UNIVERSITY OF CALICUT

Abstract
M.Ed Programme- 2 year M.Ed. Curriculum (Syllabus, Scheme of Examinations and Regulations)- implemented with effect from 2017 admission-Orders issued

G & A - IV - J
U.O.No. 9862/2017/Admn Dated, Calicut University.P.O, 07.08.2017

ORDER
2 year M.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations) has been implemented in the University of Calicut w.e.f 2015 admission vide paper read as (1).

Vide paper read as (2) and (3), Specialisation Courses have been modified in Semester III in the existing M.Ed. Curriculum and errata have been issued to the 2 year M.Ed. Curriculum w.e.f 2015 admission.

Board of Studies in Education (PG) vide paper read as (4), recommended some modifications in the existing M.Ed curriculum.
Faculty of Education vide paper read as (5) and Academic Council vide paper read as (6), approved the modifications recommended by the Board.

Vice Chancellor, vide paper read as (7), ordered to implement the resolution in the minutes of the Academic Council and to implement the revised 2 year M.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations).

Sanction has, therefore, been accorded for implementing the 2 year M.Ed. Curriculum (Syllabus, Scheme of Examinations and Regulations) in the University of Calicut w.e.f 2017 admission.

Orders are issued accordingly.

(Modified Curriculum appended)

Ajitha P.P
Joint Registrar

To
All colleges offering M.Ed programme under University of Calicut
Copy to: Directorate of Teacher Education/The Controller of Examinations/JCE-7/Digital Wing

Forwarded / By Order

Section Officer
UNIVERSITY OF CALICUT

TWO YEARS
M.Ed CURRICULUM
(Modified curriculum applicable
to students admitted from the year 2017 onwards)

2017
M. Ed. CURRICULUM
Regulation, Scheme of Examination, and Syllabus

A. 1. Introduction

Master of Education (M. Ed) is a professional and research oriented post-graduate level teacher education programme. Two-years 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 in either elementary education or secondary education. The M.Ed Programme was conceived as a professional programme for advanced study of the discipline of Education.

Since M.Ed. is a PG degree leading to research in education, the course has a strong research component. M.Ed scholars apart from receiving rich grounding in Educational Theory are encouraged to take up Dissertation work in diverse areas of Education as part of their research training. The M.Ed Scholars are also being trained for tutorship and supervision.

Recently NCTE recommended that M.Ed programme should become a two years programme with adequate provision to branch out into specializations in curriculum studies, pedagogic studies, policy, finance and foundational studies. To be at par with the professional requirement of the programme, the Board of Studies in Education (PG) modified and improved the existing curriculum in tune with the NCTE Regulation 2014. The board has re-formulated the M.Ed programme by enhancing the period and strengthening the content and structure of the programme, in tune with the new framework suggested by NCTE. The revised curriculum is a modified one accepting the suggestions from the various stakeholders based on the experience after implementation in the year 2016.

2. Vision

Purpose of the M. Ed programme is to prepare professionally committed and competent teacher educators, curriculum developers, educational policy analysts, supervisors, school counselors, school principals, educational researchers, educational administrators, and educational planners who can develop education according to the national aspirations and global trends. It seeks to prepare educational experts capable of generating knowledge and to find solutions to the problems and issues relating to the theory and practice of the varied fields of education. It also focuses on comprehensive and integrated professional development of personnel engaged in educational management and administration.
3. Programme Objectives

The M. Ed programme aims at preparing truly professional teacher educators and other personnel specialized in different areas of education. The programme intends to achieve the following objectives:

- To conceive the nature of education as a discipline
- To understand how concepts/ theories/ issues drawn from disciplines cognate to education
- To develop specialized knowledge and understanding of the bases of education
- To create national and international perspectives on educational theory and practice
- To develop understanding of human behavior and personality for guiding efficient and effective learning
- To acquire skills required to take up leadership roles in the areas of education
- To develop a rational conceptualization of educational research
- To enhance essential ICT skills required for educational practice and professional empowerment
- To develop competence in specialized areas such as Elementary and Secondary Education
- To sharpen epistemological, axiological and ontological perspectives of school education and teacher education for enhancing conceptual understanding of education
- To reflect on the multiple contexts in which the schools and teacher education institutions are working
- To integrate information and communication technology to teaching-learning and training transaction
- To develop skills among students to manage internships, practicals and field attachment
- To develop competency in the development of curriculum, syllabus, textbooks, and instructional materials, evaluation and assessment
- To develop ability to analyze and reflect upon one’s professional experience
- To appreciate the challenge of theorizing education and identify relationship between theory and practices
- To learn the skills required for playing a leadership role in different areas of school education

B. Structure of the programme *

M.Ed programme is a research oriented professional education programme. The programme consists of four semesters of 100 days each. The structure of the course is in tune with the pattern suggested by NCTE. This consists of eight (8) courses under Perspective courses and Tool courses, two (2) Teacher education courses including Optional course and five (5) Specialization Courses to be introduced from the academic session 2015-2016 onwards.
* The modified curriculum is applicable to the M.Ed students admitted in any institution under University of Calicut from the year 2017 onwards i.e., from 2017-19 batch onwards.

**SEMMESTER I**

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<td>Advanced Methodology of teaching Arabic, English, Hindi, Malayalam, Sanskrit, Tamil, Urdu, Physical Science, Natural Science, Commerce, Social science, Mathematics, and Computer Science</td>
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PROGRAMME REGULATIONS

Scope

The regulation provided herein shall apply to the regular post-graduate programme in Education (M.Ed.) conducted by the Department of Education of the university, Affiliated colleges- Government/Aided/Unaided/ Self-financing, and Calicut University Teacher Education Centers with effect from the academic year 2015-2016 admission onwards. The provisions herein supersede all the existing regulations for the regular postgraduate programme in Education (M.Ed.) conducted by the institutions of the University of Calicut unless otherwise specified.

1. Conditions for Admissions

Candidates seeking admission to the M.Ed programme shall be required to have passed the following programmes with at least 50% marks or an equivalent grade.

   a) B.Ed degree of 1 or 2 years duration recognized by University of Calicut, or
   b) 4 year integrated teacher education degree programme (B.El.Ed/ B.Sc.Ed/ B.A.Ed) recognized by University of Calicut*,

   * (In case of integrated degree programmes- B.Sc.Ed/ B.A.Ed, aggregate marks/grade in Education papers alone will be considered)

Since teacher education is a praxis based field of study, it is desirable that teacher educators have a teaching experience. In this context, it is recommended that possibilities that encourage working teachers to join MEd are explored. Thus, teaching experience may also be a desirable entry requirement for the programme. Additional weightage shall be given to the experience of teaching in an Elementary Teacher Training Institute or in an elementary/secondary /senior secondary school.

A first Master’s degree is not mandatory for entry in the MEd programme. However an additional weightage shall be given to candidates with post-graduate degree in Sciences/Humanities/Social Sciences.

Relaxation in the marks will be allowed in the case of candidates belonging to Scheduled Castes / Scheduled Tribes/ Socially and Educationally Backward Classes/PWD and other applicable categories as per the rules of state government.

Criteria for selection and method of admission to merit/management seats for M.Ed degree courses conducted by University Department of Education/ Government/ Aided/ Self-financing colleges and UTECs affiliated to University of Calicut shall be governed by the rules/regulations framed by the University of Calicut.

In all matters related to selection and admission, the decisions of the University shall be final. The students admitted by affiliated colleges violating the above
regulations will not be eligible for registration to University Examinations and contravention of the regulations shall lead to withdrawal/suspension of affiliation.

2. Mode of selection and weightage of marks

The selection of candidates will be based on a rank list prepared on the basis of the following criteria.

The total marks obtained for the qualifying Examination (calculated 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.

Weightage of 5 marks for every year of approved Teaching experience in Govt./aided/recognized institutions such as Elementary Teacher Training Institute or in an elementary/secondary/senior secondary school subject to a maximum of 25 marks. 1 year continuous service in corresponding scale alone will be considered. The weightage shall be given on the basis of an Experience Certificate in form IV produced which is countersigned by an authorized Official Signatory such as the AEO/DEO/DDCE/DHSE/DVHSE etc.

3. Subjects of Study

The subjects of study - theory, practical, dissertation and internship, shall be in accordance with the prescribed scheme and syllabi of M.Ed.

4. Duration of the Programme

The M.Ed degree programme shall extend over a period of two academic years comprising of four semesters. The maximum duration permissible for taking the degree course is fixed as 3 years. Classes of First semester shall be started latest by July in all affiliated colleges of University of Calicut. The minimum number of working days in each semester shall be 100 and in each year shall be 200 excluding days of admission.

The end semester examinations of all semesters should be notified one month in advance of the end of the semester. There should not be any delay in the conduct of semester end examinations and declaration of the result in order to keep the duration of the programme strictly of Two years.

5. Credit System

Credit is a notional representation of a fixed amount of student’s study hours devoted to various aspects of study such as attending lectures, working with assignments, projects
etc. gathering information from library and internet resources, going through practical work and appearing tests. Each subject shall have a certain number of credits assigned to it depending upon the academic load and the nature and importance of the subject. The credit associated with each subject will be shown in the prescribed scheme and syllabi. Each course shall have an integer number of credits, which reflects its weightage. One credit for M.Ed programme is deemed equivalent to 25 study hours.

6. Attendance

A candidate shall be permitted to appear for the end-semester examinations only if he/she satisfies the following requirements. a) He/she maintains not less than 80% attendance in the total number of working days in each semester, for theory and practical and b) not less than 90% attendance for Internship.

Shortage of attendance shall not be condoned more than twice during the entire course. Candidate who is not eligible for condonation of shortage of attendance shall repeat the semester by seeking readmission.

7. Registration for each Semester

All the courses carrying credits should be compulsorily attended by all the candidates for the successful completion of the course. Only such candidates are permitted to register for the End Semester University examination. Every candidate should register for all subjects of the end-semester examinations of each semester. A candidate who does not register will not be permitted to attend the end-semester examinations; he/she shall not be permitted to attend the next semester. A candidate shall be eligible to register for any higher semester, if he/she has satisfactorily completed the course of study and registered for the examination of the immediate previous semester. He/she should register for the semester before the stipulated date. University will notify the starting and closing dates for each semester.

8. Re-admission rules

There shall be provision for readmission in the same institution in the second, third and fourth semesters within a period of three years for those who have satisfactorily completed first, second and third semesters respectively and also registered for the previous semester University Examination, provided there is vacancy in the institution and the syllabus being the same. Re-admission shall be permitted during the first week of 2nd, 3rd and 4th semester.

9. Specialization/ Electives

In the third semester, students shall choose one of the Specialization streams viz Elementary Education / Secondary Education and Optional subject based on the specialization for B.Ed. In the fourth semester a student shall choose one elective each from the three groups of specialization - elective subjects prescribed in the syllabus and offered by the institution.
10. Eligibility for the Degree

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

11. Procedure for completing the course

a) A candidate shall be required to complete the M.Ed programme after undergoing the prescribed courses of study in a college affiliated to the university for four semesters within a period of not less than two years and clear all the examinations prescribed and fulfill all such conditions as prescribed by the University from time to time. However the maximum duration permissible for taking the M.Ed programme is fixed as 3 years after joining the course.

b) A candidate shall not be allowed to improve the marks already obtained.

c) However cancellation and reappearance along with the regular examination will be permitted.

12. Course Calendar

The course calendar, published by the University in advance, should be strictly followed for ensuring timely conduct of examinations and publication of results. Semester classes should be started and completed on the stipulated dates at all affiliated institutions as notified by the University. Regular classes for the subsequent semesters will be started only after completing the examinations of the just previous semester. Faculty members from affiliated institutions who are assigned duty by the University for Centralized Valuation Camp should strictly attend the valuation at the specified centre; Head of each institution should ensure this.

Suspending classes for the conduct of valuation camp is not a feasible procedure; Home valuation may be implemented for examinations of 1st, 2nd and 3rd semesters. Faculty members appointed for Centralized Valuation Camp/home valuation should necessarily have minimum three years of teaching experience at M.Ed degree level. Within a week after the commencement of classes of each semester, Head of each Institution should forward the list of faculty members working in the college along with their qualification and years of teaching experience, to the University. This is a mandatory requirement which should be strictly followed by Head of each Institution. Head of each Institution shall ensure the availability of sufficient number of regular faculty members having experience and qualifications (as per NCTE Regulations) in the institution.

13. Medium of instruction

Medium of instruction and examination of the M. Ed programme shall be English.
Scheme of instruction:

There shall be 100 contact hours for the instruction of each theory course. Ten hours is assigned for practicals/tests of each theory course. One hour per day shall be allotted for teacher supervised dissertation work in 2nd, 3rd and 4th semesters apart from the credits prescribed for research. There shall be period of Data collection in third Semester for three weeks and Internship for three weeks each in first and fourth semester.

14. Seminars

Seminars are an important part of professional life and for professional development as they train the students in the academic writing skills and presentation skills. M.Ed students are expected to present one seminar paper on an educationally relevant theme during the entire programme.

15. Educational Tour

The students may undertake one educational tour preferably after first semester and before the fourth semester. The tour may be conducted during the vacation / holidays taking not more than 5 working days, combined with the vacation / holidays if required. Total number of tour days shall not exceed 10 days.

16. Revision of Regulation

Not withstanding all that has been stated above, the university has the right to modify any of the regulations, scheme, examination and syllabus of the programme from time to time as per University rules.

C. M.Ed SCHEME OF EXAMINATION & INTERNAL ASSESSMENT.

Assessment of Students

Assessment of students for each subject will be done by internal continuous assessment and end semester examinations. Internal assessment shall be conducted throughout the semester. It shall be based on internal examinations, assignments (such as home work, problem solving, group discussions, literature survey, term-project, workshops, field attachment, etc.) as specified in the syllabus. End-semester examinations of theory subjects will be conducted by the University and those of all practical subjects will be conducted at institutional level.

There shall be End Semester University Examinations in each semester. End-semester examinations will be conducted only once in a year; failed candidates will have to appear for the end-semester examinations along with regular students of the next batch. To ensure transparency of the evaluation process, the student should be made aware of the criteria / indicators of assessment well in advance and the internal assessment marks awarded to the students in each course (theory and practical) shall be published on the notice board at least one week before the commencement of
external examination so as to enable the students to report any corrections. There shall not be any chance for improvement of internal score. Students may seek redress of grievances of internal evaluation at the teacher educator level or at the department/college evaluation committee level. The consolidated mark lists of all courses of a semester shall be submitted to the University immediately after the closure of each semester.

**Assessment in Theory Subjects**

The ratio of internal to external examination for theory courses is 20:80. The marks allotted for internal continuous assessment and end-semester university examinations shall be **20 marks and 80 marks** respectively with a maximum of **100** marks for each theory subject. There shall be single valuation for theory courses. There shall be revaluation for theory courses.

**Internal Evaluation**

The internal evaluation of Theory courses shall be based periodic written tests, and assignments. The weightage to award internal continuous assessment marks should be as follows: Two written Tests - 5 marks each and two Assignments- 5 marks each per paper.

**Pattern of Questions for End-Semester Examinations of Theory Subjects**

End-Semester Examinations shall normally be conducted at the end of each semester. There shall be one end-semester examination of 3 hours duration in each Theory based course. The question papers of end-semester examinations of theory subjects shall be able to perform achievement testing of the students in an effective manner. The question paper shall be prepared in accordance with the following guidelines.

A question paper may contain short answer type/annotation, short essay type questions/problems and long essay type questions. Different types of questions shall have different weightage to quantify their range. The pattern of questions for theory subjects shall be as follows:

should contain (a) 5 questions of 2 marks each= **10** (Answer 5 Questions out of 5)

(b) 8 questions of 5 marks each= **40** (Answer 8 Questions out of 12)

(c) 2 questions of 15 marks each= **30** (Answer 2 Questions out of 4)

**Maximum Marks: 80**

**Internship and its Evaluation**

Internship is viewed as an intensive on site engagement of a student in institution of teacher education. The internship has been conceptualized in two parts or 3 credits
each. Internship is the culmination of theoretical understandings developed in transacted courses..

First part involves a compulsory attachment with a secondary or elementary teacher education institution. They are expected to take classes of Core courses of B.Ed using different types of lesson plans. As a part of internship they also study other academic and administrative procedures of a B.Ed college/programme.

The second part involves interning in B.Ed colleges relevant to the area of specialization and classes on Optional subjects for B.Ed students. The M.Ed students also observe B.Ed lessons, guide B.Ed students in lesson planning and give them feedback. Both these internships will be organized for duration of three weeks each.

A student’s regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host institution (field mentor) together guide the students.

<table>
<thead>
<tr>
<th>Internship</th>
<th>Credit</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship I - Core course of B.Ed</td>
<td>3</td>
<td>75</td>
</tr>
<tr>
<td>Internship II – Optional course of B.Ed</td>
<td>3</td>
<td>75</td>
</tr>
</tbody>
</table>

**Research proposal**

Dissertation work constitutes an important component of the M.Ed Programme. The purpose of the dissertation is to provide the student with practical/hands-on experience in the scientific process of research. The Students in consultation with the Research supervisor should identify a research problem. Having identified a research problem, the students need to formulate a brief outline of the conduct of study which is known as Research Proposal. The Proposal should be a blueprint which outlines the process of research to be adopted. The Proposal should contain the following:

- **Title of the Research Problem**
- **Introduction**
- **Statement of the Problem**
- **Objectives of the proposed Study**
- **Hypotheses/Research questions**
- **Methodology of the proposed study, – Method of study, Sample/ Sources of data, Tools & Techniques, Data collection**
- **References**

**Evaluation of Research Proposal**

Research Proposal will be got evaluated by the Board of Internal examiners. The Board consists of the HOD/Principal as Chairman and all the research.
supervisors as members. For evaluation of the Proposal, the student may be asked to present it before the Board. The Board may formulate criteria for evaluation of the proposal. Maximum marks for the Research proposal is 50. There shall be no minimum for a pass. Only on receiving a satisfactory evaluation report from the Board of examiners, the student shall execute the Research proposal. The board may suggest changes to the proposal, which can be incorporated by the student in consultation with supervising teacher. However, the broad area of study proposed cannot be changed further. The institution has to keep the approved proposal till the viva-voce.

Criteria for evaluation of research proposal (Each criterion carries five marks to a maximum)

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Statement of the proposed problem</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>2</td>
<td>Identification of relevant variables /research questions</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>3</td>
<td>Statement of Need and significance of the study</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>4</td>
<td>Expression of acquaintance with relevant literature /theories</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>5</td>
<td>Identification of appropriate method of research</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>6</td>
<td>Description of sample /sources of data</td>
<td>5 /4/3/2/1</td>
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<tr>
<td>7</td>
<td>Introductory description of proposed tools /techniques</td>
<td>5 /4/3/2/1</td>
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<tr>
<td>8</td>
<td>Identification of possible and relevant technique for analysis</td>
<td>5 /4/3/2/1</td>
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<tr>
<td>9</td>
<td>Identification of broad steps/ stages in the study</td>
<td>5 /4/3/2/1</td>
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<tr>
<td>10</td>
<td>Confidence of the student in presentation</td>
<td>5 /4/3/2/1</td>
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</tbody>
</table>

**Evaluation of Dissertation**

Research work is a major component of M Ed course and M.Ed Dissertation carries 8 credits. The M.Ed students carry out research on an educational theme preferably based on the candidate’s field of specialization or in the areas introduced in the perspective courses. This has the following phases: preparation of the research proposal, tool preparation, data collection, data analysis and writing of the research report. The report should be approximately 100 pages depending on the nature of the topic. The dissertation shall be written in English. Two copies of the dissertation should
be submitted. Students shall submit the Dissertation on or before the last working day of 4th semester. Candidates shall not be permitted to submit a dissertation on which a degree or diploma has already been conferred on him by the university or any other institution.

Evaluation of Dissertation shall be both internal and external. [Sum of internal and external with a maximum of 200 marks] The dissertation shall be internally evaluated by the concerned supervising faculty member and externally evaluated by examiners appointed by the controller of examinations. Minimum for a pass in dissertation shall be 100. The evaluation of dissertation shall be based on the Criteria/Guidelines shown below.

**CRITERIA FOR EVALUATION OF THE M.Ed DISSERTATION**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Criteria</th>
<th>Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. INTRODUCTION</td>
<td>1. Need and significance</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td>2. Title of the study: correct and suitable title</td>
<td>5</td>
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<tr>
<td></td>
<td>3. Operational definitions of the terms used</td>
<td>5</td>
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<tr>
<td></td>
<td>4. Correctness &amp; suitability of the statement of Objectives/Research questions</td>
<td>5</td>
<td></td>
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<tr>
<td></td>
<td>5. Methodology, Scope and limitations</td>
<td>5</td>
<td></td>
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<tr>
<td>2. REVIEW OF RELATED LITERATURE/STUDIES</td>
<td>1. Theoretical overview(if needed)&amp; comprehensiveness of the studies reviewed</td>
<td>5</td>
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<tr>
<td></td>
<td>2. Conclusions arrived after the review</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>3. METHODOLOGY</td>
<td>1. Selection of suitable design/method</td>
<td>2.5</td>
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<tr>
<td></td>
<td>2. Sampling/ Sources of data</td>
<td>7.5</td>
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<tr>
<td></td>
<td>( suitable for the study and adequacy of the sample, description of the sample )</td>
<td>7.5</td>
<td>20</td>
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<tr>
<td></td>
<td>3. Tools and techniques- (suitability, detailed description tools, standardization, if needed)</td>
<td>7.5</td>
<td></td>
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<tr>
<td></td>
<td>4. Analysis suitable to the design selected, ( If qualitative study, description of the qualitative techniques ) and adequate explanation</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>4. ANALYSIS</td>
<td>1. Hypotheses/question answered according to the objectives of the study</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Accuracy of the analysis used</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Correct explanation of the results obtained 5
4. Discussion/interpretation based on the analysis done 5 20

5 SUMMARY/CONCLUSION
   1. Major findings - described as per objectives 5
   2. Summary and Conclusion-based on the results 5 15
   3. Educational Implications of the study 5

6 FORMAT
   • Appropriateness of the Tables, Figures, Pagination, References & Appendices 5
   • Correctness of Spelling , organization of the content in logical order with appropriate titling, and alignment, 5 10

Total 100 100

Viva Voce:

Each student shall attend a viva-voce on dissertation (for 50 marks) conducted by the university. The Viva-voce will be based on Research Methodology and the Dissertation. The Board of examiners for the viva-voce consists of chairman and 2 members. There shall be no minimum for a pass in viva-voce.

Minimum for Pass A separate minimum of 40% for internal and external are required for a pass for a course. However (a) A candidate who secures not less than 40% marks in a subject at the end semester examinations and (b) not less than 50% of the total marks assigned to the subject, shall be declared to have passed the examination in that subject. The total marks assigned to a subject in the above calculations are the sum of maximum marks assigned to the end-semester examination and maximum internal assessment marks of that subject. Hence Minimum marks for a pass in each theory course shall be 50% (marks obtained in internal and external evaluation put together). A candidate shall be declared to have passed the programme if she/he obtains not less than 50% of marks in each Theory courses, Dissertation, Field Attachment, and Internship as well as 50% of the total marks assigned to the whole programme.

A student who does not secure this pass marks in one or more subject/component will have to repeat the respective course.
Improvement Candidates shall not be allowed to improve the grade already obtained. However cancellation and reappearance will be permitted.

18. Classification of Successful Candidates

No classification of results will be done during the first, second and third semesters. The classification of the results will be done after combining the marks of first, second, third and fourth semesters. The classification of results will be as follows.

(a) A candidate who qualifies for the degree, passing all the subjects of the four semesters, in 2 academic years after the commencement of his course of study and secures 80% or more of all the semesters shall be declared to have passed the M.Ed degree examination in First Class with Distinction (b) A candidate who qualifies for the degree, passing all the subjects of the four semesters within 2 academic years after the commencement of his course of study and secures 60% or more of all the semesters shall be declared to have passed the M.Ed degree examination in First Class. (c) All other candidates who qualify for the degree passing all the subjects of the four semesters and not covered at least (b) shall be declared to have passed the M.Ed examination in second class.
SEMESTER I

Course Code - MED 01
ADVANCED PHILOSOPHY OF EDUCATION
(Instructional hours – 90)

Objectives
1. To understand the nature of education as a discipline
2. To examine the philosophical origin of educational theory and practice
3. To analyse critically various schools of philosophy and vision of great thinkers and also their educational implications
4. To enable the student to develop a philosophical outlook towards educational problems.

Course content

MODULE 1. Education as a field of study

Basic aspects of Education – Indian and western, Concepts of Education – Education as a process - Origin and development of Education as a discipline - education as pedagogic science - Interdisciplinary nature of education; relationships with disciplines such as philosophy, psychology, sociology, political science, economics and anthropology – Education as an act of Teaching – Teaching as a profession

(16 hours)

MODULE 2. Education and Philosophy

Philosophy as a subject of study – its meaning and definition – significance of philosophy in education Major areas of Philosophy –Axiology, Metaphysics Epistemology and their role in education.

(10 hours)

MODULE 3. Indian Schools of philosophy

The Orthodox and Heterodox schools of philosophy –Upanishads, Sankhya, Yoga, Nyaya, Vysesikha, Utharameemamsa, Poorva meemamsa – Budhism, Jainism and Charvaka – its axiological, metaphysical and epistemological aspects and their educational implications - Educational thoughts of Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, Gandhiji and J Krishnamurthi – Educational implications of
Bhagavat Gita.  

(30 hours)

MODULE 4. *Western Schools of Philosophy*

Axiological metaphysical and epistemological aspects of idealism, humanism, realism, naturalism, pragmatism and Existentialism and its educational implications — Educational ideas of Rousseau, Dewey and Friere - educational implications of Quran and Bible

(20 hours)

MODULE 5. *Social Schools of philosophy*

Educational implications of Individualism, Democracy, Socialism, Totalitarianism and Communism.

(14 hours)

**Transaction mode**

Lecture  
Seminars  
Assignments  
Power point Presentations  
Field visits  
Book Reviews

**Assignments**

1. Survey of recent researches in philosophy of Education  
2. Book Review - prepare a review on any one great work of an eminent educationl thinker  
3. Review of school curriculum at pre primary/primary/secondary/higher secondary level.

**References**


Course Code – MED 02

PSYCHOLOGY OF LEARNING AND DEVELOPMENT
(Instructional Hours - 90)

Course Objectives
1. To acquaint the learner with the methods and approaches of scientific psychology and psycho-pedagogy.
2. To acquaint the learner with the stage related developmental characteristics and the role of teacher to facilitate development.
3. To familiarize the learner with theories of development and their educational implications.
4. To enable the learner to understand that learning and development are interactive processes.
5. To acquaint the learner with the complex phenomena of learning the various theories and implied instructional strategies.
6. To enable the learner to understand and apply the principles of transfer of learning.
7. To acquaint the learner with the theories of remembering and forgetting and ways to ensure good retention.
8. To familiarize the learner with motivational theories and their classroom implications.
9. To make the learner understand the means of developing life skills and mental health.

Course Content

MODULE 1 - The Science of Psychology
- Approaches to Study Human Behaviour: Behaviourist, Cognitive, Psychodynamic, Socio-cultural, Humanistic and Neurobiological perspectives.
- Educational Psychology: Meaning, Definition and Scope - Relevance of Educational Psychology in Teaching and Learning.

(10 Hours)

MODULE 2 - Developmental Psychology
- Meaning - Principles - Stages and Aspects of Development - Developmental Hazards and Tasks.
• Adolescent Problems and Remedial Measures - Recent Researches in Adolescent Education.
• Theories of Cognitive Development - Piaget, Bruner.
• Theory of Moral Development - Kohlberg.
• Theory of Psychosocial Development - Eric Erikson.

_MODULE 3 - Motivation and Learning_
• Types and Historical Perspectives.
• Behaviourist Perspective of Motivation (Drives and Reinforcement).
• Socio-Cognitive Perspective of Motivation (Goal Orientations, Perception of Control, Self-Efficacy Belief).
• Achievement Motivation.
• Humanistic Perspective of Motivation.
• Model of Motivated Learning (Pintrich and Schunk).
• Characteristics of Motivated Learners.
• Classroom Motivational Techniques

_MODULE 4 - Learning and Instruction_
• Learning : Definition - Relation of Learning to Maturation and Development - Levels of Learning and Teaching.
• Factors Affecting Learning.
• Introduction to Learning Theories - Brief Historical Sketch (From Philosophy Based Learning Theory to Psychology Based Learning Theories).
• Behaviourist Learning Theories - Classical Conditioning, Trial and Error, Operant Conditioning, Need Reduction, Simultaneous Conditioning.
• Behaviourist Perspective on Strategies that Facilitate Learning.
• Cognitive Strategies in Instruction and Learning.
• Constructivist Theories of Learning - Piaget, Vygotsky, Bruner.
• Constructivist Strategies used in Instruction and Learning.
• Humanistic Approach to Learning - Experiential Learning Theory - Humanist Strategies in Classrooms.

_MODULE 5 - Neuroscience of Learning, Memory, Forgetting_
• Neural Organization, Brain Structures and Key Functions, Catering Teaching to Hemispherity.
• Neurophysiological Theory of Learning (Hebb).
- Types of Memory - Enhancing Memory, Mnemonic Techniques, Information Processing Model of Memory.
- Implications of Neurobiology for Teaching and Learning.  

(5 Hours)

**MODULE 6 - Transfer of Learning**
- Relevance of Transfer of Learning in Education, Types of Transfer, Theories of Transfer, Experimentally Supported Generalizations About Transfer.  

(5 Hours)

**MODULE 7 - Life Skill Education, Mental Health and Adjustment**
- Meaning of Life Skill Education, Need and Significance.
- Concept of Mental Health - Definition (WHO) - Classification of Mental Illness (DSM).
- Maladjustment - Defense Mechanisms.
- Characteristics of Mentally Healthy Person.
- Education for Mental Health.  

(10 Hours)

**Assignments**

1. Observe and list the developmental characteristics of a sample of 10 students from Elementary/Secondary Education Level.
2. Prepare a review of research studies related to Adolescent Education.
3. Prepare a summary comparison of various tools used to measure types of motivation.
4. Prepare a comparative summary of various approaches to learning.
5. Develop a lesson plan for any one appropriate life skill in learners at any level of education of your choice.
   *(Each learner should prepare two assignments in such a way that all assignments are attempted by some students.)*

**Transaction Mode**
- Lecture Method.
- Seminars.
- Small Group Discussions.
- Assignments.
- Power Point Presentations.
- Field Trips.
- Book Reviews.
References


Core Course – 3
TRENDS AND ISSUES IN EDUCATION
(Instructional hours – 90)

Course Objectives
1. To sensitise the students about the new trends in education.
2. To make the students reflect and critically evaluate the new trends and issues in education.
3. To promote seminal thoughts for solving the various issues in the fields of education.
4. To make the students critically aware about the various issues in the contemporary educational system.
5. To equip the students with various tools and techniques used in the process of education and use them effectively.

Course Content

MODULE 1 – Modern Trends in Curriculum Design, Construction and Development

New trends and perspectives in curriculum design and in curriculum construction—constructivist – cultural studies – diversified curriculum.


(10 Hours)

MODULE 2 - Modern Tools and Techniques for Knowledge Construction and Dissemination

Learning Management Systems (LMS) and Course Management Systems (CMS): Online Learning, Blended Learning, Blackboard, Moodle, Webinar, Massive Online Open Course (MOOC)-Techno pedagogical content knowledge (TPACK)

Free and Open source software – Introduction to GNU/Linux, Linux distribution, File System, Hierarchies, User interfaces, Running an Application, File and Directory Management in Linux. Ubuntu, Introduction to Educational Softwares:

(20 Hours)

MODULE 3 - **Trends in Methodology, Pedagogy and Evaluation**


Issues- commercialization of assessment, quality concerns..

(20 Hours)

MODULE 4 - **Trends in Financing Education**

Private investment, public investment – Impact of globalization on education–financing, early childhood education, primary, secondary and higher education – Appraisal of schemes of governmental initiation – SSA, RMSA, ASAP and RUSA, student loans and fellowships.

(10 Hours)

MODULE 5 - **Issues in contemporary Education**

Issues related with professional updation, infrastructural deficiency, dropout, stagnation, teacher absenteeism, teacher shortage, student – teacher ratio, uneconomic schools, quality deterioration and massification of higher education and quality concerns.

Political interference in education, Child labour, Corporal punishment, School violence, child abuse, use of drugs and intoxicants among students, Stress and examination anxiety - Strategies for Coping and effective parenting.

Equity, access and quality – women education, women empowerment– education for socially, economically and culturally deprived.

(30 Hours)

Assignments


2. Any practical activity related to ICT

Mode of transaction

Lecture, Discussion, demonstrations, case studies, research reviews, documentary analysis, laboratory experience, workshops, seminars, projects etc.

References


4. Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in


20. Prasser.


22. Cambridge; NIT Press 5.


36. McDonald &Evans Ltd. 1975


43. NCERT (2006), Systematic reforms for Curriculum change, NCERT, New Delhi

45. NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998


60. Srivastava, D.S. and Sarita Kumari (2005), Curriculum and Instruction, Isha Books, Delhi


63. The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).


67. www.e-learningforkids.org/courses.html _ www.ciet.ni.in
68. www.ssa.nic.in _ www.itschool.gov.in
69. www.sietkerala.org _ www.scert.kerala.gov.in
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78. www.cemca.org/e-learning_guidebook.pdf
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80. www.twitter.com
81. www.linkedin.com
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83. www.dkfoundation.org/our-work/blended-learning

84. Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC
85. en.wikipedia.org
86. https://moodle.org
Course Code – MED 04

INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

(Instructional hours : 90)

Course Objectives
On completion of this course, the students will be able to:
1. describe the meaning, purpose, scope and types of research in education.
2. explain the characteristics of quantitative, qualitative and mixed research.
3. conduct a literature search in educational research
4. understand the role and use of statistics in educational research.
5. convey the essential characteristics of a set of data by representing in tabular and graphical forms
6. compute relevant measures of central tendency and measures of variation
7. understand the properties of Normal curve and application
8. understand and compute correlation
9. use computers for data analysis

Course Content

Part A - Research Methodology

MODULE 1: Introduction to Educational Research
i) Meaning, purpose and scope of educational research
ii) Research as a method of science
iii) Types of educational research: basic, applied, action, evaluation, Cross-sectional, Longitudinal, and Descriptive.
iv) Research paradigms in education: quantitative, qualitative, mixed research

(15 hours)

MODULE 2: Identification and conceptualization of research problem
i) Problem formulation- Sources of research problems; Statement of problem
Research questions in qualitative and quantitative research
iii) Formulation of Hypotheses: Need, sources and functions; different ways of stating hypotheses; criteria for a good hypothesis
iv) Concept of Variables- different types of variables

(20 hours)

MODULE 3: Sampling
i) Concept of population and sample - Stages of sampling--selection of sample in Qualitative, Quantitative and Mixed research
ii) Techniques of sampling - Probability and Non probability sampling - Different types of sampling: Random, stratified, proportionate stratified, cluster, incidental, multistage, purposive, snow ball. (10 hours)

Part B - Statistics in Education

MODULE 1: Descriptive Analysis of Data
i) Basic concepts of statistics - Need of statistics in Educational research
ii) Data types: Nominal, Ordinal, Interval and Ratio scales.
iii) Organizing data: Frequency Distributions - Basic ideas, preparation of frequency distribution from raw scores
iv) Graphical and diagrammatical representation of data: Histogram, frequency curve, cumulative frequency curve, pie diagram - Basic ideas. Application of computer software in diagrammatical representation
v) Measures of central tendency: Mean, median and mode - computation and uses, merits and demerits
vi) Measures of dispersion: Computation of range, standard deviation, quartile deviation - uses of each measure, merits and demerits.
    vii) Percentiles and percentile ranks as relative positions - computation. Ogive and its application
    viii) Derived scores - z score, T score and Stanine scores (25 hours)

MODULE 2: Normal Distribution
Properties of normal probability curve and its applications - determining percentage of cases, determination of limits, overlapping, relative difficulty and separation of a given group into subgroups.
Deviation from normality: skewness and kurtosis. (10 hours)

MODULE 3: Correlation
i) Concept of correlation, Scatter plots and their interpretation, product moment coefficient of correlation and rank coefficient of correlation - computation of both measures. Interpretation of coefficients.
ii) When to use Biserial, Point Biserial, Tetrachoric, Partial, Multiple and Phi coefficient of Correlation (Computation not required) (10 hours)

Transaction mode:
Lecture, Discussion, Seminars, Field work and Application of Computer softwares
Assignments
1. Review some studies in educational research and prepare abstract of five educational studies
2. Preparation of a flow chart based on selection of sample from a population
3. Preparation of a brief report based on key features of quantitative, qualitative and mixed research with examples
4. Select a set of data and draw appropriate graph/diagram to represent the data using any software
5. Prepare a brief report on application of correlation in educational research

References
Research Methodology
7. Flick, Uwe (1996): An Introduction to Qualitative Research. London sage publication

**Statistics**

Course Code - MED 05
HISTORY, SOCIOLOGY AND POLITICAL ECONOMY OF EDUCATION
(Instructional Hours – 90)

Course Objectives

1. To develop understanding about the relationship between education and social processes
2. To analyse education from economic perspective and to identify the linkage between education and development
3. To trace the history of education in India and use sound historical knowledge to solve contemporary educational problems
4. To reflect upon the dynamic political context in which educational processes taking place
5. To critically examine the contemporary concerns and issues of education in the Indian society

Course content

MODULE 1. Historical Development education during Ancient, Medieval and Colonial Period

History of Education in India. Education in during vedic and post vedic period – historical background of the emergence of budhism and Jainism – ancient Indian Universities – Nalanda, Taxila and Vikramasila – Colonial history of education – Medieval Islamic education and their impacts on Education in Northern States

(25 hours)

MODULE 2. Post-Independence development of Education


(15 hours)
MODULE 3. *Sociological Perspectives on Education*

Meaning and Definition of Educational sociology - Dynamic relationship of education with society - Social purposiveness of education – understanding the nature of contemporary Indian society – education and social change – culture and education – social mobility – social control – social stratification – Issues of Gender and Marginalisation - a critical analysis of the impact of education in modernizing Indian society

(20 hours)

MODULE 4. *Political Economic Perspectives on Education*

Relationship between education and political systems – Politicization of Education - education and state – Educational institutions as an instrument of state - education and economic development – decentralization in education – multiple school contexts in terms of locale, management, medium of instruction and schools affiliated to different boards – school as an agent of cultural reproduction and resistance - educational legislations – impacts of neo liberal policies – teacher autonomy and institutional autonomy - equality of educational opportunities – social inequalities –

(30 hours)

Transaction Mode

Lecture

Seminars

Assignments

Power point Presentations

Field visits

Book Reviews

Assignments

1. Survey of recent research trends in education and society

2. Trace out the local educational history

3. Survey on GER at different levels and areas (any one level)

References


Course Code – MED 06
Psychology of Individual Differences
(Instructional Hours - 90)

Course Objectives

1. To understand the phenomenon of individual differences as causing variation in development and learning.
2. To enable the learner to understand the psychological causes of behavioural problems of students and to render guidance and counseling.
3. To familiarize the learner with theories of intelligence and controversies regarding measurement of intelligence.
4. To make the learner understand the concepts of multiple intelligence and emotional intelligence.
5. To familiarize the learner with theories of personality and techniques of measuring personality in the educational context.
6. To enable the learner to identify exceptional learners and to acquaint them with curriculum adaptations around the globe to cater to exceptional learners.
7. To make the learner understand the constructs of learning styles, teaching styles, cognitive styles and thinking styles.
8. To make the learner aware of the relevance of knowing teaching style to adapt teaching in tune with that of learning styles.
9. To familiarize the learner with new trends in educational guidance and counseling like transactional analysis(TA), neuro linguistic programming(NLP) etc.

Course Content

MODULE 1 - Individual Differences and It's Educational Implications
- Concept and definition of individual differences.
- Factors affecting individual differences : Biological, Socio-cultural and Environmental.
- Areas of individual differences : Intelligence, Creativity, Personality, Attitude, Aptitude and Interest.
- Catering to gender differences in educational context : Relevance of gender studies.
- Dealing with individual differences - it's implication on education and guidance.

(10 Hours)

MODULE 2 - Intelligence and Cognitive Functions
- Concept - Definitions - Historical Perspective.
• Theories of intelligence: Spearman, Thurston, Gilford and Sternberg and their educational implications.
• Theory of multiple intelligence.
• Theory of emotional intelligence - Concept of EQ.
• Measurement of intelligence - Classification of intelligence tests - Controversies regarding measurement of intelligence.

**MODULE 3 - Personality**
• Introductory concepts - Definitions - Historical Perspective.
• Theories of personality: Freud, Jung, Adler, Allport, Eysenck, Cattel, Rogers and their educational implications.
• Measurement of personality: Inventories, Tests, Rating scales, Projective techniques and Situational tests of character.

**MODULE 4 - Exceptional Learners**
• Classification of exceptional learners - Identification and educational provisions for gifted learners, slow learners, creative learners and educationally backward children.
• Learning disabilities - Major categories like hearing impairment, visual impairment, physical impairment, intellectual impairment, ADHD, Autism spectrum disorders and epilepsy.
• Specific learning disabilities and educational implications.
• Social, Emotional and Behavioural difficulties.
• Need and significance of inclusive education.

**MOULE 5 - Style Preferences in Learning**
• Concept of styles in relation to individual differences - Thinking styles, Cognitive styles and Learning styles.
• Definition of learning styles, approaches, orientation and strategies.
• Classification of learning preferences:
  ▪ Cognitive, Affective and Physiological learning styles.
  ▪ Psychological/Affective styles: Myers-Briggs Type Indicator (MBTI).
  ▪ Physiological styles: Honey and Munford learning styles, Kolb learning styles, Sensory Modality Preferences.
  ▪ Multidimensional styles: Dunn & Dunn, Sternberg’s classification of styles.
  ▪ Cognitive styles: Field dependent or independent, Impulsive or reflective, Wholistic and serialist, Multiple intelligence as learning preference, Felder-Silverman model.
• Introduction to the concept of teaching styles - matching teaching styles to learning styles - significance of models of teaching in catering to style preferences.

(25 Hours)
(25 Hours)
(15 Hours)
(10 Hours)
MODULE 6 - Guidance and Counseling

- Transactional analysis (TA), Neuro linguistic programming (NLP) and other new trends in educational counseling.
- The guidance approach - Different types of guidance - Procedure and practices.
- The teacher educator as a counselor.

(5 Hours)

Assignments

1. Practical experience in measurement and interpretation of a verbal and non-verbal test of intelligence.
2. Practical experience in any one personality test and a projective technique like TAT.
3. Prepare a table of types of exceptional learners at Elementary/Secondary level of education, their identifying features and educational practices that cater to each of them.
4. Visit an institution for exceptional learners and prepare a reflective report on their problems and remedial measures.
5. Prepare a summary note on relevance of inclusive education supported with research evidence.
6. Identify learning styles of your peers using any available tool/technique and make a brief report.

(Each learner should prepare two assignments in such a way that all assignments are attempted by some students.)

Transaction Mode

- Lecture Method.
- Seminars.
- Small Group Discussions.
- Assignments.
- Power Point Presentations.
- Field Trips.
- Book Reviews.
References
17. Mangal, S.K (1997) Advanced Educational Psychology New Delhi Prentica Hall of India
Course Code – MED 07

CURRICULUM DEVELOPMENT AND TRANSACTION

(Instructional hours – 90)

Course Objectives
1. Understanding the evolution of the concept curriculum and its present status
2. To familiarize the various theories and approaches of curriculum development
3. To acquire knowledge about curriculum planning and designing
4. Discuss various Models and types of curriculum
5. Define meaning of curriculum transaction and to describe various methods/media for transaction.
6. Understand the need of curriculum evaluation and reforms

Course Content

MODULE - 1 - Perspectives of Curriculum
Changing concept of education in global context- Nature and significance of curriculum for quality, access and equity-Essentials of curriculum- Review of educational policies and recommendations on Curriculum (MHRD, UNESCO, UGC, NCTE, NCF)
Components of Curriculum: Objectives, content, transaction mode and evaluation -- Principles of integration -Preservation of Culture Relevance flexibility, quality, and plurality

( 20 hours)

MODULE 2 - Curriculum Planning, Designing and Development
Meaning and need for curriculum planning- Theories of curriculum development- Dimensions of curriculum design- Models of curriculum planning-(Tylers, Taba,Need assessment, Futuristic Model, Tylers-1949 model-Hilda Taba 1962 model-Willes and Bondi-1989 model-Need assessment model-Futuristic model-Vocational/Training model(With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation)

( 25 hours)
**Module 3 - Recent approaches to curriculum organisation**

Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum-Reconstructivist curriculum characteristics and purpose-hidden curriculum-concomitant curriculum-explicit or overt curriculum-societal curriculum- implications

(10 hours)

**MODULE 4 - Strategies for Curriculum Transaction**

Concept of Curriculum transaction. Contextualizing curriculum-selecting appropriate learning experience-collaborative learning-designing individual and group activities-information processing skills-learning beyond class room -Essential requirement for transaction of curriculum: (Duration, intake, eligibility of students, content, qualification of teaching staff, infrastructure facilities and institutional facilities

(15 hours)

**MOULE 5 - Curriculum Management, Evaluation and Reform**

Issues related with implementation of curriculum- Discipline based- adopt or adapt- ideological-Evaluation-need-techniques and tools-need for curriculum reforms- Assess the experiences related to life of students? attainment of the objectives-appropriateness of the content-identifying constraints in transaction-consultation with the various stakeholders of curriculum-collecting and analysing feed backs-interviews-opinionnaire-determining factors of curriculum reforms-socio-political and economic factors-Governmental interventions in curriculum reform in Indian Context- Pro-active curriculum-focus of research-theory, development and implementation-need for experimentation-reflections-future research

(20 hours)

**Transaction mode**

**Module 1**: Student initiated discussion along with variety of original reference materials. Teacher consolidates the finding with a brief lecture. Supplementary reference materials
are given for further study. Student investigate and find examples or situations for equity, access, flexibility

**Module II.** After providing an orientation to the planning and designing curriculum students gather in groups and discuss the matter.

**Module III:** Student compare the different types of curriculum. A critical evaluation of each model is expected. The strength and weakness are analysed along with the implications. A debate could be organised on the types of curriculum and it's implications in the present context

**Module IV:** Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources. Field visits to places of other curricular sites i.e. museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited

**Module V:** Critical appraisal/analysis of existing syllabi and textbooks on teacher education developed by various agencies at national/state/local levels. Evolving criteria for development of syllabi and textbooks. Organise seminar on various curricular reforms and their implications.

**Assignments**

**Module 1:** Analysis of NCTE Curriculum 2014
An inquiry into the foundations of national curriculum by referring the original reference materials

**Module II:** Approaches of the subject curriculum at different levels. Secondary/higher secondary/teacher education. An analysis of the content organization at different levels.

**Module III:** Analysing the different curriculum-CBSC, STATE BOARD, ICSE, NAVODAYA etc in the light of overt, hidden, societal curriculum, humanistic and reconstruvist curriculum
Module IV: Transaction of curriculum at elementary/secondary education: present constraints and suggestions to overcome

Module V: Historical perspectives of curricular reforms in science/mathematics/languages/social science

References
10. Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the fact
Course Code – MED 08

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

(Instructional Hours 90)

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

1. understand tool, design and procedure for collection of data
2. understand and explain the method appropriate for a research study
3. understand the construction and standardization of tools of educational research
4. test specific hypotheses about populations based on sample data
5. use appropriate procedure to analyze qualitative data
6. understand regression and prediction in relation to correlation
7. test hypothesis based on a given situation using statistics
8. understand the application of parametric tests and analysis of variance

Course Content

Part A – Research Methodology

MODULE 1: Techniques and Tools for Data Collection
i) Interview, Observation, Sociometry, Self reporting techniques: Concept and Applicability
ii) Tests, Questionnaire, Inventories, Scales, Checklist, Schedule-Types, uses, construction and Standardization

MODULE 2: Methods of Educational Research
(i) Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data
(ii) Descriptive Research- surveys, case study, developmental and correlation studies – nature, use and steps. Ex- Post Facto Research.
(iii) Experimental Research – need and significance- nature and steps- validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi experimental, True- experimental.

MODULE 3: Preparation of a research proposal and research report
i) Framework of the research proposal-Preparation of a model research proposal with illustrative example
iii) Ethical issues in educational research.  

(15 hours)

Part B - Inferential Statistics

Module 1. Parametric statistics and estimation

Linear regression analysis:
Concept of linear regression, regression equations: computation and application-, prediction in relation to correlation-basic ideas and calculation

Inferential statistics:
Concept of parameter and statistic- basic ideas about inferential statistics: sampling error, sampling distribution, calculation of standard error of mean, percentage, correlation and standard deviation
Point and interval estimation- calculation of confidence intervals

Testing of hypotheses:
Types of errors- Type I and Type II- levels of significance- , testing the significance of difference between means, product moment coefficients of correlation and percentages

Analysis of variance:
Basic concepts of ANOVA-, assumptions and uses-analysis in a one way classification- calculation of F-value

(32 hours)

MODULE 2: Non parametric tests
Chi-square as a non parametric test- calculation of chi square-as test of goodness of fit and test of independence, Mann Whitney test .

(8 hours)

MODULE 3: Use of computers in data analysis
Familiarization with any computer application software like Excel / SPSS- Interpretation of results

(5 hours)

Transaction mode:
Lecture, Discussion, Seminars, Field work and Application of Computer soft wares

Assignments

1. Prepare the power point presentation of a research proposal based on a selected problem
2. Prepare and standardize any two tools of educational research
3. Prepare a report on research paradigms in education and what are the major types of research in each of these paradigms. illustrate.
4. Prepare a report on parametric and non parametric statistics and their uses in educational research
5. Prepare a report on application of a selected software like Excel/SPSS using in educational research illustrating it with the output of any one major statistical analysis.

References

Research Methodology
Statistics

Course Code - MED 09
TEACHER EDUCATION
(Instructional hours 90)

Course Objectives
1. Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
2. Acquaint with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.
3. Examine the policies, programmes and schemes of teacher education and its relevance in meeting the demands of present day schooling.
4. Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
5. Develop professional attitudes, values and interests needed to function as a teacher educator.
6. Understand and appreciate the research perspective on various practices in teacher education.
7. Acquaint with the innovative practices in teacher education at national and international levels.

Course Content

MODULE 1. Changing Context of TE in the Indian Scenario
i. Conceptual Overview of TE: Meaning, Nature and Concept of TE.
ii. Changing Context of TE in the Indian Scenario: The dynamics of social, political and economic changes in the society
iii. TE in the Dynamic Indian Society: Need and Importance --- Role and functions.
iv. TE in Kerala: Development of Teacher Education in Kerala.

(MODULE 2: Policies, Programmes and Schemes of TE in India
ii. Policies of TE:A review of National and State Policies on TE
iii. Programmes & Schemes of TE: Programmes and Schemes of Central and State Governments in TE.

iv. Educational Acts and Bills: A Review & its Implications on TE.

(15 hours)

**MODULE 3. Concept, Structure, Modes & Agencies of Pre-service and In-service Teacher Education**

i. Professional TE Programmes for Teachers: Pre-service and In-service TE Programmes: Concept, Nature, Objectives and Scope.

ii. Structure of Pre-service and In-service TE: Pre-service TE Curriculum as envisioned in NCERT & NCTE --- Structure for In-service TE.

iii. Components of TE Programmes: Pre-service (Foundation Course, Subject Specialisation & Pedagogy, Special Fields, School Based Practicum and Internship) --- Components of In-service TE (Skill and Competency Development Courses).

iv. Modes and Agencies of Pre-service & In-service TE: Linear & Integrated Mode --- Open and Distance Learning (ODL) --- Merits and Demerits. Agencies of In-service and Pre-service TE Programmes at District, State, National and International Levels --- Role and Functions.

(15 hours)

**MODULE 4. Content Transaction and the Process of Androgogy in TE Programmes**

i. TE Programme: Theoretical and Practical Aspects of TE Programmes --- Integration of Theory & Practice --- Practice Teaching (Organisation, Observation, Supervision, Assessment & Feedback) --- Evaluation (Internal & External) --- Principles and Organisation of Internship --- Relation of College of Education with Cooperating.

Transactional Approaches: Foundation Courses (Expository, Participatory, Collaborative, Peer Coaching and Inquiry) --- Skill and Competency Development Courses (need for awareness - modeling - analysis - practice - feedback cycle).

ii. Conceptual Understandings of Androgogy: Origin, Meaning and Principles --- Student Teachers as Adult Learners: Characteristics of Adult learners --- Student Teacher as an Adult Learner --- Implications to Androgogy Techniques for Teacher Training.

(15 hours)

**MODULE 5. Teacher Education in the Globalization Context**


ii. *TE in Developed and Developing Countries*: Nature, Trends and Innovations in Teacher Education in Developed and Developing Countries.

iii. *Collaborations & Partnerships in TE*: Importance of Collaborations in Teacher Education --- Implications for Teacher Education in India in the Globalisation Context.


(15 hours)

**MODULE 6. Issues, Challenges, Research & Innovation in TE**

i. *Issues & Challenges in TE*: Educating Teachers for Restructured Schools (SSC, CBSE, ICSE, IB & IGCSE) --- Integration of Technology in TE --- Preparing Teachers for Special Schools --- Quality Assurance and Accreditation of TE Institutes.


iii. *Innovations in TE*: Innovations in TE at Regional, National and International Levels.

(15 hours)

**Assignments**

1. A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis
2. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis
3. Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum
4. Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.
5. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.
6. Select any one current practice in teacher education and trace the background of its formulation as a policy.
7. A review of researches in any one area of research in teacher education and write the policy implications.
8. A review of a research article in teacher education and write implications for practitioner.

References
5. Association of Indian Universities (2000, 2005) *Teacher Education in India: Selections from University News-6,* New Delhi, Association of Indian Universities
23. National Council for Teacher Education (NCTE) (1998) *NCTE Document* New Delhi, Published by Member Secretary, NCTE.
38. Web sites of NCERT, NUEPA, NCTE, SCERT, NAAC.
Course Code MED 10

TEACHER EDUCATION (Practical)
(Instructional hours 90)

1. Peer Teaching in M.Ed. class- Lesson Designing and transaction (1 Lessons/student from a list of given topics under *Teacher Education*)-
Observation and reflection by peers:

(30 Hours-30 Marks)
The whole batch is divided into two groups of 25 students each and these groups shall conduct peer teaching simultaneously. Each student shall select a topic from the given list and design a lesson and transact in his/her group. The other 24 students shall observe, record and reflect during the reflection session. 25 hours for peer teaching (1 hour/ students) and 5 hours for reflection of all the 25 lessons

2. Preparation of an in service Teacher training Module (Objectives, Activities, ICT/web resources) for elementary / secondary level

(25 hours-25 marks)

3. Visit BRC/DIET/ TTI/Pre Primary Teachers’ Training institutes and interact with students, teachers, principal for a study on the system of teacher training in these institutions

(25 hours-25 marks)

4. Comparison of Teacher Preparation practices in Elementary, Secondary, Special Education B.Ed., and Language Teachers’ training

(20 hours-20 marks)
The visits for the 3rd practical have to be utilized for this practical

Topics for Peer teaching

1. Teachers and Teaching Profession - Concept of Profession - Teaching as a profession.
2. Teachers changing roles and responsibilities. Service conditions of school teachers
3. Professional ethics for teachers.
5. Who is a Teacher educator? Roles and responsibilities of teacher educators
   Preparation of teacher educators
6. Continuing education of teacher educators: provisions for the continuing
   education of teacher educators and institutional mechanism.
7. Pre-Service Teacher Education: concept, nature, objectives and scope.
8. Development of teacher education in India-pre and post independence period;
   recommendations of various commissions and committees concerning teacher
   education system.
10. The Centrally Sponsored Scheme for the Reconstructing and Strengthening of
    Teacher Education: roles and functions of IASEs, CTE, DIETs’.
11. Roles, functions and networking of institutions like UGC, NCERT, NCTE, 
    NUEPA, SCERTs etc.
Course Code – MED 11.1
CONTEXT AND ISSUES OF ELEMENTARY EDUCATION
(Instructional hours 90)

Course Objectives

To enable the students to:
1. Understand the concept and objectives of Elementary Education and the rationale for the Universalization of Elementary Education (UEE).
2. Understand the programmes and interventions made by central and state governments for the realization of UEE.
3. Understand the Institutions, Systems and Structures at the Elementary School level.
4. Examine the development of Elementary Education policy in India after independence.
5. Develop an understanding of underlying principles of curriculum development and evaluation at elementary stage.
6. Describe and discuss the Status, issues and concerns in Elementary Education.

Course Content

MODULE 1. Institutions, Systems and Structures at the Elementary School level.
1.1 Meaning, significance and structure of Elementary Education in India - Objectives of Elementary Education - Elementary Education as a basic human right, an instrument of empowerment, and as a development strategy - Meaning, Concept, Objectives and Justification of UEE – Rationale of Universal Elementary Education (UEE) - Different aspects of UEE.
1.2 Management and administration of Elementary schools - Role of local panchayats - Functions of primary schools - De-centrallised educational planning and management - Community mobilization, Micro-planning, and Village education committees.

(15 hours)

MODULE 2. Elementary Education in India after Independence
2.1 Elementary Education as envisaged in different education commissions and policies: Kothari Commission, NPE 1986 and its Reviews, Yashpal Committee Report-


(15 hours)

MODULE 3. Status, issues and concerns in Elementary Education

3.1 Hurdles faced in popularizing elementary education- Lack of access, Problems of non –enrolment and Retention- The drop out phenomenon and its causes.

3.2 Critical reflections on Education of the Girl child- Gender disparities in education - Social, Cultural and Educational aspects of gender bias in education- Education of the disabled- Problems of Working children and disadvantaged groups.

3.3 Quality of Elementary schooling and learning achievement: Quality of the learner, Learning Environment, process, content and outcomes- Enhancing the learning achievement of children – MLL oriented curriculum

(15 hours)

MODULE 4. Strategies and Programmes

4.1 Measures towards achievement of UEE: Mid-day meals, meeting opportunity costs, attendance scholarships- Primary Education Curriculum Renewal (PECR), Operation Blackboard (OB), Project Mass Orientation of School Teachers (PMOST), Centrally sponsored scheme of Integrated Education for Disabled Children (IEDC), Early Childhood Care and Education (ECCE), District Primary Education Programme (DPEP), Sarva Siksha Abhyan (SSA)- Positive impacts of UEE.

4.2 Improving the internal efficiency of the system: School mapping, managing learning in multi-grade contexts, dealing with learning problems of disadvantaged children.
4.3 Dealing with out-of-school children - Alternative schooling, schemes and practices, the ungraded schools and multiple point entry - Educating the girl child - Imparting gender sensitivity - Removing gender bias in curriculum and text books - Women empowerment.

4.4 Professionalizing elementary teacher education – Pre-service and in-service elementary teacher education programmes - Role of DIETs - Critical appraisal of the elementary teacher education programme in Kerala.

(30 hours)

MODULE 5. Curriculum and Evaluation in Elementary Education

5.1 Principles of elementary school curriculum - Objectives, Planning and Organisation of curriculum - Psychological basis of present elementary school curriculum - Evaluation in elementary level (principles, strategies and tools) - Term Evaluation (TE) and Continuous Evaluation (CE)

(15 hours)

Mode of Transaction
Classroom lectures , Discussion, Group discussion, Panel discussion, Seminar, workshop, Debate, Project, Field visit etc

Assignments

1. Prepare a report on the evaluative studies of DPEP, PECR, OB, PMOST, EDC etc.
2. Collect newspaper evident related to violation of child Rights. Analyze the evidence and suggest some measures to prevent it.
3. Visit a BRC and prepare a report on how far BRC supports elementary school teachers.
4. Conducting an opinion survey for 'learning without burden'

References


NCF 2005, NCERT: NEW Delhi.


Shukla Subir (1999). A Brief note of Efforts to Address Multi grade teaching in India, June, New Delhi.


Course Code – MED 11.2

METHODOLOGY AND PEDAGOGY OF ELEMENTARY EDUCATION

/Instructional hours 90/

Course Objectives

1. To help students understand the nature of young learners and their varying socio-cultural, economic and political contexts and to contemplate upon the process of learning.
2. To understand the modern psychological theories and to reflect their bearing on methods of teaching and evaluation.
3. To understand and apply the modern pedagogical practices in teaching at elementary education level.
4. To acquaint the students with the assessment and evaluation techniques at elementary education level.
5. To help the students to understand the changing role of a teacher and concept of professional development.

Course Content

MODULE 1. Child in the learning context

Childhood as a modern construct; childhood in the context of poverty, globalization and adult culture.

Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context.

Knowledge as construction of experience; case examples from school subjects

Pedagogical perspective and concerns of inclusive education.

MODULE 2. Methods and approaches of teaching pertinent to Elementary education.
Vision suggested by NCF 2005 and KCF 2007 with regard to Education at elementary level. Constructivist Approaches, collaborative learning, Guided Discovery approach, Problem based learning.

Revised Bloom’s taxonomy for teaching learning and assessing. Content analysis of a topic in any subject at elementary level. Comparison of lesson plan formats with respect to the underpinning learning theories and approaches.

Project based learning, Experiential learning. Theories of Piaget and Vygotsky – its bearing on teaching and learning at elementary education. Critical Pedagogy by Freire - application on teaching and learning at elementary education.

MODULE 3. **Pedagogic practices in Elementary education.**

ICT integrated pedagogy – Short learning objects, EDUBUNTU. Online learning – Definition and forms of online learning presently available. Scope and limitations of Learning Management System, MOODLE for constructivism, its major features, Making of a sample interactive module with an open software (like EXE or any other) in any subject.

MODULE 4. **Evaluation and assessment in Elementary education.**

Rubrics as a tool for assessing an academic task - seminar, project and co curricular activities. Advantages of rubrics. Continuous and Comprehensive Evaluation, Making objective test items and improving them to overcome its disadvantages. The concept of negative marking. Evaluation of non cognitive outcomes. Planning and assessment of portfolios in learning. Rubrics as a tool for assessing an academic task - seminar, project and co curricular activities. Advantages of rubrics.

MODULE 5. **Professional competence of a teacher at Elementary education.**

Changing roles and responsibilities of Teacher in a society - Concept of Profession; Teaching as a profession. Service conditions of school teachers, Professional ethics for teachers. Teacher appraisal and accountability. Concept and importance of professional development. Action research, Dissemination of indigenous knowledge, Seminars and conferences for teachers, Journals for professional growth.

**Assignments**

1. Prepare three case-study profiles of children of varying socio economic status and compare the context of learning and childhood realities among them.
2. Collect three lesson plans from a D Ed student and critically analyse the elements of constructivism and critical pedagogy incorporated into it. Suggest
measures to improve the three lesson plans by altering the learning experiences so as to highlight constructivism and critical pedagogy.

3. Prepare a short learning object of about 3 to 4 minutes duration.
4. Analyse any four objective questions in an old question paper of your subject and improve them to increase its assessing strength.
5. Visit any two neighbouring schools and prepare reports on the methods practised for teacher appraisal and accountability.

**Transaction Mode**

Lecture, Small group discussions, research reviews and document analysis, Debate, Panel discussion

**References**

1. [http://www.thirteen.org/edonline/concept2class/constructivism/](http://www.thirteen.org/edonline/concept2class/constructivism/)
2. [http://www.tltgroup.org/resources/flashlight/rubrics.htm](http://www.tltgroup.org/resources/flashlight/rubrics.htm)
6. Publications

Course Code – MED 12.1

CONTEXT AND ISSUES OF SECONDARY EDUCATION

(Instructional Hours - 90)

Course Objectives
1. To develop an idea about the structure of Secondary and Senior Secondary Education in India.
2. To develop understanding about different constitutional provisions related to Secondary and Senior Secondary Education.
3. To give an idea critically to the current status of Secondary and Senior Secondary Education in India.
4. To develop an understanding of the underlying principles of curriculum development and evaluation at Secondary stage.
5. To understand the basic rights of the child and to develop an awareness about the child right legislation in India.
6. To gain insight in to the need, objectives and importance of Pre-service and in-service teacher education at Secondary level.
7. To understand the recommendations of different education commissions regarding Secondary and Senior Secondary Education.
8. To reflect upon different issues, concerns and problems of Secondary and Senior Secondary Education in India.
Course Content

MODULE 1. *Introduction to Secondary and Senior Secondary Education in India*


(15 Hours)

MODULE 2. *Quality Concerns and Management System in Secondary and Senior Secondary Education*


3.2 Critical appraisal of Secondary and Senior Secondary Education in India.


(30 Hours)

MODULE 3. *Status, Issues and Concerns of Secondary and Senior Secondary Education in India*

4.1 Problems and issues of Secondary and Senior Secondary Education in India: Problems and challenges related to universalization of Secondary Education - Equalization of educational opportunity, and - Nature and forms of inequality: Dominant and minor groups, Gender inequality, Public – private schools, Rural and urban schools - tribal schools

4.2 Problems of education for girls, disadvantaged and differently abled children - Imparting gender sensitivity - Removing gender bias in curriculum and text books - Wastage and stagnation in secondary level - Vocationalisation of Secondary and Senior Secondary Education in India - Research in Secondary and Senior Secondary Education


(30 Hours)

MODULE 4. *Secondary and Senior Secondary Education Curriculum and Evaluation*

(15 Hours)

Transactional Mode
Classroom Lectures, lecture-cum-discussion, seminar, symposium, panel discussions, Group discussions: Reviews and analysis of book/reports/documents, projects, field visits reports research journals, school visits and sharing of experiences, presentation of case studies and individual group assignments in a seminar.- Observation of activities of the adolescent children followed by case studies- Film shows followed by discussion.- Seminar presentations followed by discussion.-Research review and criticism- Projects and assignments focusing on observation and interaction with adolescent children on specific theme.

Assignments
1. Collect newspaper evidences related to violation of child rights. Analyse the evidences and suggest some measures to prevent it.
2. Prepare a PowerPoint presentation on any topic of your choice to take a one hour resource class to secondary school teachers.
3. Conduct a panel discussion on Delor’s Commission Report regarding quality.
4. Preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement
5. Observation of in-service teacher education programme at secondary level and preparation of a report
6. Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.

References


11. NCF 2005, NCERT: New Delhi,

12. NCTE (2009) NCF for Teacher Education: New Delhi


ADVANCED METHODOLOGY OF TEACHING OPTIONAL SUBJECTS

MED 12.2.1 ADVANCED METHODOLOGY OF TEACHING ARABIC

(Instructional hours – 90)

Course Objectives

On completion of the course the educant will be able to:

1. understand the nature and functions of language and linguistics and its implication for teaching and learning
2. develop a deeper understanding of the theories related to language learning and language acquisition
3. survey various problems and issues related to language curriculum development and language teacher preparation
4. examine the nature and scope of research in the area of language education
5. analyze different approaches, methods, and techniques for teaching language and literature in the context of L 1 and L 2
6. examine the theories of assessing competence and learn to practice it.
7. Integrate technological, pedagogical and content knowledge and practice it in classroom situations.

Course Content

MODULE - I: Arabic Language Education

- Language: Meaning, definitions, characteristics and functions
- First Language, Second Language and Foreign Language
- Arabic as a second language
- Status of Arabic language in India and abroad
- Arabic Language: Phonology, Morphology, Syntax and Semantics
- Arabic Language and its Socio cultural contexts

(10 hours)
MODULE - II: Theories and approaches related to Arabic Language Learning and acquisition

- Behaviorist Theories
- Cognitive Theories
- Constructivist Theories
- Social Constructivist Theories
- Psycho Linguistic Theories
- Chomskian Concept of Language Development
- Krashen’s Theory
- Socio Linguistic Theories
- Socio Cultural Theories

(MODULE - II (15 hours))

MODULE - III: Methods and Strategies of (Arabic) Language Teaching

- A critical analysis of traditional and modern methods and strategies for language teaching
- An evaluation of methods and strategies currently used for teaching Arabic in the state schools of Kerala
- Pedagogical practices adopted for teaching Arabic in the higher education sector in Kerala

(MODULE - III (10 hours))

MODULE - IV: Techno-pedagogy and Arabic Language Teaching

- Content knowledge, pedagogical knowledge and technological knowledge
- The concept of techno-pedagogic content knowledge analysis (TPCKA)
- Scope and challenges of TPCKA in Arabic language teaching
- E-Learning and E-Teaching
- Forming forums of online learning
- E-Books, digital text books, E-Library.
- E-twinning for promoting professional growth / institutional growth

(MODULE - IV (10 hours))

MODULE - V: Curriculum Development
• The curriculum: concepts and types
• Principles and approaches to curriculum development
• Modern trends in curriculum development
• Problems of curriculum development in the multi-lingual context of India
• National curriculum framework for teacher education 2009.
• NCF 2005 and KCF 2007 and language curriculum development
• Curriculum development and differential learning: learner autonomy, teacher autonomy, the problem of inclusion
• Concerns in curriculum development (15 hours)

MODULE - VI: **Testing and assessment of Arabic Language Learning**
• Theories of assessment
• Assessment of learner achievement in Arabic language
• Preparation and administration of various testing instruments (10 hours)

MODULE - VII: Language Teacher Preparation
• Preservice teacher education
• Planning lessons based on contemporary methodologies
• Mentoring skills
• Practice teaching and internship Programmes
• Observation rubrics
• In-service teacher education (10 hours)

MODULE: VIII - Research and innovations in Arabic Language Education
Review of latest research studies on Arabic Language Education with special emphasis on curriculum revisions, pedagogy, testing and assessment, development of innovative techniques.
Research gaps in Language Education (10 hours)

Transaction Mode
Lecture followed by discussions, seminars, assignments and debates
Assignments
1. Comparison of elective course of B.Ed programme of the university related to Arabic Language Education with that of any other university.
2. Prepare a review of a latest literary work in Arabic

References
4. Alrikabi, Jawdath. Thuruq thadrees Allugathil arabiyya published Darul Fikir
5. Azeez, Salih Abdul, Majeed & Abdul Hameed Abdul, Al tharbiyathu wa Thuruqu al tadrees Part I and II

MED 12.2.2 ADVANCED METHODOLOGY OF TEACHING ENGLISH
(Instructional hours – 90)

1. To generate a cohort of professional human teachers and teacher educators empowered with contemporary curricular and pedagogic resources to enrich English as Second Language classrooms in the socio cultural and linguistic contexts in India.
2. To scaffold the English language learner, teacher and teacher educator with the life skills demanded of a Twenty first century language learner.

Course Content

MODULE – I: Theories on Second Language Acquisition
Objective
To boost meta-cognition on contemporary theories of second language teaching, learning and acquisition
A critical analysis of behaviorist, cognitivist and constructivist theories on English as second language learning / acquisition – principles, characteristics and application of psycholinguistic theories, sociolinguistic theories and sociocultural theories in foreign language teaching.

Mode of Transaction
Debate on implications of behaviourism, cognitivism and constructivism in English language learning/ acquisition
Lectures on the latest theories (12 hours)

MODULE – II : Integration of ICT Capabilities in English Language

Objectives
1. To understand the role of social networking in self directed learning
2. To provide firsthand experience in integration of ICT in English language teaching

Course Outline

Mode of Transaction
Online learning
Learner centered individual and group tasks on transaction of any one of the curricular units integrating IT resources
Development of e-content for prospective teachers
(14 hours)

MODULE –III : English Language Curriculum for Twenty First Century

Learner Objectives

1. To develop techniques based on realistic sociocultural context
2. To contextualize curricular materials based on local needs
3. To critically examine the existing learning materials and classroom environment
4. To plan, develop and implement differential learning strategies to meet individual differences

Course Outline
i. Principles of English Language curriculum development at secondary level - role of family and community resources in English language acquisition
ii. Multi-culturalism – its significance in ELT classrooms – learner styles and learning strategies - contextualized language learning – development and experimentation of contextual learning resources like local texts teacher made texts etc.
iv. Critical analysis of secondary and higher secondary English course books, source books and other learning materials

Mode of transaction
Lecture-cum-discussion
Development of instructional strategies based on differential learning, as group task (14 hours)

MODULE –IV: Models of Teaching
Objectives
1. To identify appropriate models of teaching for different language forms and language elements

An introduction to families of models of teaching – theory and planning of lessons on synetics, critical thinking and direct instruction model
Mode of transaction
Lectures
Preparation of lesson plans based on the three models (individual work)
(10 hours)

MODULE - V: **Assessment of English Language Skills**

**Objectives**

1. To understand issues in foreign language assessment
2. To design instruments for language testing

Assessment tools for English language skills – proficiency tests – limitations in language testing – wash back effect in testing-Editing-Types of editing
(14 hours)

Mode of Transaction
Online searching

MODULE - VI: **Developing a Humane Teacher**

**Objectives**

1. To make English language learning a joyful, a participatory activity
2. To develop a humane English teacher who cares for children in a stress free language rich environment

Humanistic approach in English language classrooms-interpersonal communication as a component of soft skill development and multiple intelligences - language anxiety and learner stress - Krashen’s Monitor Hypothesis-the humane foreign language teacher-classroom strategies to dissolve the disconnect between the teacher and the learner
Mode of Transaction
Observation followed by discussion of video lessons Lectures (10 hours)

MODULE – VII: **Research and Innovations in English Language Teaching**

Objectives
1. To integrate academic learning with productive work
2. To experience the benefits of participatory learning by developing a platform for interaction
3. To develop a ‘culture of freshness’ in English language teaching through innovations and experimentation

Review of latest research studies (since 1990’s) on English language teaching with special emphasis on vocabulary, grammar, methodology, integration of ICT, testing and assessment – open distance learning – current issues in English language teaching – development of innovative techniques appropriate for Indian classrooms – establishment of teacher learning centers – access to higher education, research and development through social networking

Mode of Transaction
Survey of dissertations, theses, research journals, compendium of seminars etc. Presentation of reports based on the survey (16 hours)

Assignments
1. Prepare a review of a latest literary work in English
2. Prepare a lesson transcript based synetics model of Teaching

References Books


On line sources
2. www.ncte-india.org
3. www.usingenglish.com
6. www.authentic-resourcing.com
7. www.americanhumanist.org
8. www.communityeducation.org
MED 12.2.3
ADVANCED METHODOLOGY OF TEACHING MALAYALAM
(Instructional Hours: 90)

Course Objectives To enable students:
1. To acquaint with the Nature and Functions of Language
2. To acquaint with the Pedagogy of Malayalam Language
3. To understand the Interrelationship between Basic language skills and their Sub skills
4. To acquaint with the Theories of Language Acquisition
5. To acquaint with the Multiple Intelligence theory and language Teaching
6. To get an idea about the Development of Language Curriculum
7. To acquaint with Relevant areas of Research in Malayalam Language Education
8. To understand the Modern trends in the Assessment of Malayalam Language Learning
9. To get an idea of using ICT to support Malayalam Language Learning
10. To acquaint the Professional competency, Teacher empowerment and Consciousness as a Language Teacher

Course Content
MODULE – I: Language as a system of communication
• Language, Culture, Society and the Individual
• Developing competence in the language skills –Listening and reading, speaking and writing
• Reading and listening as a process
• Active reading and listening
• Exposure to new style, vocabulary and linguistic practice
• Being selective-pairs and strings of words
• Noting words and phrases-organizing words and phrases
• Pronunciation and intonation
• Accuracy and fluency
- Style and register

(15 hours)

MODULE - II: Aims and objectives of Malayalam language with reference to secondary and higher secondary level
- Principles of language learning
- Theories of Language acquisition – Environmentalist theory of language acquisition, Nativist theory of language acquisition, and Interactionist theory of language acquisition
- Critical pedagogy and other relevant theories regarding current practices at secondary and higher secondary level
- Detailed study of multiple intelligence theory and its classroom implications with special reference to language education
- Suitable models of teaching for Malayalam language-Synetics and Concept Attainment Model

(15 hours)

MODULE - III: Curriculum in Malayalam Education
- Curriculum- Bases and principles
- The curriculum process and stages-selection of aims, Goals and objectives
- Major approaches to curriculum development
- Role of curriculum in effective teaching and learning
- Role of teachers in curriculum development
- Nature of language curriculum
- Basic considerations in curriculum planning
- Modern trends in curriculum construction

(15 hours)

MODULE - IV: Researches in Malayalam Education
- A survey of available researches which can be applied in Malayalam language education
• Relevant areas of research in Malayalam language education
• Identification of research topics and preparation of research designs
  (5 hours)

MODULE – V: Evaluation in Malayalam Education
• Revised Bloom’s Taxonomy
• Assessment of Malayalam language teaching
• Variables of language testing - Elements and skills.
• Elements - Pronunciation, Stress and Intonation
• Skills - Listening, Speaking, Reading and Writing
• Assessment of different skills
• Teacher made test and standardized test
• Standardization procedure of an achievement test
• Different assessment techniques used for discourses
• Portfolio assessment
  (10 hours)

MODULE – VI: Resources in Teaching Malayalam
• ICT to support Malayalam language learning
• Electronic resources - Computer assisted language learning (CALL) material, Web, E-books, Electronic dictionaries and grammars.
• Productivity tools – All aspects of text production - word processing, presentation tools, spreadsheets and database.
  Communication tools – Computer mediated communication (CMC)
  (15 hours)

MODUEL – VII: Malayalam Teacher
• Professional traits of a teacher
• Need for professional development of teachers
• Pre-service and in-service training, Induction phase
• Different modalities of in-service training
• Professional organizations
• Reflective teaching
• Teacher portfolio
Strategies for coping personal and professional stress

Assignments
1. Development of Unit plans and Lesson plans considering theories of Nativist theory of language acquisition, Interactionist theory of language acquisition.
2. Preparation of lesson transcript based on Synetics Model

References
1. Gurry P., Teaching of mother-tongue in secondary schools
12. Vidayabasa parivarthanathinu oramukam- a group of authors-kerala sastra sahitia paris
MED 12.2.4
ADVANCED METHODOLOGY OF TEACHING HINDI (Instructional hours – 90)
Course Objectives

On completion of the course Teacher educand will be able to:
1. Gain an understanding of the nature, functions and the implication of planning for teaching Hindi language.
2. Become familiar with the linguistic, psychological and social processes underlying learning of languages.
3. Acquaint the teacher educands with the different approaches, methods and strategies for teaching and evaluation.
4. Develop ability in teacher educands to make use of information technology in teaching-learning process.
5. Get familiarized with the theories of language acquisition for effective transaction of curriculum.
6. Get an idea about the steps involved in construction of language curriculum
7. Make the teacher educand aware of the latest research works going on in the field of Hindi Education.

MODULE - I: Nature, origin and development of Hindi language
Nature, origin and growth of Hindi language - Devanagiri script, Hindi, Urdu and Hindustani – Importance of language learning in education. The importance of learning Hindi - Place of Hindi in non- Hindi speaking areas - Hindi in Kerala - Hindi as a language taught in schools and colleges - Hindi as the National and Official language - The multilingual problems and its implications - Hindi as the Lingua- Franca of India - Hindi as the second language in our schools -Three language formula - its importance - Pedagogical problems arising from the three language formula - Solutions.

(15 hours)
MODULE – II: **Theoretical bases of Language Development**
Psychological bases of language learning, readiness in relation to language skills, principles of language learning – Different psychological theories
Special focus on: • Behaviorism • Cognitivism • Piaget • Bruner
Social constructivism – Vygotsky
• Chomsky Language Acquisition Device (LAD)
• Outcome based curriculum. (10 hours)

MODULE - III: **The aims and objectives of teaching Hindi**

Aims of teaching Hindi as a National language Linguistic aim
Vocational aim-Social aim-Cultural aim
Instructional objectives of teaching Hindi at different levels Primary, secondary, Higher secondary and UG level (8 hours)

MODULE – IV: **Dynamics of Skills Development and Innovative teaching techniques.**
Dynamics of skill development (L, S, R, W) • Basic
• Intermediate and
• Advance Level Methods
  • Direct Method:
  • Inductive – Deductive method
  • Activity oriented method
  • Project method
  • Co-operative and Collaborative learning
  • Reciprocal teaching
  • Suggestopaedia
  • Mind mapping
  • Brain storming. etc (12 hours)

MODULE – V: **ICT and Language Learning**
Scope and importance of ICT in Language Education - Application of current
learning technology for language education - e-Learning - M-Learning - Video conferencing - Virtual class room - Ubiquities learning etc (10hours)

MODULE - VI: Developing the language curriculum and syllabus
Dimensions, factors and principles that influence the curriculum
- Selection and grading of content
- Transaction techniques and evaluation techniques.
- Review of National curriculum frame work (2005)
- Kerala curriculum frame work (2007) (10hours)

MODULE – VII: Evaluation
Modern concept of Evaluation
Types – Formative and summative
Types of test, Achievement test, Written test, Oral test.
- Teacher made test
- Standardized test
- Norm referenced, criterian referenced test a Diagnoses and Remedial teaching.
- Continuous and comprehensive evaluation.
- Portfolio preparation
- Anecdotal records, rubric development
- Student journals, Portfolio, peer assessment, self-assessment (15hours)

MODULE - VIII: Research in Language Education
Scope of research in language acquisition – Analyse any two recent research reports in Hindi language education. (5hours)

MODULE - IX: Contextual problems
Discussion of Govt. policies and plans for the development of Hindi. Problems faced by teachers in teaching Hindi as second language. (5 hours)
Assignments
1. Prepare a review of a latest literary work in Hindi
2. Prepare lesson transcripts on different approaches to teaching Hindi
References


MED 12.2.5
ADVANCED METHODOLOGY OF TEACHING URDU
(Instructional hours – 90)

Course Objectives
On completion of the course, students will be able:

1. To acquaint the students with comprehensive ideal of professionalism
2. To acquaint the students with the nature, functions and the implications of planning for teaching language/languages
3. To acquaint the students with the language learning with Psycho-Socio-Philosophical and Technological bases.
4. To acquaint the students with the pedagogy of language learning and language teaching.
5. To acquaint the students with different approaches, methods and technology for differentiating between teaching language and teaching literature in the context of first language and second language
6. To acquaint the students with various areas of research in language education
7. To survey various problems with respect to language learning: Language acquisition, contextual, curriculum, evaluation, teacher preparation related etc.
8. To reflect on factors which shape language planning and policy
9. To evaluate the status of Urdu education in the state of Kerala and National level

Course Content

MODULE – I: Language Learning-Urdu

Objectives:
To realize the differences between the conscious process of language learning and non conscious process of language acquisition.
To understand the never static position of the language, mastery on dialectic, indolectic and sociolectic status of Urdu

Language acquisition: Factors affecting language learning and language acquisitions-Language development of the Individual - An over view of the field of language acquisition to develop a critical approach towards first (L.1) and second (L.2) languages and other languages (L.3) learning. Linguistic, psychological and social processes that underlie learning and acquisition of languages and its use. Current research findings from the perspective of professionals of the first and second language and other languages. Differences in objectives, instructional materials, processes, evaluation, etc. in the first, second and other languages; Factors affecting the teaching of L.1, L.2 and L.3 –
Cultural nature of language –The Social context of language acquisition- Contribution of Bloomfield, Edword A Sapier, Robert Lado and Benjamin L Whorf and Social constructivism.

Models of Language Acquisition: Introduction to language acquisition research. Critical examination of major hypotheses about the ways in which languages develop Chomsky- Language Acquisition Device, Piaget- Cognitive constructivism and Language, recent theorizing: intentionality; Application of these theories and findings to the development of methodologies for teaching language. Discussions will include a range of languages. Models include a variety of approaches: co-operative-based, functionalist, generative, process based, socio-cultural, universals of language, nuero psychological research.

Developing the Urdu language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and grading of contents, selecting the contexts and treatments for teaching and learning, transaction techniques and evaluation techniques- Curricular, Co-Curricular activities-Urdu in National and International field, Urdu and National Integration- Urdu in E-learning fields-Urdu Curriculum determinants- Progressive and Constructive nature- Researches

Classification of Urdu structures-Phonological-Morphological-Syntactical-Semantically- Graphically-Developing an idea on speech organs-Urdu Pronunciation-Graphemes and allograph approaches- Organic approaches in Reading and Writing. Evaluation of Listening Speaking, Reading, Writing. Functional way of editing processes.

Developing basic language skills and intermediate as well as advanced language skills, Communication Skills, life skills those are level specific viz. primary, secondary and senior secondary with mastery level. Innovative techniques in functional way for teaching grammar, reading comprehension, written expression.
Modern Grammar: An examination of the principle features of the Grammar. The course draws upon traditional, structural, functional and transformational grammar with an emphasis on the pedagogical application of these in the teaching of Urdu language

Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethnomethodology, text analysis, and critical discourse analysis. Applications of these theories to areas of special interests including native speaker – non-native speaking interaction, non-native speaker conversation, classroom discourse and analysis of language in professional settings

Contrastive Discourse: Cross-cultural text organization from the native and non-native reader’s and writer’s viewpoints. Various aspects of texts to be emphasized, including coherence and cohesions, and formal and cultural schemata in genres such as expository writing, letters, news, articles, and narratives and apt discourses.

Analysis of genres/discourses in the textbooks/Materials based on syllabus. (20 hours)

MODULE – II: Individualization of Language Learning-Urdu

Objectives:
To evaluate some individualized techniques of Urdu learning and acquisition. To apply alternative methods for CWSN
To understand various support mechanism in Urdu Education

Need, techniques, viz. differential assignments, classroom tasks, personalized system of instruction Pedagogical Analysis of Curriculum, Syllabus, Readers (Text), Units, Modules

Language Learning Technology: Theories of language learning and acquisition underlying language learning technology. Current language learning technology for language learning, teaching, testing, interpreting and research
TECHNOLOGY APPLIED IN URDU TEACHING

Non projected and Projected aids, Aural Aids, Simulations and modeling, direct and indirect experiences, instructional machines, micro-macro teaching, Language laboratories, constructivism based models of teaching, information and communication technologies, artificial and neural network, www, and E-learning and other important instructional activities and materials relevant for language teaching. Role of Clubs and Associations: thrust areas and field activities, learning corner, language resources, natural materials

Recent researches in language teaching and language learning - Curriculum approaches - Technology and instructional materials - verbal learning and language development - social; constructivism of language learning and acquisition - Socio emotional correlates of language learning - Bilingualism, Environmental variables, affecting the profile of the professional language teacher, Classroom atmosphere, Class management.

STRATEGIES/TECHNIQUES

Strategies classification according to discourses, genres and treatments and units.

Group work, games, dramatization, miming, simulations, modeling, questions, brain storming, brain trust, narration, open ended, communication, assignments, discussions, case study, library, co-operative and collaborative techniques, integrated methods with art and work education.

Multi grade, multi level, multiple alternate strategies required for children with special needs – inclusive education for disabled children (IEDC), VI, HI, LD, OH, MR, Scholastic backwardness - Gifted and creative students, teaching language at coastal, tribal and remote area students.
Diagnosis remediation and compensatory programs and resource supports.
Support mechanism-Parents, PTA, Co-Workers, BEO, DEO, DIET, SCERT, NCERT, RIE, Universities, CTE, CIIL, NCPUL, Centrally sponsored programs (RMSA, RUSA)

(25 Hrs)

MOULE - III-Teaching Language and Teaching Literature in the Context of Language 1 and Language 2-Urdu

Objectives:
To evaluate various methods of teaching Urdu
To develop skills for organizing child friendly class rooms
To develop advanced techniques of evaluation in Urdu teaching with focus on research considerations.
Differences in their nature, content and emphasis interrelationships - Techniques for fostering and developing creativity in language, fluencies and divergent. - Various methods of teaching Urdu, Traditional, constructivist, Differentiative studies on behaviorist and constructivist methods - Direct, Translation, Communication and Social interaction - Teaching of some specific areas, Prose, Poetry, Library articles, discourses - Various methods of functional way of editing, methods of language development through organic bases - The teaching of contents in the present textbooks- Social Community language acquisition, Role of local recourses and local texts - Child friendly joyful class rooms – the nature of children and their rights, RTE, Democratic approach, the role of a teacher, trainer and master.
Advanced techniques of Evaluation.: Theory on Language Evaluation, Behaviorist and Constructivist evaluation, Cognitive and non Cognitive areas. Process wise product-CE -term end-Assessment of the students competences to analyze, critic
and appreciate the different genres. Tools, Techniques and portfolios applied in language evaluation.

(20 hours)

MODULE - IV: Contextual Problems in Language Teaching - Urdu
To identify and find solutions and disseminate the contextual problems and issues in Urdu Education

(10 hours)

MODULE – V: Preparation of Language Teachers / Experts/ Resource Persons/Mentors/ Masters- Urdu
To develop teacher commitments, functions and professionalism with ideal personality. To develop skills for literary appreciation
Pre-service education, in-service education onsite support for professional development - Planning, inputs, transaction and evaluation - Refresher and Distance mode - Alternative course designs- Analysis of profiles – Academic-Social Humane-Teacher Educator-Master Educator-
Aptitude arouser, Prognosis- diagnosis- researcher- mediator- Qualities and Role functions- Recent researches in profile of professional teacher.

(10 hours)

MODULE – VI: Language, Literary and Cultural appreciations-Urdu
To develop attitudes towards literary appreciation
Urdu literary appreciation, poetic principles based on important genres of poems(Radeef, Qafia, tashbeeh Istiaara, Kinaya wagairah) – Review of Urdu literary historical developments with focus on developments of various genres - Review of Urdu language development and its contributions. (5 hours)

Transaction Mode
Lecture cum discussion, hands on practice in language laboratory, self-study, visits to language teaching institutes, library, interview with experts, E-learning, presentations in seminar through group discussions assignments etc.

Assignments
The Student may undertake any two of the following activities:
1. A study of letters, news articles and narratives in Urdu to study its organization in terms of both coherence and cohesion of content. Comparison with writings in other Language.
2. Identification of minority languages within their states and discussion of government plans and policies for their preservation and development.
3. Seminar on Urdu Education, research and theories
5. IX or X Standard Urdu Textbook analysis – SCERT/NCERT
References In Urdu:

2. Mueenuddin. Urdu Zaban ki tadrees. NCPUL

3. Mugni tabassum. Zaban o Adab
4. Iqtidar Hussain. Urdu Sarf o Nahv
5. Omkar kaval and Masood Siraj. Urdu Asnaf ki tadrees. NCPUL, New Delhi
6. Jameel jalbi. Taareekh e adab e Urdu EBH Aligarh
7. Khaleel Ahmed Mirza. Urdu ki Lisani tashkeel EBH Aligarh
8. Shoukath sabzwar.i. Urdu lisaniyat EBH, Aligarh
10. Manager Pandey. Adab ki samajiyat: Tasavvur aur Tabeer EBH, Aligarh
11. Shervani. Tadrees e zaban e Urdu
12. Rasheed Hasan Khan. Sahi Imla
13. CIIL Mysore. Urdu Phonetic Reader
14. Gyan Chand Jain. Tahqeeq ka fan
16. Naseemul Balagah

In English

**MED 12.2.6 ADVANCED METHODOLOGY OF TEACHING TAMIL**  
(Instructional hours -90)

Course objectives

1. gain an understanding of the nature of language.
2. identify the theories of language acquisition.
3. get an idea about the steps involved in construction of language curriculum.
4. gain an understanding of the different approaches,methods and strategies in language learning.
5. familiarize with various approaches/methods/models of teaching.
6. internalize various skills involved in teaching tamil.
7. apply the acquired skills in actual classroom situations

Course Content

Nature,origine,growth and characteristics of Tamil language - The aims of teaching the mother tongue - Scope of Tamil language education at school and college levels; at undergraduate and post graduate teacher education programmes. (10 hours)

MODULE - II : Dynamics of skill Development. Developing language skills (basic,advanced) - Activities. (10 hours)

MODULE – III: Theoretical bases of Language Development with reference to Tamil language.
Behaviourism - Cognitivism-Piaget,Bruner,Chomsky - Constructivism- Social constructivism- Bandura,Vygotsky (10 hours)

MODULE - IV : Curriculum Development in Tamil language education.

MODULE - V : Modern Techniques in teaching Tamil.
Strategies: Discussion,Team teaching ,Brain storming, CAI, Mind mapping, Role play, Co-operative and collaborative learning. (10 hours)

MODULE - VI : Models of Teaching

Introduction- Classification of Models - Families –Elements-Synectics Model,Concept Attainment Model, Advance Organizer Model, Jurisprudential Inquiry Model. (15 hours)

MODULE - VII : Modern evaluation techniques in Tamil language education. Modern concept of evaluation - Types of evaluation-internal and external,formative and summative, continuous and comprehensive, criterion referenced evaluation - Types of test items-objective,short answer and essay -
Achievement tests, diagnostic test, teacher-made tests and standardized test - 
System of grading.  (20 hours)

Assignments
1. Prepare a script for role playing in Tamil.
2. Analysis of folk art forms and their cultural background

References:
1. Pinthamizh karpikum muraikal
2. natramizh karpikum muraikal
3. natramizh payitralin nokamum murayum
4. karpithal mathirikal oar anugumaurai
5. kalaithitta valarchi matrum karpithal nutpaviyal
6. kalviputhumaikal
7. kalvi nutpaviyal
8. position of languages in school curriculum in India chathurvedi.M.G and Mohale.B.V

MED 12.2 .7 .ADVANCED METHODOLOGY OF TEACHING SANSKRIT
  (Instructional Hours -90)

Course objectives
On completion of the course the learner will be able to:
1. Gain an understanding of the nature of language
2. Be familiar with linguistic, psychological and social process underline learning of language
3. Get awareness about the various aspects and dimensions of teaching Sanskrit as an ancient language in the schools and colleges in Kerala
4. Identify the theories of languages acquisition
5. Get an idea about the steps involved in the construction of language curriculum
6. Gain understanding of the different approaches, methods and strategies in Sanskrit curriculum transaction
7. Internalize various skills involved in teaching Sanskrit
8. Apply the acquired skills in actual classroom situations
9. Familiar the Sanskrit commission and Krishna Varrier committee reports

MODULE – I : Nature and Scope
Sanskrit as a language, origin and development of Sanskrit, Sanskrit as mother of Indian languages, Sanskrit as a language of Epics, Nature and importance of Sanskrit Education. Its prospects in modern language education. Aims, objectives and values of studying Sanskrit at different levels from primary to Higher Education, Relevance of Sanskrit Education in present education scenario, influence of Sanskrit to various sciences and languages (15Hours)

MODULE – 2 : Theoretical Bases of Sanskrit language development
Theories of language acquisition
- Behaviourism
- Cognitivism – Piaget, Bruner, Chomsky, Universal Grammar, Transformative Grammar,
- Generative Grammar
- Social constructivism – Vygotsky, Natural approach (20 Hours)

MODULE - III : Curriculum Development-
Language curriculum construction-language syllabus-types-structural, skill based, situational, notional, Functional, communicative, discourse based, Review of Sanskrit commission report1957, Krishna Varrier committee report (15hours)

MODULE – IV : Instructional dynamics of language education-
Approaches and methods: Patasala method, Text Book method, Direct method, Bilingual method, Communicative approach, language games, role play, dramatization, collaborative learning, ability grouping, group work and peer
group, learning through narratives and discourses, Brain storming, C.A.L. mind mapping – portfolio writing (15 hours)

MODULE - V : Ancient and modern methods of Sanskrit Evaluation Oral, salka, anyonya, modern evaluation with the help of ICT (4 hours)

MODULE – VI : Dynamics of skill development
Developing language skills, (basic, intermediate, advanced – activities, evaluation). (6 hours)

MODULE -7-Recent researches in the field of Sanskrit education- Assignments
1. 2. 3-
Prepare a brief report on Sanskrit commission or Krishna Varrier committee
Analysis of the curriculum for Sanskrit language in any standard under secondary level.
A study on the difficulties experienced by untrained Sanskrit teachers (15hours)

References :
1. The Teaching Of Sanskrit D.G.Apte
2. The Problems Of Sanskrit Teaching – Hupanikar
3. Samskrithashikshanavidhi
4. Samskritadhyapana.
5. Samskruthashiksha.
6. Principles Of Language Learning-
7. Language In Education
8. History Of Sanskrit Literature-
9. Samskruthashikshane Nuthana Pravidhaya- Chln Sarma&Fathesingh
10. Samskruthasikshanam- Dr.Udaysankar Jha
11. Samskruthashikshanam- Venpadi Sambasivamoorthy
12. Samskruthadhyapanam. M.Sahadevan
MED 12.2.8 ADVANCED METHODOLOGY OF TEACHING MATHEMATICS
(Instructional hours – 90)

Course Objectives

On completion of the course the future teacher educators will be able to:

1. Appreciate the nature of mathematics
2. Distinguish between science and mathematics
3. Realize the importance of history of mathematics education
4. List the major aims and objectives of teaching mathematics at various levels
5. Analyze various approaches, methods and techniques of teaching mathematics
6. Create understanding about the curriculum development and major curricular reforms in India with special reference to mathematics education.
7. Develop understanding about the theoretical basis of teaching and learning mathematics.
8. Realize the contributions of scientific research to mathematics education.
9. Construct and standardize achievement test in mathematics
10. Construct diagnostic test in mathematics and prepare remedial programmes
11. Deal with technological developments in mathematics education
12. Develop research attitude among students

Course content

MODULE – I: Nature and Structure of Mathematics
Meaning and characteristics of mathematics – Science and Mathematics –
Development of Mathematics: empirical, intuitive and logical
History of Mathematics education: Ancient period to 21st century
Contributions of eminent Mathematicians (Western & Indian-4 each)
Euclidean geometry and its criticisms – emergence of non-Euclidean geometry.

(15 hrs)

MODULE – II: Objectives and Approaches of Teaching Mathematics
• Aims and Objectives of Teaching Mathematics: At primary, Secondary and Higher secondary levels – Goals of mathematics education - Mathematical skills: Calculations, Geometrical, and interpreting graphs – Mathematical abilities - Problem solving ability.
• Approaches to teaching Mathematics: Behaviorist approach, constructivist approach, Process oriented approach, Competency based approach, Realistic mathematics education.
• Analysis of various Methods of Teaching Mathematics: Lecture, Inductive, Deductive, Analytic, Synthetic, Heuristic, Project, Problem solving, and Laboratory methods.
• Techniques of Teaching Mathematics: Questioning, Brain storming, Role-playing, Simulation.
• Non-formal techniques of learning Mathematics
• Models of Teaching: Concept attainment model, inquiry training model, Inductive thinking model. (20 hrs)

MODULE – III: Curriculum of Mathematics
• Meaning – Types – Curriculum development: Construction, Organization, and Evaluation – Principles and Approaches
• Curricular reforms in India with special reference to mathematics education- NCERT, NCF, KCF

A critical analysis of the present secondary school curriculum with respect to above major curricular reforms, Problems In Teaching And Learning of Mathematics , Misconceptions in high school mathematics learning, Importance of teacher’s pedagogical content knowledge in mathematics

( 15 hrs)

MODULE – IV : Theoretical Basis of Teaching and Learning Mathematics
Theories and their implications on teaching and learning of mathematics: Piaget, Bruner, Gagne, Vygotsky and Gardner
Research perspectives- Survey of recent researches in mathematics education

(15 hrs)

MODULE -V : Technology in Mathematics education
Technology integration strategies for Mathematics-web based lessons-webquest, cyberguides, multimedia presentation, Tele-computing projects, online discussions E-content development-concept ,formats, steps for preparation Mathematics teachers’ attitudes , beliefs and concerns about the use of digital technologies.
Concept of evaluation–Measurement-Assessment-Examination—Types of Evaluation-Summative-Formative-Diagnostic-Criterion referenced-Norm referenced
Informal assessment strategiesfor Mathematics classroom- application cards -exit cards- graphic organizers -guided reciprocal –peer questioning etc
Principles of construction of different test items –Construction and standardization of achievement test in mathematics – Diagnostic test and remedial measures
A survey of website used in Mathematics teaching and learning.
MODULE – VI: Evaluation in Mathematics Education

Revised Bloom’s Taxonomy, Evaluation of affective domain. (5 hours)

Assignments

1. Construct and standardize an achievement test in Mathematics at secondary level
2. Construct a diagnostic test on any topic in High school Mathematics
3. Prepare a report on the critical analysis of the existing secondary school curriculum based on any of the curricular reform.
4. Prepare an evaluation tool for any of the affective variables related to mathematics learning
5. Create a multimedia presentation for teaching Mathematics

References:


MED 12.2.9 ADVANCED METHODOLOGY OF TEACHING PHYSICAL SCIENCE

(Instructional hours: 90)

Course Objectives
1. To acquaint the students with the history and philosophy of Science that helped to shape the present day Physical Science education.
2. To understand the modern psychological theories and their bearing on Science curriculum development, methods of teaching and evaluation.
3. To understand and apply the modern pedagogical practices in teaching Physical Science.
4. To acquaint the students with the recent developments, contemporary issues and research on Modern Physical Science education.
5. To help the students to understand the changing role of a teacher and concept of professional development.

Course Content

MODULE - I: Nature of Science
Evolution of science as a discipline, science as a dynamic expanding body of knowledge; development of scientific knowledge; scientific method
Empiricism, vocabulary of Science—terms & concepts, hypothesis, theories and laws. Science as an ever changing construct -Formulation of hypothesis;
Induction and Deduction, Hypothetico-deductive method

(15 hours)

MODULE - II: Curriculum of Physical Science Education
Trends in physical science education - at national and international level;

(15 hours)
MODULE : III - Approaches to Learning and Evaluation

a) Approaches: Constructivist Approaches, collaborative learning, Guided Discovery approach, Problem based learning, Project based learning, Experiential learning. Theories of Piaget, Bruner, Gagne and Vygotsky – its bearing on teaching and learning of physical science. Critical Pedagogy by Freire - application on teaching and learning Science. Planning and organization of laboratory works, ICT integrated pedagogy – Resources for teaching Science in EDUBUNTU.

b) Evaluation: Continuous and Comprehensive Evaluation, Planning and assessment of portfolios in science learning. (35 hours)

MODULE - IV: Developments and Research aspects

Recent Developments: Concept Mapping- Taxonomy- Popular Science Journals and Science Education Journals, Impact factor of a journal - Ethical aspects of science-Innovations and Creativity in Science. Research perspectives: Important research areas in Physical science education- Identification of areas in Physical Science Education in which more research is needed.

(15 hours)

MODULE – V: Professional competence of a science teacher.

Changing roles and responsibilities of Science Teacher- Concept of Profession; Teaching as a profession. Service conditions of school teachers, Professional ethics for teachers. Teacher appraisal and accountability. Concept and importance of professional development.

(10 hours)

Assignments

1. Review of researches in physical Science done in India and abroad
2. Preparation of lesson plans in physics or Chemistry based on modern strategies
3. Preparation of ICT oriented learning materials useful for physical science teaching
4. An action plan for adopting a multi sensory approach to teach science to students with special needs.
5. Seminar on contribution of women to science and their implications to women empowerment.
7. Construction of a rubric for assessing an academic task.

References:
2. http://www.thirteen.org/edonline/concept2class/constructivism/
MED 12.2.10 ADVANCED METHODOLOGY OF TEACHING NATURAL SCIENCE

(Instructional hours – 90)

Course Objectives

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

1. understand the nature of science as a dynamic, expanding body of knowledge and as a social endeavour;

2. understand the difference and complementarities between Science and Technology;

3. understand the need to evaluate curricula and evaluate the same on the basis of different validities;

4. know about and critically study innovative curricular efforts in India and abroad;

5. appreciate the role of co-curricular activities in science education;

6. understand the Constructivist approach to science instruction;

7. understand the role of assessment in the teaching – learning process in science;

8. familiarize with new, innovative trends in assessment;

9. analyze various issues in Science education

10. acquaint with the modern psychological theories and their bearing on Science curriculum development and methods of teaching

11. acquaint with the recent developments and research in modern Science education.

12. familiarize with resources for teaching/learning Science

13. appreciate linking science with society

14. familiarize with I T related inputs of science teaching.
15. acquaint with some modern procedures and techniques in teaching Science.

Course Content

MODULE I : Nature of Science

Science as a dynamic expanding body of knowledge; Nature of Science;
Common misconceptions of pupils about the nature of science;
Vocabulary of Science – terms & concepts, hypotheses, principles, theories and
laws-Development of scientific knowledge; Scientific method and Scientific
Explanation.
Science as a social Endeavour - Science and Technology- complementarities
between Science and Technology; Scientific literacy. Process skills in science. (15 Hours)

MODULE II : Curriculum Trends in Natural Science Education

Trends in science education from the beginning of the nineteenth century to the
present
Criteria of validity of science curriculum: content, cognitive, process, historical,
environmental, ethical. Natural science Curriculum at different stages. -
Elementary, secondary and higher secondary Study of various curricular projects
in science in international level - BSCS, Nuffield.

The vision suggested by NCF 2005 and KCF 2007 with regard to Science
curriculum. (15 Hours)

MODULE III : Approaches to Science Teaching

Approaches to science teaching – Constructivist strategies – Discovery approach,
Inquiry approach, Reflective approach, Integrative approach,
Various methods for teaching science - inquiry method, 5E learning cycle,
problem solving, investigation, guided discovery, inductive method,
Experimentation, demonstration, discussion, concept mapping, Lecture method, Simulation, field trip

project based learning, planning different types of projects, co-operative and collaborative learning,

Models of teaching – Concept attainment, group investigation, advance organizer, and Inquiry training models - Approaches to concept learning, conceptual change model (reconstructing alternative concepts in science).

(25 Hours)

MODULE IV: Assessment in Natural Science Education

Blooms Revised Taxonomy of Educational Objectives – Mc Cormack and Yager taxonomy of Objectives - Fink Taxonomy of Significant Learning – Formulation of instructional objectives

Role of assessment in Science Teaching and Learning. CCE, tools and techniques for CE & TE

Assessment of assignments, seminar, debate, discussion, collection, experiments, and projects

Measures for co-scholastic Assessment in Science: tools and techniques such as observation, rating scale, check list, anecdotal records, attitude scales, interest inventories and interviews.


MODULE V: Resources for Natural Science Education

Natural Resources and Electronic resources.

Natural resources – Institutional resources – Museum, Laboratories, Greenhouse, Professional associations in Science, science publications
ICT integrated pedagogy – Resources for teaching Natural Sciences – websites, blogs, Online forums, online encyclopedia such as Britannica, Wikipedia, etc. UGC – CEC website

ERIC, INFLIBNET – Concept and use in research, Popular Science and Science Education

Professional Development of teachers (10 Hours)

**Practicum/Assignments**

1. A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science.

2. A critical study of a curricular project selected from any area of science (e.g. BSCS, and Nuffield, O and A level Curricula, etc.).

3. Visit to science research centres/science museum/places of scientific importance and present a report.

4. Develop an action plan to organize a science exhibition at different levels, framing guideline on a selected theme and various subthemes.

5. Develop a constructivist based lesson plan in a collaborative mode;

6. Prepare low cost and no cost teaching aids and study their effectiveness in a classroom transaction.

7. Integrate pedagogical content knowledge and ICT in a selected topic in Biology;

8. Critical evaluation of a question paper focusing on converting wrong questions into correct ones;

9. Prepare a Rubric for evaluating Practice Teaching

10. Conduct a seminar on Ethical aspects of science

**References**


27. Science & Children STA’s peer reviewed journal for elementary teachers).

32. http://www.thirteen.org/edonline/concept2class/constructivism/


MED 12.2.11 ADVANCED METHODOLOGY OF TEACHING COMMERCE

(Instructional hours – 90)

Course Objectives

1. To enable the learner to understand the nature, scope, aims and objectives of commerce education.

2. To acquaint the learner with the psychological theories and their bearing on commerce curriculum.

3. To update on the present practices of learning and instruction in the Higher Secondary Schools of Kerala.

4. To equip the student with various approaches, strategies, methods, techniques and models in the teaching of commerce.

5. To be proficient in selecting most appropriate teaching approaches/methods/techniques/model of teaching in varied context and content.

6. To enable the learner to analyze the role of IT in commerce education and use of materials and media in commerce teaching.

7. To develop insight into modern practices of student evaluation and assessment.

8. To acquaint the learner with the recent researches in commerce education.
Course Content
Module I: Nature and Scope of Commerce Education
- Meaning, Definition, Importance and Scope of Commerce Education
- Historical development of Commerce Education – Recommendations of various committees on Commerce Education
- Aims and Objectives - An analysis of broad and specific objectives
- Revised Bloom’s Taxonomy
- Values - Strategies adopted for inculcating values
- Competency Based Instruction- Meaning, features and steps-Basic competencies in Commerce
- Knowledge management and commerce education – Meaning and importance
- Vocational education, Entrepreneurship education, Consumer education-Meaning features and importance (15 Hours)

Module II: Curriculum Development
- Concept of Curriculum and Curriculum transaction-Meaning and Definition
- Curriculum development-Principles and Approaches of curriculum organization, Modern trends in curriculum development
- Types of Curriculum
- Curriculum Evaluation-techniques of curriculum evaluation
- Psychological theories of Piaget, Bruner, Vygotsky and Gagne and their implication on Commerce Curriculum
- Curricular reforms by NCF(2005) and KCF (2007) – A brief outline
- Supplementary materials in commerce-importance and types
- Individual difference and commerce curricula - Children with diverse needs, Strategies to deal with differently able, slow learners, gifted students in heterogeneous class room.
• Pedagogical content knowledge analysis (PCK) - Meaning, Scope, Features of PCK analysis, significance of PCK analysis in commerce discipline instruction, Independent study
• Learner centered approaches - Self study approach, Experiential learning, Reflective learning, Contract learning, Modular approach, Discovery learning, Inquiry based learning, Problem Based Learning, Co-operative learning
• Methods of Teaching Commerce - Lecture, Demonstration, Socialized methods, Project method, Problem solving method, Inductive and Deductive, Analytic and Synthetic, Case study, Directed Study, Source Method (An analysis)
• Team teaching
• Techniques of Teaching Commerce – A survey of various techniques
• Non-Formal Techniques of Teaching Commerce - Field trips, Reading, Open learning from resource centers, Placement etc.
• Models of Teaching Commerce - Advance Organizer Model, Apprenticeship Model, Jurisprudential Inquiry Model

Module – III: Technology in Commerce Education

• Technology for Individual, Small group and large group instruction
• Teacher as a Techno-Pedagogue: Meaning and qualities, Meaning and purpose of Techno-Pedagogy
• IT enabled instructional resources: Importance of videos, YouTube resources, animations, film clippings, Educational blogs, e-journals, podcasting, e-learning, web based learning, Online learning, Video conferencing and Tele conferencing in teaching of commerce.
• e-content development – concept, forms of e-content and steps in the preparation of e-content

(15 hours)
Module IV: Approaches for Teaching Commerce
Approaches to Instruction – Direct instruction, Indirect instruction, Interactive content
Multimodal Design in commerce classroom (5 hours)

Module V: Recent Researches in Commerce Education
• Research in Commerce Education- Need and importance
• Action Research in commerce discipline
• Survey of Recent Researches in Commerce Education with special reference to: (10 hours)

Module VI: Assessing student performance
• Evaluation of process, product and performance abilities
• Formative and Summative Evaluation
• Criterion Referenced and Norm Referenced Test
• Continuous and Comprehensive Evaluation
• Recent trends in Evaluation; Grading, Choice Based Credit and Semester System-
  Internal and External assessment, Portfolio assessment, Rubrics, Free online assessment tools etc.
• Standardization of Achievement test in Commerce
• Diagnostic test and Remedial teaching. (15 hours)

Assignments
a) Commerce curriculum and resource materials. b) Instructional procedures
c) Technology in commerce learning
e) Evaluation in commerce education.
  1. Seminar on the topic “Commerce Education and Employability”.
  2. Prepare a report on the critical analysis of the existing Higher Secondary Curriculum based on
    the curriculum reforms. Or Analysis of curricular materials with reference
to development of
values.

3. Identification of difficulties in Accounting/Computerized accounting and suggestions for improvement.


5. Prepare a rubrics/portfolio for evaluating seminar/project/symposium/practice teaching/specific behavioural traits.

6. Review of recent researches in Commerce Education-any 10 Studies Or Conduct an Action
Research on any specific area related to teaching of commerce

Transactional Mode
Group discussion, lecture-cum -discussion, panel discussion, symposium, school visits and sharing of experiences, project, group and individual field based assignments, workshops and seminar presentation.

References


MED 12.2.12 ADVANCED METHODOLOGY OF TEACHING SOCIAL SCIENCE (Instructional hours – 90)

Course Objectives

After completion of the course the student teachers will be able to:

1. Develop an understanding about the meaning, nature, scope of Social Science Education.

2. Understand the role of various methods and approaches of teaching Social Sciences
3. Understand different Approaches to organisation of social science curriculum and methodology of developing curricular materials
4. Employ appropriate strategies for the transaction of social science curriculum.
5. Effectively use different media, materials and resources for teaching Social Sciences
6. Construct appropriate assessment tools for teaching-learning of Social Sciences and undertake evaluation

Course Content

MODULE - I : Conceptualization of Social Science Education
Concept, meaning, nature, and scope of social sciences-
Epistemological frame proposed in educational policy documents and various National Curriculum Frameworks concerning teaching-learning of social sciences. Relevance of Social Sciences in school curriculum. (15 Hours)

MODULE - II : Social Science Curriculum
Approaches to organisation of social science curriculum; Current social science curriculum at various stages of school education in Kerala. Methodology of development of curricular materials viz., textbooks, teacher handbooks, teacher’s education manuals, activity book—their conceptualization and processes; (15 Hours)

MODULE - III : Approaches to Pedagogy of Social Science
Critical appraisal of approaches to teaching learning Social Sciences—Behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; Critical Pedagogy and Problem posing education. (15 Hours)

MODULE - IV : Teaching- Learning Strategies in Social Science
Critical appraisal of various teaching learning strategies viz., lecture cum discussion,
Seminar, projects, problem solving, simulation, field visits etc.
Cooperative learning, Peer tutoring, Concept Mapping, Generative Learning Strategy- Creativity in Social Science classrooms. 
( 25 Hours)

MODULE - V: Media, Materials and Resources for Teaching-Learning of Social Science.
Use of new technology in Social science classrooms-Effective use of print media and audio-visual materials for social science instruction; - Integration of ICT in teaching-learning of social science, web-based learning, e-learning. 
(10hours)

MODULE - VI : Evaluation in Social Science Education
Competency based evaluation, continuous and comprehensive evaluation; Grading, formative and summative evaluation; assessment tools; construction of standardized achievement test
Alternative assessment: rubrics, portfolios and projects,
Evaluation of attitudes, values, etc. 
(10 hours)

Assignments
1. Assignment / term paper on selected themes from the course and presentation in seminar.
2. Organization of activities like quiz, mock-parliament, field trips, exhibitions and any other co-curricular activities at B.Ed. level
3. Analysis of a social science syllabus or a textbook of a stage/class
4. Review of articles on social science education from print/e-journals.
5. A Survey of Recent researches in Social Science education

Transaction Mode
Lecture-cum-discussion, panel discussion, project, oral history, workshops, seminar, Assignment, group discussion around issues and concepts. Group and individual field based assignment focused by workshops and seminar presentations with ppts.

References
29. NCERT (2006b), Syllabus for Classes at the Elementary Level, National Council of Educational Research and Training, New Delhi.

Journals
1. Economic and Political Weekly (published from Mumbai, India).
3. Teaching of History (published from United Kingdom).
5. Journal of Curriculum Studies (published by Routledge, United Kingdom)

Others
1. Encyclopaedia of the Social Sciences.
2. Encyclopaedia Britannica

Websites
1. www.ncert.nic.in
3. www.epw.in (for accessing e-version of journal of economic and politicweekly).
4. www.geographyteachingtoday.org.uk
5. http://www.indiana.edu/~econed/ (for accessing e-version of journal of economic education)

MED 12.2.13 ADVANCED METHODOLOGY OF TEACHING COMPUTER SCIENCE
(Instructional hours – 90)

Course Objectives

1. To acquaint the students with new trends in Information and communication technology.
2. To make the students aware of the significance of Information and Communication technology in education.
3. To make the students aware of new interactive and online learning Management systems.
4. To develop the skill to utilise the modern information and communication technologies effectively.
5. To develop skills in production, selection and evaluation of educational materials.
6. To acquaint the learner with the relevant security features to be taken while interacting with online and computer based environments.
7. To develop favourable attitudes towards using modern educational media.
8. To acquaint the learner with the recent researches and developments on Computer education.

Course Content

MODULE – I : Computer Science Education

MODULE - II: Resource Overview

MODULE - III: Planning Infrastructure
Smart rooms/resource rooms, Need for planning the computer laboratory, Laboratory Design, essential infrastructure, Organization of Practical work: Administration, grouping of pupils, Instruction to pupils, discipline in the lab – Care and Maintenance of Hardware and Software in the Computer Science Laboratory. Computer networks, Data communication system, Topologies, Media, Devices, Protocols and Addressing systems, Virtual Private Network (VPN), Wireless Technologies: Blue Tooth, Global Positional System, Infra Red Communication, Wi-Fi, WiMAX (15 hours)

MODULE - IV: Internet and Web based learning

MODULE - V : Communication on Web and Cyber Security

MODULE - VI : Research in Computer Science Education

Assignments
1. Develop an on-line Learning Material.
2. Prepare a recorded audio aid and video aid with your own sound.
3. Prepare a spoken tutorial of 1 hr
4. Preparation of a multimedia teaching unit based on any teaching model.
5. Develop an e-attendance register, e-progress report, e-graphical illustration which is suitable for your subject.

References:


Course Code – 13.1
GUIDANCE AND COUNSELLING
(Instructional hours – 90)

Course Objectives

On completion of this course the students will be able to:
1. Understand the meaning, nature and scope of guidance
2. Understand the meaning of and the need for group guidance
3. Recognize the role of guidance in attaining the goals of education
4. Appreciate the need for guidance
5. Develop acquaintance with various techniques of group guidance
6. Understand the Types of guidance services
7. Understand the meaning, nature and scope of counselling
8. Appreciate the need for goals of counselling
9. Analyze the relationship between guidance and counselling
10. Recognize the objectives of counselling
11. Recognize the different approaches of counselling
12. Understand the various stages involved in the process of counselling
13. Appreciate the importance of counselling relationship
14. Recognize the different areas of counselling
15. Become acquainted with the skills and qualities of an effective counsellor.
16. Familiarize with common behavioural problems of students.
17. Understand the Nature and causes of behavioural problems
18. Recognize the Concept of normality and abnormality
19. Become acquainted with the Disorders of child and adolescence
20. Familiarise developmental disorders and psycho physiological disorders
21. Analyze the causes of Underachievement and role of learning disabilities
22. Understand the problems related with school discipline
23. Recognize the Concept of stress, Stressors, Stress prevention and coping.
24. Understand the role and function of school counsellors.
26. To understand the methods of Educational counselling at different stages
27. Recognize the role of Heads and teachers in school Counselling programmes.

Course Content

MODULE 1- Introduction to guidance

- Meaning and Definitions
- Need for guidance, Needs for Guidance at various levels of education/schooling
- Principles of guidance.
- Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- Scope of guidance programme
- School Guidance: concept, a collaborative effort of school and community:
  Organisation of Guidance programmes in schools,
MODULE 2 - *dimensions of guidance*

- Group guidance; advantages, techniques: class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.
- Types of guidance services: orientation, information, counselling, placement, Follow-up, and research & evaluation

(15 hours)

MODULE 3 - *understanding counselling*

- Meaning & nature of counselling
- Scope of counselling
- Relationship between guidance and counselling
- Objectives of counselling: resolution of problems, modification of behaviour, promotion of mental health
- Approaches to Counselling: directive, non-directive and eclectic
- Counselling techniques: Relaxation technique, Assertion training (social skills training), Rational Emotive Behaviour Therapy and Systematic Desensitization.
- Counselling Process: counselling relationship, assuring confidentiality, assessing expectations, collecting information, identifying problems, beginning intervention - Variables affecting counselling process - Counselling environment
- Skills and qualities of an effective counsellor
- Professional ethics of a counsellor

(20 hours)

MODULE 5 – *familiarize with common behavioural problems of students.*

- Nature and causes of behavioural problems; Concept of normality and abnormality
- Disorders of child and adolescence: Conduct disorders, Oppositional Defiant Disorder (ODD), ADHD, Habit disorders, Separation Anxiety Disorder, child abuse and neglect, antisocial behaviour, anxiety, depression, suicide.
- Developmental disorders: Pervasive developmental disorders, Mental retardation, Emotional disorders.
- Psycho physiological disorders: Respiratory disorders, cardiovascular disorders, gastrointestinal disorders
- Underachievement; causes, learning disabilities
MODULE 5 - *School Counselling*

- Role and function of school counsellors: Special skills and problems in school counselling – counselling exceptional students – Concept of children with special needs.
- Delinquency among students—causes, identification, and Counselling for Delinquent students.
- Role of Heads and teachers in school Counselling programmes.

(15 hours)

**Transactional Mode**

- Lecture, Group discussion, lecture-cum-discussion, panel discussion, symposium, presentation of reports, reading of research journals, school visits and sharing of experiences etc.
- Conduct of case studies followed by presentation in seminar, organization of counselling session and observation of the activities, projects and assignment focusing on observation and interaction with children and adolescents.

**Assignments**

1. Identification of the cases for counselling from a nearby school by discussing with teachers
2. Exploring the possibilities for peer counselling in the institutions
3. Visiting a school counsellor and writing a report on the process of counselling (mention at least five cases).
4. Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counsellor and prepare a brief report.
5. Prepare a detailed outline of a class talk on ‘Need for guidance services in schools’.
6. Administer and score a ‘Students Problem Checklist’ and prepare a report.

**References**


**Course Code – 13.2**

**EDUCATIONAL EVALUATION**

(Instructional hours – 90)

**Course Objectives**
1. To acquaint learners with basic knowledge of Educational Evaluation
2. To familiarize learners with history of Educational Evaluation
3. To develop understanding about various models of Evaluation
4. To familiarize students with various measuring instruments
5. To develop necessary skills in preparing measuring instruments
6. To develop understanding in the guiding principles of constructing different types of test items
7. To develop understanding about ensuring qualities of a measuring instrument
8. To develop competence in standardizing different types of measuring instruments
9. To acquaint the learner with the new trends in Educational Evaluation

Course Content

MODULE 1: Introduction to Educational Evaluation

(i) Concept of Measurement, Assessment and Evaluation. Scales of Measurement, Role of Assessment in learning-Assessment in learning, for learning, as learning and of learning. Types of Evaluation( Formative, Summative; Diagnostic, Prognostic;Criterion referenced, Norm referenced; Ipsative). Importance of Educational Evaluation,

(ii) Historical and Philosophical perspectives of Educational Evaluation: Beginning of psychological measurement, Measurement in 20th century, Philosophical orientation to evaluation.

(15 hrs)

MODULE 2 - Models of Evaluation

(i) Concept of Models of evaluation, Need for evaluation models

(ii) Goal attainment model, Goal free model; Kirkpatrick Model (Advanced level of evaluation- Results level, Performance Level; Basic level of evaluation -Training level, Reaction level), , Stufflebeam’s CIPP Model (Context evaluation, Input evaluation, Process evaluation, Product evaluation)

(15hrs)

MODULE 3: Measuring Instruments

(i) Various measuring instruments- Meaning, when to use, procedure of construction- of Questionnaire, Inventory, Attitude scales, Tests (Intelligence tests, Special aptitude tests, Personality tests)

(ii) Achievement test- Different types of test items- Principles of construction of each.
**MODULE 4 - Standardized Tests**

(i) Qualities of a good measuring instrument- Validity, reliability, discriminating power, practicality, Fairness; How to ensure each in different instruments.

(ii) Meaning of standardized test, Steps of standardization of an instrument.

**MODULE 5 - New trends in Educational evaluation**

(i) Recent trends in evaluation (National & international).

(ii) Review of researches in Educational evaluation (National & international).

**Transaction mode**

Lecture cum demonstration, Discussions, Small group discussions, Workshops, Case studies

**Assignments**

1. Discuss the advantages of any two major measuring instruments with at least two situations in which it can be used.

2. Make a survey on gender issues in educational evaluation and suggest remedy for the same.

3. Prepare a report on the issues related to continuous and comprehensive evaluation at different levels of education.

4. Construction and standardization of any of the following instruments.(in small groups with peer administration if necessary)

   a) Inventory  b) Attitude scale  c) Test

**References**


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**Course Code – 13.3**

**ADVANCED EDUCATIONAL TECHNOLOGY**

*(Instructional hours – 90)*

**Objectives**

1. To understand the meaning, scope and concept of Educational Technology and Communication.

2. To know the basics of multimedia and tools used to develop multimedia.
3. To appreciate the role of technology in teaching-learning process.
4. To understand the concept, scope and significance of ICT in Education
5. To understand the means of ICT integration into teaching and learning and
6. To know the latest developments in the field of ICT, relevant to Education.
7. To understand the basic concepts of e-learning.
8. To understand the technology mediated communication in e-learning.
9. To learn the services that manage e-learning environment.
10. To know the teaching and learning processes in e-learning environment.

Course Content

MODULE 1. Introduction to Educational Technology


(15 hours)

MODULE 2. Introduction to Information and Communication Technology in Education


(20 hours)

MODULE 3. Electronic Media and Tools for Educational Communication

Concept, Strengths and Limitations, Educational Video Programme Development Stages and Scriptwriting.

(25 hours)

MODULE 4. Educational Multimedia


(15 hours)

MODULE 5. E – Content Development:


(15 hours)

Assignments

1. Listen to an educational TV/ Radio programme and prepare a report
2. Visit a place of technological interest and present a report
3. Write an e content module for developing an e content

Transaction Mode

Classroom Lectures, lecture-cum-discussion, seminar, symposium, panel discussions, Group discussions: Reviews and analysis of book/reports/documents, projects.

References

2. Educational Technology, Dececo, John, Holt Rinebert Winston, 1964

Course Code – 13.4

EDUCATIONAL MANAGEMENT, PLANNING AND FINANCING

(Instructional Hours : 90 Hours)

Course objectives
On completion of the course the students will be able:

1. To develop an advance understanding of the management concepts and their application in education environment
2. To understand the basic concepts and principles of educational management and administration
3. To develop an insight into the perspectives of management theories and practices in education
4. To study educational management system and functions in India with specific reference to national, state and district level administration of education
5. To develop an understanding of leadership in the context of education
6. To improve the individual performance as educational managers and leaders
7. To acquaint them with the concept, theories, models and styles of Leadership
8. To have deeper insights into educational planning in terms of national and community needs
9. To develop the skills in planning by mastering the approaches to educational planning
10. To explain the role and contribution of different agencies/ contribution in educational planning
11. To reflect on the need for financing of education and how and why it can be done
12. To analyze the concept of education as an investment
13. To identify the main sources of finance and mechanism for mobilization of resources for school education and higher education
14. To explain different types and procedures of budgeting in education
15. To understand the issues and challenges in planning and administration of education in India

Course Content

MODULE 1- Educational Management and Administration
• Meaning and nature of the concepts Administration and Management – Difference between Management and Administration – Need and Significance of Management- Functions of Management- Fayol’s Principles of Management- Scientific Principles of Management
• Concept of Educational Management and Educational Administration - Nature, Objectives and Scope of Educational Management- Management functions of an Educational Organization
• Historical Perspective of Educational Management in India- Educational Administration at Central and State Government Levels - Current practices of administration in educational institutions in India.
• Administration of Primary education - Agencies involved in the administration of primary education-Role of Central government, State government and local bodies in the administration of primary education.
• Administration of Secondary education – Role of Central government and State government in the administration of secondary education
• Theories of Management and their Implications for Education- Scientific Management Approach-Human Relations Approach- Behavioural Approach

(25 hours)

MODULE 2 - Leadership in Education

• Concept of Leadership: Meaning, Characteristics and Objectives- Qualities of a good leader
• Theories of Leadership and their implications in educational institutions - Trait Theory, Behavioural Theory and Situation Theory
• Leadership Styles
• Role of Leadership in Educational Management and Administration

(14 Hours)

• Module 3: Educational Planning

• Meaning, Nature, Need and importance of Educational Planning - Guiding principles of educational planning
• Types of Educational Planning - Macro Level Planning and Micro Level Planning - Planning at the national and state level - District Educational Planning - Institutional Planning
• Approaches to Educational Planning - Social demand approach, Manpower approach and Return of Return approach

(13 hours)

MODULE 4 - Educational Financing

• Concept of Financial Planning - Objectives and Need for Financial Planning
• Education as an Investment – Returns from Educational Investment - Measuring rates of returns from education
• Budgeting of Education - Concept of Budget and Budgeting - Types and Procedures of Budgeting: Conventional Budgeting and Innovative Budgeting
• Cost Benefit Analysis in Education
• Mobilization of Resources - Private and self-financing of educational institutions
• Source of Educational finance - Government Grant (Central, state, local), Tuition fee, Taxes, Endowment Donation and gifts, Foreign aids. Grant-in-aid system

(20 Hours)

MODULE 5 - Recent Trends and Issues in Educational Management in India

• Total Quality Management (TQM) in Education
• Quality Assurance in Educational management : Monitoring and Evaluation - Performance Appraisal of Teachers
• Impact of Globalization and Internationalization on Educational Policy, Planning, Financing and Management
• Institutional Autonomy and Accountability
• Knowledge Economy - Knowledge Management: Concept, Knowledge Management Process Model
- Issues in Educational Administration – Centre, State and Local Bodies, Centralization and Decentralization in India, State and Private Enterprise, Existing Problems of Administration in India, External Controls and Internal Controls, Equalization of Educational Opportunities.

(18 Hours)

Transactional Mode

The course would be transacted through participatory approaches including group discussion; self study, seminar, presentations by students, presentation of case studies, group and individual field based assignments followed by workshops and seminar presentation.

Assignments

The students may choose any one of the following:

1. Calculate the Per capita Educational Expenditure of a teacher trainee undergoing Secondary teacher training course in an institution.
2. Analyse the role of different voluntary organizations in the management of school education in Kerala
3. Visit to a school, analysis of the organizational structure and functions of it and Preparation of a School Development Plan (SDP) based on RTE Act.
4. Visit to a Higher Education / Teacher Education Institution, observation and analysis of the organizational structure, methods of administration, organizational climate and leadership style and behavior.
5. Visit to any educational institution and collect information regarding the contribution of management to the development of the institution.
6. Visit to an educational institution and collect information about the income expenditure data for an academic year

References


Course Code – MED 14.1

EARLY CHILDHOOD CARE AND EDUCATION

(Instructional hours – 90)

Course Objectives
On completion of this course the student will be able to:

- Understand the need and significance of early childhood care and education
- Understand the policy perspectives on ECCE in Indian and the world
- Understand developmental problems of children with special needs.
- Understand quality and dimensions of ECCE programs and curriculum in India and foreign countries.
- Understand the alternative thoughts in early childhood education.
- To familiarize the need of informal education in early childhood.
- To acquire the knowledge of development characteristics of Early childhood both normal and children with special needs and link the knowledge in to society

- Understand social and personal development of children (3-6 years)

- Understand the quality-dimensions i.e., curriculum, programmes and workforce for ECCE.

- Understand the need for providing compensatory programme for children deprived genetically familial and socially.

- Helping parents to develop understanding about the development traits and needs of children who belong to ECCE.

Course Content

**MODULE 1 - Early Childhood care- philosophical, psychological, social perspectives and Implications in ECCE practice.**

Concept, significance and objectives of ECCE -

Physical development of early childhood - Role of family, nutritional needs.
Cognitive development in early childhood - Moral Development of early childhood
Emotional development of Early Childhood - developmental needs and tasks
Psycho- social development of early childhood
Language development in early childhood - Social development of early childhood – protection of child Rights – role of teachers, parents and community  

(30 hours)

**MODULE 2 - ECCE: Policies and Perspectives**


(25 hours)

MODULE 3 - Curriculum for Pre-school Education– Strategies/Approaches and Resources
Different types of pre-school curriculum- Montessori, Kindergarten, Balawadi and Anganwadi Centres- General principle to curricular approaches – activity based/ play-way, child-centered, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages
Local /specific community resources- human and material and their integration to curricular activities; preparation and use of learning and play materials – principles and characteristics
Measures for Early intervention of children with special needs - training of ECCE workers
Role of Family and Society in providing ECCE for children with Special Needs (25 hours)

MODULE 4 – Evaluation, Research and Training in ECCE
Evaluation of ECCE programmes, methodology and implications - Health as a pre-requisite for all domains of development- Nutritional needs – common diseases – immunization - first aids – comprehensive health programmes
Status and nature of training programmes- pre-service and in-service – a critical evaluation, issues, concerns and problems - Areas of research studies in ECCE - (10 hours)

Transaction Mode
1. Group discussion: reviews and analysis of book/reports/documents;
2. Observation of activities of the children followed by case studies
3. Visit to pre-school, Anganwadies/ICDS centers and pre-school Teacher Education institutions followed by discussion.
4. Film shows followed by discussion.
5. Seminar presentations followed by discussion.
6. Research review and criticism
7. Development of research proposals.
8. Projects and assignments focusing on observation and interaction with children on specific theme.

Assignments
1. Case study of Anganwadi, pre-school centers
2. Assignment on selected themes from the course.
3. Detailed listing and planning of activities under exercises of practical life under four different groups.
4. Taking care of oneself
5. Taking care of environment.
6. Development of social reaction (greeting, offering, accepting thinking)
7. Elementary motor skills, movements (pausing, sorting arts & crafts.
8. Study of present status of ECCE in one State//District
10. Reflection on literature on equality ECCE services of one western country (internet, journals).
11. Writing of journal articles on different issues on ECCE.
12. Survey of play materials and comparing with the socio-cultural set-up
13. Survey of child rearing practices in different cultures.
15. Prepare E-content for ECCE pre service training.
16. Prepare E-content for effective parenting in early childhood care of normal/children with special needs (developmental characteristics and Tasks should be the theme)
17. Critical examination of existing practice of ECCE in the light of developmental needs and characteristics.
18. Develop a model curriculum for preparatory school practices.
19. Critical examination of existing practice of ECCE in the light of developmental needs and characteristics.
20. Develop a model curriculum for preparatory school practices.
21. Conduct an awareness class on ECCE for parents of Normal children/Children with special needs.
22. Implement self prepared training module for improving preschool practices of your locality.

**Essential Readings.**


References

On completion of this course, the students will be able to:
1. describe the scope and goals of higher education.
2. understand the structure and organisation of higher education in India and Kerala
3. understand the various aspects of curriculum at higher education level
4. get awareness of various aspects of teaching – learning process in higher education
5. understand the nature of evaluation in higher education
6. understand the growth and development of higher education in India
7. get awareness about different policies, acts & bills for the development of higher education
8. understand vital problems in Indian higher education
9. awareness on research priorities in higher education

Course content

Module 1 - Higher Education – Context and Linkages
Goals of higher education - Factors determining goals – (Policy, Human Resource, Technology, Employability ) - Impact of Globalization on Higher education - Private-Public -Partnership in Higher Education. - Role of advertisements on Higher Education. Need for awareness to choose right courses in the right time. Growth and development of Higher Education in pre-independence period and in independent India

Module 2 - Structure and Organisation of Indian Higher Education
Organisational Structure of higher education in India - Organisational Structure of university as institution of higher education - Constitution of elected academic bodies in universities – its powers & functions - Types of Universities – (Traditional - State & Central, Private, Foreign University (Unitary- Affiliated – Deemed – Virtual University) Apex bodies of Higher Education in India- UGC, NCTE, CSIR, AICTE, NAAC - Role of Higher Education Council - Financing in Higher Education (Basic aspects)– Procedure for financial assistance for individuals and institution

Module 3. Learning and Teaching in Higher Education
Characteristics of Learners - Study Skills - Improving learning competence Student Unrest- causes and solutions - Methods of learning/ teaching in HE – Projects, Case study, Field visit, Internship, Survey,Discussion, debates, conferences, seminars, buzz session, etc - Teachers in Higher education- qualification, teacher - student relationship, Evaluation of teacher – (self appraisal and appraisal by students), Service conditions & promotion criteria Training of Teachers - Professional Development of Teachers - role of teachers’ organizations. Modern Technology in instruction - Technology and Cross border education - Open and online higher education – MOOC courses

Module 4. Curriculum and Evaluation in Higher Education
assessment - Designing feed back system – provisions for formal feedback –opportunity or informal feedback - Students as Self assessors and Life long learners,- Approaches to evaluation - Internal Vs External examinations - Marking vs Grading - Open book Examinations - Computer based and online examinations (15 Hours)

Module 5. Research in Higher Education
Knowledge management and research – India as Knowledge capital
Priority areas of research in Higher Education
Origin and Development of Higher Education in India
policy and provisions for Higher Education
Organisation, administration, and Management in HE
Curriculum, Teaching/Learning and Evaluation in HE
Financing of HE
Issues in HE
(5 Hours)

Module 6. Vital Problems of Higher Education in India

Transaction Mode
Lecture, Seminars, Assignments, Presentations, Field visits, Surveys, Book Reviews, Policy analysis, Projects, Case study.

Assignments
1. Survey of recent researches in Higher Education
2. Bill/ACT/Policy Review - prepare a review on any one Bill or Act or Policy on Higher Education in India or abroad
3. Comparative analysis of curriculum of your basic subject or teacher education curriculum of any two institutions of higher education in India or abroad.
4. Enrol to any MOOC course and prepare an appraisal on the nature of the course and significance of such courses in higher education
5. Conduct a study on any one of the famous institutions of Higher Education in India such as ERDO, ICSSR, ICHR, ICPR, IIT, NIT, IISc, NUEPA, IGNOU, etc.
6. Prepare a note on Constitutional provisions for Higher Education in India
7. Prepare a report on financing to higher education through five year plans

References

16. **Online resources — OECD**
17. [http://www.oecd.org/edu/imhe/theassessmentofhighereducationlearningoutcome.htm](http://www.oecd.org/edu/imhe/theassessmentofhighereducationlearningoutcome.htm)
Course Code - MED14.3
NON - FORMAL EDUCATION
(Instructional hours - 90)

Course Objectives
To enable the students:
1. To understand the meaning, scope, and importance of Non-Formal Education
2. To well verse with the theoretical basis of non formal education
3. To make aware of the concept of Non-Formal Education as different from Informal Education and Formal Education
4. To gain knowledge about the relationship between Non-Formal Education and Adult Education
5. To acquaint with the modern development in the field of Non-Formal Education
6. To appreciate the importance of providing Lifelong Learning
7. To familiarize with the contributions of great educators and agencies to Non-Formal Education
8. To get an idea about the psychology of Non-Formal Education learners
9. To learn the curriculum and methods of Non-Formal Education
10. To look into the modern instructional materials available in the field of Non-Formal Education
11. To get an idea about the social and economic framework of Non-Formal Education
12. To know the modern techniques of evaluation in Non-Formal Education
13. To improve understanding regarding Gerontology and educate students regarding national policies and programs related to Ageing in context of Lifelong Learning and Adult Continuing Education
14. To educate basic issues of senior citizens, care-giving, counseling etc.
15. Enable student about critical issues of Ageing workforce, its prospects, opportunities and challenges.
16. Enable students to understand the historical perspective of women empowerment
17. Acquaint the students with some of the major development programmes for women and their impact on society.
18. Make students aware of existing programmes and strategies for Empowerment of women

Course Content

MODULE 1 - Nature and Scope of Non-Formal Education
Meaning, Definition, Scope, Importance, and Objectives of Non-Formal Education, Difference between Formal Education, Informal Education, and Non-Formal Education; Role of Non-Formal Education
in Universalisation of Education, Non-Formal Education as an alternative to Formal Education, Philosophical, Sociological and Spiritual basis of Non-Formal Education- Non-Formal Education and disadvantaged groups of the society –Clientele of NFE - Scheduled Caste and Scheduled Tribes, Women and Economically Weaker Sections.

MODULE 2 - Contributions of Great Educators and Agencies

(10 hours)

MODULE 3 - Non-Formal Education and Adult Education
Relationship between Non-Formal and Adult Education, Literacy Programmes – A World Perspective – USSR, USA, Tanzania, Ethiopia, Cuba, Iran, Burma, Vietnam, China - Literacy Programmes in India, Liquidation of Illiteracy in Kerala, Post Literacy and Continuuing education, Role of State Resource Centre in promoting Non-Formal Education

(6 hours)

MODULE 4 - Non-Formal Education and Global Trends in Education
Concepts and definition of the following - Continuing Education, Distance Education, Correspondence Courses, Open Schooling, Open University, Lifelong Learning – Alternatives in Education - Population Education, Women Education, Environmental Education, Peace Education, Vocational Education, Workers Education, Health Education, Family Life Education

(8 hours)

MODULE 5 - Psychology of Non-Formal Education
Factors facilitating Non-Formal Learning – Methods to motivate the learners for Non-Formal Learning – Problems and remedies of Non-Formal Education Learners

(6 hours)

MODULE 6 - Curriculum and Methods of Teaching
Principles of Curriculum construction for non formal education- curriculum for different age groups, different subjects- Literacy, Numeracy, General Science, Social Studies-METHODS OF TEACHING - Story Telling, Seminar, Workshop, Group Discussion, Debate, Demonstration, Dramatization, Role Play, Buzz Group, Field Trip, Folk Arts, Tele Conferencing
MODULE 7 - *Instructional Materials*
Nature and Type of Instructional Material needed for the Non-Formal Education Programme - Improvised materials, Projected and non projected aids - Instructional skills required for Non-Formal Education Teachers - Technological Impact on Non-Formal Education – Multi media and IT products in educating Non-Formal Education learners

(8 hours)

MODULE 8 - *Social and Economic Framework*

(8 hours)

MODULE 9 - *Evaluation Techniques*
Concept of Evaluation, Difference between Evaluation in Formal and Non-Formal Education, Construction of Test Items in Different Subjects of Non-Formal Education Centres; Local Specific Nature of Test Items; Maintenance of Cumulative Records, Anecdotal Records

(7 hours)

**Module 10 - Aging and non formal education**

(10 hours)

**Module 11 – Women empowerment and non formal education**

(10 hours)

Transaction Mode
1. Discussion
2. Group Discussion
3. Debate
4. Seminar
5. Demonstration
6. Project
7. Role play
8. Buzz group
9. Brain storming
10. Folk art forms

Assignments
1. Case Study of Non-Formal Education Centres
2. How to organize a Non-Formal Education Centre?
3. Setting up a Non-Formal Education Centre in a Village
4. Evaluating Reading & Writing Material used in Non-Formal Education Centres
5. Visit to State Resource Centre and prepare a Report
6. Field visits to Old Age Homes.
7. Interaction /Field visits to communities.
9. Field visit to Gender Resource Centers in Delhi
10. Exposure to training and livelihood program for women including self- employment program (e.g. SEWA etc.)
11. Working for Self Help Groups to women in the communities
12. Visits to Woman's Panchayat
13. Exposure to skill building program for women
14. Decent Employment Opportunities for Women (ILO experiences and CSO integration program)

References


18. UNESCO. (1972). Learning to be, Paris, UNESCO.


Course Code – MED 14.4

ALTERNATIVE EDUCATION
(Instructional hours – 90)

Course Objectives

To enable the student teacher to –

1. Understand the aims, objectives and philosophical foundation of alternative education.
2. Explain the concept of alternative education, its importance and scope in national context.
3. Identify the roles of different agencies in alternative education.
4. Identify and suggest the effective means and methods to be employed for alternative education.
5. Critically evaluate the education policies and commissions regarding alternative education.
6. Understand the process of alternative education at various stages.
7. Impart knowledge about the problems and difficulties coming in the way of achieving full literacy in the country.
8. To provide a practical experience to students in alternative education programmes.

Course Content

MODULE 1. Alternative Education – Conceptual framework

a) Concept need and scope of alternative education.
b) Aims and objectives of alternative education.
c) Philosophical bases of alternative education.
d) Various forms and approaches of alternative education.
e) Problems related to alternative education and its remedies

(20 hours)

MODULE 2. Agencies of Alternative Education

a) Government agencies and autonomous agencies
b) Voluntary agencies.
c) Social and cultural organizations
d) Mass media.

(25 hours)
MODULE 3. *Alternative Education at different Stages and Recommendations of Various committees*

a) Alternative education at elementary and secondary stage  
b) Alternative education for out of school children  
c) Alternative education for weaker section  
d) Alternative education for adults  
e) Alternative education at university stage  
f) Recommendation on NEP 1986, NEP 2001,  
g) National Literacy Mission  
i) Tools of learning.  
h) Teachers of AE – need for training.  
i) Evaluation process in AE.  

(25 hours)

MODULE 4. *Alternative Education: Global and Local Context*

a) Alternative Educational experiments and experiences in the globe – De-schooling society, contributions of various educational thinkers.  
b) Alternative Education in Indian Context: Resonance of Gandhian though on Education with alternative education  
c) Significance of Indian philosophers on alternative thought  
d) Kerala experiences of alternative education – Kanavu, Sarang, etc.  

(20 hours)

**Assignments**

1) Visit an alternative education centre and prepare a report.  
2) Preparation of instructional materials for adult learners.  
3) To conduct a survey of the non-formal education centers in the locality: The written report should be around 500 words.  
4) Interview of two neo–literate adults.

**Mode of Transactions**
Classroom Lectures, lecture-cum-discussion, seminar, symposium, panel discussions, Group discussions: Reviews and analysis of book/reports/documents, projects.

References


Course Code – MED 15.1
INCLUSIVE EDUCATION

(Instructional hours-90)

Course Objectives

*On completion of this course the students are expected to*

1. Appreciate the need for promoting inclusive practices in education.
2. Understand the trends and developments in inclusive education.
3. Develop an understanding of the challenges faced by students with diverse needs.
4. Develop an understanding of the educational approaches and measures to meet the diverse needs of students.
5. Develop knowledge and skill to address the diverse needs of the students in inclusive education.
6. Identify the various aspects of teacher preparation and research priorities in inclusive education.
7. Develop critical understanding of the policies and legislations related to inclusive education.

Course Content

**Module 1. Introduction to Inclusive Education**

- Definition, concept, need and importance of inclusive education.
- Historical perspectives on education of children with diverse needs.
- Difference between special education, integrated education and inclusive education.
- Advantages of inclusive education.

(5 hours)

**Module 2. Trends and Developments in Inclusive Education**

- Historical aspects of inclusive education
- Theories of inclusive education
- An overview of the evidence based on the practices and policies of inclusive education
- National Initiatives in Inclusive Education
  1. National institutes for various disabilities
  2. District primary education programme
  3. Sarva Shiksha Abhiyan
  4. NCF 2005
  5. Girls Education Initiatives-mahila samakshya,Kasturbagandhi balika vidyalaya.
International Initiatives in Inclusive Education
1. The convention on the rights of the child (Article 23, 28, 29a2, 3, 6, 10 & 12)
2. The world declaration on education for all.
3. The world declaration on the survival, protection and development of children and the plans of action.
5. International year of the disabled persons.

Current Laws and Policies supporting Inclusive Education.

Module 3. Children with Diverse Needs
- Definition and characteristics of children with sensory (hearing, visual and physically challenged), intellectual (gifted, talented and mentally challenged children), developmental disabilities (autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to the marginal groups.
- Importance of early detection, Functional assessment for development of compensatory skills.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

Module 4. Preparation for Inclusive Education
- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs - concept of remedial education, special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.
MODULE 5. Inclusive education strategies and addressing diversity in class rooms

- Developing inclusive knowledge in science, language, mathematics, and social sciences.
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.
- Multicultural education, multi grade teaching in rural context, Mid-day meal scheme.
- Role of technology for meeting diverse needs of learners.
- Role of parents and other community members for supporting inclusion of children with diverse needs.

(25 hours)

MODULE 6. Training and Research in Inclusive Education

- Skills and competencies of teachers and teacher educators for inclusive settings.
- Roles, responsibilities, and professional ethics of teachers in inclusive settings.
- Research priorities in inclusive education.
- Priority areas of research on girls’ education.
- Study of teaching learning practices and social inclusion.
- Least Restrictive Environment.
- Community Based Rehabilitation.

(10 hours)

Assignments

1. Prepare a parallel summary of the international and national initiatives to cater to learners with diverse needs, demonstrating the evolution towards IE.

2. Prepare a table/graphic comparing the various approaches to learners with diverse needs.

3. Summarize the contemporary policy towards IE in India.

4. Interview a parent & teacher of any two categories of children with diverse needs and make a report on the perceived causes, difficulties, developmental patterns, and strategies for enabling the learner.
5. Visit a nearby inclusive school and make a report of the measures taken by the authority for inclusive education and comment.
6. Prepare a lesson plan on any topic of your choice that cater to diverse learners, and highlight the strategies and emphasizes made to each category.

**Transaction Mode**

- Lecture Method.
- Seminars.
- Small Group Discussions.
- Assignments.
- Power Point Presentations.
- Field Trips.
- Document Reviews.

**References**

5. Dubbey.S.M (2001), *Educational scenario in India*. Authors
6. Gardner William (1977)*Learning and behavioural characteristics of exceptional children and youth*; Allyn&Bacon

**Course Code – MED 15.2**

**ENVIRONMENTAL EDUCATION**

*(Instructional hours – 90)*
Course Objectives

1. To understand the concept, importance, scope and aims of environmental education To familiarize the emerging terminologies and concepts in the field of environmental education
2. To acquaint the student with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student with various components of environmental concerns for preparing a curriculum for environmental education.
4. To enable the students to develop various strategies for realizing the objectives of environmental education with special emphasis at local level

Course Content

MODULE – 1. Introduction to Environmental Education

1. Origin and development of the concept.
2. Need and Significance, Need of a “Green Curriculum”
3. Methods and Strategies for EE at elementary, secondary and Higher Education.

(10 hours)

MODULE – 2 : Eco concepts on Environmental Education

• Meaning, Concept and Role of teacher in cultivating the following:
  o Eco literacy – Fritjof Capra, water literacy and it’s growing concern in the present scenario. Strategies to promote water literacy through collaboration of various agencies.
  o Ecological Intelligence- Daniel Goleman
  o Naturalistic Intelligence –Howard Gardner
• Eco tourism: Meaning and Relevance
• Eco pedagogy- Meaning and Importance

( 15 hours)

MODULE - 3: Sustainable Development

• Sustainable Development- Meaning and Importance
• Concept of education for sustainable development-ESD (Ecological, Economical, Socio – Cultural). Strategies for rendering ESD.
• Symptoms of Non Sustainability. Criticism on the concept of Sustainable Development

(5 hours)

MODULE - 4: Environmental Heritages and culture

• Western Ghats: Meaning of the term ‘Ghat’
• Relevance of Western Ghats as UNESCO world heritage site
• Bio diversity of Western Ghats
• Role of Western Ghats in controlling climate of Kerala
• Threats to Western Ghats
• Environment friendly culture of Kerala- A Rethinking

(15 hours)

MODULE - 5: Environmental issues

• Concept of Homeostasis
• Role of individuals in the Prevention of Pollution, Climate change, Global Warming, Acid Rain, Ozone Depletion (Emphasis to be given to the role of Individuals)

(20 hours)

• Public Participation in Conservation of Nature
  1. Importance
  2. Measures to ensure public participation- Role of Media, Governmental and non-governmental agencies.
  3. Contributions of environmental activists in bringing public participation
  4. Environmental Ethics
  5. Environmental Citizenship as the ultimate goal of Environmental education

(10 hours)

MODULE - 6: Disaster Management

1. Meaning, concept and principles of disaster management
2. Types of Disasters, their cause and impact
3. Need and importance of Disaster management training
4. Indian scenario with Special reference to Kerala in Disaster Management Training
5. Role of teachers and educational Institutions in Disaster Management

(15 hours)

Assignments

1. Field Experience on a Polluted Environmental area
2. Day celebrations/observation on different environmentally important Days
3. Conduct Camps on Environmental awareness
4. Project on Environmental assets or heritages
5. Conduct programs to develop eco-literacy among prospective secondary teachers

Mode of transaction

Lecture, Group Discussion, Project, Debate, Workshop, Seminar, Field Study, Survey, Talks, Interview

References

12. Publication.

Web site or Email
1. Bharaty Vidya Peeth Institute of environment education and research (BVIEER email bvieer@vsnl.com)
2. Bombay Natural History Society (BNHS) web: www.bhns.org. email: bnhs@bom4.vsnl.net.in
3. Botanical survey of India (BSI) . web: www.nic.in. email: bsi@gems.vsnl.net.in

Course Code – MED 15.3

HUMAN RIGHTS AND VALUES EDUCATION
(Instructional hours – 90)

Course Objectives

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

- get an awareness of human rights
- understand the national significance of human rights
- recognize the violation of human rights and ways to protect our rights
- encourage activities to protect human rights
- understand the importance of human rights education
- understand the new trends in human rights
- recognize the disintegration of values in the society.
- understand the need and significance of value education.
- understand and analyse various approaches for value education.
- recognize the importance of values in life and in education
- internalise the concept of values

Course content

MODULE I: Human Rights
Meaning, Rights and Duties, General conditions underlying the idea of Human Rights.- International Declaration and Conventions- Universal Declaration of Human Rights. Thirty articles,

(20 hours)

MODULE II: Human Rights Education

(15 hours)


(10 hours)
MODULE - 1V : Concept of values

MODULE –V : Agencies of value education
Various agencies and their role- Home, School, Peer group, community, society, media. Curriculum, hidden curriculum. Approaches for value education-Direct, Indirect, incidental approaches. Strategies- Value clarification, Jurisprudential Inquiry, Stories, biographies, poems, group discussion etc. Teacher as a role model. (20 hours)

MODULE - VI : Evaluation of values
Measurement of values. Tests, inventory, scales.

Need of research in value education. Recent Researches in value education. Importance of content analysis of text books. Values as educational aims from elementary to university level. (10 hours)

Assignments

1. Preparation of a summary of Human Right violations in India reported for the last two years
2. Review of the role of different social agencies for the promotion of human rights in India
4. Preparation of report on Right to development as a Human Right/violation of Rights of women
5. Practical session on Writing a complaint to consumer forum against violation of consumer rights/procedure to collect information under Right to Information Act.
6. Content Analysis of school curriculum for identification of values
7. Planning and preparation of a lesson on any approach and its discussion in the classroom
8. Review of recent research studies on value education
9. Analysis of life history of 5 well known personalities/interview with spiritual leaders/visit an institution which propagate values and make a report on its functioning with special reference to strategies adopted for value education
Mode of Transaction
Lecture method, stories, interview, book reviews, group discussion, personal examples.

References


**Websites**

https://www.amnesty.org/en
www.unesco.org/new/right2education
en.wikipedia.org/wiki/Human_rights
www.humanrights.gov
www.un.org/en/rights
www.rightedu.net
www.hrw.org/asia/india

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**Course Code – MED 15.4**

**COMPARATIVE EDUCATION**

*(Instructional hours – 90)*

**Course Objectives**

After completing the course, the student will be able to:
1. Explain the concept of Comparative Education.
2. Understand the need and importance of Comparative Education.
3. Explain the factors influencing the educational system of a country.
4. Understand the structure of educational system in different countries.
5. Compare the education systems of U.K, Ethiopia, China and India.
6. to assess the efficacy of educational systems of different countries in terms of prevailing trends of those countries.

Course Content

**MODULE 1 - Understanding Comparative education**
Measuring and definition of comparative education – Origin and development of Comparative Education – Approaches to comparative education – Need and Importance of Comparative education - Micro level and Macro Level approaches – Area based, Problem based and theme based approaches to comparative education - scope of comparative education – difference between international education and comparative education – Role of International agencies in Education – future of comparative education

(20 hours)

**MODULE 2 – Comparison of Elementary education in selected nations**
Recent trends and innovations in elementary education system of UK, India, Ethiopia and China - Comparison of the salient features of elementary education system of UK, India, Ethiopia and China with respect to the relevant aspects such as Objectives, System of admission, Curriculum, Methods of teaching /learning, Examination system, Administration and Control, Problems associated with the elementary education system in the above countries

(15 hours)

**MODULE 3 - Comparison of Secondary education system in selected Developed, Developing and Underdeveloped Nations**
Secondary education system in India, China, UK and Ethiopia with special reference to structure, policy and financing, curriculum, administration, legislations and teacher education at secondary level – Share of GDP to secondary education in China, India and UK – Impact of British system of education in colonial countries

(15 hours)

**MODULE 4 - Comparison of Higher Education System in selected Developed, Developing and Underdeveloped Nations**
Higher education system in India, China, UK and Ethiopia – Origin and development of University System of Education in India, China, UK and Ethiopia – Gross enrollment ratio (GER) in Higher education among developed, Underdeveloped and countries in Transition – Structure, Policy, Financing and Administration of Higher Education in India, China, UK and Ethiopia. Impact of Neo Liberal Policies on educational systems of India, UK and Ethiopia – issues of Affiliation system and question of autonomy in India
and UK – Comparison Academic salaries and Incentives for higher education personals in India, UK, China and Ethiopia

(20 hours)

MODULE 5 - Comparison of Distance Education systems in selected nations

History of Distance education system- Role of Universities in UK in Distance education - University of London as the first University offered Distance education degrees - Open Universities- Online courses.

Distance education courses in India- Relevance of Distance education course to Indian society- correspondence courses, distance education courses under different universities- Role of Distance education council- IGNOU as peoples’ university- UGC as a regulatory body- Online courses

History of Distance education in China - Trend of Open and distance education courses – online courses and E learning

Emergence of distance education courses in Ethiopia– relevance of such courses in the social structure of Ethiopia- Trends and issues of Open courses, online courses and E learning in Ethiopia

(20 hours)

Assignments

Review of studies related to comparative education

Website evaluation of official educational websites of selected nations

Critical evaluation of school curriculum of any two nations

Transaction mode

Lecture

Small group discussions

Reading and reflections on text

Assignments

Seminar presentations

References


**Web References**


5. http://www.education.nic.in


8. http://www.ncert.nic.in