KANNUR UNIVERSITY

(Abstract)

Regulations, Scheme and Syllabus of the two year M.Ed. Programme (CBCSS) - in tune with NCTE Regulations 2014 - implemented in the University Department w.e.f. 2020 Admission – Orders issued.

ACADEMIC C SECTION

Acad/C4/2502/2021   Dated: 22.04.2021

Read:-1.The Minutes of the meeting of the Syndicate held on 26.10.2019, vide item No.2019.676

2. U.O No.ACAD C3/22373/2019. dated 08.10.2020

3. U.O No.Acad/C3/22373/2019, dated 12.11.2020

4. The Minutes of the meeting of the Department Council, School of Pedagogical Sciences dated 21.01.2021

5. E.mail from the Head, School of Pedagogical Sciences,Kannur University, along with revised Regulations, Scheme and Syllabus of the M.Ed. Programme dated 13.04.2021

ORDER

1. The meeting of the Syndicate held on 26.10.2019 resolved vide paper read (1) above, to revise the Scheme and Syllabus of all Post Graduate Programmes under Choice Based Credit Semester System (CBCSS) in the Schools/Departments of University with effect from 2020 admission.

2. Subsequently, the Curriculum Committee was reconstituted as per paper read (2) above to monitor and co-ordinate the working of the Choice based Credit Semester System.

3. Accordingly, the revised Regulations for P.G. Programmes under Choice Based Credit Semester System were implemented in the Schools/Departments of the University with effect from 2020 admission as per paper read (3) above.

4. Further, the Department Council,School of Pedagogical Sciences, vide paper read (4) above, approved the Revised Regulations, Scheme and Syllabus of the M.Ed. Programme under Choice Based Credit Semester System, prepared in line with the revised Regulations for Choice Based Credit Semester System and also in conformity with NCTE Regulations 2014, for implementation w.e.f 2020 admission.

5. Subsequently, the Revised Regulations, Scheme and Syllabus of the M.Ed. programme [CBCSS], was duly scrutinized by the Dean, Faculty of Education and External Subject Expert and they recommended the same for implementation in the School of Pedagogical Sciences.

6. Thereafter, the Revised regulation, Scheme and Syllabus of the M.Ed. Programme CBCSS was forwarded by the Head, School of Pedagogical Sciences, Dharmasala Campus, as per paper read (6) above, for implementation with effect from 2020 admission.

7. The Vice Chancellor, after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11 (1) Chapter III of Kannur University Act 1996 accorded sanction to implement the Revised Regulations, Scheme and Syllabus of the M.Ed. programme [CBCSS] in the School of Pedagogical Sciences, Dharmasala Campus of the University, with effect from 2020 admission, subject to reporting to the Academic Council.

9. The Revised Regulations, Scheme and Syllabus of the M.Ed. programme under CBCSS implemented with effect from 2020 admission are uploaded in the University Website.**(www.kannuruniversity.ac.in)**.

Orders are issued accordingly.

Sd/-
BALACHANDRAN V K
DEPUTY REGISTRAR (ACAD)
For REGISTRAR

To: The Head
        School of Pedagogical Sciences
        Kannur University

Copy To: 1. The Examination Branch (through PA to CE)
         2. PS to VC / PA to PVC / PA to R
         3. DR / AR 1/ AR II (Acad)
         4. The Computer Programmer (for uploading in the Website)
         5. SF / DF /FC

Forwarded / By Order

SECTION OFFICER

KANNUR UNIVERSITY

SCHOOL OF PEDAGOGICAL SCIENCES

Choice Based Credit Semester System (CBCSS)

Master of Education (M.Ed.) Degree Syllabus
(Effective from Academic Year 2020-21)

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1. INTRODUCTION

Master of Education (M. Ed.) is a professional and research-oriented postgraduate programme in Education. To be at par with the professional requirement of the programme, the Board of Studies in Education (Cd) pooled the best expertise available in various areas to modify and improve the existing curriculum. The board has re-formulated the M. Ed. programme by diversifying the courses offered and strengthening the content and structure of the programme, in tune with the National Curriculum Framework for Teacher Education (NCFTE), 2009 and the new regulations of NCTE November 2014. The diversification is largely done in introducing the Pedagogy and methodology of teaching school subjects and new specialization courses in emerging areas of the discipline. The structure of the programme is enriched by adding field experiences / practical skill development programmes in all semesters. The evaluation scheme is further systematized.

The Master of Education (M.Ed.) Programme of Kannur University is a professional programme that prepares teacher educators to train teachers for upper primary or middle level, secondary level and senior secondary level. In order to meaningfully carry out the truly flexible, dynamic curricular engagement, it requires viewing the programme as a whole and not viewing each component separately. Therefore, it is essential that the teacher educators work as a team and not as separate course and this entails a refreshed view of working out details such as: teacher's work allocation, time scheduling for each course, and group as well as individualized activities.

2. VISION AND MISSION

Vision

To become an intellectual centre of excellence in moulding teacher educators to compete with the needs of changing global scenario.

Mission

To shape teacher educators for an ever-changing society by institutionalizing inquisitiveness, development, research and dissemination of modern knowledge through institutional impressions.

3. PRELIMINARIES AND DEFINITIONS

The four major aspects of the revised M.Ed. (CBCSS) Programme that shall come into effect from 2021 admission onwards are

- ➢ Semesterisation
- ➢ Credit System
- ➢ Continuous Evaluation

➤ Grading

3.1 Programme

Programme means a two-year course of study and examinations spread over four semesters with 400 working days excluding examinations and admission, the successful completion of which would lead to the award of Master's Degree in Education.

3.2 Course

Course means a segment of subject matter to be covered in a semester.

3.3 Common Core course

Common core course means a course that comes under the category of courses which are compulsory as specified for all students undergoing the M.Ed. programme. The Common Core Courses comprises of Perspective Courses, Tool Courses and Teacher Education Courses.

3.4 Specialization Course

It means a course in the subject of specialization in the M.Ed. Degree programme.

3.5 Semester System

Semester system means, the M.Ed. Programme will have four semesters. There shall be a minimum of 630-700 hours distributed over 90-100 working days in each semester spread over 18-20, five day working weeks. Inter Semester breaks after semesters I, II, and III

3.6 Credit (C)

It is a unit of academic input measured in terms of the weekly contact hours to a assigned course in a semester.

3.7 Grade

Grade is a letter symbol (e.g. A,B,C. etc) which indicates the broad level of performance of a student in an answer/course/semester/programme

3.8 Credit point (C)

It is the assigned credit of the course

4. PROGRAMME EDUCATIONAL OBJECTIVES (PEO)

PEO1: Professional Capacity Building: Prepare prospective teacher educators for apprehending the discipline of education and acquiring designated expertise to establish professional competencies in the field of teacher education and school education.

PEO 2: Personal Development: Generate cognitive and affective transformation among learners to demonstrate concern for nature and society which contribute towards sustainable development of the Nation.

PEO 3: Research and knowledge construction: Develop research aptitude among learners and equip them to find solution to various problems in the field of education and thereby expand existing knowledge structure.

PEO 4:   Continuous academic development: Capacitate the learners to purse higher education and engage in continuous upgradation of their professional and social skills.

PEO 5: Addressing diverse learning needs: Enable the learners to critically analyse the issues and trends in the practice of curriculum transaction and apply the knowledge in curriculum development and accommodation of innovative instructional strategy.

PEO 6: Personal and professional integrity and ethics: Derive the relevance of moral and ethical values in the creation and dissemination of knowledge and in empowering the merging professional.

5. PROGRAMME OUTCOME (PO)

After the successful completion of the programme, the learner will be able

PO 1: To master in professional competencies to commit oneself as a teacher educator by knowledge and skill.

PO 2: To be proficient in related field of education such as school education, educational administration, policy making and professional development programmes.

PO 3: To illustrate social, political, cultural, economic, philosophical and historical perspectives of education system.

PO 4: To become accountable to the society by adapting behavioural and attitudinal modifications for social change and enhancement of the society.

PO 5: To be transformed in to competent teacher educators with techno-pedagogical domain knowledge and skills for preparing curriculum materials, selecting and utilizing resource materials, conducting research and curriculum transaction.

PO 6: To figure out relevant research areas and critically evaluate it to formulate a researchable question.

PO 7: To be acquainted with the basic concepts of research, methodologies, research designs and statistical techniques to find out solution to a problem in an organized and systematic manner.

PO 8: To enthusiastic for lifelong learning and continuing professional education to contribute towards the challenges of rapidly changing society.

PO 9: To enhance with essential ICT skills recommended for pedagogical transaction and professional empowerment.

PO 10: To devise innovative instructional strategies based on theories of learning to cater the needs of diverse learners and to achieve performance criteria within the specified instructional objectives.

PO 11: To motivate to follow ethical principles and moral values while take up responsibilities and leaderships in various fields of education

PO 12: To competent to select and integrate various tools, techniques and assessment strategies for conducting research, assessing the learning outcome of the pupil and for personal and professional development.

6. MAPPING OF PROGRAMME EDUCATIONAL OBJECTIVES AND PROGRAMME OUTCOME

PO → / PEO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
PEO1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PEO2	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
PEO3	✓	✓			✓	✓						✓
PEO4	✓	✓	✓	✓				✓	✓	✓		
PEO5	✓	✓								✓	✓	✓
PEO6	✓	✓			✓				✓		✓	✓

7. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS

Eligibility for admission, norms for admission, reservation of seats for M.Ed. Degree Programme shall be in accordance with University / Govt. / NCTE norms from time to time.

7.1. Weightage of Marks:

Weightage of marks will be given as per the existing rules of the university and for approved teaching experience in government/aided institutions, Weightage of marks for proficiency in Sports/Games/ NCC/NSS etc. and bonus marks for Ex-servicemen Applicants and widows and children of Jawan/Ex-servicemen will be given as per the existing rules of admission Candidates who have passed their qualifying Examination from Universities outside Kerala should submit Eligibility/Equivalence Certificate stating that their qualifying Examination is recognized by this University, for seeking admission to M.Ed. Degree Course along with

their application. The candidates belonging to SEBC/SC/ST/PWD will be given relaxation as per existing Govt/ University policy/rules

7.2. Admission Procedure

Admission shall be made on the basis of marks obtained by the candidates in the qualifying examination and other admission processes as per the policy of the Government/University.

7.3 Selection Criteria:

a) Selection is based on the marks/grade obtained by the applicant in the Qualifying Examination and for

MA/M.Sc	First Class	5 points/marks
-do-	Second Class	3 points/marks
-do-	Third Class	2 points/marks

A weightage of 5 points/marks will be given to candidates who have taken Qualifying Degree from Kannur University.

b) A weightage of five index points will be given to the natives of Kannur University jurisdiction

(ie. Kannur, Kasaragod Revenue Districts and Mananthavady Taluk of Wayanad Revenue District) for admission to M.Ed. programme in all institutions maintained by or affiliated to the University on production of Nativity Certificate of 5 years issued by the Competent Revenue Authority.

c) Weightage will be given to Teachers in Government/Aided School service. Total approved service of applicants will be considered in ranking. (0.1 index point will be given for each completed month of experience).

d) Ezhava/Thiyya/Billava/Muslim/O.B.H/SIUC/LC applicants are eligible for consideration for reservation of seats as per the Government rules in this regard.

8. MEDIUM OF INSTRUCTION AND EXAMINATION

The medium of instruction and examination of the course shall be English. Those candidates who desire to write the Lesson Designing for Data collection are permitted to prepare it in Malayalam and other languages but get the English version of the same as appended.

9. ATTENDANCE

a. One semester of M.Ed. programme will normally consist of 100 working days of 6 hours each. The candidate should earn minimum of 80% attendance and 90% for field attachment out of the total working days in each semester.

b. Shortage of attendance (in each semester) up to 10% may also be condoned by the Vice-Chancellor on the recommendation of the HOD and Principal of the college on genuine grounds. The percentage of attendance of a candidate is to be calculated based on the total number of working days as stipulated by NCTE / University. If a candidate fails to appear for the examination due to shortage of attendance in a semester, he/she shall obtain readmission to the respective semester and complete the course as per the rules and regulations of the university.

c. A candidate who does not complete the work in the practical (Internship) satisfactorily (minimum 90% attendance) will not be permitted to take University examination in the fourth semester until he/she completes the internship and practical in the subsequent years.

10. STRUCTURE OF THE COURSE

Total Marks for the Programme   : 2000

Duration of the Course   : Two Years- Comprising 4 Semesters

Semester	Period	No. of working Days	Remarks
I	June to October	100	
II	November to March	100	April/May Summer vacation
III	June to October	100	80 days/ 6 weeks in a college of Teacher Education(internship)
IV	November to March	100	

11. STRUCTURE OF THE M.Ed. PROGRAMME

Programme Duration	4 Semesters
Total Credits required for the completion of the programme	80
Percentage of Credits for Common Core Courses	60%
Percentage of Credits for Specialisation Courses, Dissertation 40% and Internship	40%
Credits for Common Core Courses -Perspective courses	32
Credits for Common Core Courses –Tool courses	40
Credits for Common Core Courses –Teacher Education Courses	4
Credits for Specialisation Courses	4

SEMESTER-I Core Courses					
Course Code	Course Title	External Marks	Internal Marks	Credits (1=25maks)	Total
MEDNP01C01	Advanced Philosophy of Education	60	40	4	100
MEDNP01C02	Psychology of Learning and Development	60	40	4	100
MEDNP01C03	Trends and Issues in Education	60	40	4	100
MEDNP01C04	Introduction to Educational Research and Statistics	60	40	4	100
MEDNP01P01	Yoga Education Practical		25	1	25
MEDNP01P02	ICT cum Soft skills		25	1	25
MEDNP01P03	Expository writing workshop		25	1	25
	Total	240	235	19	475

SEMESTER-II Core Courses

Course Code	Course Title	External Marks	Internal Marks	Credits (1=25maks)	Total
MEDNP02C05	History Sociology and Political Economy of Education	60	40	4	100
MEDNP02C06	Psychology of Individual Differences	60	40	4	100
MEDNP02C07	Curriculum Development and Transaction	60	40	4	100
MEDNP02C08	Advanced Educational Research and Statistics	60	40	4	100
MEDNP02P01	Research Proposal		50	2	50
Total		240	210	18	450

SEMESTER-III Core Courses

Course Code	Course Title	External Marks	Internal Marks	Credits (1=25maks)	Total
MEDNP03C09	Teacher Education	60	40	4	100
MEDNP03C10	Context and issues of Elementary Education	60	40	4	100
MEDNP03C11	Context and issues of Secondary and Senior secondary education	60	40	4	100
Specialization MEDNP03C12	Advanced methodology and Pedagogy of Optional Subjects	60	40	4	100
MEDNP03P01	Field Experience/ Attachment /Internship based on Specialisation		50	2	50
Field Work for Dissertation					
Total		240	210	18	450

Course Code	Course Title	External Marks	Internal Marks	Credits 1=25maks	Total
	SEMESTER IV- 3 Specialisation Courses to be selected one each from Group A, B and C				
	Elective Courses (One from each group)-Course Code-MEDP004E13				
MEDNP04E01 MEDNP04E02 MEDNP04E03 MEDNP04E04	**Group A Current Practices in** Guidance and counselling Educational Evaluation Advanced Educational Technology Educational management, Planning and financing	60	40	4	100
MEDNP04E05 MEDNP04E06 MEDNP04E07	**Group B Levels of Education** Early Child hood Care and Education Higher Education Non-Formal Education	60	40	4	100
MEDNP04E08 MEDNP04E09 MEDNP04E10 MEDNP04E11	**Group C Emerging issues in Education** Inclusive education Education for Human Rights and Values Environmental Education Comparative education	60	40	4	100
MEDNP04P01	Academic writing workshop		25	1	25
MEDNP04P02	Internship in Teacher Education Institutes		50	2	50
MEDNP04P03	Final Dissertation	100	100	8	200
MEDNP04P04	Viva Voce	50		2	50
	Total	330	295	25	625

SI.No.	Courses	Credits	Total Marks
1	Core	44	1100
2	Elective	12	300
3	Specialization	4	100
4	Dissertation (Proposal+Dissertation+Viva)	12	300
5	Workshops/Practical/internship	8	200
Total Credits		80	2000

12. SCHEME OF THE PROGRAMME

The M.Ed. programme shall include

(a) Common Core course (Perspective Courses, Tool Courses and Teacher Education Courses)

(b) Specialisation Courses Internship/Field Attachment Programmes

(i) In a Teacher Education Institution

(c) Dissertation and Viva-Voce

13. CRITERIA FOR INTERNAL ASSESSMENT/ CONTINUOUS EVALUATION FOR THEORY

Components of the Internal Assessment /Continuous evaluation of each course and their marks are shown below.

Criteria	Marks	Percentage
Class room test (Best of any two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

14. RESEARCH PROPOSAL

Dissertation work constitutes an important component of M.Ed programme. The purpose of the dissertation is to provide the students with practical experience in the scientific research process. In consultation with the research supervisor students should identify a research problem. Having identified a research problem, the students need to formulate a brief outline of the conduct of the study which is known as Research proposal. The proposal should be a blue print containing the following

• Title of the Research Problem
• Introduction
• Statement of the problem
• Objectives of the proposed study
• Hypotheses or Research questions
• Methodology of the proposed study- Method of study, sample, source of data, Tools and Techniques, Data collection.
• References

14.1. Evaluation of Research Proposal

Research Proposal should be evaluated by board of internal examiners. The board consists of the HOD as the chairman and all the research supervisors as the members. For evaluation of the proposal the student may be asked to present it before the board. The board can evaluate the proposal using the assessment rubrics for proposal. Maximum marks for the research proposal is 50. There shall be no minimum for a pass. Only a student who receives a satisfactory report from the Board of examiners shall execute the Research. The institution has to keep the approved Research proposal till the viva-voce.

Criteria	Attributes	Exemplary (2)	Satisfactory (1)	Unacceptable (0)
Topic	Relevance of the topic	Involves an issue important to the educational field, leads to new knowledge, engages attention and urge for a solution	Involves an issue important to the field of education, leads to new knowledge, engage attention and compilation of existing knowledge	involves an issue with only personal importance, and lack of contribution to existing knowledge, competes for the attention.
	Review of literature	Evidence of a comprehensive critical review of the literature relevant to the study and identification of research gap	Evidence of a sound critical review of the literature relevant to the study	No convincing evidence of the literature and relevant sources related to the study
	Statement of the problem	Well defined comprehensive and specified variables involved in the study.	Clearly stated and specified variables involved in the study	Vague, ambiguous and not clearly specified variables involved in the study.
	Limitations and delimitations	Includes enough limitations and delimitations to permit exhaustive investigation	Includes enough limitations and delimitations to permit in-depth investigation	Includes few significant limitations leads to shallow of superficial investigation.
	Feasibility	Feasible and efficient in terms of time resources and scope	Feasible in terms of time resources and scope	Infeasible, topic is too vast and vague
Research Design and Methodology	Research questions	specific research questions are clearly stated, support the	Research questions are parallel to the purposes, unclear	No identifiable statement or research questions are

		purposes, scope and have potential to contribute to the study.	and stated with little connection to the study	found related to the study.
	Sampling technique	Well defines the sample of the study and the sampling technique leads to valuable and authentic data	Clearly defines the sample of the study, mentions the sampling techniques leads to valuable and authentic data	Vaguely defines the sample of the study and not mentions the sampling technique.
	Data collection	Clearly and extensively describes appropriate procedures for collecting evidences/ data,	Clearly describes appropriate procedures for obtaining evidences/ data	Vaguely describes procedures for obtaining evidences/data
	Method of research	Suitable research methods and approaches are thoroughly and clearly described	Suitable research methods and approaches are described appropriately	no selection and justification of research methods and approaches
	Statistical Techniques	clear and extensive evidences of a high level of appropriate data analysis techniques	Clear evidences of using appropriate data analysis techniques	Little or no evidences of appropriate data analysis techniques
Proposal format	Organised progression	Proposal report goes from general to specific, transitions related sections	Basic flow of ideas but not all sections follow a logical order	report has no clear direction and sub topics are not connected
	Title page	Includes complete information, title that describe the topic of study- creative and compact	Include complete information, title that describe the topic of study	Includes complete information, title that is not descriptive of topic of study.
	Content format	Entire report follows thesis manual guidelines for page size, margins, headings figures and tables	Satisfactorily follows thesis manual guidelines for page size margins page numbers headings figures and table captions	Does not follow thesis manual guidelines

	Citations	In-text citations and references citations are complete and properly formatted	Citations within text and in corresponding reference list are included with some formatting problems.	In text citations are not included. Mentioned reference citations are not included in the report.
	Appendices	Include relevant self-explanatory material helpful to readers	Does not include appendices	Includes irrelevant materials.
Writing	Continuity	Includes continuity between topics includes transitions from topic to topic	Includes continuity between topics	Includes relevant materials.
	Clarity	Entire writing follows active voice and conversational tone to make it easy read, engaging	Use a mixture of active voice and passive voice to make it readable with some effort	Uses passive voice, awkward sentences that makes it difficult to read
	Writing mechanism	Clear and correct use of English-language by lucid style of expression with no spelling and grammatical mistakes	Clear and correct use of English language by a clear style of expression with few spelling and grammatical mistakes	Poor use of English language by numerous errors with many spelling and grammatical mistakes.
	A PA style	Follows APA style in the use of headings, in- text citations and references	Follows APA styles in the use of headings, in-text citations and references with few errors.	Does not follow AP style specifications in headings, in- text citations and references
	Language tone	Uses precise and clear language tone	Uses clear but imprecise language	Uses of glittering generalities, superlative exaggerations and ambitious tone.
Presentation	Explanation of ideas	Present information, arguments and supporting evidences clearly concisely and logically	Present information, arguments and supporting evidences in a way that is not always clear concise and logical	Doesn't present information, arguments and supporting evidences clearly, concisely and logically
	Confidence	Speaks	Speak	Not speaks

		confidently throughout the presentation, rarely uses filler words,	confidently most of the time, occasionally uses filler words.	confidentiality. Frequently uses filler words.
	Response to questions	Gives answer to all the queries with reasonable explanation.	Gives answer to all the queries without reasonable explanation.	Gives no answer to the queries.
	Use of ICT	Effectively used ICT in the presentation	Managed to use ICT in the presentation	Not used any ICT in the presentation.
	Body language	Uses natural jesters and movements	Uses few jesters and movements but they do not look natural	Does not use jesters or moments

15. Evaluation of Dissertation and Viva

M.Ed. Dissertation is the major component of an M.Ed programme. M.Ed dissertation carries 8 credits. Evaluation of the dissertation shall be both internal and external. The internal evaluation of the dissertation shall be done by the supervising faculty member and externally evaluated by the examiners appointed by the controller of examinations. Minimum for a pass in dissertation shall be 50% (aggregate of both internal and external). Separate minimum of 40% is essential both in the internal and External examination. Viva voce shall be conducted by the board of examiners consisting of internal and external examiners. The marks will be awarded with consensus of examiners. A minimum of 50% is required for a pass.

15.1 Assessment Rubrics for Dissertation Evaluation

Attribute	Criteria	Not Evident (1)	Emerging (2)	Proficient (3)	Exemplary (4)
Introduction	**Background of the study**	background information is not provided; no basis for judgment.	Essential background information is provided but failed to establish a context for the study.	Sufficient Background information is provided but only minimally establishes a context for the study.	Background information is provided in an organised manner to establish a context for the study.

	Rationale of the study	Not stated, rationale and statement of the problem	Weakly stated rationale or not specified problem of the study	Specifically stated rationales and problem of the study	Well-defined, comprehensive,and efficacious rationale and problem of the study
	Purposes of the research and improvement plan for the system.	Purpose is not identified or does not connect to a plan for improvement.	unclear statement with little connection between the study and a plan of action for improvement	clearly described statement with connection to a plan of action for improvement.	exceptionally clear statement with a strong connection to the plan of action for improvement.
	Research Questions	No research questions or identifiable statement related to the purpose of the study	Fuzzy statements which have only a weak connection to the purpose of the study.	Clear statement aligned with the purpose of the study.	Clear and specific statement aligned with the purpose of the study and contribute to the discipline.
Review of Related Literature	**Relevance of Review of Related Literature**	Very limited selection of reviews and sources. No connection of literature to the research study.	satisfactory or limited critical review of the relevant literature related to the study are given	Essential critical review of the literature relevant to the study are evident	Comprehensive and critical review of the literature relevant to the study is evident
	Theoretical Framework	No theoretical framework for the research.	Unclear and vaguely stated theoretical framework	Appropriate, and justified theoretical framework for the research.	Coherent, organized and fully substantiated theoretical framework

					to establish the research undertaken.
Objectives /Hypotheses/Re search question	**Appropriateness of Objectives/Hypothe ses/Research Questions**	No basis for judgment.	Unclear, loosely stated and do not connect with the purpose and plan for the study	Aligned to the purpose, and plan for the study	Well stated and Clearly relate to the purpose and plan for the study
	Scope & Feasibility	Objectives or questions are missing and no informatio n is provided regarding the feasibility of the study	Objectives or questions are of no sufficient scope, or are not feasible.	All the objectives or questions are of proper scope, realistic, and feasible.	All the objectives or questions are Clear, concise, feasible, and of proper scope, to address the purpose.
Methodology	**Research Design**	No justificatio n on research approach and design.	Research approach and design are in general appropriat e.	Research approach and design are described appropriat ely.	Research approach and design are thoroughly and clearly described.
	Collection of data	Selection and implement ation of data collection methods are inappropri ate.	Some evidence of data collection method is provided	Appropriat e data collection methods are implement ed.	Appropriate and justified data collection methods are implemente d
	Analysis of data	No evidence of data analysis techniques	Some evidence of appropriat e data	Clear evidence of appropriat e data	Clear, appropriate and extensive evidence of

		used.	analysis techniques used.	analysis techniques used.	data analysis techniques used.
	Limitations	Not identifies and describes the limitations and their impact on the study.	Feebly identifies and describes the limitations of the methods adopted and their impact on the study.	Clearly identifies and describes the limitations of the methods adopted and their impact on the study.	Well identifies and describes the limitations of the methods adopted and their impact on the study.
Results	**Answers of Research Questions**	Fails to answer the proposed research questions.	Partially answers the proposed research questions.	Clearly answers the proposed research questions.	Authentically and genuinely answers the proposed research questions.
	Follows from Analysis	Do not follow the proposed research analysis methods.	Somewhat follow the proposed research analysis methods.	Clearly follow the proposed research analysis methods.	Exemplarily follow the proposed research analysis methods.
	Presented in Appropriate Format	Presentation of findings of the study is inaccurate, incomplete, and illogical.	Presentation of findings of the study is generally accurate, complete and logical.	Presentation of findings is clearly accurate, complete, and logical.	Presentation of findings is completely accurate, complete, and logical.
Discussion of results	**Content**	Fails to establish the significance of findings in light of review of literature	Fairly discusses the significance of findings in light of Review of literature	Logically discusses and establishes the significance of findings in light of Review of literature	Logically and critically discusses, interprets and establishes the significance of findings in light of

					Review of literature
	Research gap	Fails to address and fill the research gaps in the literature	Adequately defines how the findings of the study fills the research gap in the literature	Clearly defines how the findings of the study fills the research gap in the literature.	Well defines and explains how the findings of the study fills the research gaps in the literature.
	Organization and structure	Failed to organise the discussion meaningfully from specific to general. Not establishes any linking with the literature, theory and practice.	Meaningfully organises the discussions from general to specific, linking findings to literature then to theory and then to practice.	Meaningfully organises the discussions from general to specific, linking findings to literature then to theory and then to practice.	Systematically and meaningfully organises the discussions from general to specific, linking findings to literature then to theory and then to practice.
Summary and Conclusion	**Supported by Results**	Summary and conclusions are inaccurate, incomplete, ill-logical, and not supported by the results.	Summary and Conclusions are partially supported by the findings, or based on logical reasoning.	Summary and Conclusions are clearly supported by the evidence, or based on logical reasoning.	Summary and Conclusions are fully supported by the evidence, or based on logical reasoning.
	Evaluation of Results	Importance and contributions of the major findings are not discussed in relation to	Importance and contributions of the major findings are discussed in relation to	Importance and contributions of the major findings are discussed in relation to	Importance and contributions of the major findings are clearly discussed in relation to literature,

		literature or not supported by the findings.	literature, but partially supported by the findings.	literature and clearly supported by the findings.	and fully supported by the findings.
	Educational Implications	Educational implications are inappropriately discussed and not connected to the study	Educational implications are partially discussed and somewhat connected to the study.	Educational implications are clearly discussed and connected to the study	Educational implications are clearly and fully discussed with a strong connection to the Study.
	Limitations & Suggestions for Further study	Limitations and suggestions for further studies are not discussed.	Limitations and suggestions for further studies are vaguely connected to the study	Limitations and suggestions for further studies are clearly follow the result of the study	Limitations and suggestions for further research are specifically follow the study
Report writing	**Writing Structure**	Unacceptable layout in terms of structure and logical presentation	Acceptable layout in terms of structure and logical presentation	Good layout in terms of structure and logical presentation	Excellent layout in terms of structure and logical presentation
	Writing Mechanics	Poor use of English language with numerous errors, unclear, incorrect or illogical statements	Acceptable use of English language with clear expression and relatively few imprecise or incorrect statements	Correct use of English language with few imprecise or incorrect statements	Clear and correct use of English language with lucid style of expression

APA Style	Does not follow APA style specifications and has unacceptable errors in the use of headings, in-text citations, and references.	Follows APA style with relatively few errors in the use of headings, in- text citations, and references.	Follows APA style and has few errors in the use of headings, in-text citations, and references.	Follows APA style without errors in the headings, in-text citations, and references.

16. INTERNSHIP

Internship is the culmination of theoretical understandings developed in the transacted courses. The internship programme which is a compulsory part of M.Ed. programme is scheduled in the III and IV semesters of 6 weeks duration. It has been conceptualised in two parts of 2 credits each. There are Field internship/attachment in a College of Teacher Education and field internship/attachment relevant to the area of Specialisation in concerned optional subjects at Elementary/Secondary/Higher Secondary School. Records should be submitted for field attachment. The evaluation of internship shall be internal. The criteria for the evaluation of internship are given below.

16.1 Criteria for internal assessment of internship

S.I No.	Criteria to be followed	Score
1	**Introduction** • Method used • Questions asked • Motivation/Interest aroused • Linkage to previous Knowledge	5
2	**Development of the Lesson /Content outline** • Problems/ Issues/ concerned raised • Content competency • Clarity • Language fluency • Learning experiences provided • Quality of method/strategy followed	20

	• Relevance of the method/ strategy • Relevance and quality of the explanation • Sustaining the interest throughout the lesson • Controversial issues addressed • Types of questions asked and their quality • Illustrations/ Examples • Encouragements of students/ • participation/motivation		
3	**Teaching-Learning resources used** • Worksheets • Handouts • Presentation tools, Videos • References	10	
4	**Teacher Behaviour** • Response to student's questions • Communication skill • Clarify mis-concepts/doubts • Directs the attention of students to important concerns • Creates positive learning environment in the class • Democratic atmosphere in the class • Treatment of all students equally • Encourages participation of the whole class • Voice modulation/gestures/ pausing	10	
5	**Review and closure of the lesson** • Summarizing the content effectively • Linked the content learnt to the concerns or issues • Raised questions about the utility or the applicability of what is learnt	5	
	Total	50	

17. EXTERNAL EXAMINATION

First semester and third semester external examinations shall be conducted in November, and second and fourth semester in April. Duration of each examination is 3 hours. The external examination of all semesters shall be conducted by the University at the end of each semester. There will be no supplementary exams. There is improvement chance only for first and second semester which will be conducted in the third semester. Students can appear for supplementary examination along with the next batch. Student who registers his/her name for the external examination for a semester will be eligible for promotion to the next semester. All programmes and courses shall have unique alphanumeric code given by University

17.1 Pattern of Question Paper

Questions shall be set to assess knowledge acquired, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize and manage knowledge. The question setter shall ensure that questions covering all skills are set. He/she shall also submit a detailed scheme of evaluation along with the question paper. The question paper shall be a judicious mix of, short answer type, short essay/problem solving type questions and essay. It should contain minimum 3 questions from each unit and should not contain more than 5 questions from same unit. Different types of questions shall be given different weightages to quantify their range as follows

Part	Marks	No. of questions in to be answered	No. of questions in the question paper	Type of questions (Level - Bloom's Revised Taxonomy)
A	15	5	6	1. Remember 2. Understand
B	15	3	5	6. Create
C	30	3	5	3. Apply 4. Analyse 5. Evaluate
Total	60	11	16	

18. GRADING

a) Alphabetical grading shall be adopted for the assessment of a student's performance in a course. The grade is based on a 6-point scale. The following table gives the range of marks %, grade points and alphabetical grade.

Range of Marks % CA+ESE(External +Internal)	Letter Grade	Interpretation	Range of grade point
90 and above	A+	Outstanding	9-10
80 to below 90	A	Excellent	8-8.99
70 to below 80	B+	Very Good	7-7.99
60 to below 70	B	Good	6-6.99
50 to below 60	C+	Pass	5-5.99
Below 50	C	Failure	0-4.99

b) A minimum of grade point 5 (grade C+) is needed for the successful completion of a course.

c) Performance of a student at the end of each Semester is indicated by the Grade Point Average (SGPA) and is calculated by taking the weighted average of grade points of the courses successfully completed.

$$\text{SGPA} = \frac{\text{Sum of credit points of all courses in the semester}}{\text{Total credits in that semester}}$$

Credit point= Grade Point (G) X Credit (C)

d) At the end of the Programme, the overall performance of a student is indicated by the Cumulative Grade Point Average (CGPA) and is calculated using the formula

$$\text{C.G.P.A} = \frac{\text{Sum of credit points of all completed semesters}}{\text{Total Credits acquired}}$$

Based on the CGPA overall letter grade of the student shall be in the following way.

Overall Letter Grade	Classification
A+, A and B+ with 7.5 and above	First class with Distinction
B+ below 7.5 and B	First class
C+	Pass/ Second class
C	Failed

19. PASS REQUIREMENT

The minimum marks required for a pass in the M.Ed. Degree Examination shall be 50% in the aggregate for Theory, Dissertation and Viva-Voce. The minimum requirement for a pass in each paper shall be 45%. A student who fails to secure the minimum percentage of marks required for a pass in a theory paper need to reappear for the examination in the particular paper concerned only and shall secure 50% marks.

20. CLASSIFICATION OF SUCCESSFUL CANDIDATES

No classification of result will be done during the first, second and third semester. The classification of the result will be done after combining the marks of all the four semesters. The classification will be as follows:

a. A candidate who qualifies the M.Ed programme, passing all the courses of the four semesters within 2 academic years after the commencement of his/her course of study and secure not less than 75% of marks shall be declared to have passed the M.Ed programme in the first class with distinction.

b. A candidate who qualifies the M.Ed programme , passing all the courses of all semesters with in 2 academic years after the commencement of the course of study and secures not less than 60% marks shall be declared to have passed the M.Ed programme in the First class.

c. All other candidates who qualify for the M.Ed programme passing all the subjects of the four semesters and not covered at least under (b) shall be declared to have passed the M.Ed programme in Second class.

21. GRIEVANCE REDRESSAL MECHANISM

The internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the grade. In order to address the grievance of students, a three level Grievance Redressal Mechanism is envisaged. A student can go to the upper level only if the grievance is not addressed at the lower level.

Level 1 Teacher Level: The teacher concerned

Level 2 Department/College level committee with the Director/Principal as Chairman, Coordinator, a teacher nominated by the Department/College staff council as member

Level 3 University Level Committee constituted by the Vice-Chancellor

22. READMISSION

A student who did not have sufficient attendance and could not appear for the examination (due to the shortage of attendance) is not eligible for promotion to the next semester. He/she may be re admitted in the same semester in the subsequent year with a permission of Principal and concurrence of University. The student who could not complete their internship during the prescribed semester may also seek re admission in the same semester in the

subsequent year as a term student with permission of Principal and concurrence of University and should complete all the internship activities successfully.

23. TRANSITORY PROVISION

Notwithstanding anything contained in these regulations, the Vice-Chancellor shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

24. DETAILED SYLLABUS

SEMESTER – I

COURSE CODE– MEDNP01C01: ADVANCED PHILOSOPHY OF EDUCATION

Credits			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	90	-	90	40	60	100

Lecture /Tutorials, P/I- Practical/Internship, Int.-Internal, Ext. External

ESSENCE OF THE COURSE

This course offers an introduction to the concept of education as a field of study and the philosophical origin of educational theory and practice

COURSE LEARNING OUTCOME

After completing the course, the student will be able to

- Understand the nature of education as a discipline through the process of explaining, exemplifying and summarizing the basic theories and perspectives of education
- Examine the philosophical origin of educational theory and practice
- Analyse various schools of philosophy and vision of great thinkers and also their educational implications through the process of organizing, comparing and integrating.
- Locate various problems related to nature of knowledge, reality and existence in the field of education and find solution to them with a philosophical outlook.

COURSE CONTENT

MODULE 1: *Education as a field of study -Education and Philosophy*   **(26 hours)**

Origin and development of Education as a discipline – Reflections on Various theoretical perspectives of education held by Plato, Kant, Dewey, Hirst, Peters, Dearden, Bourdieu and Friere- education as pedagogic science - Interdisciplinary nature of education; relationships with disciplines such as philosophy, psychology, sociology, political science, economics and anthropology.

Philosophy of education; its nature, distinctive nature, method and content –metaphysical epistemological ethical and aesthetic issues philosophy and their relationship with education

MODULE 2: *Eastern Schools of philosophy*   **(30 hours)**

Unique characteristics of Indian philosophy – The Orthodox and Heterodox schools of philosophy – critical analysis of the educational implications of Upanishads, Sankhya, Yoga, Nyaya, Vysesikha, Utharameemamsa, Poorva meemamsa – Budhism, Jainism and Charvaka – Educational thoughts of Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, Gandhiji and J Krishnamurthi - Aims and ideals of education exemplified in Bhagavat Gita, Quran and Bible–Educational ideas of Confucius and Lao tzu

MODULE 3: *Western Schools of Philosophy*   **(20 hours)**

Critical analysis of the axiological metaphysical and epistemological aspects of idealism, humanism, naturalism, realism and pragmatism its educational implications – Recent Approaches to education – Positivism, Existentialism, Phenomenology, Feminism and analytical philosophy -Educational thoughts of Friedrich Frobel, Maria Montessori, Jean Jacques Rousseau

MODULE 4: *Social Philosophies and Education*   (**14 hours**)

Critical analysis of the Educational implications of Individualism, Democracy, Socialism and Totalitarianism – concept of freedom and discipline - critical analysis of curriculum with reference to various social schools of philosophy.

TRANSACTION MODALITIES

Lecture/Seminars/Assignments/Power point Presentations/Field visits/Book Reviews

TASK AND ASSIGNMENTS (Any two)

1. Survey of recent researches in philosophy of Education

2. Book Review - prepare a review on any one great work of an eminent educational thinker

3. Review of school curriculum at pre -primary/primary/secondary/higher secondary level.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class room test (The Best two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

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COURSE CODE-MEDNP01C02: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Credits			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	**-**	**4**	**90**	**-**	**90**	**40**	**60**	**100**

Lecture /Tutorials, P/I- Practical/Internship, Int.-Internal, Ext. External

ESSENCE OF THE COURSE

This course offers an introduction to the concept of psychology of Learning and development. It aims to develop understanding about scientific psychology, psycho pedagogy, process of learning motivation, theories principles of learning, memory, life skills and mental health.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Acquaint with the method and approaches of scientific psychology and psycho pedagogy
- Analyse the process of learning
- Understand the adolescence problems and their remedies measures
- Apply the principles of motivation in educational practice.
- Apply principles of learning to enhance student learning at various levels of education.
- Apply mnemonic techniques in facilitating own and others learning.
- Understand the means of developing life skills and mental health among pupil.
- Appreciate the importance of life skill education.

COURSE CONTENT

MODULE - 1: *The Science of Psychology – Developmental psychology*   **(26 hours)**

Psychology: Origin, Meaning, Nature and Functions -- Trends in Problems and Trends in Methods -scientific Characteristics of Psychology. Approaches to Study Human Behaviour: Behaviourist, Cognitive, Psychodynamic, Sociocultural, Humanistic and Neurobiological

perspectives. Educational Psychology: Meaning, Definition and Scope – Relevance of Educational Psychology in Teaching and Learning.

Meaning-Principles-Stages and Aspects of Development-Physical, Mental, Social, Emotional Characteristics of Each Stage (In Brief)- Developmental Hazards and Tasks Adolescent Problems and Remedial Measures-Recent Researches in Adolescent Education-Theories Of Cognitive Development-Piaget, Bruner (Basic Postulates, Developmental Stages, Educational Implications) Theory of Moral Development-Kohlberg Theory of Psychosocial Development-Eric Erikson (Basic Postulates, Stages Of Psychosocial Development, Educational Implications)

MODULE – 2: *Learning and motivation*   **(15 hours)**

Learning: Definition– Relation of Learning to Maturation and Development - Levels of Learning and Teaching -Introduction to Learning Theories- Brief Historical Sketch (From Philosophy-Based Learning Theory to Psychology-Based Learning Theory)

Overview of Factors Affecting Learning Special Features of Adult Learning.

Motivation

Types and Historical Perspectives, Important Factors in motivation from Different Perspectives And their Educational Implications, Behaviourist Approach (Drives and Reinforcement), Social-Cognitive Approach (Goal Orientations, Perception of Control, Self-Efficacy Belief), Cognitive Explanation Of Motivation- Achievement Motivation (Expectancy-Value, Anxiety, Self-Worth, Involvement, Attribution), Humanistic Approach to Motivation (Maslow's Hierarchy, Actualizing Tendency), Model of Motivated Learning (Pintrich And Schunk), Characteristics of Motivated Learners, Metacognition and Self-Regulated Learning Classroom Motivational Techniques

MODULE –3: *Theories of learning and Instruction*   **(28 hours)**

Behaviourist Learning Theories – Classical conditioning, Trial and Error, and operant conditioning, Need Reduction, Simultaneous conditioning Behaviourist Perspective on Strategies That Facilitate Learning (with focus on Skills & Habits)

Cognitive Learning Theories- Influences on Cognitive approach to Learning -Sign –Gestalt Learning (Tolman), Gestalt Learning (Principles or Law for Perceptual Organization), Lewin's field theory, Mastery Learning (Bloom & Block), Social Learning Theory and Observational Learning, Information Processing Theory Of Learning, Gagne's Types

&Conditions (Taxonomy Of Learning Outcomes And Phases Of Learning), Meaningful Learning (Ausubel), The Schema theory (RC Anderson) Cognitive Strategies In Instruction And Learning (with focus on concepts)

Constructivist Theories of Learning –characteristics-Cognitive Structuralism (Piaget); Social Constructivism (Vygotsky); Bruner (Learning Via Insight and Discovery), Comparison of Developmental and Social Constructivist Views of Learning Constructivist Strategies Used in Instruction/Learning

Humanistic Approach to Learning- characteristics

Non-Directive Learning (Rogers), Experiential Learning (Kolb) Humanist Strategies in classrooms (with focus on attitudes, values) Learning in Formal Vs Informal Contexts-Comparison and Implication for Education Role of Family and parents in school Learning

A Summary Comparison of Approaches to Learning

MODULE – 4: *Neuroscience of Learning, Memory, Forgetting, Transfer of learning, Life skills, Mental Health and Adjustment* **(21hours)**

Neural Organization, Brain-Structures and Key Functions, Catering Teaching to Hemispherity, Neuro-physiological Theory of Learning Multi-Store Model of Memory and Its Implications for Education. Types of Memory- Enhancing Memory- Mnemonic Techniques - The Information Processing Theory of Forgetting - Implications of neurobiology For Teaching and Learning

Relevance of Transfer of Learning in Education, Types of Transfer, Theories of Transfer, Experimentally Supported Generalizations About Transfer, Meaning of Life skill Education - - Need and Significance, Concept of Mental Health -- Definition (WHO) -- Classification of Mental Illness (DSM) - Maladjustment -- Defence Mechanisms -- Characteristics of Mentally Healthy Person -Education for Mental Health.

TRANSACTION MODALITIES

Lecture/Seminars/Assignments/Power point Presentations/Field visits/Book Reviews

TASK AND ASSIGNMENTS (Any Three)

1. Develop a summary comparison of various approaches to study human behaviour

2. Prepare a review of research studies related to adolescent education

3. Interview a teacher at any level, and list the views on factors affecting learning at that level.

4. Prepare a concept map of learner motivation, incorporating major factors proposed by various theories of motivation

5. Prepare the Summary Comparison of various Approaches to Learning, incorporating the details on type of learning explained, important variables affecting learning, and educational practices/ strategies/ methods promoted by each approach.

6. Draw and label, the important areas related to learning and memory of, human brain

7. Identify 10 teacher behaviours exemplifying different modes of transfer from course content on education psychology and make a report

8. Develop a lesson plan for any one appropriate life skill in learners at level of education of your Choice

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class room test (The Best two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

REFERENCES

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COURSE CODE – MEDNP01C03: TRENDS AND ISSUES IN EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course offers a detailed understanding of the major trends and issues recommended for the popularization of school education in India. It aims to examine the learners towards Universalisation of Secondary Education, quality concerns regarding the secondary education and to explore the school curriculum based on environmental conservation strategies adopted.

COURSE LEARNING OUTCOMES

After completing this course, the prospective teachers will be able to

- Understand the importance of Universalisation of Secondary Education
- Understand the constitutional provisions for realizing Universalisation of Secondary Education.
- Examine the issues and concerns related to Universalisation of Secondary Education
- Analyse the outcomes UEE in achieving Universalisation of Secondary Education.

- Realize the need and importance of equity and equality in education.

- Identify the various causes for inequality in schooling

- Realize the importance of Right to Education and the provisions made for realizing it.

- Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools

- Comprehend the need and importance of education for peace

- Explore various measures taken towards education for peace.

- Examine the issues and concerns related to global and local environmental crisis

- Explores the strategies for sensitizing the learners towards environmental conservation

- Understand the Action measures taken for Environmental Conservation.

- Explore the school curriculum for identifying the environmental concerns

COURSE CONTENT

MODULE 1: *Universalisation of Secondary Education*   *(15 Hours)*

Constitutional provision, Policies and programmes for realizing the constitutional obligations, right to education and its implications for Universalisation of Secondary Education (USE), Impact of realizing the UEE on secondary education: access, enrolment, participation and achievement; status of UEE.

USE: issues and concerns, Lessons from implementation of UEE Strategies for realization of targets.

MODULE 2: *Equality and Quality in Education*   *(30 Hours)*

Meaning of Equality of Educational Opportunities, provision and outcomes; constitutional provisions for ensuring equity, Nature and forms of inequality including dominant and minor groups, gender, Inequality in schooling: public-private schools; Rural-urban-tribal schools, and differential school systems – schools for education of the challenged.

What is 'quality education'? Indicators of quality: related to learning environment, Student Outcomes Outcome improvement through: Setting standards for performance; supporting inputs known to improve achievement, adopting flexible strategies for the acquisition and use of inputs, and Monitoring performance. Enhancement of quality in secondary school

MODULE 3: *Peace Education*   *(25hours)*

Peace as a dynamic Social Reality, Relevance of Peace: national and international contexts, Dangers to Social Security: terrorism, war, natural calamities and impact on quality of life, Peace context: conditions for promotion of peace, UNESCO's concerns on Peace and

Understanding, Role of education in promotion of peace: implications for pedagogy, Teacher role in promoting peace.

MODULE 4: *Education for Conservation of Environment* *(20hours)*

Conservation of environment- an imminent need, need for sensitizing learners towards concerns of environmental conservation, Integration of environmental concerns in curriculum, Role of teacher in promoting conservation.

TRANSACTIONAL MODALITIES

Lecture cum discussion, Individual or collaborative seminar Presentations, Listening to Educational Videos followed by discussion, Task based Activities, Library reading followed by group discussion, Study of documents and references, Debate, Project, workshop, Panel discussion, Reflective interaction with the peer group, Technology enabled discussion.

TASK AND ASSIGNMENTS

- Prepare a status report on Secondary education in a locality/ district with reference to access, enrolment, participation and learning achievement
- Observe and report on the implementation of any one of the programmes to improve secondary education
- Collection, evidence- based practices, Case study on the sustainability of the any one of the programmes adopted to improve the Secondary Education
- Analyse secondary education curriculum of different Boards (NCERT, State, ICSE)
- Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.
- Prepare poster/ chart/ short videos, etc. on the theme of Peace Education
- Analysis of school curriculum for integrating environmental concerns
- Conduct surveys of various educational contexts (eg. Schools of different kinds) to identify various forms of inequality.
- Individual or group projects to visualize feasible school-based strategies for contributing to 'peace' and 'environmental conservation'

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class room test (The best two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

REFERENCES

1. Anand, C.L. et.al. (1983). Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

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3. Govt. of India (1986). National Policy on Education, Min. of HRD, New Delhi.

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6. NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.

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10. *National Policy on Education. 1986.* Ministry of HRD, Department of Education,New Delhi.

11. Seventh All India School Education Survey, NCERT: New Delhi. 2002

12. UNDPA. *Human Development Reports.* New Delhi. Oxford: Oxford University Press.

13. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report.* Paris.

14. Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala.* In Kuldip Kumar (Ed.) School effectiveness and learning achievementat primary stage: International perspectives. NCERT. New Delhi.

15. UNESCO's report on Education for sustainable development.

16. Ministry of Law and Justice (2009) Right to Education. Govt. of India

17. Govt. of India (1992) Report of Core group on value orientation to education, Planning commission

18. Arvind Kumar (2003). Environmental challenges of the 21st century, APH Publishing corporation, New Delhi

COURSE CODE- MEDNP01C04: INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course will enable students to understand the modern concepts of educational research and statistics. It aims to develop understanding about meaning purpose scope and type of research in education research methods basics of statistical analysis and models in education.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand the meaning purpose scope and types of researches in education.
- Classify and compare the characteristics of qualitative quantitative and mixed research.
- Prepare a research proposal on a selected theme.
- Understand the role of statistics in educational research.
- Apply basic statistics to understand educational problems

COURSE CONTENT

Part-A

MODULE 1: *Introduction to Educational Research* *(15hours*

Meaning, purpose and scope of educational research, Research as a method of science

Types of educational research: basic, applied, action and evaluation research- Classification by Time -Cross-sectional, Longitudinal and Retrospective. Classification by research

objectives- Descriptive, Exploratory and Explanatory Research paradigms in education: quantitative, qualitative, mixed

MODULE 2: *Identification of Research problem and Preparation of a Research Proposal (30 hours)*

Sources of research problems; Statement of problem; research questions in qualitative and quantitative research, Review of the literature -purpose and sources- primary and secondary ; literature search: Manual, using databases and internet.

Hypotheses: Need, sources and functions; different ways of stating hypotheses; criteria for a good hypothesis. Basic concepts of

a. Variables

b. Techniques and Tools for research

c. Sampling

Framework of the research proposal-Preparation of research proposal (As a practical work, the student shall prepare a Model Research proposal on a selected theme-No external evaluation needed)

Part –B

MODULE 3: *Descriptive Analysis of Quantitative Data*   *(10 hours)*

Need of statistics in Educational Research-Data types: Nominal, Ordinal, Interval and Ratio scales. Organizing data: Frequency Distributions- Basic ideas , preparation

Graphical and diagrammatical representation of data: Histogram, frequency curve, ogive, pie diagram-Basic ideas and application of each.

MODULE 4: *Descriptive Statistics and Correlation*   *(35 hours)*

Measures of central tendency: Mean, median and mode, computation and uses, merits and demerits

Measures of dispersion: Computation of range, standard deviation, quartile deviation, uses of each measure, merits and demerits.

Percentiles and percentile rank as relative positions- computation- (mathematical and graphical). Derived scores-z, T and Stanine scores

Normal distribution: characteristics 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.

Concept of correlation, Scatter plots and their interpretation, product moment coefficient of correlation and rank coefficient of correlation, interpretation of coefficients, application of correlation.

When to use Biserial, Point Biserial, Partial, Multiple, Tetrachoric and Phi Coefficient of correlation (computation not needed)

TRANSACTION MODALITIES

Lecture/Seminars/Assignments/Power point Presentations/Field visits/Book Reviews

TASK AND ASSIGNMENTS

1. A comparison of Pure, Applied and Action Researches and prepare a report

2. Prepare Tables and Graphs using any one software based on a data obtained

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class room test (The Best two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

REFERENCES

Research Methodology

1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt.Ltd.

2. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction,* NewYork: Longman, Inc.

3. Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.

4. Clive Opie (2004). *Doing Educational Research- A Guide for First timeresearchers*. New Delhi: Vistar Publications.

5. Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York : Holt Rinchart and Winston Inc.

6. Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.

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8. Kaul, Lokesh (1984). Methodology *of Educational Research*. New Delhi: Vikas Publications.

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12. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.

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16. Reason, P. & Bradbury, H. (Eds) (2006). Handbook of action research: Concise paperback edition:Thousand Oaks, CA: Sage.

17. Scott, David & Usher, Robin (1996). *Understanding Educational Research.* New York: Routledge.

18. Shank, G.D. (2002). Qualitative Research. Columbus, ott: Merill, Prentice Hall.

19. Sharma, Bharti (2004). *Methodology of Educational Research*. New Delhi: Vohra Publishers and Distributors.

20. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt.Ltd.

21. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A:Sage.

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23. Van Dalen, Debonald, B. and Meyer, William J. (1979)Understanding*Educational Research :An Introduction*. New York: McGraw Hill.

Statistics

1. Cononver, W.J. (1971). Practical Non-Parametric Statistics. New York: John Wiley & Sons Inc.

2. Ferguson, G. (1981). *A Statistical Analysis in Psychology and Education*, New York: McGraw Hill.

3. Garrett , H.E & Woodworth , R,S.(1961) Statistics in Psychology and Education. New York: Longman Greens & Co.

4. Gibbons, J.D. (1971). Non-Parametric Statistical Inference. New York: McGraw Hill.

5. Glan, G.V., & Hopkins, K.D. (1996). *Statistical Methods in Education and Psychology*, (3rd edition). Boston: Allyn & Bacon.

6. Guilford, J.P., and B. Fruchter. (1987). *Fundamental Statistics in Education and Psychology*. Tokyo: McGraw Hill (Student-Sixth edition).

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8. Howell, D.C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.

9. Huck, S.W. (2007). Reading Statistics and research. Boston: Allyn & Bacon.

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11. Siegal, S. (1956). *Non-parametric Statistics for Behavioural Science,* New York: McGrawHill.

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PRACTICAL COURSES

MEDNP01P01: **YOGA EDUCATION PRACTICAL**

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
	1		45			25		25

ESSENCE OF THE COURSE

This practical course is an introduction to philosophy of yoga. It will explore the origin and root of yoga and different asanas for the physical and mental well-being of the learner. This course helps the learners to develop positive attitude essential for success on all levels of life.

COURSE LEARNING OUTCOMES

After completing the practical course, the prospective teacher educators will be able to

- Understand about Yoga and its importance
- Recognise the role of Yoga in developing Mental Health of an individual
- understand the Mental and Physical Health of an individual
- Explore about Yogic Diet
- Practice different Asanas, Mudras and Breathing Exercises.

MODULE 1: YOGA- ORIGIN AND DEVELOPMENT   (5 Hours)

Origin, history and development of yoga. The concept of pancha kosha (concept of human body, mind and spirit). The thrigunas, ashtanga yoga: eight limbs, Hata yoga – its present-day popularity, Positive thinking, meditation, relaxation, yogic diet etc-Role of Yoga in developing Mental and Physical Health.

MODULE 2: ASANAS, MUDRAS, PRANAYAMA (BREATHING EXERCISES) (20 hours)

2.1 Asanas

Padmasana, Suryanamaskar, Thadasana, Vrikshasana, Ekapadasana, ArdhakhatiChakrasana, Thiriyangasana, Thrikonasana, Dandasana, Pachimothanasana, Bashakonasana, Ushtsasana, Sethubandhasana, Simhasana, Makarasana, Savasana, Ardhamalsyandrasana, Gomukhasana , Maymasana, Ardhasalabhasana, Salabhasana, Dhanusasan, Bhujangasan, Vipareethasalabhasana

2.2 Mudras

Chin mudra, Chinmaya mudra, Jnana mudra, Brahma mudra, Adi mudra, Apana mudra, Vayu mudra, Akasha mudra, Pridhvi mudra, Jala mudra, Medudhanda mudra

2.3 Pranayama (Breathing exercises)

NadiSudhi Pranayama, Deep Breathing, Sectional Breathing, Surya Bhdana Pranayama, Chandra Bhedana pranayama

2.4 Meditation

Example: Panchakosha meditation

WORKSHOP / PRACTICALS

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

It is suggested that one hour of workshop/ practical should comprise a package of warming up/ stretching exercises, asanas, pranayamas, mudras and meditation.

PRACTICUM

The students have to prepare a number of combinations (packages) of warming up exercises, asanas, pranayamas, mudras, relaxation and meditation and practice one package a day. Each student has to create a digital form of such two packages that she/ he has practiced on two days. Each package should combine minimum warming up exercises, 5 asanas, 3 pranayamas, three mudras, relaxation and meditation. Prepare the package by choosing items from the lists of asanas, pranayamas and mudras

MODES OF TRANSACTION

Lecture cum discussion, demonstration, group presentations

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Workshop /Practicals	10	40%
Practicum	10	40%
Attendance	05	20%
Total	25	100%

REFERENCES

1. Yog sutra of Patanjali

2. Light of yoga - BKS

3. Derkachan- Yoga Practice

4. Iyengar, B.K.S. (2006). Iyengar yoga for beginners: An introduction to the classic poses. London: Kirdosker Computer Services Ltd.

MEDNP01P02: INFORMATION COMMUNICATION TECHNOLOGY/CUM SOFT SKILLS

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
	1		**45**			**25**		**25**

ESSENCE OF THE COURSE

This practical course offers an introduction to Information and communication Technology in Education. The course provides practical exposure for the learners to master in various

multimedia technologies that can be used in teaching and learning process. The course also concentrates on developing soft skills and ICT skills among learners to enable them to shoulder the 21st century challenges associated with teaching and learning.

COURSE LEARNING OUTCOMES

After completing the practical course, the prospective teacher educators will be able to

- Familiarise communication techniques and practice them in real settings.
- Understand the process of communication.
- Acquaint with relevant writing style personally as well as professionally in academic and non-academic settings.
- Acquaint with soft skills – an effective means of communication
- Organize a soft skills training programme for school students and prepare a report of the programme

Module1: *Introduction to Information and Communication Technology in Education (15hours)*

Information: Meaning and Significance, Relationship among Data, Information and Knowledge, Types of Information – Communication: Concept, Meaning, Definition, Need and Significance, Modes and Types of Communication – Process of Communication – Elements and Barriers – Classroom communication – Technology:

Meaning, Need and Significance – ICT: Definition, Meaning, Scope and significance in the context of Education – ICT for Effective Teaching and Learning – ICT in classroom – ICT in Distance Education – ICT for Professional Development and ICT for Institutional Management.

MODULE 2: *Electronic Media and Tools for Educational Communication   (10hours)*

Audio-Visual Media: Concept, Importance and Various Forms - Use of AV aids: Types, Advantages and Problems involved – Educational Radio: Historical Development. Strength and Limitations, Audio Lessons: Script Writing, Pro-production and Post-production processes and practices – Role of AIR in Education – Gyanvani – Community Radio – Audio conferencing and Interactive Radio – Educational Television: Strengths and Limitations – Use of Television and CCTV in Education and Training – SITE, COUNTRYWIDE CLASSROOM – EDUSAT: Implications, ETV Network, Role of EMMRC, CITEE, EMPC –

IGNOU, UGC-CEC. Educational Video: Concept, Strengths and Limitations, Educational Video Programme Development Stages and Scriptwriting – Use of Documentaries in Animation Films.

MODULE 3: *Educational Multimedia*   *(10 hours)*

Multimedia: Concept, Meaning and Advantages – Features of Multimedia, Multimodality, Interactivity, Immersion, Hypertextuality / Hyperlinkedness, Narrativity – Educational Multimedia – Origin and Development – Educational Potentials of Multimedia - Instructional Multimedia Development: Principles, Models and Guidelines – Stages of Development - Working with Text, Images, Audio, Video,Graphics and animation – Evaluation of Multimedia: Need and Significance,Parameters and Methods – Principles of Instructional Multimedia Evaluation – Models,Techniques and Tools for Multimedia Evaluation.

MODULE 4: *Soft Skills- means for Effective Communication*   *(10hours)*

Need and importance of soft skills, Types of Soft skills, Differentiate soft skills, Life skills and Technical skills -Soft Skills training – Need for training in soft skills-Integrating Life skills in different subjects – Life skills in Science Mathematics, Social Science and Languages

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, Practical /hands own experiences.

PRACTICUM (Any one)

1. Develop a module for soft skill training programme for school students.
2. Prepare a video lesson on any one of the topics in your subject of specialisation.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Skill proficiency	10	40%
Practicum	10	40%
Attendance	05	20%
Total	25	100%

REFERENCES

1. Educational Technology, Kumar, K.L, New Age International (P) Ltd, 1997

2. Teaching Technology for College Teachers, Vedanayagam E.G, Sterling Publishers (P) Ltd, 1989

3. Essential of Educational Technology: Teaching Learning Innovations in Education, Aggarwal, J.C, Vikas Publishing House (P) Ltd, 1995

4. Multimedia: Making it Work, Seventh Edition,

5 Bailey, S. (2001). *Academic writing*: A Handbook for International Students. London: Routledge.

6 Craswell, G. & Poore, M. (2005). *Writing for Academic Success*. 2nd ed/ Los Angeles: Sage Publications Daly, J. (2002). *Personality and Interpersonal Communication. In M.L. Knapp & J.A.Daly (Eds.). Handbook of Interpersonal Communication (3rd ed.).* pp. 135 - 180 Thousand Oaks. CA: Sage.

7. Fratz, C.M., & Seburn, M. (2003). Are argumentative people better or worse at seeing both sides? *Journal of Social and Personal Relationships*, 20, 265 -573.

8.Hartley, J. (2008). *Academic Writing and Publishing: A practical Handbook*. London: Routledge.

MEDNP01P03: EXPOSITORY WRITING

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
	1		45			25		25

ESSENCE OF THE COURSE

This practical course concentrates on academic writing skills. The course describes in detail concept of communication, types of communication, interpersonal skills of communication, writing as a means of communication and styles of academic writing.

COURSE LEARNING OUTCOME

After completing the practical course, the prospective teacher educators will be able to acquaint with relevant writing style personally as well as professionally in academic and non-academic settings.

MODULE I: CONCEPT OF COMMUNICATION   (20hours)

Meaning, Types of communication, components of communication, elements and process of communication, psychological basis of communication. Teaching approaches in

communication, Communication styles – aggressive, passive and assertive, Communication Skills – Interpersonal Skills, Presentation Skills, Listening Skills, Writing Skills, Tools of Communication – How to choose the right tool for communication Strategies to enhance Communication Skills

MODULE 2: WRITING AS A MEANS OF COMMUNICATION   (10hours)

Academic writing Skill – concept, Components of Academic Writing Skill Principles of Academic Writing, Models of Scholarly Communication, ABC of Academic Communication, Tips of Academic Writing, Need of effective Writing Skills

MODULE 3: STYLES OF ACADEMIC WRITING   (15hours)

Style manuals, Types of Style manual – APA, MLA, Chicago, Vancouver Guidelines for preparing the following using APA

a. Dissertations/ Theses

b. Research Papers

c. Research Articles

d. Synopsis

MODES OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community and workshops

PRACTICUM (any one)

1. Prepare a research paper/ article using APA style manual

2. Prepare review of related studies (not less than 10) on a research problem of your choice using APA style manual

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Skill proficiency	10	40%
Practicum	10	40%
Attendance	05	20%
Total	25	100%

REFERENCES

1. Bailey, S. (2001). *Academic writing*: A Handbook for International Students. London: Routledge.

2. Craswell, G. & Poore, M. (2005). *Writing for Academic Success*. 2nd ed/ Los Angeles: Sage Publications

3. Daly, J. (2002). *Personality and Interpersonal Communication. In M.L. Knapp & J.A.Daly (Eds.). Handbook of Interpersonal Communication (3rd ed.).* pp. 135 -180. Thousand Oaks. CA: Sage.

4. Fratz, C.M., & Seburn, M. (2003). Are argumentative people better or worse at seeing both sides? *Journal of Social and Personal Relationships*, 20, 265 -573.

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SEMESTER – II

CORE COURSE– MEDNP02C05: HISTORY SOCIOLOGY AND POLITICAL ECONOMY OF EDUCATION

Credits			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	**-**	**4**	**90**	**-**	**90**	**40**	**60**	**100**

Lecture /Tutorials, P/I- Practical/Internship, Int.-Internal, Ext.-External

ESSENCE OF THE COURSE

This course will enable students to understand the relationship between education and social process. It aims to develop understanding about the history, sociology and political economy of education.

COURSE LEARNING OUTCOMES

After completing the course, the prospective teacher educators will be able to

- Understand relationship between education and social process
- Analyse education from economic perspective and identify the linkage between education and development
- Understand history of education in India and use second historical knowledge to solve contemporary educational problems
- Explore the dynamic political context in which educational processes taking place

- Analyse the contemporary concerns and issues of education in the Indian society

COURSE CONTENT

MODULE 1: *Historical Development Education during Ancient, Medieval and Colonial Period* **(20 hours)**

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 State

MODULE 2: *Post-Independence development of Education* **(25 hours)**

constitutional provisions related to education – Critical study of policies and commission reports on education in post-independence period (viz. University education commission, Secondary Education commission, Indian education commission, National policy on education 1968, New education policy 1986, NEP reviews, NCF 2005, NKC Report 2007, Yashpal committee report on Indian Higher education 2009, NCFTE 2009 and RTE Act 2009 etc.). Programmes for Universalization of Education –DPEP, SSA, RMSA, RUSA

MODULE 3: *Sociological Perspectives on Education* **(20 hours)**

Meaning and Definition of Educational sociology – structuralist, Functionalist, symbolic interactist and Conflict perspectives - 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

MODULE 4: *Political Economic Perspectives on Education* **(25 hours)**

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 –

TRANSACTION MODE

Lecture/Seminars/Assignments/Power point Presentations/Field visits/Book Review

TASK AND ASSIGNMENTS (Any two)

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)

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class room test (The Best two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

REFERENCES

1. Brembeck, C, S. (1966). *Sociological Foundations of Education, Cross-Cultural Approach*, Newyork: John Wiler & Sns,.

2. Brown, F.J. (1947).*Educational Sociology*, Newyork: Prentice Hall,

3. Cook, L.A., Cook, E.F. (1960).*A Sociological Approach to Education*, Newyork: McGraw Hill Book Company,

4. Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.

5. Dunsoft.(1975). *An Introduction to Sociology,* New York: Macmillan*,*

6. Dutts, R.F. (1941). *Cultural History of Education, Reassessing an Educational Tradition*, Newyork: McGraw Hill,

7. Mannheim, K. & Steward, A.W.C. (1962).*An Introduction to the Sociology of Education*, London:

8. Routledge & Kegan Paul,Mathur, S.S.(2000). A Sociological Approach to Indian Education, Culcutta: Vinod Pustak Mandir,MHRD, Gov. of India (1992), *National policy on education (*revised) New Delhi.

9. Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Bombay: Allied Publications,.

10. NCERT (1983).*The Teacher and Education in Emerging Indian Society*,Newdelhi:NCERT

11. NCERT (2005). *National curriculum framework*, New Delhi.

12. NCTE(2009) *National Curriculum Framework for Teacher Education*, New Delhi.

13. Ottaway, A.K.C. (1953).*Education and Society*, London: Routledge and Kegan Paul,

14. Robbins. (1969). *Educational Sociology*, New York: Greenwood Press pub., ,

15. Ruhela, S.P. & Vyasa, K.C. (1970).Sociological Foundations of Education in Contemporary India. Dhanpat Rai & Sons,Ruhela, S.P. (Ed.),(1970). *Sociology of the Teaching Profession in India*, Newdelhi: NCERT.

COURSE CODE- MEDNP02C06: PSYCHOLOGY OF INDIVIDUAL DIFFERENCES

Credits			Teaching Hours			Assessment		
L/T	P/I	Total	L/T	P/I	Total	Int.	Ext.	Total
4	-	4	90	-	90	40	60	100

Lecture /Tutorials, P/I- Practical/Internship, Int.-Internal, Ext.-External

ESSENCE OF THE COURSE

This course will enable students to understand the major concepts in psychology of individual differences.it aims to develop and understanding about individual differences, intelligence theory, personality and theories, learning disabilities and group dynamics.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand the concept of individual differences in psychology
- Understand intelligence theories of spearman Thurston Guilford and Sternberg
- Measure intelligence using different type of intelligence tests
- Explore the meaning and nature of personality in a historical perspective
- Analyse personality theories in educational context
- Explain the exceptionalities among learners.
- Classify the students with learning disabilities.
- Identify different types of exceptional learners.
- Summarise ways of catering various learner preferences in classroom and out of classroom learning in classroom and out of classroom learning.
- Apply the various techniques of group guidance in classroom

- **COURSE CONTENT**

MODULE 1: *Individual difference and its implications on Education -Guidance and counselling.* **(15 hours)**

Concept and Definition – Different Aspects/ Factors of individual Differences: Biological, Socio cultural, Environmental, Mass media (Intelligence, Gender, Creativity, Personality, Learning, etc..) – Dealing with Individual Differences -- Its implication on education and Guidance. Transactional Analysis., Neuro Linguistic Programming and other New Trends in Educational Counselling–The Guidance Approach – Different Types of Guidance – Procedure and Practices -The teacher educator as a counsellor

MODULE 2: *Intelligence and Cognitive functions* **(25 hours)**

Concept- Definition-Historical Perspective, Theories of Intelligence Spearman, Thurston-Guilford-Sternberg (Basic Postulates, Educational Implications), Theory of Multiple Intelligence (Types of Intelligence, Educational Implications), Theory of Emotional Intelligence-Concept of EQ, Spiritual intelligence, Measurement of Intelligence-IQ Tests-Classification-Controversies Regarding, Measurement of Intelligence

MODULE 3: *Personality* **(25 hours)**

Introductory Concepts-Definitions-Historical Perspective Theories of Personality -Freud-Jung-Adler-Allport-Eysenck-Cattel – Rogers, Horney, Sullivan, Erikson, Maslow, Lewin, Bandhura, Dollard and Miller (Basic Postulates and Educational Implications) Measurement of Personality-Inventories-Tests-Rating Scales-Projective. Techniques-Situational Tests of Character

MODULE 4: Style Preferences in learning and *Exceptional Learners – (preliminary concepts on Identification and Curriculum Adaptations)* **(25 hours)**

Concept of Styles in Relation to Individual Differences - Styles That Affect Learning –
Thinking styles, Cognitive styles, And, Learning Styles. Definitions of Learning Styles, Approaches, Orientation and Strategies. The types of Learning preferences – and Their Implication For educational practice- Proposed by Following classifications. Learning Approaches (Biggs)/learning Orientations (Enwistle) Approaches –Types of Learning
Styles- (Cognitive, Affective and Physiological). Psychological/Affective Styles**:** (Myers-Briggs Type Indicator (MBTI). Physiological Styles**:** Honey and Munford Learning Styles, Learning Style -Kolb, Sensory, Modality Preferences. Multidimensional Styles:

Dunn& Dunn, Sternberg's Classification of Styles. Cognitive Styles**:** Field-Dependent or Independent, Impulsive or Reflective, Whole or Serial; Multiple Intelligence as Learning Preference, Felder –Silverman Model -Introduction to The Concepts of Teaching Styles, Matching Teaching Styles to Learning Styles and Role of Teachers in Facilitating Learning, significance of models of teaching in catering to style differences

Education of Gifted, Education for Creativity, Catering to Slow Learners, learning disabilities: Barriers to learning, Major Categories of Learning, Difficulties, Impairments hearing, visual, physical, intellectual. Other impairments- ADHD, autism spectrum disorders, epilepsy Specific Learning Disabilities and Educational Implications, Social, emotional and behavioural difficulties

TRANSACTION MODE

Lecture/Seminars/Assignments/Power point Presentations/Field visits/Book Review

TASK AND ASSIGNMENT (Any two)

1. Practical experience in measurement and interpretation of a verbal or nonverbal 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 any level of education), their identifying features, and educational practices that cater to each of them

4. Identify learning styles of your peers using any available instrument/technique, and make a brief report.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class room test (Best of any two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

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COURSE CODE – MEDNP02C07: CURRICULUM DEVELOPMENT AND TRANSACTION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course intends to develop among the prospective teacher educators a thorough understanding of curriculum development and different phases of curriculum development. This course has a focus on orienting them towards various models and theories of curriculum development.

COURSE LEARNING OUTCOMES

After completing this course, the prospective teachers will be able to

- Explore the evolution of curriculum and different components
- Examine the present status of curriculum of different levels of education in India
- Distinguish the various models and the theories of curriculum development
- Comprehend about curriculum planning and designing
- Discuss various Models and types of curriculum
- Analyze the different perspectives of curriculum
- Analyse the educational policies and recommendations of curriculum in India
- Understand the need of curriculum evaluation and reforms

COURSE CONTENT

MODULE 1: *Perspectives of Curriculum* (**20 hours**)

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

MODULE 2: *Recent approaches to curriculum organization*   **(30 hours)**

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).

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

MODULE 3: *Strategies for Curriculum Transaction*   **(25 hours)**

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

MOULE 4: *Curriculum Management, Evaluation and Reform*   **(15hours)**

Issus 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

TRANSACTION MODALITIES

MODULE 1: Student initiated discussion along with variety of original reference materials.

Teacher consolidates the finding with a brief lecture. Supplementary reference materials may given for further study. Student investigate and find examples or situations for equity, access, flexibility.

MODULE 2: After providing an orientation to the planning and designing curriculum students gather in groups and discuss the matter. Student compares 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 3: 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 4: 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.

TASK AND ASSIGNMENTS (Any two)

1. Analysis of NCTE Curriculum 2014. An inquiry in to the foundations of national curriculum by referring the original reference materials

2. Approaches of the subject curriculum at different levels. Secondary/ higher secondary/ teacher education. An analysis of the content organization at different levels.

3. Transaction of curriculum at elementary/ secondary education: present constraints and suggestions to overcome

4. Historical perspectives of curricular reforms in science/ mathematics/languages/social science

5. Analysing the different curriculum-CBSC, STATE BOARD, ICSE, etc in the light of overt, hidden, societal curriculum, humanistic and reconstruvist curriculum

6. Critical evaluation of each model of curriculum development

7. Visiting schools to understand the prevailing good practices in the curricular transaction

8. Interview with curricular expert to know the details regarding the stages of Curriculum development

ASSESSMENT INDICATORS FOR CONTINUOS EVALUATION

Criteria	Marks	Percentage
Class room test (The Best two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

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COURSE CODE-MEDNP02C08: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course will enable students to understand the modern concept of advanced Educational research and statistics. It aims to develop understanding about something designs tool preparation research methods hypothesis testing inferential statistics and statistical software for data analysis.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Explain a sampling design appropriate for a research design.
- Explain tools design and procedure for collection of data. Solve different educational problems through the application of different research methods.
- Test specific hypothesis about populations based on the sample data.
- Use various statistical software to analyse the data.

COURSE CONTENT
Part - A
MOULE 1: *Sampling, Tools and Techniques, Methods of Educational Research (38 hours)*

Sampling (8 hours)
Concept of population and sample in Qualitative, Quantitative and Mixed research Techniques of sampling- Probability and Non probability sampling-Different types.
Techniques and Tools for Data Collection (10 hours)
Interview, Observation, Sociometry, Self- reporting techniques: Concept and Applicability
Tests, Questionnaire, Inventories, Scales, Checklist, Schedule-Types, uses, construction and Standardization
Methods of Educational Research (20 hours)
Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data

Descriptive Research- surveys, case study, developmental and correlation studies – nature, use and steps. Ex- Post Facto Research.

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. Qualitative research: meaning, steps and characteristics-Qualitative research approaches: phenomenology, ethnography, naturalistic enquiry and grounded theory Mixed Research-meaning, fundamental principles, types, strengths and weaknesses

MODULE 2: *Research Report (7 hours)*

Preparation of a research report, Criteria for a good research report, Evaluation of a report. Ethical issues in educational research. American Psychological Association Style Manual.

Part -B

MODULE 3: *Linear regression analysis and inferential Statistics (20 hours)*

Concept of regression, regression equations, prediction in relation to correlation

Inferential statistics (12 hours)

Concept of parameter and statistic, sampling error, sampling distribution, calculation of standard error of mean, percentage, correlation, standard deviation- Point and interval estimation –Introduction to data analysis using computer (SPSS)

MODULE 4: *Testing of hypotheses, Non-Parametric test, Analysis of variance (25 hours)*
Testing of hypotheses (12 hours)

Types of errors, levels of significance, testing the significance of difference between means, standard deviations, product moment coefficients of correlation and percentages

Non parametric tests (8hours)

Chi-square test- as test of goodness of fit and test of independence, Mann Whitney test, Wilcoxon test and Sign test

Analysis of variance (5 hours)

Basic concept, assumptions and uses-analysis in a one -way classification problem.

TRANSACTION MODES

Lecture/Seminars/Assignments/Power point Presentations/Field visits/Book Review

TASK AND ASSIGNMENTS

1. A comparison on various types of research with reference to design, sample, tools, analysis and results

2. Choose a topic of your choice and state Directional, Non -Directional and Null hypotheses. Indicate the type of statistical analysis required for testing the statistical hypotheses

ASSESSMENT INDICATORS FOR CONTINUOS EVALUATION

Criteria	Marks	Percentage
Class room test (The Best two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

REFERENCES

Research Methodology

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SEMESTER III

COURSE CODE- MEDNP03C09: TEACHER EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course will enable students to understand the various concepts of teacher education it aims to develop understanding about responsibilities of teacher educator structure of teacher education in India teacher education in Asia Pacific quality of teacher education and research in teacher education.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand the roles and responsibilities of teachers and teacher educator s.
- Explain general structure of teacher education in India.
- Compare the teacher education of different countries in Asia Pacific.
- Analyse the factors affecting the qualities of teacher education.
- Analyse innovative strategies and practices for teacher development.

- Analyse current trends and scope of TQM in teacher education.
- Explore research trends in teacher education.

COURSE CONTENT

MODULE 1: *Teachers, Teaching and Teacher education (15 hours)*

Teaching and teacher education-meaning, definition, scope, functions. changing roles of teachers in India-historical sketch

• Concept and definition of a Profession; Status of teaching as a profession. Future of teaching as a profession, Impediments to professionalization–aspects of pedagogy

• Professional ethics for teachers

• Teacher educators in India –profile and status

• Brief history of teacher education in India

MODULE - II: *Teacher Education system and the Structure of pre-service and in-service teacher education system in India (25hours)*

Types of Teacher Education Institutions in India NCTE- objectives, structure and functions

Roles, functions and networking of institutions like UGC, NCERT, NUEPA, Status of teacher education in India –DIETs, CTEs, IASEs, SCERTs, BITEs, Issues, concerns and problems of pre-service teacher education. The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education, Case studies of teacher education in Asia Pacific *(8 hours)*

Complementary nature of pre and in-service teacher education, Pre-service teacher education in India – Growth and development , structure, evolution of curriculum, future trends – objectives and curriculum of Teacher Education for pre-primary, elementary, secondary and senior secondary, vocational senior secondary stages, In-service teacher education- Growth, development and practices ; Rationale, Functions Objectives, Strategies, Teacher education through distance mode, Teacher preparation for alternative systems of school, special needs education, physical education, and education of teacher educators, Innovations in Teacher education in India

MODULE 3: *Teacher Education Technology (30 hours)*

Components of pre-service Teacher Education-theory, internship, practical activities.

Concept of School Experience Programme (SEP)- Planning and organization, Monitoring and supervision of SEP. Planning for teaching-educational objectives (aims, goals and objectives;

Taxonomy; Writing instructional objectives unit planning, lesson planning, and teacher's diary). Methods and Techniques (Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and assignments, Teaching skills and competencies required of an elementary school teacher, Microteaching, Models of teaching as teacher education technique

Practice teaching: Limitations of the Traditional Structure of Student Teaching, Internship: concept; planning and organization, Strategies for Professional Learning: Reflective teaching - concept and strategies for making teachers reflective practitioners. Self-study and action research, Role of ICT and professional learning communities

Constructivism in Teacher Education

MODULE -V: *Quality, Evaluation and research in teacher education (20 hours)*

TQM in Teacher Education: concept

Using Evaluation to improve teaching

Assessment of teaching proficiency: criterion, tools and techniques, Teacher Appraisal and accountability, observation, interviews, self-appraisal, testing,

Portfolio assessment, Identifying Teaching styles, Evaluation of school experience/internship programmes. Contemporary Challenges to teacher education, Trends in Research in teacher education

TRANSACTION MODES

Lecture/Seminars/Assignments/Power point Presentations/Field visits/Book Review

TASK AND ASSIGNMENTS (Any two)

1. Conduct interview of teacher educators at any two level and make a report of their qualifications, professional responsibilities and avenues for professional development

2. Compare the core curriculum of pre-service teacher education at pre-primary, primary, secondary, physical education, language and art teachers

3. Analyse a lesson transcript of a student teacher on the basis of the principles of any two modern models of teaching of your choice

4. Develop a Rubric for observing and rating teaching competencies of student teachers at a level of your choice and improve it by trying out it for observation of three student teachers. Make a report of your experience

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class room test (Best of any two tests)	20	50%
Assignment, Presentation, Sessional Activities	12	30%
Attendance	08	20%
Total	40	100%

REFERENCES

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COURSECODE-MEDNP03C10: CONTEXT AND ISSUES OF ELEMENTARY EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course provides an opportunity for the prospective teacher educators to understand the development of Elementary education system in post independent India. The course gives an insight to the underlying principles of curriculum development and evaluation at elementary stage and the various interventions adopted by the central and state government for the realization of Universalisation of Elementary Education.

COURSE LEARNING OUTCOMES

After completing the course, the prospective teacher educators will be able to

- Analyse the concept and objectives of Elementary Education and the rationale for the Universalization of Elementary Education (UEE).

- Describe the programmes and interventions made by central and state governments for the realization of UEE.

- Compare the Indian Elementary education system in Pre& Post independent period

- Explore the Institutions, Systems and Structures at the Elementary School level.

- Critically analyse the development of Elementary Education policy in India after independence.
- Interpret the underlying principles of curriculum development and evaluation at elementary stage.
- Describe and discuss the Status, issues and concerns in Elementary Education.

COURSE CONTENT

MODULE 1: Institutions, Systems and Structures at the Elementary School level (10 hours)

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) - Positive impacts of UEE. Management and administration of Elementary schools - role of local Panchayats - Functions of primary schools- De-centralised educational planning and management- Community mobilization, Micro-planning, and Village education committees.

MODULE 2: Elementary Education in India after Independence (20 hours)

Elementary Education as envisaged in different education commissions and policies: Kothari Commission, NPE 1986 and its Reviews, Yashpal Committee Report- NCF (2005), KCF (2007), NCFTE (2009)- Articles Related to Elementary Education – 86thConstitutional Amendment Bill. Different aspects of UEE- Critical appraisal of current status of Elementary Education in India- Status of UEE with reference to the equity principles based on habitations, class, caste, tribe and other disadvantaged groups. Basic rights of the child- Child rights legislation in India: National Policy on Children–1974, Ratification of Child Right Conventions (1992), Juvenile Justice Act (1986) and its amendments (2000,2006), Child Labour Prohibition and Regulation Act (1986) and the Protection of Children from Sexual Offences Act (2012). Present status of child rights in India.

MODULE 3: Status, concerns, curriculum and evaluation in Elementary Education

(30 hours)

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

MODULE 4: Strategies and Programmes (30 hours)

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), SarvaSikshaAbhyan (SSA).

Improving the internal efficiency of the system: School mapping, managing learning in multi-grade contexts, dealing with learning problems of disadvantaged children. 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. 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.

TRANSACTION MODES

Classroom lectures / Group discussion/ Panel discussion/ Seminar/ workshop/ Debate/ Project/ Field visit etc

TASK AND ASSIGNMENTS (Any two)

1. Prepare a report on the evaluative studies of DPEP, PECR, OB, PMOST, EDC etc.

2. Collect newspaper evidence related to violation of child Rights. Analyse 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'

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test	20	50%
Assignment (any two)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

1. Anand, C.L. et. Al. (1989) The Teacher and Education in Emerging Indian Society, NCERT, New Delhi.

2. Bhatia & Bhatia (1989) The Philosophical and Sociological Foundation of Education, Doaba House, Delhi.

3. Chopra, R.K.(1993). Status of teachers in India, New Delhi: NCERT. Gupta, V. K. (2003). Development of education system in India, Ludhiana: Vinod Publications.

4. Hasley, A. H. et. al. (1965) Education, Economy and Society , London: Collier Macmillan Ltd.

5. Jarolimek, John, The Schools in contemporary Society – An Analysis of Social concerns, Issues and forces, Newyork: Macmillan Pub. Co. Inc.

6. Khan, R.S. &Ahammed, I. (1997). Elementary Education & the teacher, New Delhi: IASE, JamiaMilliaIslamiya.

7. Manheim, K. &Stward, W.A. C. (1962) An Introduction to Sociology of Education, London: Roultledge&Kegan Paul.

8. Mohanty, J.N.(2002) Primary Elementary Education, Deep & Deep Publications: New Delhi.

9. NCERT (1991) Elementary Teachers Education Curriculum.Guidance and Syllabi, New Delhi, NCERT.

10. NCF 2005, NCERT: NEW Delhi.

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

12. Ottaway, A. K.C. (1955) Education and Society, London: Roultledge & Kegan Paul.

13. Rajput, J.S. (1994). Universalisation of Elementary Education, Role of the Teacher, New Delhi.

14. Rao, V.K. (2007) Universalisation of Elementary Education, Indian Publishing House: New Delhi.

15. Report of Education Commisiion (1964-66) (1966) Ministry of Education, New Delhi:

16. Shukla, S. & Krishna Kumar (1978) Sociological Perspectives in Education – Reader, New Delhi: Chanakya Publication.

17. Siddiqui, M.A. (1993) In- Service Education of Teachers, New Delhi: NCERT.

18. Singh, L. C. (1990). Teacher Education in India, A resource book, New Delhi: NCERT.

19. Singh, L.C. & Sharma. (1995). Teacher Education and Teachers, New Delhi: Vikas Publicating House.

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

21. UNESCO (2004), Education for All Quality imperative, EFA Global Monitoring Report, Paris.UNESCO, World Declaration on Education for All, Paris.

COURSE CODE- MEDNP03C11: CONTEXT AND ISSUES OF SECONDARY AND SENIOR SECONDARY EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course intends to develop among the prospective teacher-educators a thorough understanding of secondary and senior secondary education as a specific stage of education. This course has a focus on orienting the students to the organizational structure, status, administration, perspectives and policies, at the secondary stage of education. In addition to this, the course would guide them to critically analyze school practices, the programmes being implemented, quality concerns and management system in secondary and senior secondary education. It also sensitizes the students about major concerns, challenges and research in the area of secondary education.

COURSE LEARNING OUTCOMES

After completing this course, the prospective teacher educators will be able to

- Analyse the structure of Secondary and Senior Secondary Education in India.

- Describe the different constitutional provisions related to Secondary and Senior Secondary Education.
- Critically analyse the current status of Secondary and Senior Secondary Education in India.
- Explain the underlying principles of curriculum development and evaluation at Secondary level.
- Explore the basic rights of the child
- Justify the importance of child right legislation in India.
- Explain the importance of Pre-service and in-service teacher education at Secondary level.
- Discuss the recommendations of different education commissions regarding Secondary and Senior Secondary Education.
- Analyse different issues, concerns and problems of Secondary and Senior Secondary Education in India.

COURSE CONTENT

MODULE I: Introduction to Secondary and Senior Secondary Education in India (30 Hours)

Nature, Scope, function and systems of Secondary and Senior Secondary Education-Structure of Secondary and Senior Secondary Education in India - Status of Secondary and Senior Secondary Education: Process of teaching-learning of adolescents, Exposure to integrated and subject specific streams Recommendations of different commissions and policies on Secondary and Senior Secondary Education: Mudaliar Commission, Kothari Commission, Yashpal Committee – Policies and programmes for realizing the constitutional obligations related to Secondary and Senior Secondary Education (NPE 1986,PoA 1992, RMSA) - NCF (2005) and KCF (2007), NCFTE (2009)- Critical appraisal of Secondary and Senior Secondary Education in India.

MODULE II: Quality Concerns and Management System in Secondary and Senior Secondary Education (15 Hours)

Quality Education: Concept, Indicators of quality, Setting standards for performance – The Present status of quality education in India: Status and prospects-Delor's Commission Report on quality- Professional enrichment of secondary School teachers- In-service programmes for ensuring quality - Agencies: NCERT, SCERT, CIET, NUEPA, IASE, etc.

Areas of research in Secondary Education: Teacher, curriculum, Institution and Learner. Innovations in secondary Education: Competency Based Teaching – Learning (CBTL) Integrated Learning.

Management System of secondary education: Department of Education, Directorate, and Private Agencies.

MODULE III: Status, Issues and Concerns of Secondary and Senior Secondary Education in India   (25 Hours)

Problems and issues of Secondary and Senior Secondary Education in India: Problems and challenges related to universalization of Secondary Education- Dealing with out-of-school children-Alternative Schooling at Secondary Stage-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

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-Vocationalization of Secondary and Senior Secondary Education in India- Research in Secondary and Senior Secondary Education.

Secondary and Senior Secondary Teacher Education: Professionalizing Secondary and Senior Secondary Education – Pre-service and in-service Secondary teacher education programmes- Critical appraisal of the Secondary and Senior Secondary teacher education programme in Kerala.

Secondary and Senior Secondary Education and Human Rights/ Indian Constitution

Articles Related to Secondary and Senior Secondary Education –Basic rights of the child- Child rights legislation in India: National Policy on Children–1974, Ratification of Child Right Conventions (1992), Juvenile Justice Act (1986) and its amendments (2000, 2006), Child Labour Prohibition and Regulation Act (1986) and the Protection of Children from Sexual Offences Act (2012). Present status of child rights in India.

MODULE IV: Secondary and Senior Secondary Education Curriculum and Evaluation

Secondary and Senior Secondary School curriculum: Features, principles, and relevance – Critical appraisal of present Secondary School curriculum in the state - Assessment and evaluation in secondary level- New trends in evaluation: Grading, Internal assessment, Portfolio assessment, Semester system, Need and importance of CCE,) - Critical appraisal of the present evaluation system in Secondary level.

Use of ICT in Secondary and Senior Secondary Education: Types of Media-Audio, Video, Audio-Video-Interactive technologies-teleconferencing, e-learning, designing of e-content. Support of workforce: Role of teachers, parents, governmental agencies and community in functioning secondary schools and guiding secondary students**.**

TRANSACTIONAL MODALITIES

- Classroom Lectures, lecture-cum-discussion, seminar, panel discussions,
- Reviews and analysis of book/reports/ official documents, reports and research journals,
- Field visits, school visits and sharing of experiences,
- Presentation of case studies, Individual/ group assignments as a seminar presentations followed by discussion
- Listening to Educational Videos followed by discussion, Task based Activities, Library reading followed by group discussion
- Observation of activities of the adolescent children followed by case studies, Film shows followed by discussion,
- Research review and criticism Projects and assignments focusing on observation and interaction with adolescent children on specific theme

TASK AND ASSIGNMENTS

1. Collect newspaper evidences related to violation of child rights. Analyse the evidences and suggest some measures to prevent it.
2. Prepare a 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. Prepare a report on the existing status of the teachers, method of recruitment and salary structure

5. Preparing status report on secondary education in a chosen block/district with reference to enrolment, equity and achievement

6. Observation of in-service teacher education programme at secondary level and preparation of a report

7. Conduct interview with teachers/students/parents of different school and prepare a report of problems of secondary education.

8. Observe and report on the implementation of any one of the programmes to improve secondary education

9. Conducting a survey of secondary schools on the chosen area on the causes of under achievement and suggest measures to improve

10. Visits of different types of secondary schools and preparation of school profiles

11. Conduct interview with teachers/students/parents of different schools and prepare a report on problems of secondary education.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

1. Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT

2. Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications

3. NCF 2005, NCERT : New Delhi,

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

5. Siddiqui.M.A. (1993). In-service Education of Teachers, New Delhi, NCERT

6. Singh, .L.C. and Sharma.P.C(1995). Teacher Education and Teachers, New Delhi: Vikas PublishingHouse.

7. Shukla, S. (1999) A brief note of efforts to Address Multi grade teaching in India June, NewDelhi.

8. UNESCO (2004), Education for All Quality imperative , EFA Global Monitoring Report , Paris.

9. SudeshMudhopadyay and Anil Kumar K (2001) Quality Profiles of secondary schools,NIEPA, New Delhi

10. Chopra, R.K. (1993) Status of Teachers in India, NCERT, New Delhi

11. Govt. of India (1953) Report of Secondary Education Commission, New Delhi

12. Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi

13. Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education

14. Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

ESSENTIAL READINGS

a. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.

b. Report of the Education Commission (1964-66).

c. Report of the National Commission on Teachers (1983-85).

d. National Curriculum Frameworks for Teacher education, 2009

e. Report of the Delors Commission, UNESCO, 1996

f. National Policy of Education 1986/1992.

g. National Curriculum Framework on school education, 2005.

h. Govt. of India, MHRD (2005).Universilisation of Secondary Education : Report of the CABE Committee, New Delhi

SPECIALISATION COURSE –I

COURSE CODE MEDNP03C01: ADVANCED METHODOLOGY AND PEDAGOGY OF ENGLISH EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course gives a brief account about linguistic, psychological and social processes that underlie learning of languages, specifically English language. It also gives an account about the instructional dynamics of English language, models of teaching and evaluation mechanisms to evaluate the attainment of the learner.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Explore the nature of language
- Familiar with the linguistic, psychological and social processes underlying learning of
- Languages
- Acquaint with various aspects and dimensions of teaching English as a second language in the schools and colleges in Kerala
- Identify the theories of language acquisition
- Describe steps involved in construction of language curriculum.
- Analyse different types of syllabi
- Use different approaches, methods and strategies in language learning and teaching
- Familiarize with various approaches/ methods/ models of teaching
- Internalize various skills involved in teaching English
- Apply the acquired skills in actual classroom situations

COURSE CONTENT

Unit 1: *Nature and Scope Nature, origin, growth and characteristics of language (15 hours)*

Linguistic, psychological and social processes that underlie learning of languages-

Objectives of teaching English as first, second and foreign language-Scope of English

Language Education at school and college levels at undergraduate and post graduate teacher education programmes_ Problems of teaching English as a second language – solutions_ Factors in second language acquisition - learner, environmental

Unit 2: *Curriculum Development and Theoretical Bases of English Language Development* (*25 hours)*

Language Curriculum Construction - Principles_ Language Syllabus - Types: Structural, Skill based, Situational, Notional - Functional, Communicative, Discourse-based-Review of National School Curriculum (2000), NCF (2005), KCF (2007). Theories of Language Acquisition-Behaviourism-Cognitivism - Piaget, Bruner, Chomsky - LAD, Universal Grammar,T.G. Grammar-Constructivism - Social Constructivism –Bandura, Vygotsky Krashen and Terrell - Natural Approach

Unit 3: *Instructional Dynamics of Language Education – Models of teaching (35 hours)*

Approaches and Methods: Direct Method, S-O-S Approach, Bilingual Method, Communicative Approach, Humanistic Approaches CLL - Suggestopedia_ Strategies: Lecturing, Language Games, Role play and Dramatization, Collaborative Learning, Ability Grouping, Group Work and Pair Work, Learning through Narratives and Discourses, CAI, Mind Mapping, Brain Storming. Models of teaching-Introduction - Families - Elements - Synectic, Jurisprudential Inquiry, Role- playing, Concept Attainment and Advance Organizer Models. Dynamics of Skill Development, Developing Language skills (basic, intermediate, advanced) Activities

Unit 4: *Evaluation (15 hours)*

Modern concept of evaluation, Types of evaluation - internal and external, formative and summative, continuous and comprehensive, criterion referenced and norm referenced evaluation, Types of test items – objective, short answer and essay Achievement tests, diagnostic tests, teacher made tests and standardized tests

TRANSACTION MODES

Classroom lectures / Group discussion/ Panel discussion/ Seminar/ workshop/ Debate/ Project/ Field visit etc

ADVANCED PRACTICUM (Select any two items)

1. Prepare a lesson transcript based on any Model of teaching.

2. A Seminar on any one theory of language learning.

3. Prepare a critical appraisal of any Coursebook in English (Kerala state

syllabus) at secondary or higher secondary level.

4. A Review of changing trends in English Language policies in India.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test (the best two tests)	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

1. Agnihotri R. K. and Khanna A. L. (1994). Second Language Acquisition:

2. Socio-cultural and Linguistic Aspects of English in India. New Delhi: Sage Publications.

3. Allen, H.B. (1965). Teaching English as a second language: A book of readings. New York: McGraw-Hill.

4. Chaturvedi M.G. and Mohale B. V. (1976). Position of languages in school curriculum in India.

5. New Delhi: National Council of Educational Research and Training

6. Doughty, Chaterine J. and Michael H. Long (eds.) 2003. The Handbook of Second Language Acquisition. Oxford: Blackwell.

7. Hudelson, Sarah. (1995). English as a Second Language Teacher Resource Handbook. A PracticalGuide for K-12 ESL Programs. California.: Corwin Press, Inc.

8. Joyce, Bruce and Weil, Marsha (2003). Models of Teaching. New Delhi: Prentice Hall of India Pvt. Ltd.

9. Krashen, Stephen D. (1988). Second Language Acquisition and Second Language Learning. New Delhi: Prentice Hall

10. Lamont, Gordon. (2001). English Speaking and Listening. London:Hodder Stoughton Educational.

11. Mukalel, Joseph C. (2009). Approaches to English Language Teaching.New Delhi: Discovery Publishing House Pvt Ltd.

12. Richards, J. C. & Theodore, S. R. (1988). Approaches and Methods in Language Teaching. New York: Cambridge University Press.

13. Underhill, Nic. (1987). Testing Spoken Language: A Handbook of Oral Testing Techniques. Cambridge University Press.

14. Wenden, A. (1991). Learner Strategies in Language Learning. New Delhi:Prentice Hall.

15. Wilkins, D.A. (1976). Notional Syllabuses. London: Oxford University Press.

16. Yule, George (2005). The Study of Language. Third edition. New York: Cambridge University Press.

COURSE CODE MEDNP03C02: ADVANCED METHODOLOGY AND PEDAGOGY OF MALAYALAM EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course gives a detailed description about functions of language and foundations of language learning. It includes instructional dynamics of language education, models of teaching, curriculum and problems and challenges of language education in India. The course also gives a brief history of Malayalam and the importance Malayalam as a mother tongue in learning non-language subjects.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand the nature, function and implications for planning and teaching language.
- Understand about the significance of teaching Malayalam language and literature at various levels of education.
- Understand about the psychology of teaching language learning.
- Identify the theories of language acquisition.
- Acquaint with different approaches, methods and strategies in language learning.
- Internalize various skills involved in teaching Malayalam.
- Apply the acquired skills in the actual classroom situations.

COURSE CONTENTS

MODULE 1: *The Functions of a Language, foundations of Language learning and Curriculum   (25hours)*

Nature of language- origin and growth-characteristics – levels of structure-language learning. Relevant theories (any four) The aims of teaching the mother tongue. The mother tongue as medium of thought and communication of ideas, emotions and experiences means of developing imagination and aesthetic taste creativity and language, language as cultural heritage and means to cultural development.

Foundation of Language Learning

The Indian Tradition: Contribution of Panini, Patanjali and Bhartbruhari, A.R. Rajaraja Varma, Kuttikrishna Marar,Sheshagiri Prabhu, Chattampi Swamikal, Ezhuthachan

Songs, stories, Folklore – influence of media, The Western Tradition: The behaviouristic approach, the cognitive approach, the communicative approach. Contributions of Dr. Hermen Gundert, Chomsky. Vygotsky,Generative Grammar. Psycholinguistic approach; Principles and Psychology of language learning. Physiological, Sociological and Philosophical bases of language learning, State Institute of Languages- Role and significance in developing Malayalam as medium of instruction.

Curriculum Development in Malayalam

Curriculum development – approaches and patterns – criteria for selection and organization of contents-New trends in the development and transaction of Malayalam language.

MODULE 2: *Instructional Dynamics of Language Education and Models of Teaching (25 hours)*

Approaches and Methods: Direct method – communicative approach. Constructivism – Issue based learning. Strategies: play way, dramatization, role play – role drama, street play, Dalton plan – Creative work mastery learning, reflective learning, computer assisted instruction, modules. Bloom's Taxonomy and its advanced version - Cognitive, affective and Psychomotor Domains. Literature-Music-Dance forms - Folklore-Drama. Techniques of self-learning, distance learning, directed learning, teleconferencing, E-learning. Models of Teaching Introduction – families – elements – Synectic, jurisprudential inquiry, advance organizer models

MODULE 3: *Problems of Language Education in India (25 hours)*

Multilingual context of India - Constitutional provisions regarding language and education and their impact - Three-language formula-Original as well as modified and its present status-Medium of instruction-controversy, recommendations in NPE 1968,1986,1992 and National School Curriculum-2000.- Policy formulation and language education-national level, state level, district and local level

MODULE 4:*Malayalam and other Languages (15hours)*

Use of Malayalam as a mother tongue in learning other languages, especially Hindi and English. The importance Malayalam as a mother tongue in learning non-language subjects, teaching of Malayalam as mother tongue. A brief history of the teaching of Malayalam-Gurukula system vernacular as first language in secondary schools as Part II in under graduate classes- Specialization in Malayalam at various stages-linguistic structure of Malayalam.

TRANSACTION MODALITIES

Classroom lectures / Group discussion/ Panel discussion/ Seminar/ workshop/ Debate/ Project/ Field visit etc

ADVANCED PRACTICUM (Any two)

1. Critically analyse a course book in Malayalam at secondary /Higher Secondary level

2. Prepare a lesson design based on any one modern instructional strategy.

3. Conduct an action research on the problems faced by Malayalam learners at secondary level.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test(The best two)	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES:

1. Gurry P., Teaching of mother-tongue in Secondary Schools.

2. Haddow., On the teaching of Poetry

3. Morhis I., The art of teaching as living language

4. Robert Lado, Language Teaching : A Scientific Approach

5. Ruburn W.M., The Teaching of mother tongue

6. Watter T. Potty, The Language-Arts in Elementary Schols

7. Dr. Goda Varma, Kerala bhasha vinjaneeyam

8. Kainikkara Kumara Pillai, Malayala bhasha vinjaneeyam

9. Krishna Pillai, Kairaliyute Katha

10. Kuttikrishna Marar, Malalyala Saili, Virthasilpam

11. Rajaraja Varma, A R, Sabdasodini, Keral Panineeyam,

12. Bhashabooshanam, Vrutjamanjari

13. K. Vadhiyar, Vruthavicharam

14. Chomsky's Generative Grammar

15. Publications of Regional Institute of Indian Languages, Manasagongothri,Mysore.

16. Curricula of T.T.C & B.Ed of all Universities

17. Dr. Gundert, History of Malayalam Language and MalayalamDictionary

18. Chattambi Swamikal, Origin of Malayalam.

COURSE CODE- MEDNP03C03: ADVANCED METHODOLOGY AND PEDAGOGY OF HINDI EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course gives an introduction about history, nature, origin and development of Hindi language and the importance of learning Hindi. It also equips the teacher educators to internalize various skills involved in teaching Hindi and its application in actual classroom situations. The assessment methods and various tools and techniques for evaluating the learning outcome of the course are also described in this course. The course enables the learners to make use of information technology in teaching-learning process

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand the various aspects and dimensions of teaching Hindi as a second language in schools and colleges in Kerala.
- Assess the efficacy of methodological practices adopted in language education.
- Internalize various skills involved in teaching Hindi and its application in actual classroom situations.
- Acquaint with the modem trends, methods and strategies of teaching hindi.
- Understand the role of teachers in the changed educational scenario.

COURSE CONTENT

Module 1: *Nature, origin and Historical development of Hindi (17 hours)*

Language and language learning - importance in education - Nature of language - origin and growth - characteristics - Aims of teaching language. 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.

Module 2: *The aims, objectives and skills in language learning (30 hours)*

Instructional objectives of teaching Hindi: Acquisition of skill in understanding-speaking, reading and writing - Formation and development of power of vocabulary - self -expression, mental and cultural development - Linguistic structure of Hindi-Taxonomy of educational objectives - objectives in the cognitive, affective and psychomotor domains – their relevance in language teaching. Instructional objectives related to aims of teaching Hindi - objectives in the cognitive, affective and psychomotor domains - Formulation of objectives at different levels - planning to teach, year plan, unit plan, lesson manual.

Skills in Language learning

Analysis of aural-oral skills in Hindi - problems in identifying the various phonemes-Locating the similarity in the structure of Malayalam and Hindi sentences.

Oral work: conversation, discussion, dramatization and debate etc. for the development of this skill. Use of aids to minimize the intervention of mother tongue.

Listening skills: Listening and reporting taped stories, speeches and reports. Different methods of teaching- 'reading'- individual and group work-silent and loud reading- Intensive and extensive reading-Library Work- Use of reference books.

Writing skills: Different methods of teaching, 'writing' and characteristic of good hand writing - legibility - beauty and speed- how to secure them. Hand writing scales – Spelling and causes of mistakes-Transcription and dictation. Different forms of writing – narrative, descriptive, expository and creative.

Module -3: Instructional Dynamics-Methods, Curriculum and other Resources

Teaching of ProseO Aims of teaching prose lessons - Language aspects: skills, vocabulary, grammar. Social aspects: language for instruction, cultural development, intellectual growth. Methods of teaching different forms of literature-drama, short story, biography, life sketches, diary, autobiography, preparation of reports, screen plays etc. Development of different types of discourses. Teaching of poetry: aims of teaching poetry - appreciation of rhythm, sound, ideas, emotions etc - Development of creativity. Teaching of grammar-place of grammar in language learning - teaching formal and functional grammar - different methods of teaching grammar. Teaching methods – Different methods - Oral approach - direct method – indirect method - structural method - inductive - deductive approaches - play-way method-activity oriented method-project method-heuristic, method-dramatization. Curriculum construction in Hindi- Modem Trends-National Curriculum Frame (NCF), Features of revised school

curriculum, Structural syllabus, the national syllabus. Text Books: Significance and objectives of text books, types- qualities- Principles of text book preparation- evaluation and Kmprovement - Text book analysis procedure-Analysis of text books in Hindi prepared for Kerala school syllabus. Supplementary reading materials- selection of books-journals, school library and its use.

Module 4: *Evaluation of educational outcomes in Hindi and role of Teacher (23hours)*

Analysis of objectives and specifications relevant to Hindi instruction – criteria for a good test place of achievement tests and their preparation-blue print-forms of questions: essay, short answer, completion, true false items, multiple choice questions etc – Teacher made and standardized tests - Educational diagnosis and remedial teaching – Diagnostic tests - remedial measures. Question bank - Comprehensive and continuous evaluation - Modern trends in evaluation - portfolio preparation- anecdotal records - rubric development student journals portfolios, peer assessment – self assessment.

Professional competencies and challenges of Hindi teachers-Components of class room management-Faculty development programmes-Extension activity for Hindi teachers.

TRANSACTION MODES

Classroom lectures / Group discussion/ Panel discussion/ Seminar/ workshop/ Debate/ Project/ Field visit etc

ADVANCED PRACTICUM (Any two items)

1. Critically analyse the recent Hindi curriculum revision (secondary level) in Kerala.

2. Suggest certain stress coping strategies for Hindi teachers

3. Construct and standardize an achievement test in any topic of Hindi text book (Secondary level).

4. Construct a test for assessing creativity in Hindi at Secondary level.

5. Rubric preparation on the assessment of seminars, projects, assignments and group discussion

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test (the beat two tests)	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

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24. Piaget, J (1950). *The Psychology of intelligence*, London: Routledge & Kegan.

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COURSE CODE- MEDNP03C04: ADVANCED METHODOLOGY AND PEDAGOGY OF MATHEMATICS EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course gives an introduction towards the nature, objective and development of mathematics education. This course call attention to an in-depth knowledge of mathematics education, Curriculum, Mathematics Teaching and learning methods and also contributes towards the professional competency of the learner.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand the development of mathematics as a logical system.
- Understand the objectives of teaching mathematics
- Acquaint with the logical assumptions behind curricular planning in mathematics.
- Acquaint with the informal approaches in mathematics teaching.
- Make use of the tools and techniques for evaluating range of outcomes in mathematics education.
- Facilitate professional competency necessitates in mathematics teaching.
- Acquaint with modern trends in evaluation.

COURSE CONTENT

Module 1: *Concept, Nature, Objectives and significance of mathematics (35 hours)*

Modern mathematics- Abstractness of mathematics- Distinction between mathematics and science-Distinct roles of pure and applied mathematics- Aesthetic aspect of mathematic-Historical development of mathematical concepts with some of the famous anecdotes such as Gauss, Ramanujan etc.- Mathematical modelling

Aims of Mathematics Education – NCF (2005) & KCF (2007)- Taxonomy of Educational Objectives – Bloom, Wilson, Yager- Competency based approach- Constructivism –Issue based Approach, Holistic Approach

Module 2: *Mathematics Curriculum(25 hours)*

Curriculum Development – Approaches and Patterns –Criteria for selection and organization of contents- New trends in the development and transaction of mathematics curriculum- Differential curricula – Horizontal and Vertical Acceleration –Enrichment Programmes – individualized instruction

Module 3: *Mathematics Teacher and Informal Approach in Mathematics Teaching (20 hours)*

Professional Competencies and Challenges of Mathematics Teachers- Components of class room management- Professional Development Programmes for Mathematics Teachers- Extension Activities for Mathematics Teachers Mathematics exhibition, club, field trip, mathematics library and laboratory- Recreational mathematics – puzzles, games, amusements

Module 4: *Evaluation in Mathematics (10 hours)*

Concept of Evaluation in Teaching – Learning Programme- Role of CCE (Continuous & Comprehensive Evaluation)- Competency based Evaluation

TRANSACTION MODALITIES

Classroom lectures / Group discussion/ Panel discussion/ Seminar/ workshop/ Debate/ Project/ etc

PRACTICUM (Any two items)

1. Prepare a lesson design based on any one modern instructional strategy.

2. Critically analyse the curriculum of Mathematics at higher secondary level and prepare a lesson module.

3. Construct and standardize an achievement test in mathematics at secondary /higher secondary level.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

1. Beryl. A. Geber (ed.) (1977*). Piaget and Knowing studies in Genetic Epistemology.* London: Routledge, Kegan Paul Ltd.

2. Bloom, B.S. (ed.) (1956). *Taxonomy of Educational objectives: The classification of Educational goals*, handbook I : Cognitive Domain.

3. Bloom, B.S, Hastings, J.T and Madaus, G.K. (1971). *Handbook on Formative and Summative Evaluation of student learning.* New York: Mc Graw Hill and Company.

4. Burton, L. (1999). *Learning Mathematics from Hierarchies to Networks*. New York: Falmer Press.

5. Gronlund, N.E. (1982). *Constructing Achievement Tests* (3rd Ed.), New Jersey: Prentice-Hall Inc Engle wood Cliffs.

6. Kim, E.C. and Kellough, R.C. (1978). *A Resource guide for secondary school Teaching.* New York: Mac Millan Inc.

7. Michelle Selinger (1994). *Teaching mathematics* London: Routledge.

8. Santhanam S. (1985). *Teachers and Learners*. New Delhi: Shanta Publishers.

9. Young, J.W.A. The *Teaching of Mathematics in the Elementary and Secondary Schools.* New York: American Teachers Series.

10. Butler, C.H. and Wren, F.L. (1965). *The teaching of secondary Mathematics*. New York : Mc Graw Hill.

COURSE CODE- MEDNP03C05: ADVANCED METHODOLOGY AND PEDAGOGY OF SCIENCE EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course offers a detailed understanding of the goals, objectives of teaching science and nature of science education. It aims to orient the learners towards various dimensions of science curriculum and its shift occurred in time to time. This course helps the prospective teachers to maintain the quality of a science teacher.

COURSE LEARNING OUTCOMES

After completing this course, the prospective teachers will be able to

- Understand the nature of science
- Comprehend the objectives of teaching science.
- Analyse the features of contemporary science education.
- Explore the areas of paradigm shifts in science education.
- Critically analyse the innovative curricular efforts in India and abroad.
- Develop the skills needed for devising the science curriculum
- Evaluate the outcomes in science education.
- Understand the role of assessment in science education.
- Acquaint with the coping strategies for teachers stress and burnout.
- Facilitate professional competencies of teacher educands of science education.
- Construct and standardize an achievement test

COURSE CONTENT

Module 1: *Goals and Nature of Modern Science Education* *(25 Hours)*

Science -Nature and Scope, Development of Science over the Centuries, Social Functions of Science: Social and Personal Values of Science Education, Science Education in the Modern Perspectives- Nature and use of Scientific Method.

Science and Philosophy: Positivism and Constructivism, Scientific Literacy, Process Skills in Science: Basic Processes, the integrated Processes-Its Application, Integrating Life Skills in Science Teaching, Relevance of Science Education at Primary, Secondary and Tertiary levels.

International Goals of Science Education, Science Technology and Society (STS) Goals, National Goals of Science Education given by various Education commissions, National Curriculum Frame Work-2005

Taxonomies of Educational Objectives: Cognitive, Affective and psychomotor. Taxonomies of Bloom, Simpson, Dave, Anderson and Krathwohl, Mc-Comark and Yager, Integrating the taxonomies for science education.

Specific Performance objectives of Physical Science/Biological Science (according to own discipline).

Module 2: *Science Curricula* *(25 Hours)*

Curriculum Development-Approaches: Unified, Disciplinary, Interdisciplinary, Integrated, Correlated Patterns: Subject centred, Teacher initiated, Learner initiated.

Characteristics of significant Curricular Experiments in Abroad: PSSC, HPP, CHEM, CBA, BSCS, Nuffield sciences, SAPA.-In India: Reforms by NCERT, SSA, DPEP, NCF. Reforms by SCERT, KCF (Kerala Curriculum Framework) in Kerala.

Science syllabus revision in Kerala- Modernisation of the Science Syllabus from primary to Higher secondary level (Critical Study of Syllabus, Teacher's Hand Books, Textbooks, Guidebooks and other Auxiliary Materials) significance of My Science Diary.

An Assessment of the learner-centred/Activity oriented curriculum.

Module 3: *Evaluation of Educational Outcomes* *(15 Hours)*

Internal and External evaluation, Formative and Summative Evaluation, Continuous and Comprehensive Evaluation, Criterion Referenced-Norm Referenced Evaluation, Assessing Process Skills in Science, Diagnostic tests, Teacher-made tests and Standardized Test in Science.

Techniques of Evaluation involved in continuous and comprehensive Evaluation and grading, Evaluating Projects, Seminars and group discussions, Symposia.

Online Assessment – Cyber coaching, Authentic Assessment using Portfolios/Rubrics.

Module 4: *Empowering the Science Teacher* *(25 Hours)*

Academic, Administrative and Financial Facilities available for promoting Science Teaching Science Fairs, Science Clubs, Field Trips and National Talent Search Exams.

Hindrances to Science Instruction - Academic hazards, Administrative, Financial Hazards and lack of Resources,

Professional Competencies and challenges of science Teachers, Components of classroom Management, Programmes for Science Teachers-Staff Development, Coping Strategies for teacher's Stress, Burnout. Extension Activities for Science Teachers.

TRANSACTIONAL MODALITIES

Lecture cum discussion, Individual or collaborative seminar Presentations, Listening to Educational Videos followed by discussion, Task based Activities, Library reading followed by group discussion, Study of documents and references, Debate, Project, workshop, Panel discussion, Reflective interaction with the peer group, Technology enabled discussion.

TASK AND ASSIGNMENTS

- Suggest certain coping strategies for Science Teacher's stress.
- Critically analyse the recent Science syllabus revision in Kerala
- Prepare teachers portfolio based on selected topic
- Construct a test for assessing process skills of secondary school students.
- Analyse NTSE question paper for past three years
- A critical study of a curricular project selected from any area of science (e.g. PSSC, BSCS, and Chemical Education Material Study Programme (CHEM), Nuffield, O and A level Curricula, etc.).
- Analysis of science textbooks of NCERT and states at secondary level
- Construct and standardize an achievement test on any topic of Physics/Chemistry text, Kerala Syllabus.

ASSESSMENT INDICATORSFOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

1. Abruscato, Joseph (1992).Teaching children science. Boston: Allyn and Bacon.
2. Bhatt, B. D. and Sharma, S. R. (1993).Methods of science teaching. New Delhi: Kanishka Publishing House.

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16. Singh, V. K. and Nayak, A. K. (1997).Teaching of science. New Delhi: Common Wealth Publishers.

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COURSE CODE-MEDNP03C06: ADVANCED METHODOLOGY OF SOCIAL SCIENCE EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course will enable students to understand the advanced methodology of social science education. It aims to develop understanding about the aims, objectives and values of teaching social science, skills professional competency and evaluation practices in social science education.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand the aims objectives and values in teaching social science
- Explain the skills needed for devising the social science curriculum and developing support materials for curriculum transaction.
- Enhance professional competencies of teacher educators
- Develop the ability and skills for evaluating the range of outcomes in social science education.

COURSE CONTENT

MODULE 1: *Social Science Education -*Aims, objectives, and values of Social Science Education *(25 hours)*

Social Science - meaning, nature and scope, Social Science and Social Studies. Correlation between Social Science and other subjects, Role of Social Science education in the modern perspective. Social Science teaching for the 21't century, Contribution of Social Science to the goals of education-thinking ability, self- realization, human relationship, economic efficiency and responsibility, General aims of teaching Social Science. Objectives of teaching Social Science- conceptual, inquiry, skill and affective –objectives, Specific objectives of teaching various Social Science subjects, National Curriculum Framework (2005).

Taxonomies of educational objectives. Contributions of Bloom, Krathwohl and Dave. Values of teaching History, Economics, Political Science and Geography.

MODULE 2: *Social Science Curricula* **(20 hours)**

Social Science in the core curriculum, Traditional and modern principles of curriculum construction, Sequence in curriculum: Logical, psychological-fusion, integration and correlation in Social Sciences. Social Science syllabus revision in Kerala. Critical analysis of the existing Social, Science curriculum at the secondary level.

NODULE 3: *Support System and Evaluation in Social Science Teaching (25 hours)*

Graphic aids, display boards, three dimensional aids, audio-visual aids and projected aids - its uses in Social Science classroom. Functions and qualities of text book, hand book and work book, Social Science library, laboratory, museum, club, exhibition, quiz competition and field trip.

Modern concept of evaluation, Types of evaluation – internal and external, formative and summative, continuous and comprehensive, criterion referenced and norm referenced evaluation.

Types of test items - objective, short answer and essay. Achievement tests, diagnostic tests, teacher made tests and standardized tests in Social Science, Techniques of evaluation involved in continuous and comprehensive evaluation.

MODULE 4: *Empowering Social Science Teacher* *(20hours)*

Personal qualities and professional competencies of a Social Science teacher, Programmes for professional development: seminars, symposia, workshops, conferences, panel discussions, group discussion, paper presentation, publishing papers, in-service training, refresher courses, conducting research. Coping strategies for teacher stress, Accountability of Social Science teachers. Extension and community activities, systems approach in Social Science teaching.

TRANSACTION MODALITIES

Lecture cum discussion, Individual or collaborative seminar Presentations, Listening to Educational Videos followed by discussion, Task based Activities, Library reading followed by group discussion, Study of documents and references, Debate, Project, workshop, Panel discussion, Reflective interaction with the peer group, Technology enabled discussion.

PRACTICUM (Any Two, One each from two parts)

Part – A

1. Prepare a unit portfolio for teaching a topic.

2. Familiarize modem trends in lesson planning and prepare three lesson transcripts based on modern trends.

3. Critically analyse the recent Social Science syllabus revision in Kerala.

Part – B

1. Conduct a small project based on the present evaluation practices followed in the schools of Kerala.

2. Suggest certain coping strategies for Social Science teachers' stress.

3. Construct and standardize an achievement test on any topic in Social Science of Kerala syllabus.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

l. Almy Millie.(1966).*Young children's thinking.* New York: Teachers College Press. Columbia University.

2. Bloom, Benjamin. S. (1956). *Taxonomy of Educational objectives: Cognitive' Domain.* New York: David Mckay co., Inc.

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10. Mekee, Paul. (1966). *Reading: A programme of instruction for Elementary School.* Houghton Mifflin Company'

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12. Nelson, Jack. L., (1970). *Teaching Elementary Social Studies Through Inquiry*. High land Park, N.J. Driere Educational Systems.

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14. Pune, Roy. A., Warren Hickman, and Gerald, (1966). *Major concepts of Social Studies*. Syracuse, Syracuse University.

15. Leon & Leon (2002). *Internet for everyone*, Vikas Publishing House.

16. Martin David Jerner (2006). *Elementary Social Science Methods: A Constructive Approach.* (Ed.W) Singapore: Wardsworth publishing

17. Phillips, Ian (2010) *Teaching History*, Sage Publications, New Delhi

COURSE CODE -MEDNP03C07: ADVANCED METHODOLOGY OF COMMERCE EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course will enable students to understand the advanced methodology of social science education. It aims to develop understanding about the aims, objectives and values of teaching

social science, skills professional competency and evaluation practices in social science education.

COURSE LEARNINGOUTCOMES

After completing the course, the prospective teacher educators will be able to

- Analyse the nature and scope of commerce education in the modem era.
- Understand the aims and objectives of teaching commerce.
- Acquaint with the modem trends in teaching commerce
- Familiarise with current trends in developing commerce curriculum at higher secondary level.
- Equip with various models, strategies, methods and techniques in the teaching of commerce.
- Evaluate essential skills and accountability of a competent commerce teacher.
- Understand the significance of following principles and approaches in giving instruction.
- Become competent in modern practices of student evaluation and assessment.
- Analyse the role of IT in commerce education.
- Conduct research in the field of commerce.

COURSE CONTENT

MODULE1: *Nature, Scope and Curriculum of Commerce Education (27 hours)*

Meaning, definition and scope of Commerce and Commerce Education-Nature and characteristics of Commerce Education- History of Commerce Education-Development of Commerce Education in India-Correlation of Commerce with Economics, Geography, Management, Statistics, Mathematics, IT and International Relations-Significance of Commerce Education in modern world- Major areas of Commerce and Recent developments-E-commerce, M Commerce, Computerized accounting etc. Goals of commerce Education-Values: cultural, practical, social, vocational and disciplinary- Strategies adopted for inculcating values. Concept of curriculum- Principles and Approaches of curriculum construction- Types of curriculum-Curriculum models- Curriculum evaluation- Critically evaluate present higher secondary commerce curriculum- Issue based curriculum- NCF

Module 2: *Teacher Accountability and Evaluation of Learning outcomes (25 hours)*

Essential qualities required for a good Commerce Teacher- Duties and Responsibilities-Teacher Competencies and Skills- Accountability of a commerce teacher- Techniques

adopted for developing Teacher competencies and Skills-Teacher as scaffolder and facilitator.

General approaches to evaluation- formative and summative, criterion referenced and norm-referenced, objective based and competency based, Continuous and Comprehensive- Tools and Techniques of evaluation, Recent trends in evaluation and assessment: Grading, Credits-Internal and External assessment –Assessment criteria.

Module 3: *Theoretical Bases of Commerce Education and ICT based approaches (30 hours)*

A. General principles related to instruction- Individual difference, Motivation, Classroom management tactics, Questioning techniques -Principles and Maxims of teaching

Commerce – Approaches: Learner centred, Child centred, Activity centred, Process oriented, Life oriented, Environmental oriented.

B. Theoretical foundations: Theories of Gagne, Bruner, Daniel Golman, Vygotsky- Multiple intelligence, Emotional quotient, Constructivism, Critical Pedagogy- Multi media approach and Multi methodology approach.

C. Role of IT in Commerce education, CAI, CMI, CML, IT Enabled instruction, e-learning, web- based learning, Virtual learning, on-line learning, video conferencing, Tele conferencing.

MODULE 4: *Research Perspectives in Commerce Education (8 hours)*

Need for research in commerce education- Areas identified in commerce for research- Types of educational research- Action Research- Need and steps.

TRANSACTION MODALITIES

Lecture cum discussion, Individual or collaborative seminar Presentations, Listening to Educational Videos followed by discussion, Task based Activities, Library reading followed by group discussion, Study of documents and references, Debate, Project, workshop, Panel discussion, Reflective interaction with the peer group, Technology enabled discussion.

PRACTICUMS (any Two)

1. Critical analysis of Commerce text books at Higher Secondary level

2. Use of animation films / video clippings in teaching of Commerce

3. Select an area in commerce and prepare a project for conducting action research.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

1. Aggarwal, J.C (1996). *Teaching of Commerce: A Practical approach*. New Delhi: Vikas Publishing House Pvt Ltd.

2. Borich, Gary D. (1996) *Effective Teaching Method*. New Jersey: Prentice HallInc

3. Brown, James W and Lewins (1985) *A.V Instruction Technology*, Media and Methods: New York: Mc Graw- Hill Book Co.

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SEMESTER IV

(Select One Elective Course from Each Group)

Elective Course Group A-Current Practices in

COURSE CODE- MEDNP04E01: GUIDANCE AND COUNSELLING

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course will enable students to understand modern concepts of guidance and counselling. It aims to develop understanding about meaning Nature and scope of guidance, counselling and counselling techniques.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand the meaning Nature and scope of guidance
- Recognise the role of guidance in attaining the goals of education
- Understand the meaning Nature and scope of counselling
- Analyse the relationship between guidance and counselling
- Monitor different activities of classroom interactions by using counselling techniques
- Design new counselling techniques in in accordance with changing social scenario.

COURSE CONTENT

MODULE 1: *Introduction to guidance and its dimensions*   *(35 hours)*

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, Types of Guidance: Educational, Vocational/Career and Personal/ Individual guidance (Specify Nature, need, scope, process and functions), factors affecting career development, 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

MODULE 2: *Understanding counselling*   *(20 hours)*

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 Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups, Skills and qualities of an effective counsellor, Professional ethics of a counsellor

MODULE 3: *Familiarize with common behavioural problems of students.* *(20 hours)*
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, School discipline: problems of violence, bullying, drug abuse, truancy, and dropout etc. Concept of stress: Stressors and its causes, consequences of stress, and types of coping skills, Stress prevention, Current mental health issues: Internet addiction, mobile phone addiction, porn video addiction, game addiction, Promoting psychological well-being and peace Follow-up guidance

MODULE 4: *School Counselling* *(15 hours)*
Role and function of school counsellors: Special skills and problems in school counselling, counselling exceptional students – Concept of children with special needs. Counselling for gifted, creative, MR, LD, Slow learner, socially disadvantaged children and problem children. Physically and intellectually challenged students. Delinquency among students-causes, identification, and Counselling for Delinquent students. Role of Heads and teachers in school Counselling programmes.(agencies of counselling)

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.

PRACTICUM

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.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test (Best of any two)	20	50%
Practicum (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

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Group-A- Elective Course

COURSE CODE- MEDNP04E02: EDUCATIONAL EVALUATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course is an introduction to Educational evaluation and the importance of various evaluation techniques in the field of teaching and learning. It also gives a detailed description about models and new trends in educational evaluation.

COURSE LEARNING OUTCOMES

After completing the course, learners will be able to

- Acquaint with basic knowledge of Educational Evaluation
- Familiarize with history of Educational Evaluation
- Understand about various models of Evaluation
- Familiarize with various measuring instruments
- Understand the guiding principles of constructing different types of test Items
- Understand about ensuring qualities of a measuring instrument
- Exhibit competence in standardizing different types of measuring instruments
- Acquaint with the new trends in Educational Evaluation

COURSE CONTENT

MODULE 1: *Introduction to Educational Evaluation* *(15 hours)*

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

MODULE 2 – *Models and new Trends in Educational Evaluation* *(25 hours)*

Concept of Models of evaluation, Need for evaluation models, 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), Recent trends in evaluation (National & international). Review of researches in Educational evaluation (National & international).

MODULE 3: *Measuring Instruments* *(25 hours)*

Various measuring instruments- Meaning, when to use, procedure of construction- of Questionnaire, Inventory, Attitude scales, Tests (Intelligence tests, Special aptitude tests, Personality tests), Achievement test- Different types of test items- Principles of construction of each.

MODULE 4 - *Standardized Tests* *(25 hours)*

Qualities of a good measuring instrument- Validity, reliability, discriminating power, practicality, Fairness; How to ensure each in different instruments. Meaning of standardized test, Steps of standardization of an instrument.

TRANSACTION MODE

Lecture cum demonstration, Discussions, Small group discussions, Work-shops, Case studies

PRACTICUM (Any one)

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

2. Conduct 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.

SEMINAR

1. Recent trends in educational evaluation
2. Relevance of national and international Assessments and the related issues.

WORKSHOPS

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

- Inventory
- Attitude scale
- Test
- Case study

Evaluate an available evaluation tool w.r.t validity, reliability, practicality and fairness (gender biases, cultural biases etc).

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test (Best of any Two)	20	50%
Practicum,Seminar,Workshop	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

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Group-A Elective course

COURSE CODE- MEDNP04E03: ADVANCED EDUCATIONAL TECHNOLOGY

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course will enable students to understand the emerging concepts of educational technology. It aims to develop understanding about concepts and applications of educational technology personalized system of instruction and e-Learning methods.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Explain the key concepts and applications of educational technology
- Understand the instructional technology and instructional design
- Execute the different innovative strategies for open and distance learning
- Design the personalized system of instruction.
- Integrate e learning methods in classroom interactions
- Design new learning platform for teacher education.

COURSE CONTENT

MODULE 1: *Concept and Applications Of Educational Technology (20 hours)*

Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology and Information and Communication Technology (ICT) and Instructional Technology, Development of Educational Technology (Historical Perspectives and Emerging Trends)- Applications of Educational Technology-Applications of Educational Technology in formal, non-formal (Open and Distance Learning) informal and inclusive education systems

MODULE 2: *Instructional Technology and Instructional Design (20 hours)*

Instructional Technology

Concept of Instructional Technology, Overview of Behaviorist, cognitive and constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner,

Vygotsky), Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non-formal groups (d) Selection of appropriate media - synchronous and asynchronous – for formal, informal and non-formal settings.

Concept and Components of Instructional Design (ID)

Systems Approach to Instructional Design, Models of Development of Instructional Design (ADDIE, ASSURE, Dick and Carey Model Mason's), Gagne's Nine Events of Instruction and Five 'E's of Constructivism, Nine Elements of Constructivist Instructional Design Instructional Design for Training

MODULE 3: Personalized System of Instruction and Open Distance Learning Materials (20 hours)

Application of Computers in Education: CAI, CAL, CBT, CML (Characteristics and Uses) Preparation of CAI Package (Process), Evaluation of CAI Package (Product), Concept, Process of preparing ODLM, Criteria of evaluating ODLM, LMS & CMS

MODULE 4: *E-learning –Concept, Media, Materials and Trends (30 hours)*

Concept of e- learning, approaches to e-learning, Offline, online; Synchronous, Asynchronous; Blended learning, Mobile learning (M learning), Learning Management Systems: Media and Materials, Open Educational Resources, Social Networking Sites, Spoken Tutorial and Cam-studio, Learning objects, Nanotechnology in e-learning, Podcasting, Virtual Reality with Intelligent Tutoring System

TRANSACTION MODALITIES

The course would be transacted through participatory approaches including group discussion; self-study, seminar, presentations by students, lecture cum demonstration and providing hands own experiences.

Sessional Activities

- Design e-content following any one of the instructional design
- Conduct a survey on various online learning facilities.
- Develop a personal learning plan suitable for technology enabled teaching learning

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage

Class test (any two)	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES:

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31. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons

32. Walia, J. S. (2003). *Educational technology*. Jalandhar: Paul.

33. Yadav, D. S. and Shastri, K.N.(2009). Educational technology: Delhi

Useful Websites

http://www.learningapple.com/id3/resources.htm

http://members.rediff.com/missan/Comp_Web_Inst_Designers.htm

http://www.coe.uh.edu/courses/cuin6373/whatisid.html

http://www.coe.uh.edu/courses/cuin6373/index.html

http://edutechwiki.unige.ch/en/Instructional_design

http://www.stylusinc.com/WebEnable/elearning_solutions/instructional_design_process.php

http://www.gdrc.org/info-design/instruct/intro.html

http://en.wikipedia.org/wiki/Instructional_design

http://www.dokeos.com/doc/thirdparty/Epic_Whtp_learningdesign.pdf

http://edutechwiki.unige.ch/en/Open_and_distance_learning

unesdoc.unesco.org/images/0012/001284/128463e.pdf

www.webopedia.com/TERM/D/**distance_learning**.html

http://cemca.org/disted/Ansari_MM__0256.pdf

www.westga.edu/**~distance**/ojdla/fall53/valentine53.html

webserver.ignou.ac.in/institute/handbook5/Section%203.pdf

webserver.ignou.ac.in/institute/handbook5/Section%203.pdf

http://www.authorstream.com/Presentation/bhanumurthykv-33050-self-learning-

materialsimlessonswriting-

study-education-ppt-powerpoint

Group-A Elective Course

COURSE CODE-MEDNP04E04: EDUCATIONAL MANAGEMENT, PLANNING AND FINANCING

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course will enable students to understand the modern concepts of educational management planning and finance.it aims to develop understanding about basic concepts and principles of educational management theories of Management theories of leadership and design a budget in education.

COURSE LEARNING OUTCOMES

On completion of the course the students will be able to

- Understand the management concepts and their application in education environment

- Understand the basic concepts and principles of educational management and Administration

- Understand the perspectives of management theories and practices in education
- Recognise educational management system and functions in India with specific reference to national, state and district level administration of education
- Identify the main sources of finance and mechanism for mobilization of resources for school education and higher education
- Understand the role of leadership in the context of education
- Explain different types and procedures of budgeting in education
- Understand the issues and challenges in planning and administration of education in India
- Improve the individual performance as educational managers and leaders
- Acquaint with the concept, theories, models and styles of Leadership
- Have deeper insights into educational planning in terms of national and community needs
- Become masters in educational planning and administration
- Explain the role and contribution of different agencies/ contribution in educational planning
- Reflect on the need for financing of education and how and why it can be done
- Analyse the concept of education as an investment

COURSE CONTENT

MODULE 1- *Educational Management and Administration (25 hours)*

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

MODULE 2: *Leadership in Education and Educational Planning (27 hours)*

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, 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

MODULE 3: *Educational Financing (20 hours)*

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

MODULE 5 - *Recent Trends and Issues in Educational Management in India(18 hours)*

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, Use ICT in Educational Administration: Methods, Advantages and Problems involved -E-Governance: Concept, Features, Practice and Problems involved –E-Governance in the context of education. Concept of Integrated Information Management System, Types of Information Systems, Five Sub-Systems of an Institution, Uses of Management Information System (MIS) in Education, Positive and Negative Impacts of Information System. 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.

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.

PRACTICUM

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 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 behaviour.

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

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test(The best Two tests)	20	50%
Assignments (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

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ELECTIVE COURSES
GROUP B-LEVELS OF EDUCATION

COURSE CODE-MEDNP04E05: EARLY CHILDHOOD CARE AND EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course offers a detailed insight in to the early childhood care education. Motive is to promote quality and excellence in early childhood education by providing guidelines for practices that would promote optimum learning and development of all young children. It also provides guidelines for child care and early educational practices.

COURSE LEARNING OUTCOMES

After completing this course, the prospective teacher educators will be able to
- Understand the need and significance of early childhood care and education
- Compare the policy perspectives on ECCE in Indian and the world
- Analyse the developmental problems of children with special needs.
- Analyse the quality and dimensions of ECCE programs and curriculum in India and foreign countries.
- Comprehend the alternative thoughts in early childhood education.
- Support the need of informal education in early childhood.
- Compare the knowledge of development characteristics of Early childhood both normal and children with special needs
- Judge the quality-dimensions i.e., curriculum, programmes and workforce for ECCE.

COURSE CONTENT

MODULE 1*: Early Childhood care- philosophical, psychological, social perspectives and its implications (30 hours)*

Concept, significance and objectives of ECCE - Early childhood care view of different thinkers- Rousseau, Pestalozzi, Froebel, Montessori, Aurobindo, Gandhi, Dewy, Tagore and Vivekananda.
Eclectic view on early childhood care and education, Physical development of early childhood- Role of family, Preschool and community,-nutritional needs.

Cognitive development in early childhood, Need of informal practice and curricular approaches in preschool.

Moral Development of early childhood, Emotional development of Early Childhood-developmental needs and tasks, Psychosocial development of early childhood-, Language development in early child hood- Vygotzky and Nom Chomsky and other relevant opinions-Implications in curricular practices., Social development of early childhood Related Issue Child sex abuse – protection of child Rights – role of teachers, parents and community

MODULE 2: *ECCE- Policies and Perspectives* (25 hours)

ECCE in India- Policies and Programmes: National Policy on Education (NPE, 1986) and POA (1992); National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005); National Curriculum Framework for Teacher Education (2009)

ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues.

Compare ECCE practices of India with special concern to Japan China, Sweden, UK, USA..Etc. Problems of Children in India and various parts of the world- Theory-Practice paradoxes - Alternative thoughts and informal practices in ECCE-World, India, Kerala contexts- Pre- school practices in Sarang Vidyalaya. Emerging researches.

MODULE 3- *Curriculum for Pre-school Education* (25 hours)

Curriculum for School Readiness- physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches

Different types of pre-school curriculum/Montessori, Kindergarten, Balawadi and Anganwadi Centres, Support of workforce: teachers, parents, governmental agencies and community support in functioning of ECCE centres, contributions of Kudumbasree mission.

Characteristics of programmes for different settings – Pre- primary and early primary grade children – needed emphasis and rationale.

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-meaning, rationale, method of transaction in specific context.

Local specific community resources- human and material and their integration to curricular activities; preparation and use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes

Informal evaluation through observation and remediation; training of ECCE workers

Concept and importance of early intervention of children with special needs; Developmental Characteristics of children with special needs

Domains of ECCE for children with special needs- Motor, Language, Self- help, Pre academic- Role of Family and Society in providing ECCE for children with Special Needs – Comparison with World Practices

MODULE 4- *Training, Research and Evaluation in ECCE* (**10 hours**)

Need and significance of personnel involved in ECCE programme - Status and nature of training programmes- pre-service and in-service – a critical evaluation, issues, concerns and problems - Areas of research studies in ECCE - Evaluation of ECCE programmes, methodology and implications - Health as a pre-requisite for all domains of development, Role of family, preschool, community and Governmental agencies - Nutritional needs – common disease – immunization - Precaution – first aids – comprehensive health programmes

TRANSACTION MODALITIES

- Group discussion: reviews and analysis of book/reports/documents;
- Observation of activities of the children followed by case studies
- Visit to pre-school, Anganwadies/ICDS centers and pre-school Teacher Education institutions followed by discussion.
- Film shows followed by discussion.
- Seminar presentations followed by discussion.
- Research review and criticism related to ECCE
- Development of research proposals in the area of ECCE
- Projects and assignments focusing on observation and interaction with children on specific theme

PRACTICUM

• Case study of Anganwadi, pre-school centres

• Assignment on selected themes from the course.

• Detailed listing and planning of activities under exercises of practical life under four different groups.

(a) Taking care of oneself

(b) Taking care of environment.

(c) Development of social reaction (greeting, offering, accepting thinking)

(d) Elementary motor skills, movements (pausing, sorting arts & crafts.

• Study of present status of ECCE in one State//District

• Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992).

• Reflection on literature on equality ECCE services of one western country (internet, journals).

• Writing of journal articles on different issues on ECCE.

• Survey of play materials and comparing with the socio-cultural set-up

• Survey of child rearing practices in different cultures.

• Book review – Toto Chan, Escape from child hood, Under achieving school (John Holt), other relevant.

• Prepare E-content for ECCE pre service training.

• Prepare E-content for effective parenting in early childhood care of normal/children with special needs (developmental characteristics and Tasks should be the theme)

• Critical examination of existing practice of ECCE in the light of developmental needs and characteristics.

• Develop a model curriculum for preparatory school practices.

• Critical examination of existing practice of ECCE in the light of developmental needs and characteristics.

• Develop a model curriculum for preparatory school practices.

• Conduct an awareness class on ECCE for parents of Normal children/Children with special needs.

• Implement self -prepared training module for improving preschool practices of your locality.

• Case study of Anganwadi, preschool centers

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test(The best Two tests)	20	50%

Practicums (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

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Elective course- Group B

COURSE CODE-MEDNP04E06 HIGHER EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL

4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course offers a detailed insight in to the scope and goals of higher education. Motive is to promote quality and excellence in higher education by providing guidelines for practices that would promote optimum learning and development of all higher level learners. It aims to orient the learners towards the organizational structure of higher education, to make aware about the policies, schemes, acts, etc. for the development of higher education.

COURSE LEARNING OUTCOMES

After completing this course, the prospective teacher educators will be able to

- Describe the scope and goals of higher education.
- Understand the structure and organisation of higher education in India
- Comprehend the various aspects of curriculum at higher education level
- Analyse the various aspects of teaching – learning process in higher education
- Analyse the growth and development of higher education in India
- Understand about different policies, acts & bills for the development of higher education in India
- Identify the problems in Indian higher education
- Summarize the research priorities in higher education in India

COURSE CONTENT

MODULE 1: *Higher Education – Structure, Organisation, Context   (35 Hours)*
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

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 2: *Learning, Teaching and Research in Higher Education   (25 Hours)*

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,

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

MODULE 3: *Curriculum and Evaluation in Higher Education   (15 Hours)*

Semester system – Features of ideal semester – grading- choice based credit and semester system

– inter disciplinary semester – Inter institutional semester Tends in curriculum- Process of curriculum improvement-Evaluation - Why What & How of Evaluation at higher education - Balancing Formative and Summative assessment; Components of assessment (formative and summative) Criteria for formative assessment - Designing feedback system – provisions for

formal feedback – opportunity for informal feedback - Students as Self assessors and Lifelong learners-Approaches to evaluation - Internal Vs External examinations - Marking vs Grading

Open book Examinations - Computer based and online examinations

MODULE 4: *Vital Issues and Concerns at Higher Education in India   (15 Hours)*

Various Acts, Bills and Policies on higher education - Rastriya Uchaathar Siksha Abhiyaan (RUSA)

Quality Concerns – Evaluation in and of Higher Education Institutions and System Quality management – Internal & External Quality assurance of - Institutions, Programmes and Subjects-Governance in Indian Universities – Accreditation – Quality and Social audit-Access to Higher Education- Rural /Urban divide in Higher Education- Gender issues in Higher Education- Education loans and the prospective employment opportunities-Reservation policy in higher Education-Social Justice in Higher Education – modes to overcome social exclusion Women and Higher Education- Higher education and the differentially abled-Medium of Instruction and Evaluation - Extent of autonomy and academic freedom in institutions of higher

Education – Internationalisation of HE

TRANSACTIONAL MODALITIES

- Lecture cum discussion, Individual or collaborative seminar Presentations,
- Reviews and analysis of book/reports/ official documents, reports and research journals,
- Listening to Educational Videos followed by discussion
- Library reading followed by group discussion
- Study of documents and references
- Debate, Project, workshop, Panel discussion

PRACTICUM (Any two)

- Survey of recent researches in Higher Education
- Review - prepare a review on any one Bill or Act or Policy on Higher Education in India or abroad
- Comparative analysis of curriculum of your basic subject or teacher education curriculum of any two institutions of higher education in India or abroad.

- Enroll to any MOOC course and prepare an appraisal on the nature of the course and significance of such courses in higher education
- Conduct a study trip to any one of the famous institutions of Higher Education in India such as ERDO, ICSSR, ICHR, ICPR, IIT, NIT, IISc, NUEPA, IGNOU, etc.
- Interview the administrative authority of any state/ central university and prepare a report
- Prepare a note on Constitutional provisions for Higher Education in India
- Prepare a report on financing to higher education through five -year plans

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test(The best Two tests)	20	50%
Practicum,Sessional activities	12	30%
Attendance	08	20%
Total	**40**	**100%**

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Online resources – OECD

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17. http://www.oecd.org/education/skills-beyondschool/ AHELOFSReportVolume1.pdf

18. http://www.oecd.org/edu/imhe/supportingqualityteachinginhighereducation.htm

19. http://www.oecd.org/education/skills-beyond-school/thematicreviewoftertiaryeducation.html

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Elective Course Group B

COURSE CODE- MEDNP04E07: NON - FORMAL EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course offers a detailed insight in to the scope and importance of non -formal education. Motive is to promote and appreciate the Lifelong Learning process. Non-formal education may fulfil a range of educational purposes. Non formal education has a vast scope in the present century. Various forms of NFE and the contributions of various thinkers, role of various organizations, etc. have included in this course.

COURSE LEARNING OUTCOMES

After completing this course, the prospective teacher educators will be able to

- Comprehend the scope and importance of Non-Formal Education
- Understand theoretical basis of non-formal education
- Distinguish between formal, informal and Non-Formal Education
- Appreciate the importance of providing Lifelong Learning
- Understand the contributions of great educators and agencies to Non-Formal Education
- Analyse the curriculum and methods of Non-Formal Education
- Appraise the social and economic framework of Non-Formal Education
- Analyse the techniques of evaluation in Non-Formal Education
- Appraise the importance of Adult Continuing Education
- Identify the issues of senior citizens, care-giving, counseling etc.
- Support for Empowerment of women

COURSE CONTENT

MODULE 1*: Nature and Scope of Non-Formal Education*   *(10 Hours)*

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: *Non-Formal Education and Global Trends in Education* *(23Hours)*

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,

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 Continuing education, Role of State Resource Centre in promoting Non-Formal Education, German Adult Education Association, Indian Adult Education Association, Lucknow Literacy House, Kerala Gradhasala Sangham, Kerala Association For Non-Formal Education and Development, Kerala Sastra Sahithya Parishad , NCERT.

Contributions of Great Educators: Rousseau, John Dewey, Paulo Freire, Welthy Fisher, N.F.S.Grund Wig, Ivan Illich, Everet Reimer, John Holt, Paul Goodman, Ivan Lister, Charls Silverman, Mahatma Gandhi, Jiddu Krishnamoorthy, Sri Aurobindo , Savitry Bahi Phule

MODULE3: *Curriculum, Methods of Teaching and Evaluation Techniques (30 hours)*

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

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, 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 – Multimedia and IT products in educating Non-Formal Education learners

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

MODULE 4: *Non- Formal Education- Social and Economic Framework and Women empowerment*   *(27 Hours)*

Non- Formal Education and National Development – Non-Formal Education and Human Resource Development – Non-Formal Education and Economic Development – Non-Formal Education and Acculturation – Social Transformation – Life Skills and Quality of Life,

Demographics-birth and death rates, sex ratio, dependency ratio, life expectancy – Demographic transition, changes in age structure, disability and morbidity patterns - Population aging in the developed and developing world and its impact on the individual and society - Health issues and

Management - Adjustment issues and Mental Health after retirement - Stress of caregivers, Geriatric Counseling - Intervention programmes of Social justice - Indian National policy on Aging (1999) - Maintenance and Welfare of Parents and Senior Citizen Bill-2007 - Approach of Gerontology, Third Age Education, Social Cohesion - Ageing workforce as a resource, Adult Continuing and Lifelong Learning Strategies, Skills Enhancement - Participatory and Qualitative Ageing, Employment opportunities

Historical Perspective of Women Empowerment in Pre-Independent India – Historical Perspective of Women Empowerment in Independent India- Government Policies and Programmes on Women Empowerment - Characteristics of Working Women in India-Employability Trends - Women in Organized Sectors in India - Women in Unorganized sector and Invisible Works - Legal literacy for women - Women and Indian Constitution – Human Rights and Women Empowerment- Women's Education - Socio-economic determinates of Empowerment - Culture and Empowerment of Women

TRANSACTIONAL MODALITIES

- Lecture cum discussion, Individual or collaborative seminar Presentations,
- Reviews and analysis of book/reports/ official documents, official website, reports and research journals,
- Listening to Educational Videos followed by discussion
- Library reading followed by group discussion
- Study of documents and references
- Debate, Project, workshop, Panel discussion, Case Studies.

PRACTICUM

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

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test (The best Two tests)	20	50%
Practicum (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

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ELECTIVE COURSE
GROUP-C- EMERGING ISSUES IN EDUCATION

COURSE CODE-MEDNP04E08: INCLUSIVE EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

This course gives an introduction to individual differences and the need for inclusive education in the present educational scenario. The course through light in to various policies,

acts and practices relevant to social and educational inclusion. It also provides the opportunity to foster a culture of respect and belonging towards children with special needs.

COURSE LEARNING OUTCOMES

After studying the course, the learner will be able to

- Examine critically the concept, nature and characteristics of students with various special needs
- Understand the national and international initiatives towards the education of students with Diverse needs of the learners
- Critically evaluate the policies and legislations related to inclusive education
- Understand the challenges faced by students with diverse needs
- Equip with the skills to address the diverse needs of the students in inclusive education
- Identify the various aspects of teacher preparation and research priorities in Inclusive education

COURSE CONTENT

MODULE 1: *Introduction to Inclusive Education- National & International initiatives to respond to diversity (30 hours)*

Definition, concept and importance of inclusive education, Psychological and sociological approaches to inclusive education, Historical perspectives on education of children with diverse needs, Concept of special education, integrated education and inclusive education, Inclusive schools as effective schools

International initiatives:

The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12). The World Declaration on Education for all and its Framework for Action to meet Basic -Learning needs, 1990(Article 3 Clause 5). The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990). The Asian and Pacific decade of Disabled Persons, 1993-2002. International Year of the disabled persons (IYDP, 1981), International perspectives Dakar framework of action (2000), Millennium development goals (2000)

National Initiatives:

 National institutes for various disabilities, District primary education programme (DPEP). Sarva Shiksha Abhiyan. Initiatives for the gifted and talented children. National curriculum

framework, 2005 NCERT Girls; education initiatives -Mahila samakshya, kasturba gandhi balika vidyalaya.

MODULE 2: *Current Laws, Policies, Teacher Preparation and Research priorities in Inclusive Education (20 hours)*

The Mental Health Act 1987. Rehabilitation Council of India Act, 1992, National policy on Education (NPE), The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995). The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999. Right to education act 2009 and afterwards

Teacher preparation:

Skills and competencies of teachers and teacher educators for elementary and secondary education with inclusive settings. N.C.F 2005 and curriculum for teacher preparation and transaction modes. Roles, responsibilities and professional ethics of teachers in inclusive settings

Research Priorities in Inclusive Education:

Areas of research needed for enhancement of learning. -Evaluation of centrally sponsored schemes of education of SCs, STs, and Minorities. Priority areas of research on girls' education. Study of teaching learning practices and social inclusion. Least Restrictive Environment Community Based Rehabilitation

MODULE 3: Children with Diverse Needs (20 hours)

Concept and meaning of diverse needs, Definition , concept and challenges children with sensory impairments (hearing, visual and physically challenged), Intellectually challenged (gifted, talented and mentally challenged), Developmental disabilities (Autism, Cerebral palsy, Learning Disabilities), Social and emotional problems, Scholastic backwardness, Under achievement, Slow learners, Children with health problems, Environmental /Ecological difficulties and children belonging to other marginal group. Socially disadvantaged children Gender Equality

MODULE 4: *Inclusive education strategies for addressing diversity in class rooms(20 hours)*

Steps to becoming a culturally inclusive school, Developing inclusive knowledge in science, language, maths -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, multigrade teaching in rural context, Mid-Day Meal Scheme, 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. Role of technology for meeting diverse needs of learners, Role of parents and other community members for supporting inclusion of children with diverse needs

TRANSACTION MODALITIES

Lecture cum discussion, Individual or collaborative seminar Presentations, Reviews and analysis of book/reports/ official documents, official website, reports and research journals, Listening to Educational Videos followed by discussion, Library reading followed by group discussion

PRACTICUM (Any three)

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 report on the perceived causes, difficulties, developmental patterns, strategies for enabling the learner.

5. Visit/interview a teacher/ head teacher of nearby school to make a report of the steps taken to turn it into an inclusive school and comment.

6. Prepare lesson plan on topic of your choice that cater to diverse learners, and highlight the strategies and emphasizes made to cater to each category

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test (The best Two tests)	20	50%
Practicum (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES:

1. Dubbey.S.M (2001), Educational scenario In India. Authors

2. Gardener William I (1977) Learning & Behavioural characteristics of Exceptional children And youth ; Allyn & Bacon

3. Hallahan & Kauffman, J.M (1978) Exceptional Children; An Introduction to special education, Englewood Cliff; Prentice hall

4. Kirk A &Gallauger , J.J (1979) Educating Exceptional Children , Hoffton and Mifflin

5. Lewis B.R & Doorlag H.D Teaching special students in general education classroom (6th edition) Merril Prentice Hall.

6. Pande R.S & Advani .L (1995) Perspectives of Disability and Rehabilitation, New Delhi , Vikas Publishing House

7. Stephen C.M et.al (1983) Teaching Mainstream students New york: John Wiley

Group C- Elective Course

COURSE CODE- MEDNP04E09: EDUCATION FOR HUMAN RIGHTS AND VALUES

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course gives an account about human rights and duties, need of human rights and value education, various policies and commissions associated with this. It also specifies the role of teachers and teacher education programme in developing value system among students and the use of various tools and techniques for measuring the moral traits.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand human rights and its national significance
- Recognize the violation of human rights and ways to protect our rights
- Co-ordinate and encourage activities to protect human rights
- Understand the need and significance of values in life and value education
- Analyse various approaches for value education through research
- Recognize the relevance of value education in teacher education
- Practice and propagate values among students

COURSE CONTENT

MODULE 1: *Human Rights -its status and new trends in India*   *(30 hours)*

Meaning, Rights and Duties, General conditions underlying the idea of Human Rights. Human Rights Guaranteed in main international Treaties. Indian Constitution and Human Rights, Constitutional Provisions, Implementation of Human Rights in India. Agencies Promoting Human Rights in India (National and State levels). Rights of child, women, Right to Information, consumer rights Human Rights violation in India. Role of teacher in protecting Human Rights.

Human Rights Education   *(10 hours)*

Need, Framework of educational policies in India for elementary, secondary, and higher secondary level. Methods of teaching Human Rights. (role play, brain storming, projects, pictures).

MODULE 2: *Value Education- Commissions and committees on value education (21 hours)*

Definition, meaning, need and importance of value education in the present Indian and global contexts. Classification- Values of Ancient Indian culture, classification by NCERT. Sources of values- Philosophy, Curriculum, Community, Culture, Religion, science, Literature etc. Direct, Indirect, incidental approaches, University Education Commission (1948), Sri Prakasa committee on Religious and moral Education (1959), The committee on Emotional Integration (1961), The Indian Education Communication (1964-66), Report of UNESCO(1972), suggestions of The first National Moral Educational Conference(1981), National Policy on education (1986).

MODULE 3: *Agencies of value inculcation*   *(9 hours)*

Home, School, Peer group, community, society, media, how all these agencies contribute for the inculcation of values among students. Type of activities in school for inculcation of values (prayer, assembly) Role of curriculum, Hidden curriculum.

MODULE 4**:** *Value education – Evaluation and Teacher education programme (20 hours)*

Professional ethics, Professionalism and love towards teaching profession, Teacher as a model, New trends in value education (various approaches and methods, use of ICT for effective value education programmes, life skills, prevention of manmade disasters, role of a counsellor training to practice different strategies). Evaluation in moral education – a difficult

task. Some tools and techniques to measure moral traits are, observation, tests, checklists, rating scale, attitude scale.

MODES OF TRANSACTION

- Lecture cum discussion, Individual or collaborative seminar Presentations,
- Reviews and analysis of book/reports/ official documents, reports and research journals,
- Listening to Educational Videos followed by discussion
- Library reading followed by group discussion
- Study of documents and references
- Debate, Project, workshop, Panel discussion

PRACTICUM (Any two)

1. Content Analysis of school curriculum for identification of values and assessment of moral content

2. Review of recent research studies on value education

3. Analysis of life history of 5 well known personalities/interview with spiritual leaders.

4. Construction and evaluation of any tool in moral education.

5. Action research in value education

6. Review of researches in Human rights, women studies and other marginalised

7. Discussion of issues of Human Right violations

8. An interview with people who protect Human Rights

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test (The best Two tests)	20	50%
Practicum (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

1.Rao, R.K. (1986). Moral Education – A practical Approach . Mysore: RIMSE.

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3. Bull, N.J. (1969). Moral Education. London: Routledge&Kegan Paul.

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5. Joyce, B. ,& Weil, M. (1978). Models of Teaching. New Delhi: Prentice Hall.

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12. Saraf, M. (1999).Education in human values. New Delhi: Vikas.

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14. Wilson, J. (1967). Introduction to moral education.Middlessex: Penguin Books.

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18. Patil, V. T. (2008). Value education and human rights education. New Delhi: Virgo.

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Group C-Elective Course

COURSE CODE MEDNP04E10: ENVIRONMENTAL EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course is an introduction to environmental education and various ecological factors for sustainable development. This course gives an insight in to the environmental heritage and environment friendly culture of Kerala, various environmental issues and the role of public participation in the conservation of nature.

COURSE LEARNING OUTCOMES

After completing the course, the learner will be able to

- Understand the concept, importance, scope and aims of environmental education
- Familiarize with the emerging terminologies and concepts in the field of environmental education
- Understand about various projects in the areas of environmental studies
- Acquaint 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.
- Acquaint with various components of environmental concerns for preparing a curriculum for environmental education.
- Develop various strategies for realizing the objectives of environmental education with special emphasis at local level.

COURSE CONTENT

MODULE 1: *Introduction to Environmental Education and Eco concepts* *(27 hours)*

Origin and development of the concept. Need and Significance, Psychological Perspectives of EE, Need of a "Green Curriculum", Methods and Strategies for EE at primary, secondary and Higher Education. Environmental Sensitivity, Concept of Environmental sensitivity index Environmental action and environmental action plan, Difference Between Ecology and Environmental Education. Concept and Role of teacher in cultivating the following: 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. Ecological Intelligence- Daniel Goleman, Naturalistic Intelligence –Howard Gardner, Eco tourism: Meaning and Relevance, Eco pedagogy- Meaning and Importance

MODULE 2: *Sustainable Development- Environmental Heritages and culture (20 hours)*

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

Western Ghats: Meaning of the term 'Ghat', It's relevance as UNESCO world heritage site

Bio diversity of Western Ghats, it's role in controlling climate of Kerala, Threats to Western Ghats, (All the Five subtitles must be sensitized using appropriate strategies), Other environmental Heritages, Environment friendly culture of Kerala- A Rethinking

MODULE 3**:** *Environmental issues* *(20 hours)*

Concept of Homeostasis, Degradation in the quality of Environment, Role of individuals in the Prevention of Pollution, Climate change, Global Warming, Acid Rain Ozone Depletion (Emphasis is to be given to the role of Individuals), Solid Waste Management-Meaning, Role and Responsibility of Individuals and Institutions in the management of E waste, Nuclear waste, Medical Waste, Plastic Waste. Waste management- Public-private participation.

MODULE 4: *Disaster Management and Public participation in Nature Conservation (23hours)*

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

Importance of Public participation in the conservation of Nature, Measures to ensure public participation- Role of Media, Governmental and nongovernmental agencies. Contributions of environmental activists in bringing public participation, Planetary citizenship or world citizenship- importance in the era of globalization. Environmental Citizenship as the ultimate goal of Environmental education

TRANSACTION MODES

Lecture cum discussion, Individual or collaborative seminar Presentations, Reviews and analysis of book/reports/ official documents, reports and research journals, Listening to Educational Videos followed by discussion, Library reading followed by group discussion, Study of documents and references, Debate, Project, workshop, Panel discussion

PRACTICUM

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

6. Conduct a study on Environment friendly behavior among prospective secondary teachers

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test (The best Two tests)	20	50%

Practicum (any three)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

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2. Orr, D (1992) . Ecological Literacy : Education and transition to a post modern worlds. Albany: State University Press, New York.

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5. Speth & James,G. (2006) Global Environmental challenges: Transition to a sustainable world, Orient Longmann

6. Firor, John & Judith E ,J. (2003) Crowded Green House, University Press

7. Brown , Lester R (2002) Eco Economy : Building an economy for earth , Orient Longmann

8. Gardner HS(2006) Frames of Mind. Harvard university Press

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13. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.

14. Nanda, K.V. (1997), Environmental Education, New Delhi : APH Publishing Corp.

15. Nasrin (2007). Education, Environment and Society, New Delhi: APH Publishing Corp.

16. Saxena, A.B. (1986), Environnemental Education, Agra: National Psychological Corp.

17. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.

18. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.

19. Shukla, K.S. and Srivastva, R.P. (1992). Emerging pattern of Environmental Structure, New Delhi : Commonwealth Publishers.

20. Singh, K.Y. (2005). Teaching of Environmental Science, New Delhi : Charman Enterprises.

22. Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishing House.

23. Kumar, V.K. (1982). A Study of Environmental Pollution, Varanasi : Tara Book Agency.

24. Vyas,H. (1995), Paryavaran Shiksha, New Delhi : Vidya Mandir.

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 Indai(BSI) . web: www.nic.in. email: bsi@gems.vsnl.net.in

4. Centre for Environmental Education (CEE). web: www.educationvsnl.com/cee/index.html. email: cee@ceeindia.org

Group C-Elective Course

COURSE CODE-MEDNP04E11 COMPARATIVE EDUCATION

CREDIT			TEACHING HOURS			ASSESSMENT		
L/T	P/I	TOTAL	L/T	P/I	TOTAL	Internal	External	TOTAL
4	-		90			40	60	100

L/T=Lecture/ Tutorial; P/I= Practical/Internship

ESSENCE OF THE COURSE

The course describes the need and importance of comparative education at different levels. This course also gives a brief account on the salient features of elementary, secondary and higher education system of selected developed, developing and under developed nations with respect to the structure, policy and financing, curriculum, administration, legislations and teacher education.

COURSE LEARNING OUTCOMES

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

- Explain the concept of Comparative Education.
- Understand the need and importance of Comparative Education.
- Explain the factors influencing the educational system of a country.
- Understand the structure of educational system in different countries.
- Compare the education systems of U.K, Ethiopia, China and India.

- Critically evaluate the efficacy of educational systems of different countries in terms of prevailing trends of those countries.

MODULE1: *Understanding Comparative education*   *(20hours)*

Meaning 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

MODULE 2: *Comparison of Elementary and Secondary education System in selected nation (30 hours)*

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

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

MODULE 3: *Comparison of Higher Education System in selected Developed, Developing and Underdeveloped Nations (20 hours)*

Higher education system in India, China, UK and Ethiopia – Origin and development of University System of Education in India, China, UK and Ethiopia – Gross enrolment 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

MODULE 4: *Comparison of Distance Education systems in selected nations (20 hours)*

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

TRANSACTION MODE

Lecture, Small group discussions, Reading and reflections on text, Assignments, Seminar presentations.

PRACTICUM

1. Review of studies related to comparative education
2. Website evaluation of official educational websites of selected nations
3. Critical evaluation of school curriculum of any two nations.

ASSESSMENT INDICATORS FOR CONTINUOUS EVALUATION

Criteria	Marks	Percentage
Class test (The best Two tests)	20	50%
Practicum (any two)	12	30%
Attendance	08	20%
Total	**40**	**100%**

REFERENCES

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Publishers, N.Delhi (2004)

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Education" made easy", Doaba House, Delhi (1979).

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Web References

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3) http://en.wikipedia.org

4) http://www.curriculum.wa.edu.au

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

6) http://indiatogether.com/2006/jun/edu-medium.html

7) http://www.ibe.unseco,org

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