and components of learning and thereby sensitize the challenges and obstacles faced by potential learners.

### **OBJECTIVES**

- To comprehend the typical process of learning and basic theories of learning.
- To explain the conditions and gearing factors of learning.
- To illustrate the basic issues and challenges before a learner in a classroom setting.
- To evaluate the learning process and observe the social situation of learning.
- To bridge the gap between intellectual competencies and academic excellence

### **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 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 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.

**MODULE IV:** Personality: Type and Trait Theories; Intelligence and Theories: Spearman, Thorndike, Sternberg, H. Gardner; Social and Emotional Intelligences; Assessment of Intelligence and Personality: Types

**MODULE V:** 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

**MODULE VI:** Methods of Learning Research: Qualitative and Quantitative; Steps in research; SPSS and R in research on learning; Citation and Plagiarism; Ethics in research.

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### **Semester I**

**Course Code: EDU-X-412**

**Course Title: HUMAN RIGHTS EDUCATION**

**Credits: 2**

**AIM:** To generate awareness on various aspects and components of human rights and thereby sensitize the challenges and obstacles faced by the civilians.

### **OBJECTIVES**

- To comprehend the meaning and characteristics of human rights.
- To familiarise with instruments of Human rights.
- To illustrate the mechanisms, basic issues and challenges in the enforcement of human rights.
- To evaluate and observe the social situations that violate human rights.

### **COURSE CONTENT**

**MODULE I:** Human Rights-meaning and characteristics-Classification of Rights - Three Generations of Human Rights

**MODULE II:** Indian constitution and Human Rights-constitutional provisions for human rights-fundamental rights , directive principles and fundamental duties

**MODULE III-**Human Rights Instruments-International Bill of Rights –Significance- Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights-

**MODULE IV-** 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.

**MODULE V-** Child Rights- need and significance- - Convention on the Rights of the Child-child labour- child labour (prohibition and regulation) act - Role of Government and NGOs in Child Rights and Child Protection.

**MODULE VI - 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

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## Semester I

**Course Code: EDU-X-413**

**Course Title: VALUE EDUCATION**

**Credits: 2**

**AIM:** To develop an understanding about the significance and application of value education and to develop awareness among the students about the nature and types of values, to acquire the ability and skills of organizing and conducting programmes and to develop interest and extend guidance to the community on values.

## OBJECTIVES

- To understand the concept of values

- To develop an insight into the concept, and importance of Value Education
- To probe into various strategies of teaching values.
- To understand the importance of values in education and develop a broad view on different types and perspectives of values.
- To develop an insight into the significance of value education
- To explore ways to inculcate Value Education in schools
- To develop a comprehensive view on strategies and approaches to inculcate values.

## **COURSE CONTENT**

**MODULE 1**-Types of values – competent, instrumental, terminal, extrinsic and intrinsic values- -Human values in Indian culture-Truth, Peace, Non-violence and-Righteousness-

**MODULE II**- Perspectives in Value Education-Philosophical, Psychological and Social.

**MODULE III** -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 IV**: Contributions of Thinkers and Writers- Gandhi, Vivekananda, Aurobindo, Tagore, Noam Chomsky, Jean-Paul Sartre

**MODULE V**- Models of Moral Education- i) Rationale Building Model. ii) The Consideration Model. iii) Value classification Model. iv) Social action Model. v) Just Community Intervention Model

**MODULE VI**- Approaches and strategies - direct, indirect, eclectic-Cognitive Developmental Approach, The Trait Approach, Values Clarification, Role playing, Whole school approach, Reflective practices.

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### **Semester I**

**Course Code: EDU-X-414**

**Course Title: LIFE SKILL EDUCATION**

**Credits: 2**

**AIM:** To develop an understanding of concepts, objectives and principles of life skill education and to acquaint the students with several aspects of life skill education

### **OBJECTIVES**

- To translate knowledge, attitude, skills and values into action;
- To behave responsibly and develop positive attitude towards themselves and others;
- To promote risk free behavior, communicate effectively
- To improve self perception by building self confidence and self esteem
- 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 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 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

**MODULE IV:** Modes of Curriculum Transaction-Designing Life skills education, Traditional and Life skills approach.

**MODULE V: 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 VI:** Trends and innovations in Life skill Education and training - Emerging areas for research in Life skill Education - Contributions of research in Life skill Education

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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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### **Semester I**

**Course Code: EDU-X-415**

**Course Title: ENVIRONMENTAL EDUCATION**

**Credits: 2**

**AIM:** To develop an awareness of environment and a positive environmental attitude, feelings of concern for the environment and provides encouragement for active participation in the protection and improvement of the environment.

## **OBJECTIVES**

- To acquire knowledge of physical, biological and cultural environment
- To understand the interdependence of life and environment
- To recognise the interrelatedness among man, his cultural and biological surroundings.
- To integrate natural and social environment and prepare oneself to solve one's problems

## **COURSE CONTENT**

**MODULE 1:** Earth as a Wonder Planet - components of environment - Principles of Environment - Biosphere and their interrelationships and interactions, Impact of Man on Biosphere and its consequences.

**MODULE II:** 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 - Green house effect and Ozone depletion –

**MODULE III:** 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 IV:** 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 V:** Historical perspectives of Environmental Education - Role of International, National and Regional movements and Organizations to promote Education for the Environment- Pedagogogy in environmental education.

**MODULE VI:** Environmental ethics-issues and possible solutions-resource consumption patterns and the need of equitable utilization-equity disparity in the northern and southern countries.

## **REFERENCES**

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### **Semester I**

**Course Code: EDU-X-416**

**Course Title: INCLUSIVE EDUCATION**

**Credits: 2**

**AIM:** To undertake a special course in inclusive education will be able to understand, analyse, plan and manage inclusive classrooms and to make schools and classrooms more diversity friendly with the application of latest technology.

### **OBJECTIVES**

- To understand the global and national commitments towards the education of children with diverse needs
- To appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- To understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive schools
- To analyze special education, integrated education, mainstream and inclusive education practices
- To develop a positive attitude and sense of commitment towards actualizing the right to education of all learners

### **COURSE CONTENT**

**MODULE I**-Concept of Inclusion-meaning, justification, strengths and opportunities-Inclusive Education: - scope and relevance in present educational scenario.-

**MODULE II:** Understanding Diverse Learners- Meaning, Classification, Types, and Characteristics of Disabilities.

**MODULE III:** Legal & Policy Perspectives-Constitutional Provisions: PWD Act (1995) with Amendments, National Trust Act (1999), RCI Act (1992), RTE Act (2009)-Policies.

**MODULE IV**-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 V**-Brief account of existing special, integrated and inclusive education services in India. -Role of teachers for supporting inclusion of children with special needs and behavior management in inclusive classrooms.-Role of NGO's in promoting Inclusive Education in India

**MODULE VI** -Trends and Research in Inclusive Education-Current Status and Issues of Inclusive Education in India- Research in Inclusive Education in India

## REFERENCES

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### **Semester I**

**Course Code: EDU-X-417**

**Course Title: EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING**

**Credits: 2**

**AIM:** To develop understanding the educational, vocational and personal guidance which will be beneficial to promote the basic awareness of educational and vocational guidance for graduates

#### **OBJECTIVES**

- To know the relevance of guidance and counselling at different stages of education.
- To understand the process of counselling
- To understand the role of various personnel in counselling and how to organize guidance services.
- To understand the role of different tools and techniques in guidance and counselling programme.
- To understand the problems of children with special needs and the techniques to be adopted for them.

#### **COURSE CONTENT**

**MODULE I:** Guidance-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

**MODULE II:** Counselling- Meaning, definitions, basic components, need, aims and objectives, significance of counselling, characteristics, levels of counselling, elements.

**MODULE III:** Types of counselling- Directive, Non directive and Eclectic counselling- basic assumptions and steps – role of counselor -Procedure of counseling -Media of counseling- Techniques of counseling- Phases of counseling- Qualities of a good counselor- The organized setup

**MODULE IV:** Difference between guidance and counselling.-Purposes of guidance and counseling-Ingredients of guidance and counselling- 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 counselling

**MODULE V:** Tools and Techniques- Observation, Autobiographical sketch, Anecdotal records, Case study, Cumulative records, Confidential data, The interview, Standardised tests, Case conference, Sociometry, Clinical method, Projective techniques, rating scale techniques and questionnaire method- Techniques of counselling- Prescriptive technique, Non- directive counselling and Directive counseling-Concept of children with special needs and types of special needs.

**MODULE VI:** Vocational Guidance-Classification of vocational guidance- Sources of Information.-Vocational guidance programmes and vocational guidance services.- Job analysis, job profile and job satisfaction.

## REFERENCES

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### **Semester I**

**Course Code: EDU-X-418**

**Course Title: ASSESSMENT AND EVALUATION**

**Credits: 2**

**AIM:** To develop in learners an understanding of the basic concepts and practices adopted in educational assessment and to acquaint the students with the recent developments in evaluation.

### **OBJECTIVES**

- To understand relationship between measurement and evaluation in education and the existing models of evaluation
- To understand that different learning outcomes need to be assessed differently

- To discuss the different approaches to assessment of learning outcomes
- To develop skill and competencies in constructing and standardizing a test
- To use various tools and techniques of assessment in research
- To develop the skill of analysis interpretation of test results

## **COURSE CONTENT**

**Module I:** Assessment – Meaning – importance of Assessment – Principles of Assessment – Activities involved in assessment

**Module II:** Measurement and evaluation, Types of Evaluation – Formative and Summative Evaluation, Internal assessment and Continuous Comprehensive Evaluation, Criterion Referenced and Norm Referenced evaluation

**Module III:** Defining educational objectives in terms of behavioral outcomes - Bloom's Taxonomy of educational objectives(Revised and Pre revised) assessing 21<sup>st</sup> century skills

**Module IV:** 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 V:** 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 VI:** Characteristics of a good evaluation tool – validity, reliability, usability, comprehensiveness, objectivity, interpretability etc'

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