

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



Name of the Programme:

**Master of Education (M.Ed. Non - CSS)**

(Syllabus effective from 2022 Admission)

**UNIVERSITY OF KERALA**

2022

## LOCF for M.Ed.

<b>CONTENTS</b>	<b>Page No</b>
<b>PREAMBLE</b>	<b>1</b>
<b>1.PREFACE</b>	
<b>1.1 Introduction</b>	<b>3</b>
<b>1.1.1. Professionalization in Education</b>	<b>4</b>
<b>1.2. The broad objectives of Teacher Education</b>	<b>5</b>
<b>1.3.Components of the Two year M.Ed. Programme (as envisaged by NCTE)</b>	<b>6</b>
<b>1.3.1. Perspective Courses</b>	<b>6</b>
<b>1.3.2. Tool Courses</b>	<b>7</b>
<b>1.3.3. Teacher Education Course</b>	<b>7</b>
<b>1.3.4.Specialization in Core Subject</b>	<b>8</b>
<b>1.3.5.Reflective Practicum</b>	<b>8</b>
<b>1.3.6..Self-development courses</b>	<b>8</b>
<b>1.3.7. Internship</b>	<b>9</b>
<b>1.3.8. Research Dissertation</b>	<b>10</b>
<b>1.3.9. Institutional Twinning Programme</b>	<b>11</b>
<b>1.3.10. Interface with External Board</b>	<b>11</b>
<b>1.3.11. Comprehensive Viva-voce</b>	<b>12</b>
<b>1.3.12. Attending 2 Seminars</b>	<b>12</b>
<b>1.4. Curriculum Transaction</b>	<b>12</b>
<b>2. SYLLABUS FOR M.Ed</b>	<b>13</b>
<b>3. PROGRAMME STRUCTURE OF M.Ed.</b>	<b>14</b>
<b>4. PROGRAMME FRAMEWORK M.Ed. (Non CSS)</b>	<b>18</b>
<b>Content of Semester I</b>	<b>19</b>
<b>Content of Semester II</b>	<b>56</b>
<b>Content of Semester III</b>	<b>81</b>
<b>Content of Semester IV</b>	<b>196</b>

## **PREAMBLE**

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

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

## **GRADUATE ATTRIBUTES (GAs)**

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

## **The GAs of University of Kerala**

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

# UNIVERSITY OF KERALA

## Two-year M.Ed. (Non CSS) Programme

### 1 PREFACE

#### 1.1 Introduction

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

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

Higher education aimed to provide training of a cadre of people who can reflect on phenomena related to education at all levels, particularly the macro-level. Such personnel is increasingly required for policy formulation, criticism, monitoring and evaluation of the education system, perceiving and reporting, and the changing pattern of perspectives that transcends day-to-day concerns of teaching and learning. There is a huge cry on the quality concerns in higher education

from time immemorial. Every programme in higher education should meet the expectation of its stakeholders as well as the quality at par with global standards. The aim of the teacher education course (M.Ed.) offered by the University of Kerala is based on the conception of –Education as professional preparation for service or more clearly –Education as preparation of teachers and other professionals for service in the field. The purpose of the course as envisaged by the UGC is ‘to *develop an educational leader with the vision*. Hence the M.Ed. programme is designed in such a way as to become the driving force in equipping personnel with competent, empowered, committed and devoted teachers who are the skilled force in managing the educational environment and providing high-quality education.

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

### **1.1.1 Professionalization in Education**

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

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

various foundational areas in the perspective-building exercise, it must be emphasized that the essence of professional preparation as educators is a reflective practice involving hands-on engagement with the core processes of education.

## **1.2. The broad objectives of Teacher Education**

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

- Gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- Get acquainted with the content, and organisation of the pre-service teacher education curriculum, the infrastructure and resources needed, and the issues and problems related to teacher preparation.
- Design in-service teacher professional development program/activities based on the needs of teachers
- Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator.
- Master the methods and techniques of developing competencies, commitments, and performance skills of teachers.
- Explain the nature of issues and problems faced by the state system of education and suggest some innovative remedies or policies to solve them
- Appreciate as well as evaluate the national education policies and provisions made in the plan documents of state and central governments to spread quality education at all levels in the country
- Propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of learners to execute their responsibilities as -Global citizens
- Realize the importance of leadership in education and how it can be developed
- Imbibe the attitudes and skills required of 'life-long learners in the 'ICT influenced world' of today and tomorrow

- Acquire the skills required of a ‘consumer’ and a ‘practitioner’ of educational research and innovations
- Acquire skills to design a curriculum for research-embedded instruction.

### **1.3. Components of the Two year M.Ed. Programme (as envisaged by NCTE)**

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

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

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

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

#### **1.3.1. Perspective Courses**

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

Expertise emanating from a broad base of knowledge and understanding, skill and judgment, and integrity and independence of professional judgment is generally accepted as necessary characteristics of a profession. Teacher education as a discipline might have some special

characteristics of its own as far as the required knowledge base is concerned. But teacher education as a profession may additionally demand:

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

### 1.3.2 Tool Courses

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

These workshops should engage the students in reflecting on the linkages between the self and one's professional practice. Themes such as gender, society and education, 'disability', psycho-social dimensions of exclusion, and inclusive education, should be central to these workshops. Sessions on mental and physical well-being (through modalities such as Yoga), should also be interwoven into the sessions. The new outcome-based curriculum offers the course in the form of skill enhancement electives along with other core courses.

### 1.3.3 Teacher Education Course

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

transacted in an institution of teacher education.

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

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

#### 1.3.4 Specialization in Core Subject

The component Specialization in the core subject has 8 credits. The idea is to develop a programme that prepares teacher educators who not only have a thorough understanding of a specific school stage (such as elementary/secondary and senior secondary) organised in the following manner: Elementary Education: Curriculum and Management (Sem I) Secondary/Senior Secondary Education: Curriculum and Management. (Sem. II).

#### 1.3.5 Reflective Practicum

A brief report of activities/ problems/ issues/ context related to the content of each course shall be prepared (not exceeding 10 pages and preferably hand written) and submitted for internal assessment in all semesters.

#### 1.3.6 Self - Development Courses

The course aims to develop mental and physical wellbeing through modalities such as yoga practices, gender issues, eco-friendly practices, art and literature. These programmes should engage the students in reflecting on the linkages between the self and one's professional practice. 1 credit is assigned to each SDC (25 marks). The theme emphasises the development of personal and professional competencies and becoming healthy individuals. A total of 7 SDCs shall be offered as given below.

1. Yoga Practices
2. Working with community
3. Communication and Academic Writing
4. Gender Issues: Awareness and Management
5. Practices promoting Eco-friendliness
6. Career Development
7. Participation in Rural Reconstruction and Social Welfare in collaboration with LSG

### 1.3.7 Internship

Internship in education has been proposed in three phases. Phase I is for a duration of at least 5 working days with 2 credits (1 credit for Visit and 1 credit for Report Writing) during Semester I, Phase II for a duration of 15 working days with credit 3 during semester II – Teaching at D.Ed level and Phase III for a period of 15 days with 3 credits during semester III – Teaching at B.Ed level under the supervision and assessment of the respective Colleges of Teacher Education and practicing/attached institutions. The assessment of the Internship during the three Semesters will be done internally. The report of the internship - duly signed by the mentor in the institution - shall be presented before the external board deputed by the University. The tasks to be carried out by the students during the internship and the marks assigned to each are as follows.

#### **Phase – I (Semester I)**

**(50 marks / 2 credits / 60 working hours)**

*(Attachment with an institution of educational & social relevance and reputation)*

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

#### **Phase – II (Semester II)**

**(75 marks/ 3 credits / 15 working days / 90 hours)**

Teaching at D.Ed. level in core and Optional areas – 6 lessons each, by employing modern methods and technologies.

COMPONENTS	MARKS FOR CORE SUBJECTS	MARKS FOR OPTIONAL SUBJECTS	TOTAL MARKS
Planning & preparation- Lesson transcripts	10	10	20
Content transaction	20	20	40
Evaluation	7.5	7.5	15
Grand Total			75

### Phase-III (Semester III)

(75 marks/3 credits/15 working days/90 hours)

Teaching at B.Ed. level in core and Optional areas – 6 lessons each, by employing modern methods and technologies.

COMPONENTS	MARKS FOR CORE SUBJECTS	MARKS FOR OPTIONAL SUBJECTS	TOTAL MARKS
Planning & Preparation - Lesson transcripts	10	10	20
Content transaction	20	20	40
Evaluation	7.5	7.5	15
Grand Total			75

### 1.3.8 Research Dissertation

**(Proposal 50 marks/Dissertation 150 marks/Viva-voce 50 marks /Total 250marks/10credits)**

The dissertation is a compulsory component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme based on the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct research and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the dissertation) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it, (Phase I of

Dissertation-preparation & Presentation of Research Proposal in Semester II) executing the plan (which includes engaging with the relevant body of literature and theories), analysing and writing the findings in an academic fashion, and presenting the work (Phase II of Dissertation in Semester IV). However, this should not be seen as implying that the dissertation must be field based.

The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses. The main body of the Dissertation shall not be less than 120 pages and shall not exceed 250 pages in total. Each student shall submit 3 copies of the Dissertation to the University and of which in two copies the identity shall be masked, and the 3<sup>rd</sup> copy shall be complete and unmasked. The Dissertation shall be submitted within two months from the commencement of Semester IV.

### 1.3.9 Institutional Twinning Programme (1 credit)

Institutional Twinning Programme (ITP) component of the M.Ed course is intended to generate the Education Master Aspirants to imbibe leadership experience through collaborative inter-institutional visits to institutes of International, National or Regional significance of pure, applied, or interdisciplinary research in pedagogy or allied social sciences. The programme is to be of a maximum one-week duration (ie.5 working days) covering 30 functional hours involving collective academic and co-curricular initiatives of mutual interest and consensus. The program must be visualized to generate a taste to engage with the administrative and research culture of a unique institution of reputation leading to a short reporting cum visual presentation by the master aspirant.

The assessment could be done internally through on-line submission or by using a standardized rubric. The component carries 1 credit and 25 marks. This shall be given internally by giving weightage to the following parameters such as participation in the programme (**15 marks**) and reporting cum visual presentation (**10 marks**).

### 1.3.10. Interface with External Board (1 credit)

There will be an interface with the external board at the end of the second semester carrying 25 marks. Students securing less than 12.5 marks in the interface with the external board will have to repeat the same during the next year. Such students will be given a total of two chances to clear the same. The University will constitute a Board of Examiners (Dean, Faculty of Education, Chairman 2nd semester M.Ed. examination and an internal/external examiner) for conducting both

the DIS1- Research proposal presentation and the interface with the external board.

### 1.3.11 Comprehensive Viva-voce (2 credits)

There will be a comprehensive viva-voce at the end of the Fourth semester carrying 50 marks. Students securing less than 25 marks in the comprehensive viva-voce will have to repeat the same during the next year. Such students will be given a total of three chances to clear the same. The University will constitute a Board of Examiners (Dean, Faculty of Education, Chairman of 4<sup>th</sup>-semester examination, and an internal/external examiner) for conducting both the DIS2 Dissertation viva-voce and comprehensive viva-voce.

### 1.3.12 Attending 2 Seminars (State/National/International)during the course

The student shall attend 2 seminars/workshops of educational importance at any convenient time during the course and shall submit a copy of the certificates at the time of submission of the dissertation. The original certificates shall present before the Comprehensive VivaII Board.

## 1.4. Curriculum Transaction

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

## 1. SYLLABUS FOR M.Ed.

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

### 3, PROGRAMME STRUCTURE OF M.Ed. ( Non CSS)

SEMSTER I					
COURSE CODE	NAME OF THE COURSE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
PCS1	Advanced Philosophical and Sociological Perspectives of Education	4	70	30	100
TCS1	Convergence of Technology in Classrooms: ICT and Beyond	4	70	30	100
TEC1	Trends and Practices in Teacher Education	4	70	30	100
SCS1	Elementary Education: Curriculum and Management	4	70	30	100
TCS 1(a)	ICT- Practical	1	-	25	25
SDC1	Self Development Course: Yoga Practices	1	-	25	25
TEC 1(a)INT I	Attachment with Institution(at least 5 days + report writing)	2		50	50
<b>TOTAL</b>		<b>20</b>	<b>280</b>	<b>220</b>	<b>500</b>

SEMESTER II					
COURSE CODE	NAME OF THE COURSE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
PCS 2	Advanced Educational Psychology	4	70	30	<b>100</b>
TCS2	Fundamentals of Educational Research and Statistics	4	70	30	<b>100</b>
SCS 2	Secondary/ Sr.Secondary Education: Curriculum and Management	4	70	30	<b>100</b>
PCS 2 (a)	Educational Psychology- Practical	1		25	<b>25</b>

SDC2	Self-Development Course.Working with Community	1		25	<b>25</b>
TEC 1 (b) INT II	Teaching at D.Ed. level(15 days)	3		75	<b>75</b>
DIS 1	Research proposal: Preparation & Presentation	2	25	25	<b>50</b>
IEB	Interface with ExternalBoard (Practical works, SDCs, and Internship Report)	1	25		<b>25</b>
<b>TOTAL</b>		<b>20</b>	<b>260</b>	<b>240</b>	<b>500</b>

SEMESTER III					
<b>COURS E CODE</b>	<b>NAME OF THE COURSE</b>	<b>CREDITS</b>	<b>EXTERNAL MARKS</b>	<b>INTERNAL MARKS</b>	<b>TOTAL</b>
PCS 3	Curriculum Development in 21 <sup>st</sup> Century Learning Context.	4	70	30	100
TCS 3	Advanced Educational Research and Statistics	4	70	30	100
SES 1	Advanced Methodology in ClassroomPractices SES 1.a.Advanced Mathematics Education SES1.b.Advanced Science Education SES1.c,d,e,f,g,h.Advanced Language Education(English, Hindi, Malayalam ,Sanskrit, Tamil, Arabic) SES1.i.Advanced Social Science Education SES1j.Advanced Commerce Education SES1k.Advanced Geography Education	4	70	30	100
TCS 3(a)	Educational Statistics- Practical	1		25	25
ITV	Institutional Twinning Visit	1		25	25
SDC 3	Self-Development Courses Communication &Academic writing.	1		25	

SDC 4	Gender Issues: Awareness and Management	1		25	<b>75</b>
SDC 5	Practices promoting Eco-friendliness	1		25	
TEC 1(c) INT III	Teaching at B.Ed Level.(15 days)	3		75	<b>75</b>
Total		20	210	290	<b>500</b>

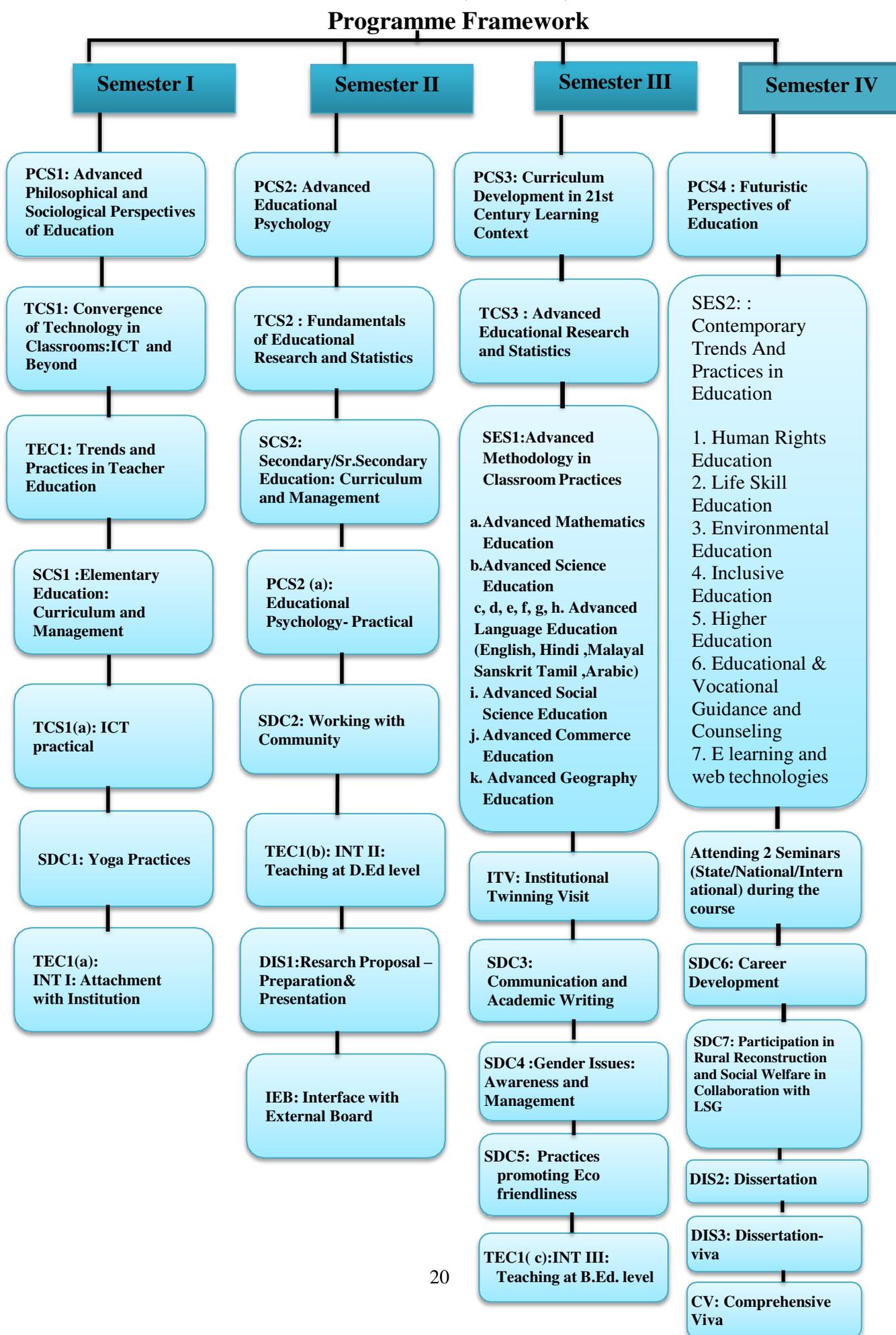
#### SEMESTER IV

<b>COURSE CODE</b>	<b>NAME OF THE COURSE</b>	<b>CREDITS</b>	<b>EXTERNAL MARKS</b>	<b>INTERNAL MARKS</b>	<b>TOTAL</b>
PCS 4	Futuristic Perspectives of Education	4	70	30	100
SES 2	Electives: Contemporary Trends And Practices in Education SES 2.1. Human Rights Education SES 2.2 Life Skill Education SES 2.3 .Environmental Education SES 2.4 .Inclusive Education SES 2.5. Higher Education SES 2.6 .Educational & Vocational Guidance and Counseling SES 2.7. E learning and web technologies	4	70	30	100
SDC 6	Self Development Courses Career Development	1		25	50
SDC 7	Participation in Rural Reconstruction and Social Welfare in collaboration with LSG	1		25	
DIS 2	Dissertation  Attending 2 Seminars (State/National/International level) during the course	6	150		150

DIS 3	Dissertation-Viva-voce	2	50		50
C V	Comprehensive Viva (Practicals, ITV, SDCs, INT report)	2	50		50
		20	390	110	500

PCS- Perspective Core Subject, TCS- Tool Core Subject, TEC- Teacher Edcatuib Core, SCS- Specialisation Core Subject, INT- Internship, SDC- Self Development Course, DIS- Dissertation  
SES- Specialisation in Elective Subject, ITV- Institutional Twinning Visit, IEB- Interface with External Board, CV- Comprehensive Viva

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



<b>SEMESTER I</b>	<b>Course Code: PCS 1</b>	<b>Credits: 4</b>
-------------------	---------------------------	-------------------

**NAME OF THE COURSE: ADVANCED PHILOSOPHICAL AND SOCIOLOGICAL  
PERSPECTIVES OF EDUCATION**

**COURSE OUTCOMES**

CO1: Articulate and exemplify basic knowledge of Philosophy and its

branches  
CO2: Philosophize educational actions and interactions

CO3: Logically analyze, interpret and synthesize various philosophical principles of the educational process

CO4: Develop a philosophical outlook toward educational issues.

CO5: Develop critical awareness about the contributions of thinkers to education.

CO6: Understand the various functions of the society, elements of the society, social movements, forces and changes and their relations with education.

CO7: Develop an insight into the structure and formation of the society and their importance in framing the system of education for the nation.

CO8: Understand the role of education as a device for social change, social control, social security and social progress.

CO9: Create a mental set for research on various social issues and act as an agent of change

**COURSE CONTENT**

**MODULE I: PHILOSOPHICAL PERSPECTIVE BUILDING IN EDUCATION**

Philosophy – Metaphysics, Epistemology and Axiology and their sub-branches (basics only).  
Perspective building by philosophizing the issues of life, of truth, of knowledge, of good and bad. Philosophizing for setting aims, framing curriculum, designing aspects of implementation and evaluation in education

**(10 Hrs)**

**Module Outcomes:**

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

M01: Recognise the different branches of Philosophy

M02: Identify the need for perspective building in various aspects of life and education

M03: Apply philosophical knowledge for setting aims, framing curriculum, designing aspects of

implementation and evaluation in education

## **MODULE II: SCHOOLS OF PHILOSOPHY**

An appraisal of the prominent schools in the context of the 21st century realities in relation to framing objectives, content, methods and effecting changes in education

- 1) Oriental schools- Indian a) The Orthodox Schools (Shad Darshanas)–Sankhya, Nyaya, Vaiseshika, Yoga, Mimamsa (Purva Mimamsa), Vedanta (Uttar Mimamsa) b) Heterodox Schools–Buddhism, Jainism and the Charvakas. Japanese: a) The Soka School ( Makiguchi, Ikeda) ; b) The Non-killing Humanitarian School (Glen Paige)
- 2) Occidental Schools- Idealism, Realism, Naturalism, Existentialism, Pragmatism, Perennialism, Reconstructionism, Eclecticism

**(15 Hrs)**

### **Module Outcomes:**

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

M 01: Recognise the different schools of Philosophy

M02: Discriminate Orthodox Schools from Occidental Schools

M03: Delineate the nature and aims of different schools of Philosophy

M04: Assess the prominent schools in the context of the 21st century realities in relation to framing objectives, content, methods and effecting changes in education

## **MODULE III: HIGHLIGHTS FROM THE THOUGHTS OF SELECTED PHILOSOPHERS**

Mahatma Gandhi – Truth, Non- violence, Self-reliance and Self- realization. Swami Vivekananda – Education as man-making. Rabindra Nath Tagore – The idea of Universal man, Art Bases of Education. Dr. B.R.Ambedkar - His three ideals: knowledge, self-respect and morality. His call to Educate, Agitate and Organize. Dr. S.Radhakrishnan – Religious Pluralism

**(10 Hrs)**

### **Module Outcomes:**

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

M01: Recognise the significant contributions of Indian Philosophers

M02: Generate the nature of views underlying thoughts of prominent philosophers

M03: Locate philosophical ideas in real world settings

#### **MODULE IV: EPISTEMOLOGICAL PERSPECTIVES**

Epistemological Challenges in restructuring communities of diversities. Empiricism, Positivism, Post-positivism, Relativism, Phenomenology (Husserl, Heidegger, Merleau Ponty), Knowledge Interest Theory of Habermas Post Modernistic thoughts – It's skeptical trend : Fallibilism, Binaries; the myth of objective knowledge, certainty and absolute truth; Evolutionary Epistemology of Karl Popper; The Theory of Uncertainty (Heisenberg); Virtue Epistemology

**(15 Hrs)**

##### **Module Outcomes:**

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

M01: Recognise the epistemological challenges in restructuring communities of diversities

M02: Estimate the nature of epistemological schools of thought

M03: Reconstruct post-modernistic thoughts

M04: Judge the importance of Virtue Epistemology

#### **MODULE V: PHILOSOPHY OF RESEARCH**

Research paradigm- Positivist, Constructivist/Interpretist, Pragmatic Subjectivist, Critical. Paradigm shift – Micro-narratives, Primacy of the Local, Ethnocentrism, Cross-case studies, Artbased Research, Multiple Methodology.

**(10 Hrs)**

##### **Module Outcomes:**

*After Completion of this module, the student should be able to:* M01:

Recognise various research paradigms in philosophy

M02: Express the paradigm shifts in philosophical research

M03: Manipulate various research paradigms in educational contexts

#### **MODULE VI: SOCIOLOGICAL PERSPECTIVE BUILDING IN EDUCATION**

Sociology, its relation with education. Educational Sociology and Sociology of Education. Education for social security, wellness and progress. Education for sustenance and transformation in society Agents of socialization – Family, Society, School, Religion, Art, Literature, Socio-Cultural Organizations

(15 Hrs)

**Module Outcome:**

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

M01: Recognise the nature of Sociology and its relation with education

M02: Distinguish the distinctiveness of Educational Sociology and Sociology of Education M03: Employ ideas of education for social security, wellness and progress

M04: Inspect the need of education for sustenance and transformation in society M05: Determine the significance of different agents of socialization

**MODULE VII: CHALLENGES OF EDUCATION IN THE PRESENT CONTEXT**

Realization of Millennium Development Goals. (MDG) in maximizing educational opportunities. Education in relation to social equity and equality of educational opportunities Education in relation to social stratification and social mobility. Social change, its determinants in the context of globalization, and cycles of social change. Teacher as a change agent. Role of Media in socializing. Constraints on social change in India with respect to caste, ethnicity, class, religion, Language, gender, religion, and political interest.

(15hours)

**Module Outcomes:**

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

M01: Illustrate the challenges of education in the changing scenario

M02: Realise the importance of MDGs in maximizing educational opportunities

M03: Relate educational opportunities for social equity and equality

M04: Connect education in relation to social stratification and social mobility

M05: Report the role of Media in socializing

M06: Detect the constraints on social change in India

M07: Justify the role of the teacher as a changing agent in the changing scenario

**MODULE VIII: SOCIOLOGICAL THEORIES**

Amartyasen, Pitirim A Sorokin, Ferdinand Tonnies, Max Weber, Peter Drucker. Sociological Method, Semiotics, Philosophy and Anthropology. Education for Secularism, Pluralism, Democracy and Nationalism

(15 Hrs)

### **Module Outcomes:**

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

M01: Review the Sociological theories of sociologists

M02: Identify various sociological methods

M03: Determine the role of education for inculcating Secularism

MO4: Specify the role of education for Pluralism

MO5: Translate the idea of Democracy and Nationalism

### **MODULE IX: EDUCATION FOR SOCIAL JUSTICE AND VALUES IN THE CONTEMPORARY SOCIAL CONTEXT**

The Principle of Inclusion- Deprived groups, differently-abled groups, weaker sections, Communities on the move - Social Transition, the Dalits and subalterns, People's Action' groups, Social self-help groups (Ayalkoottam, Kudumbasree). Eviction of traditional communities from their natural historical habitats for the cause of development. Traditional Indian values, the Purusharthas. The value of World Peace. Human Rights: Right to education, Human Rights Education and Education for Human rights.

**(15 Hrs)**

### **Module Outcomes:**

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

M01: Generalise the principle of Inclusion

MO2: Categorise communities on the move

M03: Infer how education fosters social justice and values

MO4: Interpret traditional Indian values, the Purusharthas

MO5: Propose the value of World Peace

M06: Determine the nature and importance of Human Rights

Mo7: Generate an awareness regarding Human Rights Education and Education for Human rights

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Preparation of 'meta narratives' for encouraging students to internalize 'truths' and realities.

- Poster, poetry, songs, solo, skit, role playing, theatre on any theme of education.
- Library visit and report making – elaboration on philosophical thoughts.
- Contemporary media analysis with reference to philosophical anchor.
- Preparation of micro narratives about the life/philosophical outlooks/worldviews/educational views of educational thinkers.
- Construction of ideas through evidence (filed notes about social phenomena with philosophical resolutions).
- Identifying and observing the philosophical principles implemented in kindergartens, naturalist Montessori schools etc.
- Contemplating on professionalism of teachers and preparing classroom praxis.
- Survey on social challenges like dowry system, mafia influence, terrorism, corruption etc.
- Conducting seminars/workshops/symposia on democracy, secularism technological culture, privatization, globalization, etc.
- Project work on the impact of Kudumbasree, Ayalkoottam, etc
- Observing days of national and social importance.
- Census analysis
- Mass media analysis.
- Brain storming sessions on Gender issues.
- Designing value education sessions.
- Report making on changing communities, entrepreneurial abilities (teacherpreneurs).

## **MODES OF CURRICULUM TRANSACTION**

- Class room lectures with use of ICT
- Theme-centered interaction for sensitizing ‘Change’ Group discussion and debate
- Dealing with contemporary issues through seminars and symposiums Generating ideas for designing practicals and assignments.
- Arranging field trips for direct observation of ‘realities’ and ‘traits’ Organizing epistemological interfaces, perspective building and praxis

## REFERENCES

- Aggarwal, D.D. (2003). History and Development of Secondary Education in India (vol.1). New Delhi: Sarup and Sons.
- Balse, J.O., & Blase, Joseph. J (2006). Teachers Bringing out the Best in teachers. California: Corwin Press.
- Chaurasia, N.K. (2006). Quality Assurance System in Higher and Technical Education. University News, Vol.44, 24-30.
- Chaurasia, G. (2006). New Era in Teacher Education, Sterling Publishing Pvt., Ltd.
- Digumarti, Bhaskara, Rao. (1997). Self Evaluation of Lesson by prospective teachers. Journal of Educational Research and Extension, Vol 35 (1) pp.1-5.
- Dikshit, S.S. (2007). Teacher education in modern Democracies. New Delhi: Sterling Publishers Pvt., Ltd.
- Elahi, N. (2006). Teachers Education in India (INSET)- NCTE Policy perspectives in Teacher Education – Critique & documentation – NCTE, New Delhi.
- Ellahi, N. (1995). A critical study of inservice teachers education programme of SCERT, New Delhi: Jamia milla Islamia.
- Flynn, Laura., & Flyun, Ellen, M. (2004). Teaching writing with Rubrics- Practical strategies and Lesson plans for Grades 2-8. California: Corwin press.
- Fontaine, M. (2000). Teacher training with technology: Experience in five country programmes. Teach know Logia, November/ December 69-71.
- Freeman, W.H. (2015). Physical Education, Exercise and Sports Science in a changing Society. Burlington, MA: Jones & Bartlett learning.
- Hayson, J.J. & Sutton, C.R. (2004). Innovation in Teacher Education – M.C Graw Hill book company (UL) Ltd.
- Jangira, N.K. (1979). Teacher training and Teacher Effectiveness an experiment in teacher behaviour. New Delhi: National publishing house.
- Jayaprasad, R (2005) National Curriculum Framework for school education. In Innovations in Education, published by SRC Kerala.
- Khan, M.S. (1983). Teacher Education India and Abroad, New Delhi: A high publishing House.
- Kundu, C.L. (1998). Indian Year book Teacher Education. New Delhi: Sterling publishing private ltd.

- Loughran, John. (2006). Developing a pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. New York: Routledge. .
- Louis, C., Lawrence, M., & Keith, N. (2004). A Guide to Teaching Practice ( 5th edition) New York: Rout ledge Falmer. .
- Martin, D. J., & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. WadsworthPublishing, USA.
- Millman, Jason., & Hammond, Linda, Darling. (1990). The new handbook of teacher Evaluation Assessing elementary and secondary school teachers. California: Corwin press, Inc.
- Mohan, Radha. (2013). Teacher Education. New Delhi: PHI learning Pvt.Ltd.
- Mohanty, J. (2003). Teacher Education. New Delhi: Deep & Deep publication pvt. Ltd.
- Mukherji,S.N.(2003).Education of Teachers in India,VolumeI&II, New Delhi: S Chand & Co.
- National Curriculum Frame Work for Teacher Education(2009).Towards,preparing professional and Human Teacher,National council for TeacherEducation NewDelhi,
- NCERT (2005), National Curriculum Framework, NCERT, New Delhi..
- NCTE (1998). Curriculum framework for Teacher Education. NCTE, New Delhi.
- Neal, A., & Hicks, Cathy, D. (2003). What successful teachers Research – based classroom strategies for new and veteren teacher.: California: Corwin press.
- Nehru,R.S.S & Suryanarayana,N.V.S.(2013). Teacher Education. New Delhi: APH Publishing Company.
- Panda,B.N& Tiwari,A.D.(2013).Teacher Education.New Delhi:APH Publishing Corporation.
- Ram, S. (1999). Current Issues in teacher education. New Delhi: Sarup Sine publications
- Rao, Digumarti Bhaskara. (1998). Teacher Education in India. NewDelhi: Sterling Publishers.
- Rao,V.K &Reddy,R.S.(1992).Teachers and Teaching techniques. New Delhi:Commonwealth Publishers.
- Sharma,R.A.(2004). Teacher education- Theory, Practice & Research –.Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
- Sharma,S.P.(2016).Teacher Education Principles Theories and Practices.New Delhi:Kanishka Publishers,Distributors.
- Shrimali,K.L. Better Teacher Education. Ministry of Education, Government of India.

- Sualemeyarl, Lindsey.(2005). Working with student Teachers, New Delhi: Eurasla Publishing House (Pvt.) Ltd.
- Teacher Education for 21st c. search for New Direction to Management of Education in India, Memorandum to Govt. of India for creation of Indian Education Service,National Policy on Education 1986 supported by Prime Minister Rajiv Gandhi,CTE(January2006).
- Tibble,J.W.(ed.).(2003).The future of teacher Education.London Routledge & Kegan Paul.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCOPublication. Montrea
- Valencic,Zuljan &Vogrinc,Janez.(2011).European Dimensions of Teacher Education Similarities and Differences.Ljubljana.

<b>SEMESTER I</b>	<b>Course Code: TCS 1</b>	<b>Credits: 4</b>
-------------------	---------------------------	-------------------

**NAME OF THE COURSE: CONVERGENCE OF TECHNOLOGY IN CLASSROOMS: ICT AND BEYOND**

**COURSE OUTCOMES:**

CO 1: Efficiently use ICT tools, software applications, and digital resources in day-to-day teaching-learning situations.

CO 2: Understand the use of ICT to make classroom processes more inclusive and address the issue of diverse learning abilities.

CO 3: Identify the innovative ICT techniques in the curriculum for fostering significant changes in the processes of instruction and learning.

CO 4: Develop a well-articulated perspective on ICTs in education formulated by personal experience and critical examination of resources, curriculum, and educational practice.

CO 5: Practice safe and ethical usage of ICT and be aware of the legal ramifications of inappropriate use.

CO 6: Create awareness regarding the available web tools and free software that could be successfully integrated into the curriculum.

CO 7: Design e-content, online quizzes, and Webquest in the line of meeting individual needs

**COURSE CONTENT**

**MODULE I: POTENTIALS OF ICT IN EDUCATION**

ICT as a means to connect with the world – The global learner scenario. Pedagogy and ICT – Potentials of using ICT in the class room– Creating Personal learning environments. Approaches to ICT - Integrate, Enhancement and Complementary; Approaches to ICT Integration in Teacher Education- ICT skills development approach, ICT pedagogy approach, Subject-specific approach, Practice driven approach. ICT integrated Inclusive education - Assistive and Adaptive technologies to augment physical and cognitive abilities. National Policy on ICT in School Education (2012)-ICT competencies

**(10hrs)**

**Module Outcomes:**

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

MO1: Discuss the role of ICT as a means of connecting with the world

MO2: Develop skills in designing learning environments suitable to the individual

learnersMO3: List out various approaches of integrating ICT into Education

MO4: Describe various forms of assistive technology

MO5: Familiarise with the policies in implementing ICT in education

**MODULE II- ICT PRODUCTIVITY TOOLS**

Productivity Tools –Word Processing – Spreadsheets – Presentations – Databases- Digital Animation – Adobe Flash, Flickr - Photo and video editing software– ACDSsee, Windows Movie Maker. Constructivist Learning Tools: Mind tools, Brainstorming software- Concept Mapping tools. New-gen Web Browsers and Search Tools – Project Spartan – Element Browser - Dogpile

**(20hrs)**

**Module Outcomes:**

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

MO 01: Develop documents and presentations using various productivity tools

MO 02 : Create simple animations using free software

MO 03: Develop skills in editing videos and photos

MO 04: Design and apply concept mapping and mind mapping tools in classroom practices

MO 05: Evaluate the features of new generation web browsers

**MODULE III: ICT FOR CURRICULUM TRANSACTION**

Considerations for integrating ICT - Animations, Simulations, Digital Stories, Photo Essays. Using appropriate hardware (Projectors, Interactive Whiteboards/Smartboards) Criteria for selecting ICT Resources – Accuracy, Credibility, Currency, Coverage, Objectivity, Appropriateness, Cost and Copyrights. Commercial or Licensed ICT Resources – Reference Sites, Professional group sites, National and International Portals of the Ministries of Education, Open Educational Repositories - FUSE – Find Use Share Educate. Custom development of resources – User Generated Content (UGC) -Types Multimedia design-steps and pedagogical applications E-content -Design and Development -ADDIE model- UGC Guidelines for e-content development

**(20hrs)**

**Module Outcomes:**

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

MO 01: Understand various software and hardware that can be used in enriching the classroom practices

MO 02 : Select ICT tools appropriate to the situation

MO 03: Evaluate the various open educational repositories

MO 04: Design and develop multimedia learning materials

MO 05: Develop and author e-contents for the virtual learning experience

**MODULE IV: INTERNET RESOURCES FOR TEACHING AND LEARNING**

The Internet and ICT environments – Need for Green ICTs Web-based learning objects, Online Games, Webquests. Interactive Web 2.0 applications- Social Networking Services- Email, Forums, Blogs - Social media sites- Facebook, WhatsApp, Instagram, Twitter-Video sharing sites- YouTube- Web applications- Wikis. The emergence of Web 3.0 and Web 4.0 Technologies. E-resources-e-books, e-journals, e-subject guides, e-databases- Digital library, J- Store Virtual learning environment- Content Management System and Learning Management System - Virtual Field Trips. Online Courses-NPTEL (National Programme on Technology Enhanced Learning), SWAYAM, MOOCS and Coursera. Online tutoring- Designing e-activities

**(25 hrs)**

**Module Outcomes:**

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

MO 01: Understand and practice the concept of green ICT

MO 02 : Develop skills in using digital games for enriching the classroom

experienceMO 03: Applies the Web 2.0 applications in the classroom practice

MO 04: Analyse the various means of incorporating social networking services for enhancing theclassroom activities

MO 05: Evaluate the features of content and learning management software

MO 06 : Analyse the use of virtual field trips in education

MO 07: Evaluate the role of NPTEL, SWAYAM, MOOC, a n d COURSERA in promoting onlineeducation

MO 08: Evaluate the possibilities of e-tutoring as a new entrepreneurship in education

## **MODULE V: ICT FOR ASSESSMENT AND EVALUATION**

Scope of ICT for evaluation- Computer Assisted Assessment (CAA), Computer Adaptive Testing (CAT). Software tools for evaluation - Steele's Model of Intentional Use of Technology- Digital rubrics, e-portfolios. Online assessment-criteria, norms and standards-Constructing tests/quizzes using ICT. Using ICT to process data, analyze results and track student achievement Online Survey Tools –Survey Monkey – Training Check

**(15 hrs)**

### **Module Outcomes:**

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

MO 01: Understand the scope of ICT in the evaluation

MO 02: Identify the different software that can be used for evaluation

MO 03: Design and implement digital rubric and portfolio in classrooms

MO 04: Analyse various online assessment tools and select the appropriate one for assessment

MO 05: Evaluate the features of digital tools in analysis of data

MO 06 : Develop skills in using online survey tools for research and other purposes

## **MODULE VI: ICT FOR EDUCATIONAL MANAGEMENT**

Information Management- process and tools. Classroom organization for ICT-infused lessons (teacher-led instruction, self-learning and group activities). Role of ICT in Educational Administration and Management – ICT for Time Management and Instructional Planning– School Management Information System (MIS) Software for Classroom Management – Lan School – Net OP School –AB Tutor

National e-Governance Plan (NeGP)-e-governance, e-Kranti, UMANG (Unified Mobile Application for New-age Governance)

**(15hrs).**

### **Module Outcomes:**

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

MO 01: Understand about the various information management tools

MO 02 : Design different types of ICT-infused lessons

MO 03: Evaluate the use of ICT in educational management and administration

MO 04: Analyse the use of various classroom management software

MO 05: Explain the various National e-governance plans

### **MODULE VII – ICT IN RESEARCH AND DEVELOPMENT**

ICT in Research –TELRI approach -Availability, Authenticity and Appropriateness of ICT resources for research. E-reference: Citations Tracking- h-index. Cyber Safety and Security concerns – Referencing –Copyrights- Intellectual Property Rights-Plagiarism-software used-Urkund, Turnitin, Plagscan, Unplag, Copyscape Creative. Commons Licenses – EULA – Multi-User LicenseOpen Source Strategies: Shareware and Freeware

**(15hrs).**

#### **Module Outcomes:**

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

MO 01: Understand the role of ICT in research

MO 02: Develop skills in using citation and referencing

softwareMO 03: Explain the various types of creative common

licenses MO 04: Differentiate between shareware and freeware

MO 05: Evaluate the various software that can be used in research

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Prepare Edu blog in your subject
- Prepare a video blog of class presentations
- Develop a lesson format using web quest
- Create interactive games and quizzes online
- Develop an online evaluation form

## MODES OF CURRICULUM TRANSACTION:

Lecture cum discussion, debate, brain storming, buzz session, small group discussions, simulation, e-resources, study circle and seminar.

## REFERENCES

- Bauman, Anna (n.d.). Student's Guide to Internet Security & Safety. <https://www.securedatarecovery.com>
- Fallows, Stephen; Bhanot, Rakesh (2002). *Educational Development through Information and Communications Technology*. Kogan Page.
- Fallows, Stephen; Bhanot, Rakesh (2005). *Quality Issues in ICT-Based Higher Education*. Routledge.
- Florian, Lani & Hegarty, John (2004). *ICT and Special Educational Needs: A Tool for Inclusion*. Open University Press.
- Gehlawat, Manju (2012). *Information Technology in Education*. Dorling Kindersley (India) Pvt. Ltd.
- John, P. D. & Wheeler, S. (2008). *The digital classroom: Harnessing technology for the future*. London: Routledge.
- Kennewell, Steve (2004). *Meeting the Standards in Using ICT for Secondary Teaching*, Routledge Falmer.
- Kennewell, Steve; Parkinson, John; Tanner, Howard (2003). *Learning to Teach ICT in the Secondary School: A Companion to School Experience*. Routledge Falmer.
- Kozma, Robert B. (2003). *Technology, Innovation, and Educational Change: A Global Perspective* : A Report of the Second Information Technology in Education Study, Module 2. International Society for Technology in Education.
- Lanka, Rabindranath (2013). *ICT in Education*. New Delhi: Axis Books Pvt. Ltd.
- National Policy on Information and Communication Technology (ICT) in School Education (2012). Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.
- Steele, G. (2015). Using Technology for Intentional Student Evaluation and Program Assessment. <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Using-Technology-for-Evaluation-and-Assessment.aspx>

<b>SEMESTER I</b>	<b>Course Code: TEC 1</b>	<b>Credits: 4</b>
-------------------	---------------------------	-------------------

**NAME OF THE COURSE: TRENDS AND PRACTICES IN TEACHER EDUCATION**

**COURSE OUTCOMES:**

**CO1:** Develop an understanding of the concepts, objectives and principles of Teacher Education

**CCO2:** Understand the origin and development of teacher education in India and analyse the various policies and recommendations on teacher education.

**CO3:** Develop abstract awareness about features of teacher education curriculum at different levels, various pedagogical theories, and teacher preparation activities and programmes.

**CO4:** Evaluate the existing practices regarding structure, curriculum and assessment at various levels

**CO5:** Critically analyse the role and contribution of various agencies and professional organizations in streamlining and enhancing quality of Teacher Education

**CO6:** Identify types and strategies of assessment and evaluation in teacher education and analyse decisively various teacher preparation practices.

**CO7:** Acquire the skills required of a practitioner of educational research and innovations in teacher education.

**CO8:** Equip with different trends and innovative models in Teacher Education

**CO9:** Imbibe attitude and skills required of “Life- Long learners” on the ICT influenced world of today and tomorrow

**CO10:** Understand and compare research perspectives in teacher education in Indian and Foreign context and value research culture in teacher education institutions.

**COURSE CONTENT**

**MODULE I: HISTORICAL PERSPECTIVES AND POLICY IMPERATIVES OF TEACHER EDUCATION**

Origin and development of Teacher Education - Ancient, Medieval and Modern (Pre independent and Post Independent India), Educational policies and recommendations of various Committees and Commissions on Teacher Education- Pre-Independence and Post Independence Period. Recent Developments –National Curriculum Frameworks (NCERT), National Curriculum Framework on

teacher education (NCFTE), and Kerala Curriculum Framework(2007), NCTE Regulations, Justice Verma Commission, Draft National Policy on Higher Education Perspective-2016, Draft National Policy on Education,2017. DPEP, SSA, RMSA, RUSA-EFA SAMAGRA (Research Portal) , SAMPOORNA (Software) with respect to School Education ,Transition from SSA & RMSA to Samagra Siksha Abhyan(SSA),2018.

**(15 Hrs)**

**Module Outcomes:**

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

M01: Interpret the meaning of Teacher Education

M02: State the objectives of Teacher Education

M03: Trace the origin and development of Teacher Education

M04: Compare the development of teacher education in pre and post-independence period in India

M05: Assess the policies and recommendations on teacher education in India

M06: Identify the role of DPEP, SSA, RMSA, RUSA, SAMAGRA, SAMPOORNA

M07: Enumerate the recent developments in Teacher Education

**Module II: STRUCTURE AND CURRICULUM OF TEACHER EDUCATION**

Salient features of Teacher Education Curriculum. Structure of Teacher Education- levels and types: 2-year undergraduate, 2-year postgraduate and four-year integrated B.Ed & three-year integrated M.Ed Programme. Nature and concept of Teacher Education Curriculum at Primary, secondary, B.Ed and M.Ed level. Methodology of teaching school subjects, Internship (concept, relevance and implementation), Practice Teaching, and other practical work. Pedagogical theory in terms of Reflective practice, Learner-activated Instruction, Constructivist theory and practice, Convergent and divergent questioning strategies, and Metacognitive strategies. Socially Useful Productive Work (SUPW) and Working with Community, Physical and Health education, Self Development Programmes

**(15 Hrs)**

**Module Outcomes:**

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

M01: Recognise the salient features of Teacher Education Curriculum M02: Locate the structure, levels and types of Teacher Education

M03: Examine the nature and concept of Teacher Education Curriculum at different levels

M04: Infer the significance of methodology of teaching school subjects, practice teaching/internship and other practical work.

M05: Inspect knowledge in terms of integrating SUPW, WWC, PHE and SDPs

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

M07: Create strategies for pedagogical theories of practice

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

Role and functions of National and State level agencies for managing Teacher Education: HECI(Higher Education Council of India), University Grants Commission (UGC)- HRDC(Human Resource Development Centre) -National Council of Educational Research and Training (NCERT)- National Council for Teacher Education (NCTE)-Centre of Advanced Studies in Education (CASE)- CABE(Central Advisory Board of Education) Committee, NIE(National Institute of Education), RIE (Regional Institute of Education), NUEPA (National University of Educational Planning and Administration). State Council of Educational Research and Training (SCERT) -State Board of Teacher Education, KSHEC(Kerala State Higher Education Council), University Department of Education – Centre for Teacher Education- IASE- (Institute of Advanced Studies in Education), College of Teacher Education (CTE), BRCs, CRCs, TTI & DIET

**(17 Hrs)**

#### **Module Outcomes:**

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

M01: Organise the functions of National level agencies for managing Teacher Education

M02: Translate the functions of State level agencies for managing Teacher Education

M03: Review the role of National and State level agencies for managing Teacher Education

M04: Extrapolate the role and functions of BRCs & CRCs

M05: Distinguish the role and functions of TTI & DIET

### **MODULE IV: ASSESSMENT AND EVALUATION IN TEACHER EDUCATION**

Principles & Strategies of Assessment- Types of assessment-Internal vs external assessment (examination)-Critical Analysis of different programmes like School experience, Demonstration, Criticism, Practice teaching in Teacher Education courses: Pre-Primary, Primary & Secondary Level- Rubrics for evidence based performance assessment, Problems of Assessment. Evaluation Methods-Evaluation of Practice Teaching/ School Experience Programme /Community Living. State and National level Eligibility Tests for teachers: KTET/SET/NET/SLET/CTET. Types and

levels of teacher Evaluation- In-service, Stake holder, School Administrator Evaluation, Evaluation by students and trainees. Evaluation on Demand (Student Teacher/ Prospective Teacher's Preference).

**(15 Hrs)**

**Module Outcomes:**

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

M01: Recognise the principles & strategies of Assessment in Teacher Education

M02: Compare the types of assessment in Teacher Education

M03: Assess different programmes like School experience, Demonstration, Criticism, Practice teaching in Teacher Education courses

M04: Apply various evaluation methods

M05: Identify the types and levels of teacher Evaluation

M06: Become aware about various state and national level eligibility tests conducted to maintain the quality of prospective teachers.

**MODULE V: PROFESSIONALISM AND TEACHER COMPETENCY**

Professional dimensions: professional elements, career, professional practice, professional values-teaching as a profession-Performance Appraisal of teachers- Need for Continuous Professional Development(CPD), Activities for professional development: different types. Teacher Competencies (Professional Development: field competencies, research competencies, curriculum competencies, socio-cultural competencies, emotional competencies, communication competencies, techno-pedagogical competencies and environmental competencies). Professional Organizations: objectives and activities of Local, State, National and International level Teacher Organisations. Teacher Morale and Humane Teachers - creating humane teachers. Status of Teacher Educators- Professional, Social and Economic Rights and responsibilities- Online Professional Development (OPD) - Capacity Building-Code of Ethics and its Enforcement.

**(15 Hrs)**

**Module Outcomes:**

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

M01: Realise the Professional dimensions of Teacher Education

M02: Categorise various Teacher Competencies

M03: Summarise the objectives and activities of Local, State, National and International level Teacher Organisations

M04: Apply knowledge of teacher morale for creating humane teachers

M05: Rate the status of Teacher Educators and develop responsibilities

M06: Become aware of online professional development (OPD), capacity building and the code of ethics and its enforcement.

## **MODULE VI: QUALITY MANAGEMENT IN TEACHER EDUCATION**

Assuring Quality of Teacher Education-Characteristics of Educational Quality- Approaches Quality assurance, Contract conformance quality, and Consumer-driven quality. Quality Maintenance: NIRF (National Institutional Ranking Framework), HEERA (Higher Education Empowerment Regulation Agency), HECI (Higher Education Council of India), NCTE norms; TeachR, NAAC indicators- Institutional Quality Maintenance: IQAC (Internal Quality Assurance Cell), Peer Assessment by NAAC. Quality Enhancement-academic inputs, curriculum reconstruction, pedagogical approaches, Information Technology, Human Resource Management. Accountability in Teacher Education, TQM (Total Quality Management) as a quality measure and a process, Strategies for Quality Management.

**(14 Hrs)**

### **Module Outcomes:**

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

M01: - Recognise the approaches for determining Quality in Teacher Education

M02: Identify the mechanisms of Quality Maintenance

M03: Apply knowledge to implement and maintain Quality Enhancement

M04: Illustrate the strategies for Quality Management

M05: Create opportunities for accountability in Teacher Education

## **MODULE VII: INNOVATIONS, TRENDS AND ISSUES IN TEACHER EDUCATION**

Tutorials, Self-study, Peer tutoring, Focus Group Discussion (FGD), Study circle, Inclass writing assignments, Self and Peer assessment, Personal Development Planning and Portfolios, e-teacher education, e-tutor, Value based teacher education. Transforming teacher education through Clinical Practice. Teacher Education in India emerging as a Superpower- present scenario, Need for modernization of teacher education in the 21st century- main thrust areas. Teacher education trends

in France, Norway & Sweden. Teacher Education Model (Presage factor, process factor, product factor). Trends to transform the future of Higher Education-Cost vs Access, Learning Outcomes, Technology & Collaboration. PINDICS ( Performance Indicators: self evaluation by school teachers) FLAIR(Fostering Linkages in Academic Innovation and Research)

**(18 Hrs)**

**Module Outcomes:**

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

M01: Recognise the different trends and issues in Teacher Education

M02: Describe the present scenario of Teacher Education in India emerging as a Superpower

M03: Analyse the Teacher education trends in other countries

M04: Evaluate the trends to transform the future of Higher Education

M05: Create context to use PINDICS

M06: Estimate about FLAIR initiative for infusing innovative elements in academic engagement

**MODULE VIII: RESEARCH PERSPECTIVES IN TEACHER EDUCATION**

Need for research in Teacher Education, general status of research- areas, trends and problems of research, Action Research. Research in Teacher Education – Indian and Foreign Context, future directions for research, design based research at various levels, research culture in Teacher Education institutions.

**(11 Hrs)**

**Module Outcomes:**

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

M01: Recognise the general status of research in Teacher Education

M02: Understand the need for research in Teacher Education

M03: Apply knowledge to solve problems of research in Teacher Education

M04: Analyze the nature of Research in Teacher Education in Indian and Foreign Contexts

M05: Evaluate the importance of developing research culture in Teacher Education institutions

M06: Create design-based research at various levels

Mo7: Deal with the problems of classroom teaching by using action research.

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Compare Teacher Education curricula of developed and developing countries
- Critically Review a textbook in teacher education and prepare a report on it.
- Visit any Agency/Regulatory body of Teacher Education and prepare a report on its functioning (Photographs showing the visit, video CD`s may be attached).
- Prepare a report on “ Best Practices” prevailing in teacher education institutions
- Conduct an interview with an educational expert in the field of teacher education regarding latest trends, Issues and challenges in the teacher education system..
- Report on the functioning of IQAC in a teacher education institution ensuring quality.
- Preparation and validation of a teacher appraisal proforma at teacher education level.
- Case study of a teacher educator in terms of their educational and professional background, beliefs, insights and vision of modern educational policies of teacher education, perceived competencies, and approaches followed significant achievements and professional linkages.
- Select any one current practice in teacher education related to the teaching-learning process.

### **MODES OF CURRICULUM TRANSACTION**

Lecture cum discussion, debate, brain storming, buzz session, small group discussions, simulation, role play, e-resources, study circle and seminar.

### **REFERENCES**

- Aggarwal, D.D. (2003). History and Development of Secondary Education in India (vol.1). New Delhi: Sarup and Sons.
- Chaurasia, N.K. (2006). Quality Assurance System in Higher and Technical Education. University News, Vol.44, 24-30.
- Chaurasia, G. (2006). New Era in Teacher Education, Sterling Publishing Pvt., Ltd.

- Digumarti, Bhaskara, Rao. (1997). Self Evaluation of Lesson by prospective teachers. Journal of Educational Research and Extension, Vol 35 (1) pp.1-5. 34
- Dikshit, S.S. (2007). Teacher education in modern Democracies. New Delhi: Sterling Publishers Pvt., Ltd.
- Elahi, N. (2006). Teachers Education in India (INSET)- NCTE Policy perspectives in Teacher Education – Critique & documentation – NCTE, New Delhi.
- Ellahi, N. (1995). A critical study of inservice teachers education programme of SCERT, New Delhi: Jamia milla Islamia.
- Flynn, Laura., & Flyun, Ellen, M. (2004). Teaching writing with Rubrics- Practical strategies and Lesson plans for Grades 2-8. California: Corwin press.
- Fontaine, M. (2000). Teacher training with technology: Experience in five country programmes. Teach know Logia, November/ December 69-71.
- Freeman, W.H. (2015). Physical Education, Exercise and Sports Science in a changing Society. Burlington, MA: Jones & Bartlett learning.
- Hayson, J.J. & Sutton, C.R. (2004). Innovation in Teacher Education – M.C Graw Hill book company (UL) Ltd.
- Jangira, N.K. (1979). Teacher training and Teacher Effectiveness an experiment in teacher behaviour. New Delhi: National publishing house.
- Jayaprasad, R (2005) National Curriculum Framework for school education. In Innovations in Education, published by SRC Kerala.
- Khan, M.S. (1983). Teacher Education India and Abroad, New Delhi: A high publishing House.
- Kundu, C.L. (1998). Indian Year book Teacher Education. New Delhi: Sterling publishing private ltd.
- Loughran, John. (2006). Developing a pedagogy of Teacher education: Understanding Teaching and Learning about Teaching. New York: Routledge.
- Louis, C., Lawrence, M., & Keith, N. (2004). A Guide to Teaching Practice ( 5th edition)
- Martin, D. J., & Kimberly S. Loomis. (2006). Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Millman, Jason., & Hammond, Linda, Darling. (1990). The new handbook of teacher Evaluation Assessing elementary and secondary school teachers. California: Corwin press, Inc.
- Mohan, Radha. (2013). Teacher Education. New Delhi: PHI learning Pvt.Ltd.

- Mohanty, J. (2003). Teacher Education. New Delhi: Deep & Deep publication pvt. Ltd. 35
- Mukherji, S.N. (2003). Education of Teachers in India, Volume I & II, New Delhi: S Chand & Co.
- National Curriculum Frame Work for Teacher Education (2009). Towards, preparing professional and Human Teacher, National council for Teacher Education New Delhi,
- NCERT (2005), National Curriculum Framework, NCERT, New Delhi..
- NCTE (1998). Curriculum framework for Teacher Education. NCTE, New Delhi.
- Neal, A., & Hicks, Cathy, D. (2003). What successful teachers Research – based classroom strategies for new and veteran teacher.: California: Corwin press.
- Nehru, R.S.S & Suryanarayana, N.V.S. (2013). Teacher Education. New Delhi: APH Publishing Company.
- Panda, B.N & Tiwari, A.D. (2013). Teacher Education. New Delhi: APH Publishing Corporation.
- Ram, S. (1999). Current Issues in teacher education. New Delhi: Sarup Sine publications
- Rao, Digumarti Bhaskara. (1998). Teacher Education in India. New Delhi: Sterling Publishers.
- Rao, V.K & Reddy, R.S. (1992). Teachers and Teaching techniques. New Delhi: Commonwealth Publishers.
- Sharma, R.A. (2004). Teacher education- Theory, Practice & Research – Report of the study Group on the Education of Secondary Teachers in India Association of Training College.
- Sharma, S.P. (2016). Teacher Education Principles Theories and Practices. New Delhi: Kanishka Publishers, Distributors.
- Shrimali, K.L. Better Teacher Education. Ministry of Education, Government of India.
- Sualemeyarl, Lindsey. (2005). Working with student Teachers, New Delhi: Eurasla Publishing House (Pvt.) Ltd.
- Teacher Education for 21st c. search for New Direction to Management of Education in India, Memorandum to Govt. of India for creation of Indian Education Service, National
- Policy on Education 1986 supported by Prime Minister Rajiv Gandhi, CTE (January 2006).
- Tibble, J.W. (ed.). (2003). The future of teacher Education. London Routledge & Kegan Paul.
- UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015.

- UNESCO Publication. Montrea
- Valencic, Zuljan & Vogrinc, Janez. (2011). European Dimensions of Teacher Education Similarities and Differences. Ljubljana.
- Balse, J.O., & Blase, Joseph. J (2006). Teachers Bringing out the Best in teachers. California: Corwin Press.

<b>SEMESTER I</b>	<b>Course Code: SCS 1</b>	<b>Credits: 4</b>
-------------------	---------------------------	-------------------

**NAME OF THE COURSE: ELEMENTARY EDUCATION: CURRICULUM AND  
MANAGEMENT**

**COURSE OUTCOMES:**

CO1: Understand various concepts in elementary educations, its objectives, scope and rationale of Universalization of Elementary Education.

CO2: Critically analyse the development of Elementary education system in India.

CO3: Compare and contrast the India Elementary education system with the elementary education abroad.

CO4: Understand the structure of school organization and the management system in elementary education.

CO5: Interpret the underlying principles of curriculum development, pedagogy and evaluation in elementary education.

CO6: Understand and apply various theories of child development and learning in elementary education.

CO7: Describe and discuss the Status, issues and concerns in Elementary Education

CO8: Design innovative strategies to enhance the quality of elementary education.

**COURSE CONTENT**

**MODULE I: IMPORTANCE AND OBJECTIVES OF ELEMENTARY EDUCATION**

Elementary Education – Meaning, Objectives and Scope. Social, Psychological and Philosophical Bases of Elementary Education Code of conduct and ethics in elementary education. Universalisation of Elementary Education and Education For All (EFA)- Equalisation of Educational Opportunities – Programmes at elementary level. Non formal elementary education— Role of Home, Community and Mass media Emphasis on Girls’ education –NPEGEL and gender equality in elementary education.

**(15 Hrs)**

**Module Outcomes:**

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

MO1: Explain the meaning, objectives and scope of elementary education

MO2: Differentiate the concept Universalisation of elementary education and Equalisation of Educational opportunity

MO3: Discuss the role of Home, Community and Mass media in non-formal elementary education.

**MODULE II: ELEMENTARY EDUCATION IN INDIA**

Development of Elementary Education in pre and Post -Independence India --Constitutional provisions– Articles related to elementary education and their implications-Elementary Education in India: Prominent policies-(after Independence). Elementary education in Five-Year Plans. RTE 2009 and Child Rights with emphasis on Elementary Education. Role of organizations in elementary Education- NCERT, SCERT, DIET and NGO's. Contribution of DPE, SSA, to elementary education. Contribution of Mahatma Gandhi and Tagore to elementary education Structure of Elementary Education in India in comparison with different States. Evolution of elementary education in Kerala.

**(20 Hrs)**

**Module Outcomes:**

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

MO1: Restate the constitutional provisions related to elementary education and its implications

MO2: Describe the provisions of elementary education in Five Year plan

MO3: Interpret and practice the provisions put forward by various organizations for the development of elementary education

MO4: Evaluate the development of Indian elementary education system in the Pre &Post independent period

MO5: Discuss the evolution of elementary education in Kerala.

MO6: Appreciate the contributions made by prominent educational thinkers to elementary education.

### **MODULE III: ELEMENTARY EDUCATION ABROAD**

Present scenario of Elementary Education in UK, USA, Japan and Netherlands . comparative study of Elementary Education of UK, USA, Netherlands, Japan and India. Elementary education in the context of globalization and commercialization.

**(10 Hrs)**

#### **Module Outcomes:**

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

MO1: Describe the present scenario of elementary education abroad

MO2: Compare the elementary education system of India with that of other countries in the context of globalization and commercialization.

### **MODULE IV: ELEMENTARY SCHOOL ORGANIZATION AND MANAGEMENT**

Elementary school organization- Definition, administrative structure- Importance in school management. Current scenario of school organization in Kerala at elementary level. Public private partnership in elementary education. Decentralization of elementary education.

**(10 Hrs)**

#### **Module Outcomes:**

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

MO1: Define elementary school organization

MO2: Describe the administrative structure of elementary education in India

MO3: Explain the public private partnership in the school management of elementary education.

### **MODULE V: CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION**

Curriculum for Elementary Education-Principles. Pedagogical content knowledge in the major concepts and modes of inquiry for integrated study of social sciences, science, Language, Mathematics, Physical Education, Health and Arts for elementary learners. Role of elementary education in preparing students for civic participation. Dual Progress plan. e-literacy programme in Kerala. Innovative teaching-learning approaches in elementary education- MOODLE Assessment as a continuum. Key principles of assessment in elementary classroom Assessment, and evaluation in

context of instructional planning- New concept of assessment, Continuous and comprehensive assessment, Competency based assessment. Use of multiple sources for comprehensive assessment. Evaluation of performance (Formative, Interim and Summative), P Scales .Evaluation tools (Academic Performance Indicators: Scholastic Areas, Co- Scholastic Areas-Life Skills, Thinking Skills, Social Skills, Emotional Skills, Attitudes and Values.

**(20 Hrs)**

**Module Outcomes:**

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

MO1: Describe the principles related to integrated curriculum construction for elementary education.

MO2: Estimate the role of elementary education in developing civic participation among students.

MO3: Modify the teaching learning approaches in elementary education.

MO4: Explain the key principles of assessment in elementary classrooms.

MO5: Articulate various scholastic and co-scholastic skills as indicators to assess the academic performance of the students.

**MODULE VI: CHILD DEVELOPMENT, LEARNING AND MOTIVATION**

Theories of Child Development and their influence in Elementary Education.(Freud, Erickson, Bandura, Piaget, Vygotsky, Bronfenbrenner), Role of school in promoting, cognitive, psychosocial, and moral aspects of child development. Integration of curricular development, learning and motivation in elementary education. Inclusion of children with diverse needs. Student learning and leadership, Primacy of learner,

**(15 Hrs)**

**Module Outcomes:**

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

MO1: Describe the influence of various theories of child development in elementary education.

MO2: Determine the role of elementary education in promoting cognitive, psychosocial and moral aspect of child development

MO3: Associate the knowledge of inclusion with primacy of the learner to advocate for children with special needs.

## **MODULE VII: ISSUES IN ELEMENTARY EDUCATION**

Factors Affecting Schooling and Socialization of Elementary Education Children. Quality VS Quantity issues in elementary education- Criticality of Teacher Pupil ration. Issues pertaining to inclusive/ multicultural classroom-.Issues of students with diverse needs. Issues and Concerns in the Indian elementary education scenario. Issues related to classroom management (e.g. behaviour and time management), Hindrances of Elementary Education – Child labour – Child abuse – Gender disparity – Marginalisation - Wastage and Stagnation. Nature and importance of Guiding pupil behavior. Addressing achievement gap.

**(15 Hrs)**

### **Module Outcomes:**

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

MO1: Describe the issues related to classroom management in elementary education

MO2: Generalize the quantity Vs quality issues in elementary education

## **MODULEVIII: QUALITY IMPROVEMENT IN ELEMENTARY EDUCATION**

Quality Improvement in Elementary Education – Role of IT – Contribution of IT@School Project Quality and Qualification of Teachers Teacher Education at Elementary Level. Ways to enhance parent/community relations, Involvement of parents and stakeholders Technology, planning and professionalism of elementary teachers. In service training for professional development of teachers. Role of Community schools and Home schooling. Positive education for elementary schools

**(15 Hrs)**

### **Module Outcomes:**

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

MO1: Explain the contribution of IT @School project in improving the quality of elementary education

MO2: Devise ways to enhance parent community relationship in elementary education

MO3: Design innovative training programs for in-service training for professional development of teachers.

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Visit an elementary Educational Institution for field study.
- Presentations individual and group on diverse context and issues in Elementary Education
- Poster presentation/poetry/songs/solo skit/ role-playing on issues related to event/ cast and gender discrimination /any other social and cultural aspect related to elementary education
- Classroom discussion for critical understanding.
- Library visit with reference to the collection of source/reference material related to the aspect of elementary education.
- Content analysis of newspapers and research articles with reference to elementary education.
- Conduct a debate/seminar/panel discussion on a contemporary issue with respect to the quality of the textbook at elementary level

### **MODES OF CURRICULUM TRANSACTION**

Classroom lecture with the use of ICT, Group Discussion/debate, Seminar and symposia, Preparation of assignments, Field trip

### **REFERENCES**

- Delors, J. (1996). Learning the Treasure within: Report of International Commission on Education for the 21st Century. Paris
- Government of India. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education
- Humayun Kabir (1959). Education in new India, London: George Allen & Unwin Ltd  
MHRD (2012) Vision of Teacher Education in India Quality and Regularity Perspective
- (Report of the High-Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India), Department of School Education & Literacy, MHRD, Government of India, New Delhi. 132 37

- Sharma, R. N., & Sharma, R. K. (2006). Problems of education in India. New Delhi: Atlantic Publishers & Distributors
- Vaidyanathan,A& Gopinathan,N(2001).Elementary Education in Rural India. New Delhi:Sage publications.
- Tyagi,Ketika.(2013).Elementary Education. New Delhi: APH Publishing Corporation.
- Poff,M.S(1996).Teaching language and literature in the elementary class rooms. New Jersey:Lawrence Erlbaum Associates

<b>SEMESTER I</b>	<b>Course Code: TCS 1(a)</b>	<b>Credit: 1</b>
-------------------	------------------------------	------------------

**NAME OF THE COURSE: ICT –PRACTICAL**

**COURSE OUTCOME:**

CO 1: Understand the various steps involved in the e-content development

CO 2: Apply the knowledge of instructional design steps in developing e-content

CO 3 : Create different types of e-content

Develop an e-content on a topic of your choice utilizing appropriate productivity tools and software packages

**Module Outcomes:**

*After the completion of the course students will be able:*

MO 1: Provide practical experience in e-content development

MO 2: Develop the ability to write scripts for e-content

MO 3: Ability to mix various media while developing e-

contentMO 4: Ability to author e-content in various forms

**EVALUATION CRITERIA**

No.	Criteria	Marks
A	Accuracy of content	6
B	Clarity of learning objectives	4
C	Clear identification of target learners	1
D	Professional presentation with use of technology	10
E	Feedback /Assessment	2
F	Appropriate references	2
	<b>TOTAL</b>	<b>25</b>

<b>SEMESTER I</b>	<b>Course Code: SDC 1</b>	<b>Credit: 1</b>
-------------------	---------------------------	------------------

### **NAME OF THE COURSE: YOGA PRACTICES**

#### **COURSE OUTCOMES**

- CO 1: Secure purity in personal life, self-integrity, integrity with others and with the whole multiple living and non-living realities
- CO 2: undergo emotional purification and spiritual elevation
- CO 3: Culture the body so as to make it supple, light but strong and immune to illnesses.
- CO 4: Safe keep of the body from all sorts of blocks in its system so that flow of blood, oxygen, water and Prana are maintained optimally and illnesses are kept at bay.
- CO 5: Enjoy the flow and fill of Prana in the whole 'body-being' by developing full lung capacity.
- CO 6: Practice meditation for peace, tranquility, joy, energy and Yojana.
- CO 7: Acquaint with various relaxation techniques.
- CO 8: Train in concentration-enhancing practices.
- CO 9: Develop a positive, creative, open and happy attitude in general.
- CO 10: Acquire the ability to channelize one's mental and physical energies at his own will.

#### **COURSE CONTENT**

##### **MODULE I: \_**

The origin, history and development of Yoga, Ashtanga Yoga: its eight limbs. Patanjali, Thirumoolar, Hata Yoga, its popularity

##### **Module outcome:**

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

MO1- Explain the origin of Yoga

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

MO3- Define Yoga and List out various types of Yoga

MO4- List out the eight limbs of ashtanga yoga

MO5- Prepare a teaching note on ashtanga yoga

MO6-Discuss the importance of Ashtanga Yoga

MO 7- Discuss the contribution of Patanjali and Thirumoolar in the concept of Yoga

MO8- Highlight the significance of Hatayoga in Education

MO9- Discuss the importance of Hata Yoga in Developing better human body

MO9- Detail out the popularity of Hata yoga

## **MODULE II**

The Theory of Pancha Koshas; The theory of Thrigunas; Theory of Thridoshas; Yogic diet

### **Module Outcome:**

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

MO1- Discuss the theory of Panchakhosha in the context of education

MO2- Highlight the significance of Panchkhosha in education

MO3- Discuss the theory of Thrigunas

MO4- Detail out Thrigunas and discuss their significance

MO5- Describe the theory of Thridoshas in the context of education

MO6- Explain the importance of Yogic diet in the development and maintenance of physical and mental health

## **MODULE III:**

Asanas, Pranayamas, Mudras, Bandhas, Kriyas, Meditation and Relaxation Techniques.

### **Module Outcome:**

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

MO1- Recognize the importance various Asanas

MO2- Explain how to link the brain to the body, soothe pain, stimulate endorphins, change the mood and increase our vitality through mudras

MO3- Describe how to gain control and lock one's energy through Bandhas

MO4- Explain how Pranayama helps to Calm The Mind and Body

MO5- Differentiate between Asanas and Mudras

MO6- Describe how Intellectual and personality growth can be brought about and sustained with Kriya Yoga

MO7- Highlight the significance of relaxation and meditation techniques

### List of Items for practice Asanas

- Padmasana
- Suryanamaskar
- Thadasana
- Vrikshasana
- Ardhakhati Chakrasana
- Thiryangasana
- Thrikonasana
- Dandasana
- Pachimothanasana
- Vajrasana
- Ardhamalsyendrasana
- Gomukhasana
- Badhakonasana
- Ushtrasana
- Dhanurasana
- Sethubandhasana
- Simhasana
- Bhujangasana
- Mayurasana
- Salabhasana
- Makarasana
- Savasana

### Breathing Practice (Pranayama)

- NadiSudhi Pranayama
- Deep Breathing
- Sectional Breathing
- Surya Bhedhana Pranayama
- Chandra Bedhana Pranayama
- Kapalabhati
- Basthrika

### Mudras

- Chin Mudra
- Chinmaya Mudra
- Jnana Mudra
- Brahma Mudra
- Adi Mudra
- Apana Mudra
- Vayu Mudra
- Akasa Mudra
- Pridhvi Mudra
- Jala Mudra (Varuna Mudra)
- Viparidhakarini Mudra
- Veera Mudra
- Vishnu Mudra

### Bandhas:

- Moola Bandha
- Udiyana Bandha
- Jalandhara Bandha
- Maha Bandha

### Kriyas

- Thrataka
- Dhauti
- Nauli

Meditation and Relaxation techniques – They may be chosen atconvenience and as per preference

### MODES OF CURRICULUM TRANSACTION

- Lectures, discussions, reflections on personal experiences, case studies, news profiles, video-aided explanations, interview sessions, talk by invited experts, reported anecdotes, workshops, seminars etc., are to be selectively adopted as suited to the topics and situation

- The Workshops/ Practicals – For practicing Asanas, Pranayamas, Bandhas, Kriyas, Mudras, relaxation techniques and meditation strategies such as demonstration, mass practice, individual practice, video demonstration, one-to-one training and correction/remediation modes, participants’ mutual training, participant correction and feedback practice, Guru-Shishya mode, training, etc., are recommended
- Assignments

Areas such as positive thinking, research findings of various types of meditation and relaxation techniques, therapeutic benefits of Yoga, etc., may be made focal points for assignments.

### **REFLECTIVE PRACTICUM**

- Students have to prepare a number of **Yoga package** combining asanas, pranayamas, mudras, bandhas, kriyas and meditation for daily practice. Each package should aim at expected specific effects. The length (duration) of the package depends on the convenience and needs of the students. The packages must be presented in written report form.
- The students may make a digital version (video) of one of the packages that she/ he has practised.
- Report of the daily practice of the packages may be prepared for submission

### **EVALUATION**

The evaluation of the course will be made internally at the institutional level based on the student’s involvement and performances such as class participation, reflective practicum, assignments, workshops/practicals and class tests. The test should include a written part and a physical performance part. The marking scheme of the internal evaluation is given in tabular form as follows:

### **INTERNAL ASSESSMENT SCHEME FOR YOGA EDUCATION**

Attendance and class participation	Reflective Practicum	Assignments	Workshops/ Practicals	Class Test		Total Marks
				Written	Physical Performance	
2 Marks	2 Marks	3 Marks	3 Marks	5 Marks	10 Marks	25 Marks

<b>SEMESTER II</b>	<b>Course Code: PCS 2</b>	<b>Credits:4</b>
--------------------	---------------------------	------------------

**NAME OF THE COURSE: ADVANCED EDUCATIONAL PSYCHOLOGY**

**COURSE OUTCOMES:**

- CO1: Understand the perspectives, approaches and methods of educational psychology
- CO2: Recognize and conceptualize the advanced theories of learning, and plan and design classroom practices.
- CO3: Develop the learner potentialities to the maximum extent possible by exploring the various theories and bridging the gap between intellectual competencies and academic excellence.
- CO4: Familiarise the conceptual applications of cognitive neuroscience in classroom practices.
- CO5: Understand the theories and implications of personality development
- CO6: Understand diverse learners and develop skills and competencies to design learning strategies and provide education for diverse learners.
- CO7: Understand and apply the knowledge of social and positive psychology in bringing equity and social justice to all.
- CO8: Familiarize the trends and practices in Educational Psychology

**COURSE CONTENT**

**MODULE I: APPROACHES AND METHODS OF EDUCATIONAL PSYCHOLOGY**

Perspectives- Psycho- analytic, Behavioristic, Humanistic, Gestalt and Constructivist, Individual differences – Various methods for assessing the individual differences-Survey, Interviews, Observation, Case Studies, Experimental Studies, and Cross-Cultural Studies. Applications in the field of teaching learning-CCE, portfolio management

**(15 Hrs)**

**Module Outcomes:**

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

- M01: recognise the perspectives of Educational Psychology
- M02: understand and apply various methods for assessing individual differences
- M03: use CCE and Portfolio Management in the field of teaching and learning

## **MODULE II: LEARNER AND LEARNING**

Learner-characteristics, Motivation, Intelligence, Creativity, learning styles, Cognitive Processes- Thinking, Reasoning, Problem solving, Metacognition- concepts and classroom implications. Learning- Theory and Practices- Behaviourist, Cognitivist, and Constructivist perspectives in learning. Theories of Learning- Conditioning theories, Theories of Hull, Lewin's field theory, Gestalt learning, Tolman, Piaget, Bruner, Vygotsky, Bandura, Information Processing Theory. Eco-psychological approach in learning- theory and applications in classrooms. Assessment of learning- written, oral, peer, and self-reports. Research and Innovations in theory and practices

**(25 Hrs)**

### **Module Outcomes:**

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

M01: describe the learner characteristics with respect to different stages of education. M02: identify various learning styles and approaches to learning and plan and practice instruction accordingly

M03: understand and apply learning theories and approaches in classroom practices

M04: identify different types of assessment to be done for learning outcomes

M05: examine research and innovations in learning theory and practices.

## **MODULE III: COGNITION AND EDUCATION**

Cognition - concept, Attention, Perception, Memory, Thinking, Reasoning, Problem-solving, Metacognition-Types, Theories, Applications in Curriculum. Cognitive foundations of learning theory- Whole brain theory, Brain Based Learning Strategies - Mind Map, Cognitive Map, Semantic Map and Concept Map, Brain friendly schools-Practices and Challenges. Classroom Implications. Research Practices in Cognitive Neuroscience.

**(20 Hrs)**

### **Module Outcomes:**

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

M01: explain the concept of cognition and the applications of processes involved in it

M02: identify the cognitive foundations of various learning theories and their classroom implications

M03: choose Brain-Based Learning Strategies

M04: revise the practices and challenges of Brain friendly schools

M05: formulate classroom implications

M06: identify the research practices in Cognitive Neuroscience

## **MODULE IV: PERSONALITY**

Indian psychological thoughts with reference to Personality development ~ concept of Swabhava, Level of Consciousness, Triguna and Personality, Personality development-factors-role of teacher,

Strategies and Classroom Applications. Theories of Personality-, Trait theory-Allport, Cattell, Eysenck, Psycho analytic theory-Neo-Freudians- Alfred Adler, Carl Jung, Erik Erikson-concept, and applications. Personality Deviations – Causes and Remedies- Psychotherapy- basic concepts, Mental Health-Strategies for enhancing Mental Health-Counselling-Psychiatric Rehabilitation. Research scope, challenges and educational implications.

(25 Hrs)

**Module Outcomes:**

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

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

M02: familiarize personality theories and practice them in the classroom

M03: identify the causes and of personality deviation and its remedial measures

M04: analyse the basic concepts underlying Psychotherapy

M05: familiarise the strategies for enhancing Mental Health

M06: evaluate the scope, challenges, and educational implications of research in personality

**MODULE V: INCLUSIVE EDUCATION FOR EQUITY AND SOCIAL JUSTICE**

Diverse learners—characteristics and causes, Concept of Inclusion- learning styles of Differently abled, Socially and Culturally deviant learners- characteristics and education. Developing Inclusive Environment and Practices - Pedagogies for diversity, Inclusion in Practice- skill education- Universal and Functional skills, Constitutional provisions for diverse learners, Educational Provisions- curriculum Culturally Responsive Pedagogy, Compensatory Education, Alternative Education, Intervention and Remediation. Social Psychology- Concept, meaning, theories and contributions towards education, Social Perception, Social Deviance- causes, types (abuses, gender issues) remedial measures. Research and application in Inclusive Education

(20 Hrs)

**Module Outcomes:**

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

M01: understand the characteristics of diverse learners and causes

M02: examine the concept of Inclusion in education

M03: develop skills for practicing an Inclusive Environment for equity and social justice

M04: analyse the concept, meaning, theories and contributions of Social Psychology toward education

M05: familiarise the causes, types and remedial measures of Social Deviance

M06: analyse research and its applications in Inclusive Education

## **MODULE: TRENDS AND PRACTICES IN EDUCATIONAL PSYCHOLOGY**

Neuro-Linguistic Programming [NLP], Positive Psychology- strategies and classroom applications. Positive Schooling.- Positive Classroom, Classroom management, -Theories and practices. Behaviour Management- Student behavioral problems, Academic, Personal, FamilyPeerrelated, cyber-related -interventions, and remediation. ResearchandApplications

**(15 Hrs)**

### **Module Outcomes:**

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

M01: reconstruct the concept of Neuro Linguistic Programming

M02: identify the strategies and classroom applications of Positive Psychology

M03: examine the theories and practices of Classroom management

M04: analyse the interventions and remediation of Behaviour Management

M05: evaluate various research and applications of the trends and practices in Educational Psychology

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Design of learning strategies for inclusive classrooms
- Survey on the existing practices of learning facilities of diverse learners
- Identification of learning characteristics of diverse learners
- Preparation and application of developmental screening tests for differently-abled learners
- Visit/Observation of classroom practices in special education institutions (Balamandir, Institution for Disability, Orphanages etc.)

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

Interactive discussion, Reflective practices, Lectures, and Experiential learning strategies. Case studies, Field exploration, Seminars/Presentations based on first-hand experiences, Creative workshops, Invited talks and interaction with experts. Observation and enquiry based activities, Collaborative learning, Introspection /SelfAnalysis, and Practicing Research.

## REFERENCES

- Baker, Bruce L. & Brightman, A. (1994). *Steps to independence: A skill training guide for parents and teachers of children with special needs*. Baltimore, MD: Paul H. Brookes Publishing Company.
- Baron, A. Robert. (2012). *Fundamentals of Social Psychology*. New Delhi: Pearson Education.
- Berk, E. Laura. (1996). *Child development*. (3rd Ed). New Delhi: Prentice Hall of India Pvt. Ltd.
- Daniel Kahneman. (25 October 2011). *Thinking, Fast and Slow*. Macmillan.
- Dave Ramsey. (2003). *The Total Money Makeover: A Proven Plan for Financial Fitness*. Nelson Current;
- Eric Jenson. (2005). *Brainbased Learning*; Pearson Education Pvt Ltd.
- Gayle, H. Gregory & Terence, Parry. (2006). *Designing Brain Compatible Learning*. (3rd edition). California: Sage Publications.
- Graham, S., & Harris, K.R. (2011). *Writing and students with disabilities*. In J.M. Kaufman & D.P. Hallahan. (Eds.). *Handbook of special education* (pp. 422-433). New York, NY:
- Kaul, V. (1989). *Strengths of Socially Disadvantaged*. New Delhi: Northern Book Centre.
- Knight D, Rizzuto T. (1993). *Relations for children in grades 2,3, and 4 between balance skills and academic achievement*. *Perceptual and Motor Skills*; 76(3 Pt2):1296–1298.
- Manivannan, M. (2013). *Perspectives on special education*. Hyderabad: Neelkamal publ.
- Mohapatra, Damodar. (2006). *Impact of family environment on early childhood education*. Hyderabad: Neelkamal Publishers.
- Panda, K.C. (1997). *Disadvantaged Children. Theory Research and Educational Perspectives*, New Delhi: Mittal publication.
- Rana, Nishta. (2013). *Children with special needs*. Hyderabad: Neelkamal Publishers.
- Reissman, F. (1962). *The Culturally Deprived Child*. New York: Harper and Row.
- Rolhestien, P.R. (1990). *Educational Psychology*. New York: MC Graw Hills.
- Sharma, Yogendra K. (2014). *Inclusive education*. New Delhi: Kaniksha Publishers.
- Skinner, E.C. (2003). *Educational Psychology*. New Delhi: Prentice Hall of India.
- Umadevi, M.R. (2010). *Special education*. Hyderabad: Neelkamal Publishers.
- Walther-Thomas, C., Korinek, L., McLaughlin. & Williams, B. (2000). *Collaboration for inclusive education: Developing Successful Programs*. MA: Allyn and Bacon.

## Websites

- <http://www.cbi.org.uk/pdf/timewellspentbrief.pdf>
- <http://www2.ofqual.gov.uk/downloads/category/68-functional-skills-subject-criteria>

- <https://www.uco.edu/academic-affairs/cettl/TLGuideFiles/2012-03-tl.pdf>
- <https://explorable.com>
- <http://www.scribd.com/doc/4709227/classroom-ecology-presentation>  
*http://www.ed.gov.nl.ca/edu/k12/studentssupportservices/publications/Functional Curriculum*  
*www.aect.org/edtech/ed1/07.pdf*
- [www.educ.cam.ac.uk/research/projects/camtalk/](http://www.educ.cam.ac.uk/research/projects/camtalk/)
- [www.instructionaldesign.org/www.jcu.edu.au/wiledpack/modules/fsl/JCU\\_090463.html](http://www.instructionaldesign.org/www.jcu.edu.au/wiledpack/modules/fsl/JCU_090463.html)
- [www.learningandteaching.info/learning/situated.htm](http://www.learningandteaching.info/learning/situated.htm)  
[www.learning-theories.com/situated-learning-theory-lave.html](http://www.learning-theories.com/situated-learning-theory-lave.html)  
[www.Signshare.com/research/brain based learn](http://www.Signshare.com/research/brain%20based%20learn)
- [www.simplypsychology.org/multi-store.html](http://www.simplypsychology.org/multi-store.html)
- [www.Life circles.inc.com](http://www.Life%20circles.inc.com)

<b>SEMESTER II</b>	<b>Course Code: TCS 2</b>	<b>Credits:4</b>
--------------------	---------------------------	------------------

**NAME OF THE COURSE: FUNDAMENTALS OF EDUCATIONAL RESEARCH AND STATISTICS**

**COURSE OUTCOMES**

- CO 1- Understand the meaning, need, significance and types of research in education.
- CO 2- Classify and compare the characteristics of different types of research
- CO 3- Analyse the ethical issues while conducting the research
- CO 4- Apply the elements of educational research to sharpen the research problem
- CO 5- Identify the apt strategies of educational research for a particular research problem
- CO 6- Draw valid generalisations after reviewing related research
- CO 7- Conceptualise the meaning, purpose and different techniques of sampling
- CO 8- Understand the need and importance of statistics in educational research
- CO 9- Apply basic statistical techniques for preliminary analysis of data

**COURSE CONTENT**

**MODULE I: INTRODUCTION TO RESEARCH IN EDUCATION**

Meaning and definitions of research- Need, significance and characteristics of research in Education - Steps in conducting research in Education - Qualities of good research and researcher- Constraints, limitations, delimitations - Ethical issues and their consideration Applications of Scientific methods in education- - Types of Research–Classification based on: (a) Purpose/nature- Basic/Fundamental/Pure and Applied/Functional research (b) Method: Experimental (Different Designs), Descriptive and Historical (c) Type of Research: Qualitative, Quantitative and Eclectic (d) Action research, case study, mixed method, mixed model and multimethod. Research Culture – Strategies for developing Research Culture in Institutions- Interrelations among various types of research

**(22 Hours)**

### **Module Outcomes**

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

- MO 1. Explain the significance of research in education
- MO 2. Identify the steps of the scientific method
- MO 3. Apply the scientific method in research
- MO 4. Differentiate between Qualitative and Quantitative research
- MO 5. Highlight the importance of different types of research
- MO 6. Identify different strategies for developing a research culture
- MO 7. Elucidate the ethical issues in educational research

### **MODULE II: RESEARCH DESIGN**

Research Problem- Identifying Research Gaps, Selection of a research problem-Sources and Criteria - Statement and its justification - Characteristics of a Good Research Problem. Research design-meaning, purpose, characteristics and elements - variables, research questions, hypotheses, types of research designs, Experimental designs, Correlational designs, Survey designs, Narrative research designs, and Action research designs. Research Proposal.

**(18 Hrs)**

### **Module Outcomes**

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

- MO 1. List out various sources of the research problem
- MO 2. Highlight the significance of sharpening the problem
- MO 3. Identify the characteristics of a good research problem
- MO 4. Conceptualize the meaning, purpose, characteristics, types, and elements of research design
- MO 5. Highlight the importance of different types of research design
- MO 6. List out the significant components of the research design
- MO 7. Enlist different types of hypothesis
- MO 8. Formulate suitable hypothesis
- MO 9. Develop a research proposal

### **MODULE III: REVIEW OF RELATED LITERATURE**

Purpose and need of literature review - theoretical and conceptual overview, Sources and types: books, journals, literature, databases, research abstracts, online-computer assisted searches, Digging data from Survey Archives, Abstracting and organization of the literature - Reporting, Trend Analysis/ Trend Report.

**(10 Hrs)**

### **Module Outcomes**

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

- MO 1. Identify the need and purpose of review of related literature in research
- MO 2. Analyse the significance of review of related studies in educational research
- MO 3. Categorise the various sources of review
- MO 4. Abstract and organise the literature
- MO 5. Write model reviews of an article and a research paper

### **MODULE IV: SAMPLING**

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

**(10 Hrs)**

### **Module Outcomes**

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

- MO 1. Compare and contrast between sample and population
- MO 2. Identify different techniques of sampling
- MO 3. Differentiate between probability and non-probability sampling techniques
- MO 4. Understand the errors in sampling
- MO 5. Determine the sample size for a study

### **MODULE V: STATISTICS IN RESEARCH**

Need and importance of statistics in educational research. Nature and Types of educational data, Scales of measurement. Review of measures of central tendency and dispersion, Measures of Relative Position- Meaning, Uses and computation of Percentiles, Quartiles, and Percentile Rank

**(18 Hrs)**

### **Module Outcome**

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

- MO 1. Identify the need and importance of statistics in educational research
- MO 2. Explain the nature and types of educational data
- MO 3. Explain the significance of scaling of a variable
- MO 4. List out the properties of various scales of measurement
- MO 5. Discuss the significance of various measures of central tendency
- MO 6. Differentiate between various measures of dispersion

MO 7. Compute various measures of central tendency and dispersion using the appropriate formula

MO 8. Identify the uses of measures of central tendency, measures of dispersion, and measures of relative position.

MO 9. Compute percentiles, quartiles and percentile rank

### **MODULE VI: NORMAL PROBABILITY DISTRIBUTION**

Concept of Probability and Probability distributions (Normal distribution, t distribution) Need and Importance, Characteristics and properties of Normal Probability Curve, Applications of Normal Probability curve, Concepts of Skewness, Kurtosis. Computation of Measures of Skewness, Kurtosis, Meaning and Computation of Transformed scores: Standard Scores (Z-Scores), T-Scores

**(18 Hrs)**

#### **Module Outcomes**

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

MO 1. Conceptualise the need and importance of probability and probability distribution

MO 2. Explain the characteristics, properties, and application of the normal probability curve

MO 3. Identify positively and negatively skewed distribution from a given sample distribution

MO 4. Distinguish between mesokurtic and leptokurtic distributions

MO 5. Understand the meaning of transformed scores

MO 6. Compute Z score and T scores from a given set of data

### **MODULE VII: MEASURES OF RELATIONSHIP**

Concept and types of Correlation, Coefficient of Correlation, Concepts of Linear Correlation. Multiple correlation and Partial correlation, Bi serial coefficient of correlation, Point bi serial correlation, Tetra choric correlation, Canonical correlation and Phi coefficient of correlation. Application of Linear correlation- Methods of computing Coefficient of correlation: Spearman's Rank correlation, Pearson's Product Moment correlation, Uses and Interpretation of correlation in educational research. Regression and Prediction: Concept of Simple Linear Regression, Scatter plots. Regression equations and Regression Lines, Accuracy of Prediction (involving two variables only) and its uses in educational research.

**(24 Hrs)**

#### **Module Outcomes:**

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

MO 1. Discuss the significance of correlation in educational research

MO 2. Understand the concept of coefficient of correlation

MO 3. Compute the coefficient of correlation

MO 4. Explain linear correlation

MO 5. Distinguish between partial and multiple correlations

MO 6. List out special types of correlation

MO 7. Differentiate between correlation and regression

MO 8. Conceptualise simple linear regression, scatter plots, regression equation and regression lines

MO 9. Identify the use of regression in educational research

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Select a problem and develop a research design
- Prepare a review of any two correlation studies in educational research
- Prepare a research proposal
- Prepare an action research report (based on the study conducted)
- Prepare the curve of hypothetical data (of 50 units) and compare it with the Normal Probability Curve.
- Collect the marks of any two unit tests and correlate using Pearson's product moment correlation and interpret
- Write problems (practical research problems) where you can apply the following
  - a. Phi
  - b. Point biserial correlation
  - c. Bi serial correlation
  - d. Tetra correlation
  - e. Partial correlation

### **MODES OF CURRICULUM TRANSACTION**

Lecture cum demonstration, Discussion, seminar practice sessions, assignments, practical sessions.

## REFERENCES

- American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. Washington, DC: Author.
- American Psychological Association. (2009). Publication Manual of the American Psychological Association(6th ed.). Washington, DC: Author.
- Andrews, Richard.,& Borg, Eric. (2012). Making research more accessible. Sage handbook of Digital dissertations and theses. London: SAGE.77
- Argyrous, George. (2012). Statistics for research with a guide to SPSS, New Delhi: SagePublications India Pvt Ltd
- Ary, Donald., Jacobs, Lucy Cheser., &Razavieh, Asghar. (1979). Introduction in Research in Education. New York: Holt Rinehart and Winston.
- Babbie, E. R. (2007). The Basics of Social Research ed.).Australia: Thomson/Wadsworth.
- Berg, Bruce L. (2008).Qualitative research methods for the social sciences. 7th ed.Boston, MA: Allyn& Bacon.
- Best, John W., & Kahn, James V. (2003). Education research (9th ed.). New Delhi: Prentice – Hall of India Private Limited.
- Black, K. (2010). Business Statistics. New Delhi: Wiley India(P) ltd
- Bordens, K. S., & Abbott, B. B. (1991): Research designs and methods: A process approach(2nd ed.). Mountain View, CA: Mayfield.
- Buch, M. B. et al. (1982). Second Survey of Research in Education. New Delhi: NCERT Publications.
- Corey, Stephen M. (1953). Action research to improve school practices. York: Bureau of Publications, Teachers College, Columbia University.
- Denscombe, Martyn. (2007). The good research guide for small-scale social research projects(3rd ed.). Maidenhead, UK: Open University Press.
- Dooley, David. (2001). Social Research Methods. (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Drew, Clifford J., Michael L. Hardman. & Ann Weaver Hart. (1996). Designing and conducting research: Inquiry in Education and Social science. (2nd ed.). Boston, MA:Allyn and Bacon.
- Fetterman, D. M., & Pitman, M. A. (Eds.), (1998): Education evaluation: Ethnography in theory, practice, and politics.Beverly Hills, CA: Sage Publications.
- Fox, David J (1969). Techniques for the Analysis of Quantitative Data. Holt, Rinehart,

& Winson, Inc

- Garrett, H. E. (1973). *Statistics in psychology and education*, Bombay: Allied Pacific Pvt. Ltd.,
- Glicken, Morley D. (2002). *Social Research: A Simple Guide*. Boston, MA: Allyn and Bacon.
- Good, Carter V. (1959). *Dictionary of Education*, New York: MC. Gr,aw-Hill.78
- Gray, David E. (2004). *Doing research in the real world*. London, UK: Sage Publications.
- Harper and Row., & Edwards, A. L. (1963). *Statistical Methods of Behavioural Science*, New York: Hall,
- Howell, D. C. (1997). *Statistical Methods for Psychology*. Belmont, CA: Duxbury Press.
- Keeves, J. P. (Ed.) (1988) .*Educational research, methodology, and measurement: An international handbook*, Oxford, England: Pergamon Press.
- Kerlinger, Frank Nichols., & Howard B. Lee. (1999). *Foundations of Behavioral Research*. (4th ed.) Belmont, CA: Wadsworth
- King, Bruce M & Minium, Edward W. (2011). *Statistical Reasoning in the Behavioural Sciences*. New Delhi: John Wiley & Sons Ltd.
- Kothari, C. K., & Garg, Gaurav V. (2014). *Research Methodology: Methods and Techniques*(3rd ed.), New Delhi: New Age International(P) Ltd.
- Koul, Lokesh. (1984) *Methodology of Educational Research*. New Delhi: Vikas Publishing House,
- KreppendorffKians, (1985). *Content analysis: An Introduction to its Methodology*, Beverly Hills, London: Sage Publications.
- Kuriz Albert J. & Mayo, Samuel T., (1981). *Statistics in Education and Psychology*. New Delhi: Narousa Publishing House.
- Lindquest, E. F. (1968). *Statistical Analysis in Educational Research*, Oxford and IBH Publication Co.
- Merriam, Sharan B. (ed.). (2002). *Qualitative Research in practice*. San Francisco, CA: Jossey- Bass.
- Miller, Delbert C., & Neil J. Salkind. (2002). *Handbook of research design and social measurement*.(6th ed.). Thousand Oaks, CA: Sage Publications.
- Neuman, W. Lawrence. (2006). *Social research methods: Qualitative and quantitative approaches*. (6th ed.). Boston, MA: Allyn& Bacon.
- Outhwaite, W., & Turner, S. P. (2007). *The SAGE handbook of social science*

methodology. Los Angeles, London: SAGE.

- Patten, Mildred L.(2004). Understanding research methods: An overview of the essentials. (4th ed.). Glendale, CA: Pyrczak Publishing.
- Sarma, K V S. (2010). Statistics Made Simple Do it Yourself on PC, New Delhi: PHI Learning Pvt Ltd.
- Siegal, S. (1956). Non-parametric Statistics for Behavioural Science. New York: McGraw Hill.79

<b>SEMESTER II</b>	<b>Course Code: SCS 2</b>	<b>Credits:4</b>
--------------------	---------------------------	------------------

**NAME OF THE COURSE: SECONDARY/SR.SECONDARY EDUCATION: CURRICULUM AND MANAGEMENT**

**COURSE OUTCOMES:**

- CO1: Understand the conceptual framework of secondary and senior secondary school education
- CO2: Understand the structural and hierarchical organization and management system of secondary and senior secondary education
- CO3: Examine informal, formal, and non-formal education providers
- CO4: Analyse the issues in secondary education with regard to equality of educational opportunities.
- CO5: Predict the challenges faced by secondary education for effective Inclusive educational practices
- CO6: Compare the Instructional support system by analysing its challenges and problems
- CO7: Illustrate the theoretical framework of curriculum planning and development in the secondary education system
- CO8: Examine the strategies and concerns of secondary and senior secondary education with regard to curriculum evaluation
- CO9: Describe ways and means of effective transaction of curriculum
- CO10: Analyse the key elements of techno pedagogical practices integrated with secondary and senior secondary education
- CO11: Apply varied dimensions of Instructional Support Systems for pedagogic practices
- CO12: Analyse programme evaluation practices in the secondary and senior secondary education system.

**COURSE CONTENT**

**MODULE I: SECONDARY/SR.SECONDARY EDUCATION-CONCEPTUAL FRAMEWORK**

Secondary/Sr .Secondary Education- Nature, Aims/Objectives, ImportanceScope of Secondary/Sr.Secondary Education from the viewpoint of different learning environments- Informal Education, Formal Education & Non-formal Education and from the study of knowledge- Liberal Education, Vocational Education, Technical Education and Professional Education. Education Commissions and their recommendations on Secondary/Sr.Secondary School education, CABE

Report (2005) - Universalization of Secondary Education: implications Delors' Commission report, 'Learning the Treasure Within'- integrated global vision of education.

**(15 Hours)**

**Module Outcomes:**

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

MO1: Explain the aims, objectives and importance of Secondary/ Sr. secondary education)

MO2: Differentiate the scope of Secondary/Sr. secondary education from the viewpoint of the different learning environments and from the study of knowledge.

MO3: Analyse the recommendations of education commissions on secondary/sr. secondary education

**MODULE II: STRUCTURE AND MANAGEMENT OF SECONDARY EDUCATION**

Organizational Structure of Secondary/Sr.Secondary education system in India (academic and administrative).Centralization and Decentralization of organizational hierarchy.Problems and challenges of Girls at Secondary/Sr.Secondary school level in India- National Scheme for Incentive to Girls for Secondary Education (NSIGSE). Constraints of disadvantaged, differently abled children, slow learners- Creating and sustaining inclusive practices- Scheme of Inclusive Education for Disabled at Secondary Stage (IEDSS).Interventions and provisions for Secondary and Senior Secondary education in RTE Act 2009.Building Classroom Discipline- Comprehensive Behavior Management Planning-Models of classroom discipline: Kounin's Model of Discipline, Skinner's Model of Discipline, Glasser's Choice Theory, Gordon's international model of effective training- Ethical Issues in Treating Behavioral and Instructional Problems

**(25 Hours)**

**Module Outcomes:**

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

MO1: Describe the organizational structure of Secondary/ Sr. secondary education system in India

MO2: Illustrate centralization and decentralization of organizational hierarchy

MO3: Analyse the provisions and interventions for secondary and senior secondary education in RTE act 2009

MO4: Apply various models of discipline in treating behavioural problems in classrooms.

**MODULE III: CURRICULUM: PLANNING, DEVELOPMENT AND TRANSACTION**

Aims, objectives and importance of curriculum planning.Components of curriculum development: objectives, selection and organization of content and learning experiences –principles and criteria.

Infusion of environment-related concerns in curriculum planning and development modes of curriculum transaction- Face to Face, Distance and ICT enabled modes: importance and roles. Essential requirements for the transaction of curriculum - duration, intake, eligibility, content, qualification of teaching & non-teaching staff, infrastructure facilities, institutional facilities and climate. Curriculum transaction materials – textbooks, teacher’s handbook, reference books, supplementary readers, resource CDs.

**(25 Hours)**

**Module Outcomes:**

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

MO1: Develop curriculum for secondary /sr. secondary education by analysing varied components of curriculum development

MO2: Describe the modes of curriculum transaction and essential requirements

**MODULE IV: TECHNO PEDAGOGICAL PRACTICES**

Teacher as a Techno-Pedagogue: essential skills and competencies. Techno pedagogical practices- digital texts and e-content, digital lesson templates, anchored instruction. Instructional Support Systems for pedagogic practices: Need and importance- Library, laboratory, cluster school system, community support, guest talks; Support from Governmental and Non-governmental agencies. Technological supports- Open Educational Resources, Web-based Supports, Video streaming, Online Information Exchange, e-learning Supports -Multimedia Designs.

**(20 Hours)**

**Module Outcomes:**

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

MO1: Explain varied techno-pedagogical practices in curriculum transactions.

MO2: Practice varied techno-pedagogical approaches to support the instructional system

MO3: Choose appropriate technological supports to develop and exercise techno-pedagogical practices

**MODULE V: CURRICULUM EVALUATION: INSTRUMENTATION AND STRATEGIES**

Curriculum Evaluation: concept, need, importance and types -CCE (Continuous and Comprehensive Evaluation). Evaluation of multiple data sources: Expert judgment, Observation (classroom

interaction with the teacher, in the peer group and group work, Interview & Opinionnaire (from teachers, parents and community), tests and scales, rubrics and portfolios. Stages of Programme Evaluation: Identifying decision makers, Studying the purpose and objectives of the programme, Deciding indicators of success, Develop data gathering materials, Collect data, Analyze data, Solicit feedback and Make revisions.

**(15 Hours)**

**Module Outcomes:**

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

MO1: Describe the importance of continuous and comprehensive evaluation

MO2: Evaluate the curriculum by using multiple data sources of evaluation

MO3: Describe the stages of programme evaluation and judge the quality of a programme based on asset criteria

**MODULE VI: SUPPORT SYSTEM: CHALLENGES AND PROBLEMS**

Teacher as a researcher and curriculum practitioner. Infrastructure and learning resources- Availability of Ancillary and Academic Facilities- School Management Development Committees (SMDCs) - Duties of the Committee, Preparation of School Development Plan. Educational Organisations/agencies (National, Regional and state/local) in curriculum implementation. Professional development of Secondary/Senior Secondary education teachers- In-Service Teacher Professional Development (ITPD)-aims and strategies; Models/Approaches for Professional Development of Teachers- Reflective Teaching Model (RTM), Cascade Model, Site-based teacher professional development, Self-directed teacher professional development Problems of Secondary/Senior Secondary school education- challenges: addressing geographical and social disparities, access, equity and quality in secondary and senior secondary education-extending outreach

**(20 Hours)**

**Module Outcomes:**

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

MO1: Explain the duties of school management committee

MO2: Prepare School Development Plan

MO3: Interpret various models for professional development of Secondary/sr. secondary teachers

MO4: Devise self-directed professional development programmes

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Prepare a status report on Secondary/Senior Secondary education in a chosen block/district with reference to enrolment, equity and achievement.
- Conduct a survey of Secondary/Senior Secondary schools in Kerala in select areas for identifying the causes of underachievement and give suggestions for improvement.
- Conduct SWOT analysis of different types of Secondary/Senior Secondary schools in select districts of Kerala.
- Conduct interviews with teachers/students/parents of different Secondary/Senior Secondary schools and prepare a report on existing problems.
- Conduct case study on the problems in educational interventions adopted in Secondary/Senior Secondary schools for children with special needs.
- Critically analyze the practices of inclusion in Secondary/Senior Secondary education system in Kerala.
- Conduct an interview with the head of the institution with classroom management issues at Secondary/Senior Secondary level.
- Critically analyze the problems and challenges of girls at Secondary/Senior Secondary school level.
- Study various projects and researches conducted for evaluating the secondary and senior secondary school curriculum at the state and national levels.
- Compare the different curriculum models for effective curriculum transactions at secondary and senior secondary levels.
- Prepare an observation schedule and critically analyse the modes of curriculum transaction at secondary and senior secondary school levels.
- Analyse the roles of NCERT, RIEs, states and local bodies in implementing secondary and senior secondary curricula.

## MODES OF CURRICULUM TRANSACTION

Discussion, seminar, case studies, field visits, projects, debates.

## REFERENCES

- Carlson, S. (2009). *Secondary Education in India: Universalizing Opportunity*. Washington, DC: Human Development Unit, South Asia Region, World Bank
- Central Advisory Board of Education (CABE)(2005). 'Universalisation of Secondary Education. Report of the Central Advisory Board of Education Committee.
- Gopalan, K. (2004). Technical Education, in J.S. Rajput (ed.), *Encyclopaedia of Indian Education*, New Delhi: NCERT.
- Kaufman, M., et. al. (1993). *Managing classroom behavior: A reflective case-based approach*. Massachusetts: Allyn and Bacon.
- Kulandai Swamy, V. C. (2004). Vocational Orientation to Education, in J.S. Rajput (ed.), *Encyclopedia of Indian Education*, New Delhi: NCERT.
- Marzano, R. J., et. al. (2005). *A Handbook for Classroom Management that works*. Virginia: ASCD Alexandria.
- Ministry of Human Resource Development (MHRD). n.d. 'Rashtriya Madhyamik Shiksha Abhiyan'. Department of School Education and Literacy, Ministry of Human Resource Development, Government of India. [http://mhrd.gov.in/rashtriya\\_madhyamik\\_shiksha\\_abhiyan](http://mhrd.gov.in/rashtriya_madhyamik_shiksha_abhiyan)
- Organisation for Economic Co-operation and Development (OECD)(2011). *Private Schools: Who Benefits?* Paris: Organisation for Economic Co-operation and Development Publishing
- Rowntree, D. (1992). *Exploring Open and Distance Learning*, London: Kogan Page.
- Singh, S.N. (2004). Teaching as a Profession, in J.S. Rajput (ed.), *Encyclopaedia of Indian Education*, New Delhi: NCERT.

<b>SEMESTER II</b>	<b>Course Code:PCS 2(a)</b>	<b>Credit:1</b>
--------------------	-----------------------------	-----------------

**NAME OF THE PROGRAMME: EDUCATIONAL PSYCHOLOGY PRACTICAL**

**COURSE OUTCOMES:**

**CO1:** understand procedures of scientific reasoning and develop knowledge in interpreting psychological phenomena

**CO2:** understand the ways of functioning and maintenance of psychological instruments and apparatus in the psychology lab

**CO3:** develop a rationale for the mechanisms behind psychological phenomena

**CO4:** perform the given experiments and record them

**List of Experiments** (any 4 from the following)

1. Span of Attention
2. Dexterity
3. Illusion
4. Problem-solving
5. Memory
6. Bilateral transfer

**Evaluation Criteria**

Performance in Practical-20 Marks, Report-5marks

<b>SEMESTER II</b>	<b>Course Code: SDC 2</b>	<b>Credit:1</b>
--------------------	---------------------------	-----------------

**NAME OF THE COURSE: WORKINGWITHCOMMUNITY**

**COURSE OUTCOMES:**

CO 1: To gain knowledge about the primary method of social work practice with communities.

CO 2: To understand the techniques and approaches of social work practice with communities.

CO 3: To acquire the skill of working with communities.

CO 4 : To develop insight and attitude towards social problems

CO 5 : To develop an understanding of Disasters and Disaster Management

CO 6 : To gain knowledge of various disaster management strategies

CO 7 : To learn the international and national policies and institutional mechanisms in disaster services

CO 8 : To introduce various disasters that has occurred in India and their management

CO 9 : To study the role of Social Work Practice in Disaster management

**COURSE CONTENT**

**MODULE 1**

Community-meaning, nature, types, characteristics, community resources. Extension aspect of education. Different kinds of Community support, Community worker tasks, and role. Best practices in community work. Success stories (Nobel prize winners)

**Module outcomes:**

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

MO1- Explain the meaning of community

MO2- Discuss about the nature and types of community

MO3- List out the characteristics of the community

MO4- Identify the different community resources

MO5- Explain how education can be stretched out into the villages and fields beyond the limits of the educational institutions

MO6- Explain the different kinds of Community support

MO 7Discuss the tasks and role as community worker.

MO8- Execute Best practices in community work

MO9- Prepare notes on success stories of Nobel prize winners

## **MODULEII**

Community work, Objectives and functions of Community work- Community Action, Community Development, Social/Community Planning, Community Related Curricular and Co-curricular provisions. Institution and community linkage.

### **Module outcomes:**

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

MO1- Explain the meaning of community work

MO2- Discuss the objectives and functions of community work

MO3- Identify the range of activities that can be included in community action

MO4- Prepare an action plan for community development

MO5- Formulate of long-range visions, goals and strategies for guiding future community development

MO6- Explain the provisions for Community-related Curricular and Co-curricular

MO7- Discuss the strategies that can be adopted for institution and community linkage

## **MODULEIII**

Disaster & Disaster Management Strategies. Disaster Management in Indian Scenario-National policies and Institutional Mechanisms. Role of Social Work Practice in Disaster Management

### **Module outcomes:**

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

MO1- Define the concept of disaster

MO2- Identify suitable Management Strategies to be adopted in a given situation of disaster

MO3- Explain in detail the various Disaster Management in India

MO4- Discuss National policies and Institutional Mechanisms related to disaster management in India

MO5- Explains the Role of Social Work Practice in Disaster Management

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Generate discussion/ debate on a specific topic such as waste management, road safety, gender participation, disaster preparedness for Working with Communities-
- Interact with community members with reference to academic enrolment and drop out rate of children of the community.
- Arrange meetings, talks, demonstrations and exhibitions to develop awareness about the problems of the community.
- Survey healthy and hygienic conditions of the local environment
- Conduct interviews with Teachers, craftsmen, Farmers, and Laborers regarding their work and their Problems.
- Conduct a survey for assessing the impact of misuse of internet and provide an awareness programme
- Organise an awareness programme /seminar/invited talk related to mental health issues of students at different levels.
- Address a current local/regional level environmental disaster and analyse the problem, identify the causes and suggest strategies to overcome it.
- Participate in cleaning the surroundings of roadsides of the village, tree plantation involving community members.
- Donate used/new books to set up a local library
- Visit an old age home/poor home/Children's home of your locality and organise cultural activities for the inmates and prepare a report.
- Work with local organisation to present a disaster preparedness and mitigation workshop at community meetings
- Cleanliness campaign in the community to develop awareness about its needs

- Developmental activities like Tree plantation programme in the campus/near by village

### **MODES OF CURRICULUM TRANSACTION**

Discussion, Rally, Poster and Banner display, Theme based Cultural Programme, Survey, Interview, Action Research, Case Study, Participant observation, Dissemination of success stories, and Interaction with community members

### **Report writing**

Introduction, Programme schedule, Relevance of the programme, detailed description of the work conducted (with photos/audio-video CDs), Conclusion

### **Evaluation Criteria**

Written test-5, Community participation-15, Report writing-5

<b>SEMESTER III</b>	<b>Course Code: PCS 3</b>	<b>Credits: 4</b>
---------------------	---------------------------	-------------------

**NAME OF THE COURSE: CURRICULUM DEVELOPMENT IN 21<sup>ST</sup>  
CENTURY LEARNING CONTEXT**

**COURSE OUTCOMES:**

CO1: Articulate and exemplify basic knowledge of the social context of curriculum change

CO2: Understand the philosophical, social and ethical implications of curricular policies and decisions

CO3: Identify the main features of Wardha scheme of Education or Basic Education (Nai Talim)

CO4: Develop skills in devising experiential learning by applying Nai Talim for productive learning at all levels of education

CO5: Understand the different dimensions of curriculum changes

CO6: Evaluate curriculum development in the light of diverse social perspectives on knowledge and learning

CO7: Develop skills in framing local curriculum with respect to the national/state frame works for subjects of teaching

CO8: Understand issues, trends, and researches in the area of curriculum and the process of curriculum evaluation

CO9: Develop research insight for curriculum development in various levels

CO10: Appreciate the need for continuous Curriculum renewal

**COURSE CONTENT**

**MODULE I: THE SOCIAL CONTEXTS AND EFFECTS OF CURRICULUM**

Meaning and Concept of Curriculum, Syllabus and Units. Objectives of Education and their influence on Curriculum. Historical development- Scenarios of curriculum evolution- scenarios of change/consensus/ /conflict/control .Fusion & Integration of Subjects/Disciplines: Inter-subject and Intra-subject correlation. Factors affecting Curriculum: Philosophical, Sociological and

Psychological. Nature of Curriculum in India & abroad: a comparison. Gandhiji's Wardha Scheme of Education (Basic Education or Nai Talim) for productive learning at all levels of education – Pre-primary to Higher Education: strategies for Experiential learning. Changing the concept of Curriculum and the social context - Criteria for a standards-based curriculum

**(15 Hrs)**

**Module Outcomes:**

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

M01: Recognise the meaning and concept of Curriculum, Syllabus and Units

M02: Examine the objectives of Education and their influence on the Curriculum

M03: Devise the various scenarios of curriculum evolution

M04: Connect different areas of study by emphasizing related concepts across subject matters

M05: Identify the factors affecting the Curriculum and their importance

M06: Compare the nature of the Curriculum in India and abroad

M07: Apply Gandhiji's Wardha Scheme of Education for productive learning at all levels of education

M08: Inspect the changing concept of Curriculum and the social contextt

**MODULE II: DYNAMICS OF CURRICULUM DEVELOPMENT: THEORY AND DESIGN**

Requisite Components of a Curriculum- Curriculum Content, Curriculum Experience, Educational Environment. Curriculum Development: meaning, importance, stages. Trends in curriculum development- Subject-centered designs, Learner-centered designs, Problem centered designs.

Product and Process Models of Curriculum Development – A. Technical Scientific approach –Tylor model- Hilda Taba model –Oliver's Didactic model-Hunkins's Decision-Making model –Backward design –Cognitive Thought model

B. Non-technical/Non-scientific approach – Allan Glatthorn: Naturalistic model, Experiential & Social Critical models (Toohey), Deliberative model (Ornstein and Hunkins), Post positivism models. Curriculum for the Affect- Outcomes Based Approaches. Systems approach -meaning, nature and steps in Systems Analysis to curriculum designing-Systems Development Models- PPBS (Planning, Programming, Budgeting System) and PERT(Planning, Evaluation, Review, Technique) networks –Other adopted models with Curriculum as a System of instructional systems. The curriculum developers- Teacher's roles and responsibilities as a curriculum developer-Teacher empowerment through Curriculum Development: Competencies- professional knowledge,

commitment to change and team work.

(25 Hrs)

**Module Outcomes:**

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

M01: Recognise the requisite components of a curriculum

M02: Identify the meaning and importance of curriculum development

M03: Plan the stages of Curriculum Development

M04: Assess the trends in curriculum development

M05: Select Product and Process Models of Curriculum Development

M06: Generate ideas of Outcome Based Approaches

M07: Design Systems Approach to curriculum development

M08: Realise the teacher's roles, responsibilities and competencies as a curriculum developer

**MODULE III: CURRICULUM ORGANIZATION**

Different patterns: Subject curriculum - Activity curriculum - Core curriculum –Censored curriculum – Fixed curriculum - Hidden curriculum- Frontline curriculum. Drafts in the curriculum- static and dynamic. Curriculum Framework – Nature and importance; Stages of development- Evidence gathering, Preparation, Development, Implementation, Monitoring and Evaluation; Types - National Curriculum Framework and State Curriculum Framework. Developing a Local curriculum- Organization, resourcing, monitoring and development. Implementation of Courses- Full-time, Part-time, Correspondence, Open University, Nonformal and Continuing Education. Setting Curriculum Materials Center (CMC) or Curriculum Labs.

(20 Hrs)

**Module Outcomes:**

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

M01: Recognise different patterns and drafts of the curriculum

M02: Detects different drafts of the curriculum

M03: Identify the nature and importance of Curriculum Framework

M04: Decide the stages in the development of Curriculum Framework

M05: Develop skills in developing a Local curriculum

M06: Examine the nature of the Implementation of Courses

M07: Assess the need and relevance for setting Curriculum Labs

#### **MODULE IV: MODERN TRENDS IN CURRICULUM PLANNING AND EVALUATION**

Curriculum Forecasting –Types or approaches of Forecasting. Curriculum Grid and its uses Curriculum Mapping-purposes, approach, or strategies used. Procedure for reviewing operational curriculum-software employed. Computer as a planning tool for Curriculum design Models of Curriculum Evaluation - Tyler's Model, CIPP Model, Stake's Responsive Evaluation model, Roger's Model, Scriven's Model, Kirkpatrick's model, Cornbach's model Types of Curriculum Evaluation- Context Evaluation, Input Evaluation (curriculum embedded products), Process Evaluation, Product Evaluation. Practices and issues of curriculum evaluation.

**(20 Hrs)**

#### **Module Outcomes:**

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

M01: recognize the meaning, types and approaches of Curriculum Forecasting

M02: identify the uses of Curriculum Grid and Curriculum mapping

M03: Distinguish various models of Curriculum Evaluation

M04: Classify the types of Curriculum Evaluation

M05: Detect the practices and issues of curriculum evaluation

#### **MODULE V: CURRICULUM CHANGES AND RENEWAL**

Need for revision, renewal and reification in Curriculum- a time frame –funds. Curriculum renewal- the role of agencies in India (NCERT, SCERT, DIET, University bodies, etc.). Quality of instructional materials: textbooks, supplementary reading materials, Teachers' handbooks, Student workbooks, Enrichment materials, Resource Units and Lesson Plans. Development and implementation of modern evaluation tools- teacher's evaluation of curriculum plans. Strategies &

role of community, parents, students and media as curriculum administrator and consultant  
Developing Intellectual Property-Redesigning curricula to enhance Cross-curricular competencies.  
Ethical implications of curricular policies and decisions- ideology, personal values, issues in public domain and interests- Roles of various departments and central agencies.

**(20 Hrs)**

**Module Outcomes:**

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

M01: identify the need for revision, renewal and reification in the Curriculum

M02: Review the role of agencies in Curriculum renewal

M03: Analyse the quality of instructional materials:

M04: Evaluate the ethical implications of curricular policies and decisions

M05: Develop and implement modern evaluation tools

**MODULE VI: CURRICULUM AND PEDAGOGICAL RESEARCH**

Research on Standards-based curriculum. Reviewing research in the area of Curriculum- identifying areas to be researched in Curriculum and pedagogy - collating an abstract of studies in Curriculum and pedagogy. Importance of research in influencing education policy. Anatomy and discussion on recent articles published on related topics of Curriculum and pedagogy. Research on Curriculum construction, renewal and evaluation.

**(20 Hrs)**

**Module Outcomes:**

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

M01: Identify research on Standards-based curriculum

M02: - identify areas to be researched in Curriculum and pedagogy

M03: Review research in the area of Curriculum

M04: discuss recent articles published on related topics of Curriculum and pedagogy

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Prepare a report on recent curriculum development of your subject area with reference to KCF 2007/ NCF 2012.
- Prepare a report on recent curriculum development of NCFTE 2012/ UGC-/CBCSS of a University.
- Develop a local curriculum with respect to the State Curricular Framework for your subject.
- Compare the curricula of different boards for secondary and higher secondary levels in India and abroad.
- Develop a general framework for assessment of school course book/ hand book.
- Prepare a theme paper on recent curricular reforms at secondary / higher secondary/technical/ professional education in Kerala.
- Design and try out a curriculum for any one short-term course-online or distance mode.
- Prepare learning modules for a course related to your subject of specialization.
- Examine critically the inadequacies, inequalities and student differences in curriculum of existing Teacher Education courses in UG/PG with reference to skill development for productive learning and generating knowledge -discussion on programmes and projects to fulfill ethical responsibilities, check cyber crimes and ensure cyber security.

## **MODES OF CURRICULUM TRANSACTION**

Lectures, tutorials, workshops, presentations and discussion sessions

## **REFERENCES**

- Evans, W. & Savage J. (2015). *Developing a Local Curriculum: Using your locality to inspire teaching and learning*, London: Routledge
- IBE-UNESCO (2017). *Training Tools for Curriculum Development: Developing and Implementing Curriculum Frameworks*, Geneva. [unesdoc.unesco.org](http://unesdoc.unesco.org)
- Moreno, J. M., Benavot, A. & Braslavsky, C. (eds.) (2007). *The Dynamics of Curriculum Design and Development: Scenarios for Curriculum Evolution, School Knowledge in Comparative and Historical Perspective*, Springer, 195-209.
- Talla, M. (2012). *Curriculum Development- Perspectives, Principles and Issues*, Dorling Kindersley (India) Pvt. Ltd.
- Thomas, L. (2012). *Rethinking the Importance of Teaching: Curriculum and Collaboration in an era of Localism*, London: RSA.
- White, J.P. (ed) (2003). *Rethinking the School Curriculum*, London: Routledge/Falmer

<b>SEMESTER III</b>	<b>Course Code: TCS 3</b>	<b>Credits: 4</b>
---------------------	---------------------------	-------------------

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

**COURSE OUTCOMES:**

- CO 1- Describe the characteristics of different tools and techniques for data collection
- CO 2- Design and develop appropriate tools for research
- CO 3- Prepare a dissertation and evaluate a research report based on specific norms and criteria
- CO 4- Identify and adopt appropriate inferential statistics for data analysis
- CO 5- Interpret the results obtained through different techniques of analysis of data
- CO 6- Draw generalisations on the basis of the results of the research study
- CO 7- Understand and apply various statistical software to analyse the data

**COURSE CONTENT**

**MODULE I: TOOLS AND TECHNIQUES FOR DATA COLLECTION**

Research instruments – Purpose, Characteristics, types, construction and uses of tools for (a) Observation (b) Interview (c) Survey: Questionnaire, Opinionnaire, Rating Scales –Likert, Thurston - numeric rating scale, graphic rating scale, Descriptive graphic ratingscale. (d) Self reporting: Inventories, Sociometry etc. (e) Personality measures (f) Intelligence measures (g) Demographic measures (h) Tests (different types). Focus Group Discussion, Case study.

**(24 Hrs)**

**Module Outcomes:**

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

- MO1- Highlight the need, purpose and characteristics of tools and techniques of Educational research
- MO2- List out various tools used in research
- MO3- Explain the construction and validation of research tools
- MO4- Describe various scales of measurement.

- MO5- Identify the importance of survey in research
- MO6- Differentiate between questionnaire and opinionnaire
- MO7- Identify the use of inventory in research
- MO8-Compare various types of Observation
- MO9-Differntiate observation and interview
- MO10- Compare the Structured and Semi-structured techniques of interview
- MO11- Identify the importance of focus group discussion
- MO12- Give various types of focus group discussion
- MO13- Distinguish between Sociogram and sociometry
- MO14- Explain case study
- MO15- List out various techniques of personality measurement.
- MO16-Discuss construction of different types of tests.

## **MODULE II: ANALYSIS OF DATA AND INTERPRETATION OF RESULTS**

Analysis and interpretation of Qualitative and Quantitative data - in terms of objectives, hypothesis, limitations of tools and data, earlier findings, unstudied factors, intervening variables – Interpreting significant and non significant results-generalizing findings -Methods of collating results obtained: Triangulation, Cross validation, Meta analysis.

**(12 Hrs)**

### **Module Outcomes:**

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

- MO1- Meaningfully interpret the results of qualitative and quantitative analysis of data
- MO2-Identify the limitations of various tools ,techniques and data
- MO3- Conceptualise the techniques of multimethodology.

## **MODULE III: THE RESEARCH REPORT**

Writing Style- Organization of the report- research language - Major Style. Manuals/Guides - Chicago manual, Publication/ dissertation Manual of American Psychological Association (APA), MLA (Modern Language Association) Handbook for Writers of research papers, General manuscript Format followed by the University/institution- -the Mechanics of style- Displaying results-Crediting Sources-Reference Examples- Reference Management softwares: Mendeley and Zotero, Endnote, JabRef,LaTex. Evaluation of research report-criteria and norms - Check for plagiarism - Anatomy of a Research Article: Abstract- Introduction Method –Results-Discussion. Quality and visibility of publications-citation count.

**(24 Hrs)**

**Module Outcomes:**

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

MO1- Differentiate various types of writing styles in research.

MO2- Write the report in APA format.

MO3- Familiarize reference management softwares.

MO4- Identify the different softwares for checking the plagiarism

MO5- Understand the essential components of a Research report.

MO6- Evaluate a report using specific criteria and norms.

**MODULE IV: INTRODUCTION TO STATISTICAL INFERENCE**

The meaning of statistical inference, Parametric and Non-parametric Tests, parameter & statistic, sampling error and standard error, Standard error of Mean, Correlation coefficient and Percentage. Degrees of freedom, estimation of parameters, confidence levels and confidence intervals. Levels of significance.

**(14 Hrs)**

**Module Outcomes:**

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

MO1 -Explain the concept of Statistical inferences

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

MO3- Understand the meaning of Standard Error and Sampling Error

MO4-Distinguish between parameter and statistic

MO5 - Clarify the concept degrees of Freedom

MO6 -Discuss the estimation of Parameters

MO7 -Analyze the importance of confidence levels

MO8 -Compute the standard error of Mean ,Coefficient of correlation and percentages.

### **MODULE V: INTRODUCTION TO HYPOTHESIS TESTING**

The null hypothesis, Concept of Test of Significance, Rejection and non rejection. regions, Directional (One tailed) and Non-directional (two - tailed) tests of significance, Errors in making inferences. Testing of significance of the difference between the following statistics for large and small independent, correlated samples:Mean, Correlation Coefficient and percentage. Calculation of Statistical power, Effect size, Prospective power analysis, Retrospective power analysis, Factors affecting Statistical Power.

**(14 Hrs)**

#### **Module Outcomes:**

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

MO1-Establish the need of test of significance

MO2 – Distinguish between one tailed and two tailed tests in the light of form of Hypothesis.

MO3-Draw the Rejection and Non-rejection regions in a Normal curve

MO4- Illustrate the errors in making inferences with examples

MO5- Compute independent sample T-test

MO6-Calculate Correlated sample T-test

MO7- Test the significance of difference between: mean,coefficient of correlation and percentage

MO8- Conceptualize statistical power

MO9 -Identify the factors affecting statistical power

MO10 -Distinguish between Prospective and Retrospective power analysis.

## **MODULE VI :TESTING OF EXPERIMENTAL HYPOTHESIS**

The Chi Square test and the null Hypothesis- concept, uses and application, The Chi Square test of goodness of fit, The Chi Square test of independence in contingency tables, 2X2 fold contingency table, Contingency Coefficient.

**(12 Hrs)**

### **Module Outcomes:**

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

MO1 -Understand the concept,uses and application of Chi square test

MO2- Detail out the situations in which Chi-square ( $\chi^2$ ) can be applied

MO3- Test the Null Hypothesis using Chi square

MO4-Compute Chi-square in two by two contingency table

## **MODULE VII :INTRODUCTION TO DESIGN EXPERIMENTS.**

Randomized design, One way Analysis of Variance, Multiple Comparison tests, The randomized block design, A Factorial design (Two way ANOVA), Analysis of Covariance(ANCOVA) - concept, basic assumptions and application. Factor analysis –Concept and use.

**(20 Hrs)**

### **Module Outcomes:**

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

MO1- Explain the Randomized designs

MO2-Understand Randomized block design

MO3 - Recognize the use of ANOVA in research

MO4 -Recognize the use of ANCOVA (Analysis of Co-Variance) in Experimental research.

MO5- Enlist the assumptions of using analysis of Co-Variance

MO6- Explain the concept and use of the technique of Factor Analysis

## **MODULE VIII: ROLE OF SOFT WARE IN RESEARCH:**

Role computers in statistical analysis of data, Role of software in Statistics and statistical analysis – SPSS, STATA, R.Use of Excel, SPSS, R – Setting up of Data file, Graphical and Tabular

representation of data, Cross Tabulations and Pivot Tables. Use of SPSS in Descriptive Statistics (Measures of Central Tendency and Dispersion), (Product Moment Correlation), Inferential Statistics (Normal curves, z and t tests, ANOVA, ANCOVA, Chi square), Correlation ( $r$  and  $\rho$ ), Regression and Prediction.

(25 Hrs)

### **Module Outcomes:**

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

MO1 -Highlight the significance of statistical software in research

MO2 -Name various statistical software used in research

MO3 -Calculate Chi-square using Cross Tabulation

MO4- Write the steps of calculating paired sample T-test in SPSS

MO5- Calculate ANOVA using SPSS

MO6 -Develop a flow chart showing the stages of calculating ANCOVA in SPSS

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Refer any five M.Ed Dissertations available in the library and critically comment on the statistical measures adopted-suitability, accuracy and interpretation.
- Refer any ten M.Ed Dissertations available in the library and critically comment on the discussion part – included or not, if included if it is sufficient, is it in tune with reviews.
- Preparation of research abstract ( five)
- Preparation of a sample research article based on the topic of dissertation
- Devising your own instrument and establishing its reliability, validity and usability -
- How will you select a sample from HSS students of Kerala using simple Random sampling

- Prepare a table showing styles of multistage cluster sampling to select teachers of primary schools of India
- Give a situation in which you have to select 1.Stratified random sampling 2.quota sampling
- List out five studies that can be statistically studied using (1) Paired sample t test (b) one way ANOVA (3) Chi Square test
- Identification of research gap on a specific topic
- Prepare a dissertation awareness manual of your own (M.Ed level) to guide the prospective researchers. (with indicators and bullets only)
- Write references in APA format after reading / watching the following.
  - a. Best and Kahn (Methodology of Educational Research)
  - b. A research article by a single author from any journal (eg. Edutracks)
  - c. Read an Article in the Editorial page of the Hindu and write the reference.
  - d. Watch a show in any Malayalam Channel and write its references.
  - e. Refer for the meaning of Educational Sociology from Oxford Dictionary of Education and write its references.
  - f. An article from an edited volume.

## **MODES OF CURRICULUM TRANSACTION**

Lecture cum demonstration, Discussion, seminar practice sessions, assignments, practical sessions.

## **REFERENCES**

- American Psychological Association. (1992). Ethical principles of psychologists and code of conduct. Washington, DC: Author.
- American Psychological Association. (2009). Publication Manual of the American Psychological Association (6th ed.). Washington, DC: Author.
- Andrews, Richard., & Borg, Eric. (2012). Making research more accessible. Sage handbook of Digital dissertations and theses. London: SAGE. 77

- Argyrous, George. (2012). Statistics for research with a guide to SPSS, New Delhi: Sage Publications India Pvt Ltd
- Ary, Donald., Jacobs, Lucy Cheser., & Razavieh, Asghar. (1979). Introduction in Research in Education. New York: Holt Rinehart and Winston.
- Babbie, E. R. (2007). The Basics of Social research(4 ed.). Australia: Thomson/Wadsworth.
- Berg, Bruce L. (2008).Qualitative research methods for the social sciences. 7th ed. Boston, MA: Allyn& Bacon.
- Best, John W., & Kahn, James V. (2003). Research in education (9th ed.). New Delhi: Prentice – Hall of India Private Limited.
- Black, K. (2010). Business Statistics. New Delhi: Wiley India(P) ltd
- Bordens, K. S., & Abbott, B. B. (1991): Research designs and methods: A process approach(2nd ed.). Mountain View, CA: Mayfield.
- Buch, M. B. et al. (1982). Second Survey of Research in Education. New Delhi: NCERT Publications.
- Corey, Stephen M. (1953). Action research to improve school practices. York: Bureau of Publications, Teachers College, Columbia University.
- Denscombe, Martyn. (2007). The good research guide for small-scale social research projects(3rd ed.). Maidenhead, UK: Open University Press.
- Dooley, David. (2001). Social Research Methods. (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Drew, Clifford J., Michael L. Hardman. & Ann Weaver Hart. (1996). Designing and conducting research: Inquiry in Education and Social science. (2nd ed.). Boston, MA: Allyn and Bacon.
- Fetterman, D. M., & Pitman, M. A. (Eds.), (1998): Education evaluation: Ethnography in theory, practice, and politics.Beverly Hills, CA: Sage Publications.
- Fox, David J (1969). Techniques for the Analysis of Quantitative Data. Holt, Rinehart, &Winson, Inc
- Garrett, H. E. (1973). Statistics in psychology and education, Bombay: Allied Pacific Pvt. Ltd.,
- Glicker, Morley D. (2002). Social Research: A Simple Guide. Boston, MA: Allyn and Bacon.
- Good, Carter V. (1959). Dictionary of Education, New York: MC. Gr,aw-Hill.

- Gray, David E. (2004). Doing research in the real world. London, UK: Sage Publications.
- Harper and Row., & Edwards, A. L. (1963). Statistical Methods of Behavioural Science, New York: Hall,
- Howell, D. C. (1997). Statistical Methods for Psychology. Belmont, CA: Duxbury Press.
- Keeves, J. P. (Ed.) (1988) .Educational research, methodology, and measurement: An international handbook, Oxford, England: Pergamon Press.
- Kerlinger, Frank Nichols., & Howard B. Lee. (1999). Foundations of Behavioral Research. (4th ed.) Belmont, CA: Wadsworth
- King, Bruce M & Minium, Edward W. (2011). Statistical Reasoning in the Behavioural Sciences. New Delhi: John Wiley & Sons Ltd.
- Kothari, C. K., & Garg, Gaurav V. (2014). Research Methodology: Methods and Techniques(3rd ed.), New Delhi: New Age International(P) Ltd.
- Koul, Lokesh. (1984) Methodology of Educational Research. New Delhi: Vikas Publishing House,
- Kreppendorff Kians, (1985). Content analysis: An Introduction to its Methodology, Beverly Hills, London: Sage Publications.
- Kuriz Albert J. & Mayo, Samuel T., (1981). Statistics in Education and Psychology. New Delhi: Narousa Publishing House.
- Lindquest, E. F. (1968). Statistical Analysis in Educational Research, Oxford and IBH Publication Co.
- Merriam, Sharan B. (ed.). (2002). Qualitative Research in practice. San Francisco, CA: Jossey- Bass.
- Miller, Delbert C., & Neil J. Salkind. (2002). Handbook of research design and social measurement.(6th ed.). Thousand Oaks, CA: Sage Publications.
- Neuman, W. Lawrence. (2006). Social research methods: Qualitative and quantitative approaches. (6th ed.). Boston, MA: Allyn & Bacon.
- Outhwaite, W., & Turner, S. P. (2007). The SAGE handbook of social science methodology. Los Angeles, London: SAGE.
- Patten, Mildred L.(2004). Understanding research methods: An overview of the essentials. (4th ed.). Glendale, CA: Pyrczak Publishing.
- Sarma, K V S. (2010). Statistics Made Simple Do it Yourself on PC, New Delhi: PHI Learning Pvt Ltd.

- Siegal, S. (1956). Non-parametric Statistics for Behavioural Science. New York: McGraw Hill.
- Simon, Julian Lincoln. (2003). Basic research Methods in Social science: The Art of Empirical
- Slakter, M. J.(1972).Statistical Inference for Educational Research. Addison-Wesley Publishing Company, Philippines .
- Tashakkori, A. & Teddlie, C. (Eds.) (2003): Handbook of mixed methods in social &behavioralresearch . Thousand Oaks, CA: Sage
- Travers, M. (2001). Qualitative Research Through Case Studies, London: Sage.
- Tuckman Bruce W., (1978). Conducting educational Research. NewYork: Harcourt Brace Javanovich, Inc.
- Walker, H.M. and Lev Joseph. (1965). Statistical Inference. Calcutta: Oxford and IBH
- Warner, Rebecca M. (2013). Applied Statistics. Sage Publications: New Delhi.
- Yates, Simeon J. (2004). Doing social science research. London, UK: Sage Publications: Retrieved from Open University<http://www.archive.org/details/statisticsinpsycOOhen>

## SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

<b>SEMESTER III</b>	<b>Course Code: SES 1.a.</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE: ADVANCED MATHEMATICS EDUCATION**

### **COURSE OUTCOMES:**

**CO1:** To understand the nature of the discipline of Mathematical science In the light of its historical and philosophical background.

**CO2:** To understand the latest theoretical and practical considerations in developing n curriculum as part of education for development.

**CO3:** To understand the trends, approaches, theories and strategies in mathematics education.

**CO4:** To acquaint various technological inputs in mathematics education. To design and practice instructional strategies and techniques in mathematics education based upon modern innovative approaches and practices.

**CO5:** To practice formative and summative comprehensive evaluation of pupil performance using appropriate tools and techniques.

**CO6:** To identify relevant problems leading to research studies in mathematics education and designing and executing an appropriate research project.

### **COURSE CONTENT**

#### **MODULE I: FOUNDATIONS OF MATHEMATICS**

Historical development of Mathematics with special reference to the developments in the 20<sup>th</sup> century and 21<sup>st</sup> century. Philosophical aspects of Mathematics- Euclidean Geometry - The theoretical framework; Euclid's procedure; Euclid's postulates; Euclid's axioms and definitions. Non-Euclidean Geometry. Learning of Mathematics – Stages of knowledge acquisition, Process oriented learning in mathematics, rote learning Vs meaningful learning and mental math.

**(20 hours)**

### **Module Outcomes :**

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

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

M02: discuss the historical development of Mathematics with special reference to the developments in the 20th century and 21stcentaury

M03: discuss Learning of Mathematics

### **MODULE II: MATHEMATICS CURRICULUM**

Meaning and scope of the curriculum, changing curriculum patterns, curriculum as a course of study, as courses offered, planned experience, and subject matter content. Curriculum process, aims and objectives; selection of learning experiences; selection of content, organization and integration of experience and content, evaluation. Need for changing Mathematics curriculum- social needs, developments in the discipline of Mathematical science; developments and innovations in pedagogy, need for coping up with international norms. Principles of curriculum construction and organisation, Approaches to curriculum organisation- topical and Spiral, Logical and Psychological, Correlational approaches. Evaluation of curriculum: need, nature and aspects of curriculum evaluation; sources of obtaining information relating to evaluation.

**(25 hours)**

### **Module Outcomes:**

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

M01: explain Mathematics curriculum-Curriculum process, aims and objectives

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

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

### **MODULE III: STRATEGIES FOR MATHEMATICS TEACHING AND LEARNING**

Approaches: Learner-Centered Approach, Process-Oriented approach, Life centered/Environment-based approach, Mastery Learning approach, Analytic-synthetic approach, Inductive - deductive approach, Heuristic Approach. Techniques of Teaching: Concept attainment model, Inductive thinking model, Cognitive development model, Inquiry training model, Constructivist learning

strategies and Reflective practices. Outcome-based Education, Problem-based Learning.

**(20 hours)**

**Module Outcomes:**

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

MO 1 define Models of teaching

MO2 identify different approaches for learning Mathematics

M03: analyse strategies for Mathematics Teaching and Learning M04: apply techniques of Teaching in mathematics instruction

**MODULE IV: EDUCATIONAL TECHNOLOGY FOR MATHEMATICS EDUCATION**

Concept of Techno Pedagogic Content Knowledge (TPCK); TPCK-based content analysis of Mathematics. Concept of Digital Textbooks, Web-based lessons and Multimedia presentations. Identification of e-resources; e-content development, Blogging. Role of EDUSAT in teaching and learning. A survey of software used in mathematics teaching and learning. Mathematics teachers' attitudes, beliefs and concerns about the use of digital technologies. Concept of ICT-based Assessment; Recording and Analysis using Multimedia devices.

**(25 hours)**

**Module Outcomes:**

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

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

MO2: elaborate Concept of Techno Pedagogic Content Knowledge (TPCK)

M03 : identify e-resources and its applications

M04: apply ICT based Assessment in mathematics education

**MODULE V: ASSESSMENT IN MATHEMATICS LEARNING**

Concept of Educational Assessment – Assessment of Learning, Assessment for learning, Assessment as learning. Formative and Summative Evaluation, Continuous and Comprehensive Evaluation, Norm-referenced and criterion-referenced evaluation. Aims of teaching Mathematics as suggested in NCF (2005) and KCF (2007). Bloom's Taxonomy of educational objectives - cognitive, affective

and psychomotor domains-specific objectives in the instruction of mathematics, Classification of objectives in the Revised Bloom's taxonomy. Evaluation of learning outcomes in Mathematics. Teacher-made tests and standardized tests; construction and standardization of achievement test in Mathematics. Diagnostic testing and remedial instruction in Mathematics-Need and importance. Grading system- concept and advantages over marking system, types of trading absolute grading, direct grading and relative grading, merits and demerits. Grade Point Average, Cumulative Grade Point Average, Weighted average and weighted score/point. Classification of learners according to their level of performance in the grading system. Online examination/Computer-based Examination, Portfolio assessment and Evaluation based on Rubrics. Informal assessment strategies for Mathematics classroom – application cards graphic organizers, guided reciprocal, peer questioning etc.

**(30 hours)**

### **Module Outcomes:**

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

MO1: know about assessment and evaluation

MO 2 identify tools and techniques of evaluation

M03: Apply Assessment techniques in Mathematics Learning

MO4: construct tools for evaluation M05: Create Informal assessment strategies for Mathematics classroom.

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Analyze any selected Mathematics curriculum in the light of modern principles of curriculum development.
- Prepare sample lesson transcripts in tune with selected Models of teaching
- Develop an achievement test in mathematics and standardize it on a small sample
- Identification of difficult areas in Mathematics and the reasons for the difficulty and suggest remedial measures
- Prepare a diagnostic test in Mathematics for any unit of study and administer the test to a small group. Design Remedial activities for the difficult learning points.
- Review any two software in Mathematics and prepare a lesson transcript which use any one of the software.

### **MODES OF CURRICULUM TRANSACTION**

Lecture cum discussion, demonstrations, Presentations, Group work, Individual work, Seminar sessions, Debate, Assignments, institutional visits, etc.

### **REFERENCES**

- Cooney T.J and Others (1975), Dynamics of Teaching Secondary School Mathematics Boston; Houghton Mifflin
- Gronlund, N.E., (1990) Measurement and Evaluation in Teaching. New York; Macmillan.
- Heimer, R.T. and Trueblood, C .R. (1970) Strategies for Teaching Children Mathematics; Reading, Massachusetts: Addison Wesley Publishing Company
- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi-16
- Polya, G (1957). How to Solve it. 2nd edition, Garden City, N.Y.; Doubleday and Company.
- Polya, G Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. John Wiley & Sons.
- Sawyer, W.W Mathematics in Theory and Practice. Udham Press Ltd, London

<b>SEMESTER III</b>	<b>Course Code: SES 1 .b</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE: ADVANCED SCIENCE EDUCATION**

**COURSE OUTCOMES:**

CO1: Articulate and exemplify basic knowledge of the latest theoretical and practical considerations in developing science curriculum as part of education for development.

CO2: Acquire the skill of developing curriculum modules to acquaint various technological inputs in science education.

CO3: Design and practice instructional strategies and techniques of science education based on modern innovative approaches and practices

CO4: Practice formative, summative and comprehensive evaluation of pupil performance using appropriate tools and techniques.

CO5: Develop tools for evaluating cognitive, affective, and psychomotor competencies.

CO6: Identify relevant problems leading to research studies in science education and design and execute appropriate research project.

**COURSE CONTENT**

**MODULE I: SCIENCE EDUCATION BASICS AND MULTIPLE PERSPECTIVES**

Science Education – a Constructivist approach. Teaching and Evaluation of process skills in science and concepts using Bloom’s taxonomy, 1956; Revised Taxonomy (Anderson & Krathwohl) 1990; Mc Cormack & Yager’s Taxonomy of Science Education, 1989; Technology Integrated Taxonomy – Peck & Wilson (1999). Aims and Objectives of Science with regard to NCF (2005) and KCF (2007), Contributions of Learning theories in Science Education- Skinner, Ausubel, Gagne, Vygotsky, Piaget and Bruner - Gardener’s Multiple Intelligence Theory - Applications in Science Education. Cognitive skills - Thinking skills - types, strategies for developing thinking skills, think differently-extrapolated learning- Science Education for peace and sustainable development Science Education for Employability skills- life skills, soft skills and survival skills. Scientific and technological literacy leading to innovations and creativity in Science, new trends in research.

Science education for: i) diverse learners, ii) Gender equality iii) internalization

### **Module Outcomes:**

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

M01: compare different types of taxonomies in science education.

M02: examine the aims and objectives of science with regard to NCF and KC.

M03:analyse the contributions of Learning theories in science education

M04:implement science education for peace and sustainable development.

M05:predict Scientific and technological literacy leading to innovations and creativity in Science

M06:summarise new trends in research.

M07:differentiate cognitive skills and employability skills

M08: evaluate the significance of Science education for diverse learners

### **MODULE II: : PEDAGOGY IN SCIENCE EDUCATION**

Constructivist Approaches to Science Teaching: inquiry method, problem-solving strategies, investigatory approach, guided discovery approach, inductive and deductive method, project-based learning, cooperative and collaborative learning, activity-based learning, experiential learning, Brain-Based Learning - strategies and implications. Self-learning Strategies and Differential learning - types and Classroom applications IT Based strategies- web-based learning and pedagogical designs using ICT in Science. Application of technological resources for science education – ICT-based resources – scope – multimedia, e-book reader, open learning resources, online repositories, virtual libraries, e-journals, e- projects, webinar, m-learning, web 2.00 tools- Edmudo, Edjudo, Edublog, web 3.00 tools, web 4.00 tools relevant to science teaching Internet in the science class room-Internet enabled e-content, E-mail. Steps for using the internet in the science class room, Internet safety in the class room-cyber security and cyber ethics.

**(25 Hrs)**

### **Module Outcomes:**

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

M01: identify different methods, strategies and approaches with regard to science education.

M02: implement different types of strategies in science classroom.

M03: create pedagogic designs based on ICT.

M04: restate the significance of technological resources for science education.

M05: organise the use of the internet in science class rooms with regard to Internet safety

### **MODULE III: CURRICULUM TRENDS IN SCIENCE EDUCATION**

Features of the curriculum in science education - the significance of research embedded curriculum. Science Curriculum at Different Stages (Elementary, Secondary and Higher Secondary) - Curriculum at secondary level in present scenario: regional, national, international - Comparison of the curriculum of science education of different countries-Switzerland, Australia, Finland and any one developing country. Development of Curricular materials-Textbooks, Learning supplements, Teacher texts, other enrichment materials. Curriculum Evaluation - Principles, instrumentation and strategies Teacher education curriculum of science – review

**(25 Hrs)**

### **Module Outcomes:**

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

M01: identify the features of the curriculum in science curriculum

M02: propose science curriculum at different levels

M03: compare science education curriculum of different countries

M04: develop curricular materials

M05: examine curriculum with respect to principles, instrumentation and strategies

M06: criticise teacher education curriculum of science

### **MODULE IV: ASSESSMENT IN SCIENCE EDUCATION**

Assessment in the teaching and learning of science – meaning and significance. Ongoing trends of assessment – paper- pencil test, assignments, projects, debates, discussions, quizzes, grading, self-evaluation, peer evaluation. Future trends in assessment – online evaluation – online

assignment, online tests, open book exams, take-home exams, gamification, live feedback. Diagnostic testing and remediation. Assessment of cognitive, affective and psychomotor outcomes – use of appropriate tools and techniques, alternative assessment – concept maps – evaluation rubrics for evidence-based performance – standards based reporting – portfolios in science learning– e-portfolios. Areas of research in assessment in science education.

**(15 Hrs)**

**Module Outcome:**

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

M01: investigate the significance and ongoing trends of assessment related to teaching and learning of science.

M02: review the future trends of assessment related to teaching and learning of science.

M03: apply diagnostic testing and remediation in the classroom.

M04: develop appropriate tools and techniques for assessing outcomes with regard to different domains.

M05: summarise the areas of research in assessment in science education.

**MODULE V: PROFESSIONAL DEVELOPMENT OF SCIENCE TEACHERS**

Professional development- scope and importance.- - professional development through ICT related to research - online forums, net conferences, web conferences - interacting with social networks - Networking- Inter and intra networking. - Role of Reflective practices in professional development. . Changing roles and responsibilities of science teacher- Professional competencies - Competencies for developing millennium skills and cognitive abilities, Professional ethics for teachers, Teacher appraisal and accountability.

**(20 Hrs)**

**Module Outcomes:**

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

M01: sketch the professional development of science teachers.

M02: analyse the modes and practices of professional development of science teachers

M03: propose the changing roles and responsibilities of science teacher

M04: identify professional competencies of science teachers .

M05: distinguish the significance of professional ethics and teacher accountability.

## **MODULE VI: RESEARCH IN SCIENCE EDUCATION**

Research in Science Education in India and other countries, implications of Science Education researches on classroom practices, Vision of Science Education in research significance of virtual thinking. Classroom research in Science - need and scope, Research methods in Science Education Ethics in Research, Plagiarism.

**(15 Hrs)**

### **Module Outcomes:**

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

M01: predict the significance of virtual thinking in research in science education

M02: compare research in Science Education in India and other countries.

M03: explain the implications of Science Education researches on classroom practices.

M04: identify different methods of research in science

M05: extrapolate the relevance of ethics in research.

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Critical study of an in-service teacher education programme for Science teachers in terms of their need and relevance, duration, planning, organization and outcomes – document analysis
- Preparation of lesson transcripts based on Models of teaching.
- Preparation and presentation of papers on comparative study of Science Education curriculum of other countries at different levels.
- Study of National Policies of Education –1986, 1992(modified version) and POA on NPE-1996 in relation to National curriculum frameworks with special reference to Science Education
- Conduct a survey of the problems in science Education-Curriculum, transaction and Evaluation that are most prevalent in schools, which need immediate attention for enabling students to think differently and prepare a brief report.
- Field visit to schools at Elementary/Secondary/Higher secondary level especially residential / ashram schools and minorities institutions and preparation of report on the strategies adopted by science teachers for fostering scientific temper among students.

- Identification of research topics in the area of Science education and preparation of proposals.
- Prepare lesson transcript for teaching Science on the basis of Multiple intelligence
- Documentation / preparation of report on institutions/schools practicing innovations.
- A critical study of any two discoveries selected from different areas of science to illustrate the importance of history of science, for example, Discovery of the electron; the development of electromagnetism; theory of evolution; Newtonian calculus and its importance to Physics; Thermodynamics, Nanotechnology.
- A critical study of a curricular project selected from any area of science (e.g. PSSC, BSCS, and Chemical Education Material Study Programme (CHEM), Nuffield, O and A level Curricula, NCERT etc.).
- Development of tools for measuring affective variables related to Science.
- Development of tools for assessing thinking skills.
- Conducting a survey in the neighborhood and preparation of a brief report on the resources available for teaching Science and its presentation
- Develop an e-content on any topic in Science.
- Development of lesson transcripts for extrapolated learning.
- Compare the curriculum at elementary or secondary or higher level of any two universities – one should be from India and the other preferably Switzerland, USA, Australia, Finland or any country of your choice.
- Apprenticeship with Research scholars for 10 days and submit a report on innovations in classroom research

### **MODES OF CURRICULUM TRANSACTION**

Lecture cum discussion, demonstrations, Presentations, Group work, Individual work, Seminar sessions, Debate, Assignments, institutional visits, etc.

### **REFERENCES**

- Aggarwal, J.C (1990). *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
- Bhatt, B.D., & Sharma, S.R.(1993), *Methods of Science teaching*. New Delhi; KanishkaPublishing Hous
- Caggart, G.L. (2005): *Promoting Reflective Thinking in Teachers*. Crowin Press.

- Day, C. & J. Sachs, J. (Ed.) (2004): *International Handbook on the Continuing Professional Development of Teachers*. Maidenhead, Brinks Open University Press.
- Korthagen, Fred A.J. et al; (2001): *Linking Practice and Theory: The Pedagogy of Realistic Teacher Education*. Lawrence Erlbaum Associates.
- Linda Darling, Hammond & John Bransford (2005): *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
- Loughran, John (2006): *Developing a Pedagogy of Teacher education*. New York : Understanding Teaching and Learning about Teaching. Routledge.
- Mathew, Mariamma. (2018). *Instructional Strategies and Techniques in Science Education- for Biological and Physical sciences*. Published by the Author.
- Mohammad Miyan (2004). *Professionalisation of Teacher Education*. New Delhi. Mittal Publications.
- NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi:
- NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi:
- Reimers, Eleonora Villegas (2003): *Teacher Professional development: an international review of the literature*. UNESCO: IIEP, Paris.
- Schon, D. (1987): *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York: Basic Books
- *Science Teacher* (NSTA's peer reviewed journal for secondary science teachers)
- Steve Alsop & Keith Hicks (2003). *Teaching Science*. Kogan Page India Private Limited.
- Taba Hilda. (1962). *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc.
- Wendy Conklin .(2006). *Instructional Strategies for Diverse Learners- Practical Strategies for Successful Classrooms*. Shell Educational Publishing

<b>SEMESTER III</b>	<b>Course Code: SES 1 .c</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE: ADVANCED ENGLISH LANGUAGE EDUCATION**

**COURSE OUTCOMES**

CO 1: Understand the key ideologies in teaching and learning of language

CO2 : Develop an understanding of the nature, scope and functions of language teaching and learning

CO 3: Analyze the application of linguistic, psycho linguistic, socio linguistic, neurolinguistic theories in language learning

CO4 : Apply the current approaches, methods and innovative techniques in language teaching and learning

CO 5: Equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills

CO 6: Grasp the techniques underlying the designing and administration of various kinds of language tests

CO7 : Attain the skills of curriculum construction and design in a language

CO 8: Adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children

CO 9: Become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language

CO 10: Explore modern assessment practices that are in vogue in the field of language teaching

CO 11: Ensure quality in the continuing professional development of teachers

CO 12: Equip the prospective teacher educators with a positive attitude towards research

CO 13: Acquaint themselves with areas of research and various research tools

## **COURSE CONTENT**

### **MODULE I: PERSPECTIVES IN TEACHING AND LEARNING OF ENGLISH LANGUAGE**

Language: Nature, Functions and Scope - Language and Culture- Language and Gender - Language Acquisition – L<sub>1</sub>, L<sub>2</sub>, L<sub>3</sub> - Role of Family and Community Resources in English Language Acquisition. Application of Theories in Language Learning: Psycho-linguistic, Socio-linguistic and Neuro-linguistic --Contributions of Piaget, Bruner, Vygotsky, Chomsky, Krashen and Terrell, Paulo Freire, Howard Gardner. Aims, Objectives and Principles of Language Learning – Bloom's Taxonomy and Revised Versions – Objective Based Instruction, Process Oriented and Outcome Based Learning.

**(10 Hrs)**

#### **Module outcomes:**

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

MO1: Develop understanding of language, language acquisition, linguistic and psycholinguistic, sociolinguistic and neurolinguistic theories of language learning

MO2: Evaluate the role of family and community resources in English language acquisition.

MO3: Analyse the application of psycholinguistic, sociolinguistic and neurolinguistic theories in language learning.

MO4: Instruct guide and initiate the student teachers to prepare lesson plan for English language teaching by the proper application of linguistic, psycholinguistic, sociolinguistic and neuro linguistic theories of language learning

MO5: Facilitate the preparation of lesson plans in ELT by utilising the community-based resources

MO6: Guide the lesson preparation through the proper application of principles of language learning, revised blooms taxonomy, objective based instruction, process oriented and outcome-based learning.

### **MODULE II: APPROACHES, METHODS AND TECHNIQUES IN ENGLISH LANGUAGE TEACHING**

Review and Critical Analysis of Various Approaches and Methods – Grammar Translation Method- Direct Method - Audio-lingual Method - Situational Language Teaching - Communicative and Task-based Learning Approaches - Natural Approach –Humanistic Approaches - TPR - Silent Way – Cooperative Learning – Interactive Approach - Whole Language Approach. Innovative Strategies and Techniques for Teaching Language Skills [LSRW and Study skills], Language Elements

[Vocabulary and Structures] and Literary Elements [Imagery, Figures of Speech etc.] Language Discourses [notices, reports, letter, profile, diary etc]. Discourse analysis Current Pedagogic Practices in ELT with special reference to Schools under State Syllabus in Kerala. Models of Teaching: Social Simulation Model, Class room Interaction Model, Inductive Thinking Model Instructional Strategies and Teaching Learning Materials to address the Children with SpecialNeeds (CWSN) in the Language Classroom.

**(20 Hrs)**

**Module outcomes:**

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

MO1: evaluate the different approaches, methods, techniques, strategies, pedagogic practices in ELT.

MO2: develop understanding of instructional strategies and learning materials to address CWSN in ESL Classrooms.

MO3: guide and instruct the prospective student teachers to incorporate suitable approaches methods, strategies and techniques in ELT

MO4: explain discourse analysis in the context of ELT

MO5: experiment with Social Simulation Model, Class room Interaction Model, InductiveThinking Model in ELT

MO6: adopt and practice instructional strategies for CWSN in the language classroom

### **MODULE III: ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION**

Developing Basic Language Skills [LSRW] and Intermediate as well as Advanced Language Skills that are level specific viz. primary, secondary and senior secondary with reference to classroom application. Listening: casual, intensive, top down-bottom-up listening, listening with purpose and listening for comprehension. Speaking – conversational, oratory and presentation skills as well as pronunciation, stress, intonation Reading –Engaging with Reading: Response to Literature; Transactional theory of reading; reading for different purposes; Definition of reading comprehension; Examining the complex and dynamic processes of reading comprehension; Cognitive theories about how readers construct meaning; strategic reading. Efferent and aesthetic reading; Reading in the content area; text structure and reading strategies, Vocabulary. Literature instruction in Indian schools. Writing – Cognitive process of writing: The view of writing as a problem solving and decision-making process. Planning, transcribing/drafting, and reviewing/revising; recursive nature of writing, social aspect of writing; Role of context in writing; purpose, audience, and instructional influence. Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader. Review of writing instruction in India. Barriers in oral and written communication in English - Strategies for Effective Communication - Communication Networks - Teacher as an Effective Communicator.

**(20 Hrs)**

#### **Module outcomes:**

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

MO1: develop understanding on the cognitive theories of LSRW

MO2: analyse and evaluate the strategies for developing different language skills

MO3: differentiate different types of listening like casual, intensive, top down-bottom-up listening, listening with purpose and listening for comprehension with a view to instruct student teachers to develop suitable teaching-learning strategies

MO4: demonstrate different aspects of speaking skills – conversational, oratory and presentation skills as well as pronunciation, stress, intonation

MO5: illustrate cognitive writing with suitable examples

MO6: review the literature with a view to identify reading-writing connections

MO7: identify communication Networks to become an Effective Communicator

MO8: Enhance the language proficiency and communication skills

MO9: Seek ways to enhance the language proficiency and communication skills of prospective English teachers

MO10: Instruct the student teachers to incorporate novel strategies for enhancing LSRW skills in ESL learners

#### **MODULE IV: DESIGN AND DEVELOPMENT OF ELT CURRICULUM IN THE MULTILINGUAL CONTEXT**

English Language Curriculum for the 21<sup>st</sup> century Learners - Need based, Objective based, Learner-centred, Activity based, Process-oriented, Task-based, Issue-based, Life-centred, ICT-enabled. Multi-lingualism – Three Language Formula – NPE-1986, NCF-2005 and KCF-2007 on Language Curriculum - Contextualized Language Learning - Development and Experimentation of Contextual Learning Resources like Local Texts, Teacher made Texts etc – Problems of ELT in Multi Lingual Context of India. Neurolinguistic programming. Philosophy of Inclusion and Differential Learning - Concept and Process – Learner Diversity in Language Classrooms with respect to Learning Styles, Learner Strategies, Socio-cultural Background etc. - Learning Environment, Curriculum Approaches, Instructional Strategies and Assessment in Differential Teaching -Curriculum for Inclusive Education. Comparison of SCERT, CBSE, ICSE and NCERT Curricula and Critical Analysis of Secondary and Higher Secondary English Course Books, Source Books and other Learning Materials.

**(20 Hrs)**

#### **Module outcomes:**

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

MO1: analyse the different types of ELT School curricula from philosophical, sociological, pedagogical and multilingual perspectives

MO2: evaluate the scope of various curricula in ELT for inclusive education

MO3: compare and critically analyse various ELT curricula

MO4: critically comment on the policies related to multi-lingualism

MO5: prepare critical evaluation of the various ELT curricula

MO6: prepare learning material materials for differentiated instruction in ELT

MO7: deconstruct the Contextual Learning Resources like Local Texts, Teacher made Texts etc., for ELT

MO8: identify problems of ELT in Multi Lingual Context of India

MO 9: explain the Philosophy of Inclusion and Differential Learning

MO10: recognise the Learner Diversity in Language Classrooms

MO11: compare of different types of English language curriculum for 21<sup>st</sup> century learner

MO12: analyse critically the Secondary and Higher Secondary English Course Books, Source Books and other Learning Materials

### **MODULE V: INCLUSION OF DIGITAL TECHNOLOGY IN LANGUAGE EDUCATION**

Role of Teacher and Learner in Digital Era – Teacher as Techno-pedagogue – Digital Natives and Migrants. Technology enabled Language Teaching and Learning - Multimedia Labs – CALL, Blended Learning, e-learning, m-learning, online tutoring – Networking in Language Learning- Forum-Wiki- Blog-Video Conferencing- Teacher Tube - ESL Café-LinkedIn- Learning Management System. English Language Learning through cyber English classrooms. Digital Resources and e-content - Educational Websites, Open Education Resources - Virtual Classrooms, e-library, e-journals, Audio Podcasts, Online Language Games, Film Clips. Cyber Security, Server Security, e- mail Security, Data Encryption, Copyright Laws.

**(10 Hrs)**

#### **Module outcomes:**

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

MO1: predict the Role of Teacher and Learner in Digital Era

MO2: identify Digital Natives and Migrants

MO3: use various technology enabled teaching-learning strategies

MO4: device ICT materials for ELT

MO5: utilize various technology enabled teaching-learning materials for ELT

MO6: operate different Learning Management Systems for ELT

MO7: use effectively the Digital Resources

MO8: explore the scope of incorporating digital technology in ELT and ESL classrooms

MO9: develop awareness on cyber security data encryption and copy right laws

MO10: Equip the prospective teachers of English for using digital technology in the classroom

### **MODULE VI: CHANGING TRENDS IN LANGUAGE ASSESSMENT**

Continuous and Comprehensive Evaluation – Grading - Self evaluation, Peer evaluation and Teacher evaluation. Language Tests for vocabulary, grammar, pronunciation, listening, speaking, reading, writing - ‘Live’ monitoring - Analysis of Learners’ written text and spoken text - Alternative and Performance based Assessment Techniques – Checklists, Rubrics (for assessing Language Skills and Discourses), Portfolios - Online and Offline Assessment Progress Tests, Proficiency Tests and

Placement Tests – IELTS, TOEFL, TKT, TET, SET, NET.

**(10 Hrs)**

**Module outcomes:**

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

MO1: realise the different types of evaluation for CCE

MO2: explore the modern assessment practices in the field of language teaching

MO3: instruct the prospective language teachers to design various kinds of language tests

MO4: frame different performance-based assessment techniques

MO5: justify the need of online and offline assessment

MO6: develop portfolio as an assessment tool

MO7: prepare for progress Tests, Proficiency Tests and Placement Tests

**MODULE VII: CONTINUING PROFESSIONAL DEVELOPMENT FOR ENGLISH  
LANGUAGE TEACHERS**

Changing Roles of Teachers – Professionalism of English Language Teachers – Professional competencies –Pre-service and In-service Training for Language. Teacher - Role of Agencies and Professional Organizations in Teacher Empowerment. Concept of Continuing Professional Development(CPD) - Innovations in the Continuing and Professional Development of English Language Teachers, Strategies of Professional Development: Orientation programmes, Refresher Courses, Seminars, Symposium, Panel Discussion, Workshops, Conferences, Self study, Study groups and Study Circles, Book Clubs, Extension Lectures, Research Colloquium. Functions of Teacher Learning Resource Centre. Provisions made by the State for Professional Development of Teachers. Developing a Humane Teacher and Professional Code of Ethics – Teacher Stress Coping Strategies - Awareness of Career Paths - Development of Career Trajectory - Job Satisfaction of Teachers.

**(20 Hrs)**

**Module outcomes:**

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

MO1: develop understanding on CPD and various innovations and strategies in CPD

MO2: realise the need for participating in CPD programme

MO3: recognize the objectives of various Professional Development programmes in CPD

MO4: identify functions of Teacher Learning Resource Centres

- MO5: describe the provisions made by the State for Professional Development of Teachers
- MO6: develop awareness among prospective English teachers about the need for professionalism and CPD
- MO7: acquire the characteristics of a humane teacher
- MO8: practice Professional Code of Ethics
- MO9: practice teacher Stress Coping Strategies
- MO10: develop Awareness of Career Paths
- MO11: determine Job Satisfaction of Teachers.

### **MODULE VIII: RESEARCH AND INNOVATIONS IN ELT**

Current Trends and Practices in Research – Action Research, Case Studies in ELT - Text Analysis - Critical Discourse Analysis - Content Analysis - Critical Analysis of Cinema, Literature and Visual Arts. Identifying Areas of Research and gaps in ELT – Review of Latest Research in English Language Education and Second Language Pedagogy (since 1990's) – Development of Learning Packages and Research Tools in ELT. Electronic Tools for Research - Literature Data Bases and Search.

**(10 Hrs)**

#### **Module outcomes:**

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

- MO1: discuss current trends and practices in ELT Research
- MO2: equip the student teachers in English to do action research in ELT
- MO3: identify Areas of Research and gaps in ELT – Review of Latest Research in English Language Education
- MO4: explain briefly the Second Language Pedagogy (since 1990's)
- MO5: develop various Learning Packages and Research Tools in ELT
- MO6: acquaint with various research tools and areas in ELT research
- MO7: inculcate research aptitude in student teachers
- MO8: instill the need for ELT research among prospective English Teachers
- MO9: identify the research areas and undertake research projects in ELT

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- A survey on Socio-cultural aspects of response to literature
- Study of barriers affect inland factors facilitating English language acquisition among students in anyone of the schools in your district (Urban/Rural/Govt/Private/English medium/Malayalam medium schools)
- A survey on Children's response to literature.
- A survey on the values embedded in the English Course book prescribed for Elementary/Secondary/Higher secondary level.
- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy
- Review of five recent studies in the area of teaching and learning of English (Prose/Poetry/Vocabulary/Grammar).
- Identification/Analysis of pitfalls in Course Books and Sourcebooks in English
- Analysis of the Course books in English prescribed by SCERT for Elementary/Secondary/Higher secondary level.
- Comparative analysis of anyone Course book in English of State syllabus with CBSE/ICSE Syllabus.
- Action research in ELT
- Preparation of Innovative materials for teaching English
- Preparation of Multimedia materials for developing any one language skill in English
- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in English Course book at Elementary/Secondary/Higher secondary level.
- Design learning materials for catering students with Multiple Intelligences in ELT classrooms
- Production of one documentary in English related to a social issue
- Devising Games for teaching Vocabulary /Grammar/ Pronunciation
- Developing Rubrics for assessing listening/ speaking/reading/ writing skills and validating these skills with the help of the developed rubrics.

## MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

## REFERENCES

- Atwell, N (1987). *In the middle: writing, reading and learning with adolescents*. Heinemann.
- Eskey, D. (2002). *Reading and the teaching of L2 reading*. TESOL Journal, 11 (1), 5-9.
- Flower, L., & Hayes, J. R. (1981). Pearson, P. et al. Handbook of reading research, Volume 1-3. Jamuna B.S & Lal C.A (2011) *New Strides in English Teaching*. Gowli Books Kochi. [ISBN 978-81-920818-0-9]
- Ruddell, R.S. et al. (2004). *Theoretical models and processes of reading*. IRA: Newark.
- Shanahan, T. (2000) *Reading –Writing relationships, Thematic Units, Inquiry Learning...* In Pursuit of Effective Integrated Literacy Instruction. In Padak, Nancy D., Rasinski, Timothy
- V. et. al (Eds.) in Distinguished Educators in Reading - contributions that have shaped effective literacy instruction. IRA
- Sinha, S. (2012). *Reading without meaning: The dilemma of Indian classrooms*. *Language and Language Teaching*, 1:1. 22- 26.
- Sinha, S. (2009), *Rosenblatt's theory of reading: Exploring literature*, *Contemporary Educational Dialogue*, 6:2, 223-237.

<b>SEMESTER III</b>	<b>Course Code: SES 1 .d</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE : ADVANCED HINDI LANGUAGE EDUCATION**

**COURSE OUTCOME**

CO 1: to become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language

CO 2: to explore modern assessment practices that is in vogue in the field of language teaching

CO 3: to ensure quality in the continuing professional development of teachers

CO 4: to equip the prospective teacher educators with a positive attitude towards research

CO 5: to acquaint themselves with areas of research and various research tools

**COURSE CONTENT**

**MODULE I: PERSPECTIVES IN TEACHING AND LEARNING OF HINDI LANGUAGE**

Language – Nature, functions and scope - language and culture- language and gender - Language Acquisition –Hindi as L1, L2, L3 –Role of family, media and community resources in Hindi language acquisition, Formal and Informal learning of Hindi language with special reference to Kerala state. Application of Theories in Language Learning --contributions of Piaget, Bruner, Chomsky, Vygotsky, Howard Gardner. Aims, objectives and principles of Language learning, Bloom’s Taxonomy and revised versions – objective based Instruction, process-oriented and outcome based learning

**(10 Hrs)**

**Module Outcomes:**

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

MO 1 Explain the significance of teaching of Hindi

MO 2 Discuss the scope of learning Hindi

MO 3 Identify the linkage between language and culture

MO 4 Explain Hindi as second language

MO 5 Analyse various learning theories in the acquisition of language

- MO 6 Describe aims and objectives of language learning
- MO 7 List out the principles of learning language
- MO 8 Summarize the taxonomy of educational objectives
- MO 9 Define objective based instruction
- MO 10 Differentiate between process-oriented teaching and outcome-based learning
- MO 11 Analyse the theories of language learning
- MO 12 Compare Blooms Taxonomy and its revised version

## **MODULE II : APPROACHES, METHODS AND TECHNIQUES IN HINDI LANGUAGE**

### **TEACHING**

Review and Critical analysis of various approaches and methods - Grammar-translation method - Direct Method –Structural Method- Audio-lingual method - Communicative and task-based learning approaches - Humanistic Approach-Language Games- – Co operative learning – Collaborative learning. Innovative strategies and techniques for developing language skills (LSRW and Study skills), Language elements (Structure, vocabulary, usage etc) and literary elements. (Imagery, figures of speech, idioms, etc), language discourses (reports, diary entry, etc). Current pedagogical practices of Hindi language teaching with special reference to primary/secondary/higher secondary schools under state syllabus in Kerala. Models of Teaching: Concept Attainment Model, Advanced Organiser Model, Inductive Thinking Model. Instructional strategies and teaching learning materials to address the special needs of differently abled children (CSWN-Children with special needs) in the language classroom

**(20Hrs)**

### **Module Outcomes:**

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

- MO 1 Identify strategies to enhance proficiency in Hindi language and communication
- MO 2 Explain the development of various language skills and study skills
- MO 3 Discuss various methods and pedagogic strategies of Hindi teaching
- MO 4 Explain the different types of models of teaching
- MO 5 Prepare lesson transcripts based on different models of teaching
- MO 6 Understand strategies for children with special needs

### **MODULE III : ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION**

Developing basic language skills [LSRW] and language skills at specific levels viz., primary, Secondary and higher secondary – listening: casual, intensive and listen with purpose and listening for comprehension: Speaking – pronunciation, conversational, oratory and presentation skills. Reading – literal, inferential, critical and creative, Writing: graphic, mechanic and creative, expository and academic editing process. Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader. Review of writing instruction in India. Barriers in listening, speaking, reading and writing communication in Hindi - strategies for effective communication - Communication Networks - Teacher as an effective communicator

(10Hrs)

#### **Module Outcomes:**

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

- MO 1 Identify strategies to enhance proficiency in Hindi language and communication
- MO 2 List out the skills of language learning
- MO 3 Explain strategies for effective communication
- MO 4 List the communication networks
- MO 5 Discuss the role of Hindi teacher as an effective communicator

### **MODULE IV: DESIGN AND DEVELOPMENT OF HINDI LANGUAGE TEACHING CURRICULUM IN THE MULTI LINGUAL CONTEXT**

Hindi language curriculum for twenty first century, learner- need based, objective based, learner-centered, activity based, process-oriented, task-based, issue-based, life-centered, ICT-enabled Multilingualism: Three language formula, NPE 1986, NCF 2005, KCF2007 on language curriculum - - development and experimentation of contextual learning resources like local texts, teacher made texts, etc – problems of Hindi language learning in multi lingual context of India. Philosophy of inclusion and differential learning in curriculum design- concept and process – learner diversity in language classrooms with respect to learning styles, learner strategies, socio cultural background - learning environment, curriculum approaches, instructional strategies and assessment in differential teaching. Comparison of SCERT, CBSE, ICSE and NCERT curricula and critical analysis of secondary and higher secondary Hindi course books, source books and other learning materials

(20Hrs)

### **Module Outcomes:**

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

MO 1: Explain various strategies used in teaching Hindi

MO 2 :Identify various concerns of curriculum development in Hindi

MO 3: Discuss the concerns to be addressed while developing Hindi language curriculum

MO 4 : Define-objective based learning, process-oriented, issue-based, ICT enabled learning

MO 5 : Explain the learner diversity in Hindi language classrooms

MO 6 : List out strategies for addressing the language learning of children from multi-lingual background

MO 7: Analyse Hindi language curriculum in the light of NEP1986, NCF2005 and KCF2007

MO 8: Discuss the effective role of various agencies in the development Hindi Curriculum

MO 9 : Comparison of SCERT, CBSE, ICSE and NCERT curricula in the schools of Kerala

MO 10 : Critically analyse secondary and higher secondary Hindi course books, source books

### **MODULE V: INCLUSION OF DIGITAL TECHNOLOGY IN HINDI LANGUAGE EDUCATION**

Role of teacher and learner in the digital era---teacher as techno pedagogue--digital natives and migrants. Technology enabled language teaching and learning—multi media lab—CALL—blended learning, e-learning, m-learning, online tutoring, networking in language learning: forum, blog, wiki, on line discussions, video conferencing, digital learning materials: e-content, teacher tube, Learning Management System (LMS). Digital resources and e-content: educational websites, Open Education Resources (OER), virtual classrooms, e-journals, audio podcasts, e-library, online language games, film clips, online Hindi lessons. Cyber security, Server security, E mail security, , Copyright laws

**(20Hrs)**

### **Module Outcomes:**

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

MO 1 Analyse the digital resources and select them effectively for teaching Hindi

MO 2 Redefine teachers as techno-pedagogue

MO 3 Explain the characteristics of digital natives and migrants

MO 4 Understand the effective technologies for Hindi teaching

MO 5 Design and practice Hindi teaching through LMS platforms

MO 6 Judge e-resources effectively and adopt them meaningfully in teaching process

MO 7 Discuss the issues of cyber security, Email security and copyright laws

## **MODULE VI : CHANGING TRENDS IN ASSESSMENT IN HINDI LANGUAGE**

### **LEARNING**

Continuous and Comprehensive evaluation (CCE)—Grading--- Self evaluation, Peer evaluation, Teacher evaluation. Language tests for vocabulary, grammar, pronunciation, listening, speaking, reading, writing- performance based assessment techniques – checklists, rubrics (for assessing languages and discourses), portfolios- online assessment and offline assessment. Progress Tests, Proficiency tests and placement tests- K-TET, TET, SET, NET, online courses, Translation courses in Hindi

**(10Hrs)**

### **Module Outcomes:**

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

MO 1 Explain different strategies of evaluating Hindi learning

MO 2 Identify the strengths of self-evaluation and peer evaluation

MO 3 Explain continuous and comprehensive evaluation in the context of Hindi language learning

MO 4 Describe various tools and techniques of evaluating learning of Hindi

MO 5 Enlist various online tools for assessment of language learning

MO 6 Elaborate the various proficiency tests in Hindi

## **MODULE VII: CONTINUING PROFESSIONAL DEVELOPMENT FOR HINDI**

### **LANGUAGE TEACHERS**

Changing role of teachers, professionalism of Hindi language teachers, professional competencies, pre-service and in-service training for teachers, role of agencies and professional organizations in teacher empowerment. Concept of Continuing Professional Development (CPD), Innovations in the Continuing and Professional Development of Hindi language teachers, strategies of professional development: orientation programmes, refresher courses, seminars, symposium, panel discussion, workshops, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquiums. Functions of Teacher Learning Resource Centre. Provisions made by the State for Professional Development of Teachers. Developing a humane teacher and professional code of ethics, teacher stress coping strategies, job satisfaction of teachers

**(20Hrs)**

## **Module Outcomes:**

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

MO 1 Define the concept of continuous professional development of Hindi language teachers

MO 2 Explain the practices of teacher preparation in Hindi language

MO 3 Discuss the role of various agencies in imparting pre-service and in-service teacher education in Hindi language

MO 4 List out the strategies for professional development of Hindi language teachers

MO 5 Understand the professional code of ethics to be followed by the Hindi language teachers

MO 6 Suggest strategies for stress coping and job satisfaction of teachers

## **MODULE VIII: RESEARCH AND INNOVATIONS IN HINDI LANGUAGE TEACHING**

Current trends and practices in research, Action Researches, Case Studies, critical discourse analysis, content analysis, critical analysis of cinema, literature and visual arts. Identifying areas of research and gaps in Hindi language learning, Review of latest research studies (since 1990s) in Hindi language education. - Development of learning packages and research tools in Hindi language learning Electronic tools for researches in Education, data base and search skills

**(10 Hrs)**

## **Module Outcomes:**

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

MO 1 Understand the meaning, definition and scope of research

MO 2 Identifying areas of research and gaps in Hindi language learning

MO 3 Designing research tools in Hindi language

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Translate any 10 dohas of Kabirdas to English
- Study of barriers affecting and factors facilitating Hindi language acquisition among students with regard to State/CBSE/ISC schools
- A survey on Socio-cultural aspects of response to literature.
- A survey on Children's response to literature.
- A survey on the values embedded in the Hindi Course book prescribed for Elementary/Secondary/Higher secondary school level

- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- Study and analysis of different approaches, methods and techniques for differentiating teaching language and teaching literature in the context of first language and second language
- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy
- Review of five recent studies in the area of teaching and learning of Hindi (Prose/Poetry/Vocabulary/Grammar).
- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Hindi
- Analysis of the Course books in Hindi prescribed by SCERT/NCERT for Elementary/Secondary/Higher secondary school level
- Critical analysis of any Hindi film based on social issues
- Action research in Hindi language teaching
- Preparation of Innovative materials for teaching Hindi
- Preparation of a Question Bank consisting of 100 objective type questions for competitive examinations in Hindi.
- Preparation of Multimedia instructional materials for teaching Hindi
- Preparation of Resource Unit in Hindi
- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Hindi Course book at Elementary/Secondary/Higher secondary level
- Design learning materials for catering students with Multiple Intelligences in Hindi language teaching classrooms
- Production of one documentary in Hindi related to a social issue
- Devising Games for teaching Vocabulary /Grammar/ Pronunciation
- Developing Rubrics for assessing teaching skills

## **MODES OF CURRICULUM TRANSACTION**

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method,

Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

## REFERENCES

- Agnihotri, R.K. and Khanna, A.L. (2002). Second Language Acquisition. New Delhi: Sage Publications.
- Anderson, J.B. (1980). Cognitive Psychology and its Implications. San Fransisco W.H. Freeman and Company.
- Armstrong, T. (2001). Multiple Intelligence in the Classroom. Washington D.C: ASCD.
- Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.
- Dash, B.N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.
- Gagne, R.M. (1985). The Cognitive Psychology of School Learning. Boston: Little.
- Gardner, Howard. (1993). Frames of Mind-The Theory of Multiple Intelligence. New York: Basic Books.
- Jeeth, Yogendra, B. (1986). Shiksha Mem Adhunik Pravritiyam. Agra: Vinod Pustak Mahal.
- Jeeth, Yogendra, B. (2005). Hindi Shikshan. Agra: Vinod Pustak Mandir.
- Kumar, Vijendra Varisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.
- Lal, Raman Bihari. Hindi Shikshan. Meerut: Rastogi Publications. Mangal, Uma. (1991). Hindi Shikshan. New Delhi: Arya Book Depot.
- Saphaya Reghunath. (1998). Hindi Shikshan. Jalandhar: Punjab Tiwari, Bholanadh. (1974). Bhasha Vigyan. Allahabad: Kitab Mahal.

<b>SEMESTER III</b>	<b>Course Code: SES 1 .e</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE: ADVANCED MALAYALAM LANGUAGE EDUCATION**

**COURSE OUTCOMES:**

CO1: Articulate and exemplify basic knowledge of language learning and application in teaching context

CO2: Become equipped in incorporating ICT enabled learning resources in language learning

CO3: Practice the instructional strategies to address the special needs of differently abled students

CO4: Explore modern evaluation practices in language learning

CO5: Equip the prospective teacher educators with a positive attitude towards research

CO6: Analyse the application of various theories in language learning

**COURSE CONTENT**

**MODULE I: PERSPECTIVES IN TEACHING AND LEARNING OF MALAYALAM LANGUAGE**

Language – Nature, functions and scope. Philosophical Sociological and Psychological bases of language learning Language and culture- Language as tool for preservation, transmission and transformation of culture. Language Acquisition –Language a biological triggered behaviour, Language acquisition v/s Language learning, Language acquisition and cognitive development. Application of Theories in Language Learning- psycho-linguistic, socio- linguistic and Neuro-linguistic - Contributions of Piaget, Bruner, Vygotsky, Chomsky, Paulo Freire, Howard Gardner. Aims, objectives and principles of Language learning – Bloom’s Taxonomy and revised versions – objective based Instruction, based process-oriented and outcome based learning.

**(10 Hrs)**

**Module Outcomes:**

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

M01: To understand the nature and functions of language along with sociological and psychological bases of language

M01: To understand the need for transmission and transformation of culture through the learning of language

M01: To get an idea about the application of theories in language learning

M01: To evaluate the objectives of language learning with reference to the existing syllabus

M01: To describe the language acquisition process and cognitive development of learners

M01: To understand Bloom's taxonomy and revised versions with reference to language learning

## **MODULE II: APPROACHES, METHODS AND TECHNIQUES IN MALAYALAM LANGUAGE TEACHING**

Review and Critical analysis of Various approaches and methods - Grammar-translation - Direct Method - Audio-lingual method - Situational language teaching - Communicative and task-based learning approaches - Natural Approach – TPR - Silent Way - Humanistic Approach – Cooperative and Collaborative Learning – Whole Language Approach. Discourse Oriented Pedagogy - Importance of discourse in language learning and teaching, Functions of: Debate, Process of constructing discourses. Innovative strategies and techniques for teaching language skills [LSRW and study skills], language elements [vocabulary and structure] and literary elements [imagery and figures of speech etc.] language discourses [reports, diary entry etc]. Current pedagogic practices in MLT with special reference to schools under State syllabus in Kerala. Models of Teaching: Social Simulation Model, Class room Interaction Model, Inductive Thinking Model. Instructional strategies and teaching learning materials to address the special needs of differently abled children (CSWN-Children with special needs) in the language classroom.

**(15 Hrs)**

### **Module Outcomes:**

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

M01: To analyse the various approaches and methods in Malayalam language learning

M01: To equip the students to analyse the importance of discourse oriented pedagogy in language learning

M01: Equip the students to critically analyze the techniques and strategies used for language learning

M01: To enable the students to understand the current pedagogic practices in Malayalam Language Learning

M01: To enable the students to evaluate the existing models of teaching in the language classrooms

M01: To enable the students to address the special needs and requirements of students having learning difficulties

### **MODULE III: ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION**

Developing basic language skills [LSRW] and intermediate as well as advanced language skills that are level specific viz. primary, secondary and senior secondary listening: casual, intensive and listen with purpose and listening for comprehension: Speaking – pronunciation, conversational, oratory and presentation skills, Reading – Literal, inferential, critical and creative, writing: graphic and creative, expository and academic Editing Process . Barriers in oral and written Communication in Malayalam- Strategies for Effective Communication - Communication Networks - Teacher as an effective communicator.

**(20 Hrs)**

#### **Module Outcomes:**

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

M01: To develop the basic language learning skills

M01: To enable the students to analyse the problems while practising the language learning skills

M01: To describe the skills needed with reference to different levels of language learning

M01: To equip the students to analyse the strategies for effective communication

M01: To formulate effective strategies to become an efficient communicator

M01: To enable the students to get an awareness about communication networks

### **MODULE 4: DESIGN AND DEVELOPMENT OF MLT CURRICULUM IN THE MULTILINGUAL CONTEXT**

Malayalam Curriculum for Twenty First Century Learner- need based, objective based, learner-centered, activity based, process-oriented, task-based, issue-based, life- centred, ICT- enabled Multi lingualism – Three-language formula – NPE-1986, NCF-2005 and KCF-2007 on Language curriculum - contextualized language learning - development and experimentation of contextual learning resources like local texts teacher made texts etc - – problems of MLT in multi lingual context of India. Kerala state, CBSE, ICSE syllabi. . Philosophy of inclusion and Differential learning - concept and process – learner diversity in language classrooms with respect to learning styles, learner strategies,socio cultural background etc. - learning environment, curriculum approaches, instructional strategies and assessment in differential teaching. Curriculum for inclusive education. MLT and learning in the bilingual areas of Kerala.

**(20 Hrs)**

### **Module Outcomes:**

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

M01: To enable the students to analyse the existing Malayalam Curriculum

M01: To equip the students to critically analyse the proposed NPE and describe multilingualism

M01: To identify the learning styles of students and describe learner diversity in language classrooms

M01: To describe the importance of Curriculum for inclusive education

M01: To evaluate different types of curriculum

M01: To enable the students to identify the local resources available for language learning

### **MODULE 5.DIGITAL TECHNOLOGY IN LANGUAGE EDUCATION**

Role of teacher and learner in Digital era – Teacher as Techno-pedagogue – Digital natives and migrants Technology enabled language teaching and learning - Multimedia Labs – CALL, Blended learning, e-learning, m-learning, online tutoring – Networking in Language Learning- Forum-Wiki-Blog-Video Conferencing- Teacher Tube,E- Twinning . Digital resources and e-content - Educational Websites, Open Education Resources - Virtual Classrooms, virtual schools, e-Library, e-journals, audio podcasts, On line language games, Film clips. Cyber security, Server security, E mail security, Data encryption, Copyright laws.

**(20 Hrs)**

### **Module Outcomes:**

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

M01: To identify the role of teacher and learner in the digital era

M01: To enable the students to evaluate the e content features in language learning

M01: Make the students aware of cyber security and copyrights

M01: To enable the students to critically analyse the merits and demerits of digital resources in language learning

M01: To equip the students to prepare an e content in language learning context

M01: To familiarize technology enabled classrooms with reference to Malayalam language learning

## **MODULE 6. CHANGING TRENDS IN LANGUAGE ASSESSMENT**

Continuous and Comprehensive Evaluation – Grading - Self evaluation, Peer evaluation and Teacher evaluation. Language tests for vocabulary, grammar, pronunciation, listening, speaking, reading, writing ‘Live’ monitoring - Analysis of learners’ written text and spoken - Alternative and performance based assessment techniques – checklists, rubric (for assessing languages and discourses), portfolios - online and offline assessment. Progress Tests, Proficiency tests and Placement tests –TKT, TET, SET, NET.

**(10 Hrs)**

### **Module Outcomes:**

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

M01: To get acquainted with different types of evaluation

M01: To enable the students to develop awareness about language tests

M01: To familiarize with innovative assessment strategies

M01: To equip the students to apply online assessment test for language learning

M01: To familiarize the process of peer evaluation and self evaluation

M01: To get a clear idea about alternative and performance based assessment techniques

## **MODULE 7: CONTINUAL PROFESSIONAL DEVELOPMENT FOR MALAYALAM LANGUAGE TEACHERS**

Changing roles of teachers – Professionalism of Malayalam Language Teachers – Professional competencies – pre service and in service training for language teacher - Role of agencies and professional organizations in teacher empowerment Concept of Continuing Professional Development(CPD) - Innovations in the continuing and professional development of English language teachers, strategies of professional development: orientation programmes, refresher courses, seminars, symposium, panel discussion, workshops, conferences, self study, study groups and study circles, book clubs, extension lectures, research colloquium. Functions of Teacher Learning Resource Centre. Provisions made by the State for Professional Development of Teachers. Developing a humane teacher and professional code of ethics – teacher stress coping strategies - Awareness of career paths - development of career trajectory - job satisfaction of teachers.

**(15 Hrs)**

### **Module Outcomes:**

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

M01: To enable students to understand the changing role of teachers

M01: To enable students to familiarize the professional agencies

M01: To equip the students to understand the concept of professional development

M01: To describe the process of professional development and the role of different agencies

M01: To enable students to understand the role of state for continual professional development of teachers

M01: To equip the students to develop code of ethics in Language learning context

### **MODULE 8. RESEARCH AND INNOVATIONS IN MLT**

Current Trends and practices in research – Action Research, case studies in ELT - text analysis - critical discourse analysis - content analysis - critical analysis of cinema, literature and visual arts - identifying Areas of research and gaps in MLT – Review of latest Research in Malayalam Language Education and Second Language Pedagogy (since 1990's) – Development of learning packages and research tools in MLT Electronic tools for research - literature data bases and search skills.

**(10 Hrs)**

### **Module Outcomes:**

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

M01: To familiarize the students about current practices and trends in Research

M01: To enable the students to critically analyse the current trends in research

M01: To enable the students to identify the areas of research in Language learning

M01: To develop a learning package in Language learning

M01: To identify the electronic tools for research in Language Education

M01: To review the latest research in Language learning

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Study and analyze the issues and problems in teaching and learning Malayalam as a second language in any one of the schools in your district (Urban/Rural/Govt/Private/English medium/Malayalam medium schools)
- A survey on the values embedded in the Malayalam Course book prescribed for Elementary/Secondary/Higher secondary level.
- A survey on Socio-cultural aspects of response to literature.
- A survey on Children's response to literature.
- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy
- Review of five recent studies in the area of teaching and learning of Malayalam (Prose/Poetry/Vocabulary/Grammar).
- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Malayalam
- Analysis of the Course books in Malayalam prescribed by SCERT for Elementary/Secondary/Higher secondary level.
- Comparative analysis of any one Course book in Malayalam of State syllabus with CBSE/ICSE Syllabus.
- Action research in Malayalam language teaching
- Preparation of Innovative materials for teaching Malayalam
- Preparation of Multimedia materials for developing any one language skill in Malayalam

- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Malayalam Course book at Elementary/Secondary/Higher secondary level.
- Design learning materials for catering students with Multiple Intelligences in classrooms
- Production of one documentary in Malayalam related to a social issue
- Devising Games for teaching Vocabulary /Grammar/ Pronunciation
- Developing Rubrics for assessing listening/ speaking/reading/ writing skills and validating these skills with the help of the developed rubrics.

### **MODES OF CURRICULUM TRANSACTION**

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

### **REFERENCES**

- Gurry, P. *Teaching of mother –tongue in secondary schools.*
- Chomsky, N. (2000). *New horizons in the study of language and mind.* Lado, R. (1961). *Language teaching: A scientific Approach.*
- Lado, R. (1979). *Language testing, The construction and use of foreign language tests.*
- Bindhu, C.M. (2011). *Mathrubhashabhodhanam: pravarthikalum reethikalum.*
- Fosnot, C. (1996). *Constructivism: theory, perspectives and practice.* Joyce, B., & Weil, M. (2003). *Models of Teaching.*
- Nair, Sreevrinda. (2015). *Bhashapadanavum Bodhanasasthravum.* Kottayam: DC Books.
- Nair, Sreevrinda. (2015). *Bhashapadanavum Sidhantangalum.* Kottayam: DC Books
- Nair, Sreevrinda. (2016). *Bhashapadanam Irupathonnamnoottandil.* Kottayam: DC Books

<b>SEMESTER III</b>	<b>Course Code: SES 1 .f</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE: ADVANCED SANSKRIT LANGUAGE EDUCATION**

**COURSE OUTCOMES:**

CO1: To understand the key ideologies in teaching and learning of language.

Co2: To develop an understanding of the nature, scope and functions of language teaching and Learning.

CO 3: to become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language

CO 4: to explore modern assessment practices that is in vogue in the field of language teaching

CO 5: to ensure quality in the continuing professional development of teachers

CO 6: to equip the prospective teacher educators with a positive attitude towards research

CO 7: to acquaint themselves with areas of research and various research tools

**COURSE CONTENT**

**MODULE I: PERSPECTIVES IN TEACHING AND LEARNING OF SANSKRIT LANGUAGE**

Language –Nature, functions and scope. Philosophical Sociological and psychological bases of learning Language and culture-Language as a tool for the preservation, transmission and transformation of culture. Importance of Sanskrit-Sanskrit as cultural language, Language acquisition-Language a biological triggered behaviour, Language acquisition v/s Language learning, Language acquisition and cognitive development. Application of theories in Language Learning- Psycho-Linguistic, socio-linguistic, and neuro-linguistic. Contributions of Piaget, Bruner, Vygotsky, Chomsky, Paulo Freire, Howard Gardner. Aims, objectives and principles of Language Learning- Blooms Taxonomy and revised versions-Objective-based instruction, based on process-oriented and outcome-based learning.

**(10Hrs)**

### **Module Outcomes:**

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

MO 1 Explain the significance of teaching of Sanskrit.

MO 2 Discuss the scope of learning Sanskrit.

MO 3 Identify the linkage between language and culture

MO 4 Explain Sanskrit as first and second language

MO 5 Analyse various learning theories in the acquisition of language

MO 6 Describe aims and objectives of language learning

MO 7 List out the principles of learning language

MO 8 Summarize the taxonomy of educational objectives

MO 9 Define objective based instruction

MO 10 Differentiate between process-oriented teaching and outcome-based learning

MO 11 Analyse the theories of language learning

MO 12 Compare Blooms Taxonomy and its revised version

## **MODULE II: APPROACHES, METHODS AND TECHNIQUES IN SANSKRIT**

### **LANGUAGE TEACHING**

Review and critical analysis of various approaches and methods-Grammar-translation-Direct method-Audio-lingual method-Situational language teaching-Communicative and task-based learning approaches-Natural approach-TPR-silent way Humanistic approach-Cooperative and collaborative learning-Whole Language approach. Discourse-oriented Pedagogy-Importance of discourse in language learning and teaching, Process of constructing discourses. Innovative strategies and techniques for teaching language skills [LSRW and study skills] language elements [vocabulary and structure] And literary elements[imagery and figures of speech etc] language discourses[reports, diary entry etc.] Current pedagogic practices in SLT with special reference to schools under state syllabus in Kerala. Models of Teaching: Social Simulation Model, Classroom Interaction Model, Inductive Thinking Model. Instructional strategies and teaching learning materials to address the special needs of differently able children [CSWN-Children with special needs] in language classroom.

**(20Hrs)**

**Module Outcomes:**

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

MO 1 Identify strategies to enhance proficiency in Sanskrit language and communication

MO 2 Explain the development of various language skills and study skills

MO 3 Discuss various methods and pedagogic strategies of Sanskrit teaching

MO 4 Explain the different types of models of teaching

MO 5 Prepare lesson transcripts based on different models of teaching

MO 6 Understand strategies for children with special needs

**MODULE III: ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION**

Developing basic language skills [LSRW] and intermediate as well as advanced language skills that are level specific viz. primary, secondary, senior secondary - listen: casual, intensive and listen with purpose and listening for comprehensions: speaking – pronunciation, conversational, oratory and presentation skills, reading – literal, inferential, critical and creative, writing: graphic and creative, expository and academic editing process. Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader. Review of writing instruction in India. Barriers in oral and written communication in Sanskrit –strategies for effective Communication – communication network –teacher as an effective communicator

**(10Hrs)**

**Module Outcomes:**

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

MO 1 Identify strategies to enhance proficiency in Sanskrit language and communication

MO 2 List out the skills of language learning

MO 3 Explain strategies for effective communication

MO 4 List the communication networks

MO 5 Discuss the role of the Sanskrit teacher as an effective communicator

## **MODULE IV: DESIGN AND DEVELOPMENT OF SANSKRIT LANGUAGE TEACHING CURRICULUM IN THE MULTI LINGUAL CONTEXT**

Sanskrit curriculum for twenty-first century learner- need based, objective-based, learner-centered, activity based, process-oriented, task-based, issue-based, life-centered, ICT-enabled. Multi-lingualism-Three-language formula-NPE-1986, NCF-2005,and KCF-2007 on language curriculum-contextualized language learning-development and experimentation of contextual learning resources like local texts teacher made texts etc-problems of SLT in multilingual context of India. Kerala state, CBSE, ICSE syllabi. Philosophy of inclusion and differential learning – concept and process – learners diversity in language classrooms with respect to learning styles, learner strategies, socio-cultural background etc-learning environment, curriculum approaches, instructional strategies and assessment in differential teaching. Curriculum for inclusive education. SLT and learning in the bilingual areas of Kerala.

**(20Hrs)**

### **Module Outcomes:**

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

- MO 1 Explain various strategies used in teaching Sanskrit.
- MO 2 Identify various concerns of curriculum development in Sanskrit.
- MO 3 Discuss the concerns to be addressed while developing Sanskrit language curriculum
- MO 4 Define-objective based learning, process-oriented, issue-based, ICT enabled learning
- MO 5 Explain the learner diversity in Sanskrit language classrooms
- MO 6 List out strategies for addressing the language learning of children from multi-lingual background
- MO 7 Analyse Sanskrit language curriculum in the light of NEP1986, NCF2005 and KCF2007
- MO 8 Discuss the effective role of various agencies in the development Sanskrit Curriculum
- MO 9 Comparison of SCERT, CBSE, ICSE and NCERT curricula in the schools of Kerala
- MO 10 Critically analyse secondary and higher secondary Sanskrit course books, source books

## **MODULE V: INCLUSION OF DIGITAL TECHNOLOGY IN SANSKRIT LANGUAGE EDUCATION**

Role of teacher and learner in Digital era-Teacher as Techno-Pedagogue-Digital natives and migrants. Technology enabled language teaching and learning-Multimedia Labs-CALL, Blended

learning, e-learning, M-learning, Online tutoring. Net working in language learning-Forum- Wiki- Blog-Video Conferencing-Teacher Tube, E-Twinning. Digital resources and E-Content-Educational Websites, Open education resources – Virtual classrooms-Virtual schools, E-Library, E-Journals, audio podcasts, On line language games, Film clips. Cyber security, Server security, email security, Data encryption, Copyright laws.

(10Hrs)

**Module Outcomes:**

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

MO 1 Analyse the digital resources and select them effectively for teaching Sanskrit.

MO 2 Redefine teachers as techno-pedagogue

MO 3 Explain the characteristics of digital natives and migrants

MO 4 Understand the effective technologies for Sanskrit teaching

MO 5 Design and practice Sanskrit teaching through LMS platforms

MO 6 Judge e-resources effectively and adopt them meaningfully in teaching process

MO 7 Discuss the issues of cyber security, Email security and copyright laws

**MODULE VI: CHANGING TRENDS IN ASSESSMENT IN SANSKRIT LANGUAGE  
LEARNING**

Continuous and Comprehensive Evaluation-Grading-Self evaluation, Peer evaluation, and Teacher evaluation. Language test for vocabulary, grammar, pronunciation, listening, speaking, reading, writing- 'Live monitoring-Analysis of learners' Written test and spoken-Alternative and performance based assessment techniques-Checklists, rubrics[for assessing language and discourses], portfolios-online and offline assessment. Progress test, proficiency tests and placement tests –TKT, TET, SET, NET.

(10 Hrs)

**Module Outcomes:**

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

MO 1 Explain different strategies of evaluating Sanskrit learning

MO 2 Identify the strengths of self-evaluation and peer evaluation

MO 3 Explain continuous and comprehensive evaluation in the context of Sanskrit language learning

MO 4 Describe various tools and techniques of evaluating learning of Sanskrit.

MO 5 Enlist various online tools for assessment of language learning

MO 6 Elaborate the various proficiency tests in Sanskrit.

## **MODULE VII: CONTINUING PROFESSIONAL DEVELOPMENT FOR SANSKRIT LANGUAGE TEACHERS**

Changing roles of teacher –professionalism of Sanskrit language teachers. Professional competencies –pre-service and in-service training for language teachers – Role of professional agencies and professional organizations in teacher empowerment. Concept of continuing and professional development (CPD)- innovations in the continuing and professional development of Sanskrit language teachers , strategies of professional development: orientation program, refresher courses , seminar , symposium , panel discussions, workshops, conference, self study, study groups, and study circles, book clubs, extension lectures, research colloquium. Functions of Teacher Learning Resource Centre. Provisions made by the state for Professional Development of teachers. Developing a humane teacher and professional code of ethics-teacher stress coping strategies- Awareness of career paths- development of career trajectory-job satisfaction of teachers.

**(20Hrs)**

### **Module Outcomes:**

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

MO 1 Define the concept of continuous professional development of Sanskrit language teachers

MO 2 Explain the practices of teacher preparation in Sanskrit language

MO 3 Discuss the role of various agencies in imparting pre-service and in-service teacher education in Sanskrit language

MO 4 List out the strategies for professional development of Sanskrit language teachers

MO 5 Understand the professional code of ethics to be followed by the Sanskrit language teachers

MO 6 Suggest strategies for stress coping and job satisfaction of teachers

## **MODULE VIII: RESEARCH AND INNOVATIONS IN SANSKRIT LANGUAGE TEACHING**

Current trends and practices in research-Action research, case studies in SLT- text analysis-critical discourse analysis- content analysis-critical analysis of cinema, literature and visual arts. Identifying areas of research and gaps in SLT-Review of latest Research in Sanskrit Language Education and second language pedagogy [since 1990's]-Development of learning packages and research tools in S LT. Electronic tools for research-literature data bases and search skills.

**(10Hrs)**

### **Module Outcomes:**

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

MO 1 Understand the meaning, definition and scope of research

MO 2 Identifying areas of research and gaps in Sanskrit language learning

MO 3 Designing research tools in Sanskrit language

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Study of barriers affecting and factors facilitating Sanskrit language acquisition among students in any one of the schools in your district (Urban/Rural/Govt/Private/English medium/Malayalam medium schools)
- A survey on the values embedded in the Sanskrit Course book prescribed for Elementary/Secondary/Higher secondary level.
- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- A survey on Socio-cultural aspects of response to literature.
- A survey on Children's response to literature.
- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy

- Review of five recent studies in the area of teaching and learning of Sanskrit (Prose/Poetry/Vocabulary/Grammar).
- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Sanskrit
- Analysis of the Course books in Sanskrit prescribed by SCERT for Elementary/Secondary/Higher secondary level.
- Comparative analysis of anyone Course book in Sanskrit of State syllabus with CBSE/ ICSE Syllabus.
- Action research in Sanskrit Language Teaching
- Comparison of Sanskrit language and literature with other Languages.
- Examination of different Non-formal agencies for promotion of Sanskrit and their Projects
- Preparation of a report on Sanskrit Commission or Krishna warrier committee.
- Preparation of Innovative materials for teaching Sanskrit
- Preparation of Multimedia materials for developing any one language skill in Sanskrit
- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Sanskrit Course book at Elementary/Secondary/Higher secondary level.
- Design learning materials for catering students with Multiple Intelligences in Sanskrit classrooms
- Production of one documentary in Sanskrit language related to a social issue
- Devising Games for teaching Vocabulary /Grammar/ Pronunciation

- Developing Rubrics for assessing listening/ speaking/reading/ writing skills and assessing these skills with the help of the developed rubrics.
- Preparation of self study materials for learning Sanskrit
- Preparation of remedial teaching packages in Sanskrit.

## **MODES OF CURRICULUM TRANSACTION**

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

## **REFERENCES**

- Bloom, Benjamin, (Ed.) and others (1965) Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain, New York, David McKay Company Inc.
- Broudy, Harry S. and Palmer, John R. (1966) Examples of Teaching Method, Chicago, Second Printing, Chicago, Rand McNally & Co.
- Chln Sarma & Fathesingh - Samskruthashikshane Nuthana Pravidhaya
- D.G. Apte - The Teaching Of Sanskrit
- Dale Edgar (1962), Audio Visual Methods in Teaching, revised edition, Hold, Rivehart and Winston, New York.
- Dr. Udaysankar Jha - Samskruthasikshanam-
- G. Viswanatha Sharma - Samskritadhyapanam.
- Hupanikar - The Problems of Sanskrit Teaching
- Keith - History of Sanskrit Literature.
- Krishnavarrier Committee Report on Sanskrit Education.
- M. Sahadevan – Samskrutha adhyapanam.
- Madhav M. Deshpande Sanskrit Subodhini Part 1
- Michel West - Language in Education.
- Hupanikar - The Problems of Sanskrit Teaching
- Keith - History of Sanskrit Literature.
- Krishnavarrier Committee Report on Sanskrit Education.
- M. Sahadevan – Samskrutha adhyapanam.

- Madhav M. Deshpande Sanskrit Subodhini Part 1
- Michel West- Language in Education.
- Palmer - Principles of Language Learning
- Ramsakalpandey- Samskruthashiksha.
- Report of Sanskrit Commission 1957
- Venpadi Sambasivamoorthy -Samskruthashikshanam
- Gita 12th Chap.
- Abhyasa - Pustakam (For self-study)

#### On-line Sources

- [http://mycbcguides.com/blog/continuous and comprehensive-evaluation-cce/](http://mycbcguides.com/blog/continuous-and-comprehensive-evaluation-cce/)
- [http://www.nwea.org/blog/2013/22-essay-formative-assessment-techniques- for measuring- student-learning](http://www.nwea.org/blog/2013/22-essay-formative-assessment-techniques-for-measuring-student-learning)

<b>SEMESTER III</b>	<b>Course Code: SES 1 .g</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE: ADVANCED TAMIL LANGUAGE EDUCATION**

**COURSE OUTCOMES:**

CO 1: To become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language

CO 2: To explore modern assessment practices that is in vogue in the field of language teaching

CO 3: To ensure quality in the continuing professional development of teachers

CO 4: To equip the prospective teacher educators with a positive attitude towards research

CO 5: To acquaint themselves with areas of research and various research tools

**COURSE CONTENT**

**MODULE I: PERSPECTIVES IN TEACHING AND LEARNING OF TAMIL LANGUAGE**

Language – Nature, functions and scope - language and culture- language and gender - Language Acquisition – Tamil as L1, L2, L3 –Role of family, media and community resources in Tamil language acquisition, Formal and Informal learning of Tamil language with special reference to Kerala state. Application of Theories in Language Learning --contributions of Piaget, Bruner, Chomsky, Vygotsky, Howard Gardner. Aims, objectives and principles of Language learning, Bloom’s Taxonomy and revised versions – objective based Instruction, process-oriented and outcome based learning

**(10Hrs)**

**Module Outcomes:**

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

MO 1 Explain the significance of teaching of Tamil

MO 2 Discuss the scope of learning Tamil

MO 3 Identify the linkage between language and culture

MO 4 Explain Tamil as second language

MO 5 Analyse various learning theories in the acquisition of language

MO 6 Describe aims and objectives of language learning

MO 7 List out the principles of learning language

MO 8 Summarize the taxonomy of educational objectives

MO 9 Define objective based instruction

MO 10 Differentiate between process-oriented teaching and outcome-based learning

MO 11 Analyse the theories of language learning

MO 12 Compare Blooms Taxonomy and its revised version

## MODULEII: APPROACHES, METHODS AND TECHNIQUES IN TAMIL LANGUAGE TEACHING

Review and Critical analysis of various approaches and methods - Grammar-translation method - Direct Method –Structural Method- Audio-lingual method - Communicative and task-based learning approaches - Humanistic Approach-Language Games- Cooperative learning – Collaborative learning. Innovative strategies and techniques for developing language skills (LSRW and Study skills), Language elements (Structure, vocabulary, usage etc) and literary elements (Imagery, figures of speech, idioms, etc), language discourses (reports, diary entry, etc). Current pedagogical practices of Tamil language teaching with special reference to primary/secondary/higher secondary schools under state syllabus in Kerala. Models of Teaching: Concept Attainment Model Advanced Organizer Model, Inductive Thinking Model. Instructional strategies and teaching learning materials to address the special needs of differently abled children (CSWN-Children with special needs) in the language classroom

(20Hrs)

### **Module Outcomes:**

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

MO 1 Identify strategies to enhance proficiency in Tamil language and communication

MO 2 Explain the development of various language skills and study skills

MO 3 Discuss various methods and pedagogic strategies of Tamil teaching

MO 4 Explain the different types of models of teaching

MO 5 Prepare lesson transcripts based on different models of teaching

MO 6 Understand strategies for children with special needs

### **MODULE III: ENHANCING PROFICIENCY IN LANGUAGE AND COMMUNICATION**

Developing basic language skills [LSRW] and language skills at specific levels viz., primary, secondary and higher secondary – listening: casual, intensive and listen with purpose and listening for comprehension: Speaking – pronunciation, conversational, oratory and presentation skills. Reading – literal, inferential, critical and creative, Writing: graphic, mechanic and creative, expository and academic editing process. Reading writing connections: Similarities between them (composing processes); interactive processes; literature as a source for integrating reading and writing; reading like a writer and writing like a reader. Review of writing instruction in India. Barriers in listening, speaking, reading and writing communication in Tamil - strategies for effective communication - Communication Networks - Teacher as an effective communicator

**(10Hrs)**

#### **Module Outcomes:**

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

MO 1 Identify strategies to enhance proficiency in Tamil language and communication

MO 2 List out the skills of language learning

MO 3 Explain strategies for effective communication

MO 4 List the communication networks

MO 5 Discuss the role of Tamil teacher as an effective communicator

### **MODULE IV: DESIGN AND DEVELOPMENT OF TAMIL LANGUAGE TEACHING CURRICULUM IN THE MULTI LINGUAL CONTEXT**

Tamil language curriculum for twenty first century, learner- need based, objective based, learner-centered, activity based, process-oriented, task-based, issue-based, life-centered, ICT-enabled.

Multilingualism: Threelanguageformula, NPE1986, NCF2005, KCF2007 on language Curriculum-- development and experimentation of contextual learning resources like local. Texts, teacher made texts, etc. – problems of Tamil language learning in multi lingual context of India. Philosophy of inclusion and differential learning in curriculum design- concept and process – learner diversity in language classrooms with respect to learning styles, learner strategies, socio cultural background - learning environment, curriculum approaches, instructional strategies and assessment in differential teaching. Comparison of SCERT, CBSE, ICSE and NCERT curricula and critical analysis of secondary and higher secondary Tamil course books, source books and other learning materials

**(20Hrs)**

### **Module Outcomes:**

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

- MO 1 Explain various strategies used in teaching Tamil
- MO2 Identify various concerns of curriculum development in Tamil
- MO3 Discuss the concerns to be addressed while developing Tamil language curriculum
- MO4 Define-objective based learning, process-oriented, issue-based, ICT enabled learning
- MO5 Explain the learner diversity in Tamil language classrooms
- MO6 List out strategies for addressing the language learning of children from multi-lingual background
- MO7 Analyse Tamil language curriculum in the light of NEP1986, NCF2005 and KCF2007
- MO8 Discuss the effective role of various agencies in the development Tamil Curriculum
- MO 9 Comparison of SCERT, CBSE, ICSE and NCERT curricula in the schools of Kerala
- MO 10 Critically analyse secondary and higher secondary Tamil course books, source books

### **MODULE V: INCLUSION OF DIGITAL TECHNOLOGY IN TAMIL LANGUAGE EDUCATION**

Role of teacher and learner in the digital era---teacher as techno pedagogue--digital natives and migrants. Technology enabled language teaching and learning—multi medialab—CALL—blended Learning, e-learning, m-learning, online tutoring, networking in language learning: forum, Blog, wiki, on line discussions, video conferencing, digital learning materials: e-content, teacher tube, Learning Management System (LMS). Digital resources and e-content: educational websites, Open Education Resources (OER), virtual classrooms, e-journals, audio podcasts, e-library, online language games, film clips, online Tamil lessons - Cyber security, Server security, E mail security, Copyright laws.

**(20Hrs)**

### **Module Outcomes:**

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

- MO 1 Analyse the digital resources and select them effectively for teaching Tamil
- MO2 Redefine teachers as techno-pedagogue
- MO3 Explain the characteristics of digital natives and migrants

- MO 4 Understand the effective technologies for Tamil teaching
- MO5 Design and practice Tamil teaching through LMS platforms
- MO6 Judge e-resources effectively and adopt them meaningfully in teaching process
- MO7 Discuss the issues of cyber security, Email security and copyright laws

## **MODULE VI: CHANGING TRENDS IN ASSESSMENT IN TAMIL LANGUAGE**

### **LEARNING**

Continuous and Comprehensive evaluation (CCE)—Grading--- Self-evaluation, Peer evaluation, Teacher-evaluation. Language tests for vocabulary, grammar, pronunciation listening, speaking, reading, writing- performance based assessment techniques – checklists, rubrics (for assessing languages and discourses), and portfolios- online assessment and offline assessment- Progress Tests, Proficiency tests and placement tests- K-TET, TET, SET, NET, online courses, Translation courses in Tamil

**(10Hrs)**

### **Module Outcomes:**

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

- MO 1 Explain different strategies of evaluating Tamil learning
- MO 2 Identify the strengths of self-evaluation and peer evaluation
- MO 3 Explain continuous and comprehensive evaluation in the context of Tamil language learning
- MO 4 Describe various tools and techniques of evaluating learning of Tamil
- MO 5 Enlist various online tools for assessment of language learning
- MO 6 Elaborate the various proficiency tests in Tamil

## **MODULE VII: CONTINUING PROFESSIONAL DEVELOPMENT FOR TAMIL LANGUAGE TEACHERS**

Changing role of teachers, professionalism of Tamil language teachers, professional competencies, pre-service and in-service training for teachers, role of agencies and professional organizations in teacher empowerment. Concept of Continuing Professional Development (CPD), Innovations in the Continuing and Professional Development of Tamil language teachers, strategies of professional development: orientation programmes, refresher courses, seminars, symposium, panel discussion, workshops, conferences, self study, study groups and study circles, book clubs, extension lectures,

research colloquiums - Functions of Teacher Learning Resource Centre-Provisions made by the State for Professional Development of Teachers- Developing a humane teacher and professional code of ethics, teacher stress coping strategies, job satisfaction of teachers 20Hrs

**Module Outcomes:**

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

MO 1 Define the concept of continuous professional development of Tamil language teachers

MO 2 Explain the practices of teacher preparation in Tamil language

MO 3 Discuss the role of various agencies in imparting pre-service and in-service teacher education in Tamil language

MO 4 List out the strategies for professional development of Tamil language teachers

MO 5 Understand the professional code of ethics to be followed by the Tamil language teachers

MO 6 Suggest strategies for stress coping and job satisfaction of teachers

**MODULE VIII: RESEARCH AND INNOVATIONS IN TAMIL LANGUAGE TEACHING**

Current trends and practices in research, Action Researches, Case Studies, critical discourse analysis, content analysis, critical analysis of cinema, literature and visual arts. Identifying areas of research and gaps in Tamil language learning, Review of latest research studies (since 1990s) in Tamil language education-Development of learning packages and research tools in Tamil language-learning Electronic tools for researches in Education, data base and search skills

**(10Hrs)**

**Module Outcomes:**

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

MO 1 Understand the meaning, definition and scope of research

MO 2 Identifying areas of research and gaps in Tamil language learning

MO 3 Designing research tools in Tamil language

**ACTIVITIES, ASSESSMENT & LEARNING RESOURCES**

**REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken

- Study of barriers affecting and factors facilitating Tamil language acquisition among

students in anyone of the schools in your district (Urban/Rural/Govt/Private/English medium/Malayalam medium schools)

- A survey on the values embedded in the Tamil Course book prescribed for Elementary/Secondary/Higher secondary level.
- A survey on Socio-cultural aspects of response to literature.
- A survey on Children's response to literature.
- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
  
- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy
- Review of five recent studies in the area of teaching and learning of Tamil (Prose/Poetry/Vocabulary/Grammar).
- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Tamil Analysis of the Course books in English prescribed by SCERT for Elementary/Secondary/Higher secondary level.
- Comparative analysis of anyone Course book in Tamil of State syllabus with CBSE/ ICSE Syllabus.
- Action research in Tamil Language Teaching
- Preparation of Innovative materials for teaching Tamil
- Preparation of Multimedia materials for developing any one language skill in Tamil
- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Tamil Course book at Elementary/Secondary/Higher secondary level.
- Design learning materials for catering students with Multiple Intelligences in Tamil classrooms
- Production of one documentary in Tamil related to a social issue
- Devising Games for teaching Vocabulary /Grammar/ Pronunciation
- Developing Rubrics for assessing listening/ speaking/reading/ writing skills and assessing these skills with the help of the developed rubrics

## MODES OF CURRICULUM TRANSACTION

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

## REFERENCES

- Ganapathi. V, P. Jayaraman (2005), NattamilKarpikkumMuraikal, Chennai, Santha Publishers.
- Ganapathi. V (2004), Tamil IlakkanallakkiyaArimugom, Chennai, Santha Publishers.
- Dr. KalaiSelvi. V (2008), KalviyalSirappu Tamil, Namakkal, SanjeevVeliyeedu.
- Dr. Paramasivam. S (2008), NattamilIlakkanam, Chennai, Pattupathippagam.
- Dr. Veerappan. P (2004), Uyarnilai Tamil KarpithalilPuthiyaAnuguMuraigal, Chennai, VanithaPathippagam.
- RathinaSabapathi. P (1997) ChemmozhiKalvi, Chennai, Santha Publishers.
- Saikumar. K (2008), MathippunarvuKalvi, Chennai, Santha Publishers.
- Ganapathi. V, RathinaSabapathi. P (2008), NunnilaiKarpithal, Chennai, Santha Publishers.
- Ganapathi. V (1997) NattamilKarpikkumMuraikal, Chennai, Santha Publishers.
- Kalaiselvi. V (2008), Tamil PayittalNutpangal, Namakkal, SanjeevVeliyeedu.
- GovindaRajan. M (1980), NattamilPayittalNokkamumMuraiyum, Chennai, ThenmozhiPathippagam.
- RathinaSabapathi. P, KalviyilThervu, Chennai, Santha Publishers.
- Vijayalakshmi. V (2007) NunnilaiKarpithal, Chennai, SarathaPathippagam.
- Vajravelu. S, ArunthamizhKarpikkumMuraigal, Chennai, AmsaPathippagam.
- RathinaSabapathi. P, MakkalThodarpumManpuruKalviyum, Chennai – 61, JothiPathippagam.
- SubbuReddiyar. N (1964), Tamil PayittuMurai, Tirunelveli, KazhakaVeliyeedu.
- SenthurPandian. S (1983), ThittamittathaiKattal – OorArimugom, Puthukkottai, MeenatchiPathippagam.
- Ponnappan. P (1992), Tamil PadamSollumMurai, Chennai, TamilnattuPadanoolKazhakam.
- GokilaThankasamy (2002), KulanthaiMaiyaKalviyum Tamil Karpithalum, GanthiGramam, Anicham Blooms.
- Billows (1976), The Techniques of Language Teaching, London, Longman.
- Mangal S. K. and Uma Mangal (2009), Essentials of Educational Technology, PHI learning private limited.

<b>SEMESTER III</b>	<b>Course Code: SES 1 .h</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE : ADVANCED ARABIC LANGUAGE EDUCATION**

**COURSE OUTCOMES:**

CO1. To have a basic understanding about the key ideologies in teaching and learning of language

CO2. To develop a thoughtful idea of the nature, scope and functions of language teaching and learning

CO3. To analyze the application of linguistic, psycho linguistic, socio linguistic, neuro linguistic theories in language learning

CO4. To apply the current approaches, methods and innovative techniques in language teaching and learning

CO5. To equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills

CO6. To grasp the techniques underlying the designing and administration of various kinds of language tests

CO7. To attain the skills of curriculum construction and design in a language

CO8. To adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children

CO9. To become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language

CO10. To explore modern assessment practices that are in vogue in the field of language teaching

CO11. To ensure quality in the continuing professional development of teachers

CO12. To prepare the prospective teacher educators with a positive attitude towards research

CO13. To apprise the teachers with areas of research and various research tools

**COURSECONTENT**

**MODULE I: PERSPECTIVES IN TEACHING & LEARNING ARABIC LANGUAGE**

Language: it's Nature, functions and Scope . Language and Culture, language and gender

Language Acquisition: L1, L2 and L3 . Role of family and community resources in language

acquisition . Application of Theories in language learning- Socio linguistic, Psycho linguistic and

Neuro- linguistic: (Contributions of Piaget, Bruner, Vygotsky, Chomsky, Krashen, Freire ,Howard Gardner) . Aims, Objectives and Principles of Language Learning and Teaching Blooms Taxonomy of Educational objectives (Original & revised)- Objective based instruction- Problem based, process-oriented teaching & learning- Outcome based learning (OBL)

(10Hrs)

**Module Outcomes:**

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

MO1. Explain the nature, functions, and scope language

MO2. Identify the role of Language in Culture

MO3. Examine the process of Language Acquisition

MO4. Describe the role of family and community in language acquisition

MO5. Compare the tenets of various theories in language learning

MO6. Uphold the contributions of various thinkers on language acquisition and learning

MO7. Illustrate with examples the Aims, Objectives and Principles of Language Learning

MO8. Analyse Teaching through Blooms Taxonomy of Educational objectives

MO9. Design lessons based on Objective based instruction- Problem based, process-oriented teaching & learning- Outcome based learning

**MODULE II: ENHANCING PROFICIENCY IN ARABIC LANGUAGE & COMMUNICATION SKILLS:**

Developing Basic Language Skills (LSRW), intermediate & advanced language skills

Listening skill: Casual listening-listening for comprehension, developing listening Skills

Speaking skills: Pronunciation, voice modulation, pause, stress & intonation. Conversational, oratory &

Presentational skills, Developing speaking Skills . Reading skills: literal reading, inferential reading,

critical reading, Intensive and extensive reading, Developing reading Skills, Writing skills: Graphic

writing, creative writing . Editing process: syntactic, thematic, morphological, spelling and

punctuation, Developing writing Skills, Barriers in oral / written communication in Arabic language

Reading writing connections: Similarities between them (composing processes); interactive

processes; literature as a source for integrating reading and writing; reading like a writer and writing

like a reader. Review of writing instruction in India . Strategies for effective communication

networks . Teacher as an effective communicator

(10Hrs)

**Module Outcomes:**

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

- MO1. Discuss the process of Developing Basic Language Skills
- MO2. Describe the strategies for developing listening Skills
- MO3. Analyze the components of Speaking skills
- MO4. Design strategic plans for classrooms on Conversational, oratory & Presentational skills
- MO5. Explain the attributes of Reading skills
- MO6. Measure the skills of reading such as literal reading, inferential reading, critical reading, Intensive and extensive reading
- MO7. Propose and execute model plans for developing reading Skills, and Writing skills
- MO8. Interlink the skills of reading and writing with illustrations
- MO9. Compare and contrast between various writing instructions being practiced in India
- MO10. Suggest strategies for effective communication networks
- MO11. Uphold teacher as an effective communicator

### **MODULE III: APPROACHES, METHODS & TECHNIQUES OF TEACHING ARABIC LANGUAGE**

Review and Critical Analysis of various Approaches and Methods of teaching Arabic language:

(Grammar Translation Method, Lecture Method, Direct Method, Situational Language Teaching, Communicative approach, structural approach, Task Based Learning approach, Natural Approach, Co-operative Learning, collaborative, Whole-Language learning, discourse based. Innovative techniques and strategies for developing language skills (LSRW & Study skills) language elements (Vocabulary & Structure, sentence pattern, idioms etc.) and language discourses (dialogue, poem, story, report, essay, oration, letters etc) . An analysis of Current Pedagogical Practices in teaching Arabic in the schools of Kerala . Models of Teaching: Social Simulation Model, Class room Interaction Model, Inductive Thinking Model . An analysis of Pedagogical practices in teaching Arabic in the higher education institutions of Kerala

**(20Hrs)**

#### **Module Outcomes:**

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

- MO1. Critically analyse various Approaches and Methods of teaching Arabic
- MO2. Design lesson transcripts following various dominant methods of teaching Arabic
- MO3. Apply several innovative techniques and strategies for developing language skills

MO4.Review and summarize the Current Pedagogical Practices in teaching Arabic in the schools of Kerala

MO5.Demonstrate various Models of Teaching

MO6.Draw an outline of Pedagogical practices in teaching Arabic

#### **MODULE IV: UNIT IV: DESIGN & DEVELOPMENT OF ARABIC LANGUAGE**

##### **CURRICULUM IN A MULTILINGUAL CONTEXT**

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

**(20Hrs)**

#### **Module Outcomes:**

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

MO1.Discuss the significance of and spread of Arabic Language curriculum in 21st century

MO2.Explicate the processes in curriculum development

MO3.Define Learner autonomy, and teacher autonomy

MO4.Explain the experimentation of contextual learning resources

MO5.Analyse and model the plans for inclusive Arabic classrooms

MO6.Discuss the postulates of policy documents like NCF 2005, KCF2007, and NCFTE2009

MO7.Have a critical Analysis of Arabic language Curriculum at various levels of education

#### **MODULE V: ASSESSMENT AND EVALUATION, ICT INTEGRATED ARABIC**

##### **LANGUAGE TEACHING &LEARNING**

Concept of Techno Pedagogy in Arabic Language . Scope and challenges of TPCK in Arabic language Teaching . Teacher as a techno pedagogue . Changing concept of teaching & learning . E-Learning and e- teaching, M- Learning, Blended Learning, Virtual Learning Environment, E-tutoring, Classroom without Walls (CWW) . Web based learning and teaching, Learning Management systems Assessment and evaluation for teaching and learning . Assessment for learner achievement in Arabic language. Self evaluation, peer evaluation, teacher evaluation . Evaluation strategies: Continuous Evaluation, Comprehensives Evaluation, Continuous and comprehensive

evaluation, Terminal Evaluation . Tools and techniques for assessment . ICT enabled Assessment, Development of online tests Assessment Rubrics

(30Hrs)

**Module Outcomes:**

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

MO1.Model a Techno Pedagogic instruction in Arabic Language

MO2.Elucidate the scope and challenges of TPCK in Arabic language Teaching

MO3.Differentiate among various learning models viz. E- Learning and e- teaching, M- Learning, and Blended Learning

MO4.Discourse on the concerns of E-tutoring, and Classroom without Walls (CWW)

MO5.Analyse the use of LMS in Arabic teaching

MO6.Differentiate between assessment and evaluation

MO7.Develop tests for assessing the learner achievement in Arabic language

MO8.Explain self-evaluation, peer evaluation, and teacher evaluation

MO9.Cite examples for various evaluation strategies like TE, CE, and CCE

MO10.Detail out Tools and techniques for assessment

MO11.Design an ICT enabled Assessment framework for Arabic students

MO12.Recall the meaning of Rubrics

**MODULE VI: RESEARCH IN ARABIC TEACHING, CONTINUOUS PROFESSIONAL DEVELOPMENT OF ARABIC LANGUAGE TEACHER**

Arabic Language teacher preparation, Professional development of teachers. Pre service and in service teacher education, Development of mentoring skills . Commitment oriented, Competency based & performance enhanced teacher education Professional ethics for teachers, Teacher accountability, Self assessment, peer assessment, teacher evaluation by students . Continuing Professional Development (CPD),ICT for professional development . Networking for professional growth, Teacher as a reflective practitioner . Research in teaching and learning, Researches in Arabic Language teaching and learning . Identifying and locating significant concerns related to Arabic language Teaching . Innovative practices in ALT, Action Research –Investigating learner issues . Review of Recent Research Studies in Arabic Language Teaching (ALT)

(30Hrs)

## **Module Outcomes:**

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

MO1. Mention the significance and ways of Arabic Language teacher preparation, and their professional development of teachers

MO2. Differentiate between Pre service and in service teacher education

MO3. Define teacher accountability, and Self-assessment

MO4. Recall peer assessment

MO5. Describe mentoring

MO6. Highlight the significance of networking for professional growth

MO7. Explain the role of teacher as a reflective practitioner

MO8. Discuss various research trends and practices in teaching and learning

MO9. Identify and locate significant concerns related to Arabic language Teaching

MO10. Deliberate on the innovative practices in ALT, and Action Research

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken

- Study of barriers affecting and factors facilitating Arabic language acquisition among students in anyone of the schools in your district
- A survey on the values embedded in the Arabic Course book prescribed for Elementary/Secondary/Higher secondary level.
- A survey on Socio-cultural aspects of response to literature.
- A survey on Children's response to literature.
- A survey on various problems with respect to language learning: contextual, curriculum, teacher preparation related etc.
- Study and analysis of different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- Examination of various curriculum frameworks and identification as well as reflection on factors which shape language planning and policy
- Review of five recent studies in the area of teaching and learning of Arabic (Prose/Poetry/Vocabulary/Grammar).

- Identification/Analysis of pitfalls in Course Books and Sourcebooks in Arabic
- Analysis of the Course books in Arabic prescribed by SCERT for Elementary/Secondary/Higher secondary level.
- Comparative analysis of anyone Course book in Arabic of State syllabus with CBSE/ ICSE Syllabus.
- Action research in Arabic Language Teaching
- Preparation of Innovative materials for teaching Arabic
- Preparation of Multimedia materials for developing any one language skill in Arabic
- Identification of appropriate media and preparation of material for effective use in the transaction of a unit in Arabic Course book at Elementary/Secondary/Higher secondary level.
- Design learning materials for catering students with Multiple Intelligences in ALT classrooms
- Production of one documentary in Arabic related to a social issue
- Devising Games for teaching Vocabulary /Grammar/ Pronunciation

### **MODES OF CURRICULUM TRANSACTION**

Lecture cum discussion, Debates, Meaningful verbal learning and presentation, Brain storming, Buzz session, Participatory approach, Co-operative learning, Collaborative learning, Open forum, Analytical study, Focus group discussion, Seminar, Problem solving method, Project method, Online, Hands-on practice on computers, Self- study, Visits to language teaching institutes, presentations in seminar and group discussions.

### **REFERENCES**

- Adel, E., & Janet, L. (1988). Arabic at your finger tips. London: Routledge.
- Brown, G., & Yule, G. (1983). Discourse analysis. Cambridge: Cambridge university press
- O'Malley, M.J., & Chamot, U.A. (1990). Learning strategies in second language Acquisition. Cambridge: Cambridge university press
- Haris, W., & Cowan, M.J. (1976). A dictionary of modern written Arabic. New York: Spoken language services.
- Hentis, M., & Mentis, M. (2008). Mediated learning. New Delhi: SAGE publications India Pvt. Ltd.
- Wright, W. (1984). A grammar of Arabic Language. New Delhi: S. Chand and company

SEMESTER III

<b>SEMESTER III</b>	<b>Course Code: SES 1 .i</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE: ADVANCED SOCIAL SCIENCE EDUCATION**

**COURSE OUTCOMES**

CO 1-Understand the relevance of epistemological frameworks in Social Science.

CO2- Apply theories of Weber, Ikeda while transacting curriculum.

CO4Prepare Social Science curriculum relevant to the 21<sup>st</sup> century knowledge society.

CO5 Distinguish between relevant psychological theories – behaviorist, cognitivist and constructivist.

CO6 Prepare learning modules.

CO7 Identify and adopt appropriate evaluation tools.

CO8 Interpret the results obtained and plan feedback.

CO9 Undertake action research in relevant Social Science areas.

CO10 Apply research findings while dealing with Social Science issues.

CO11 Identify and apply the potential of technology for the betterment of Social Science instruction.

CO12 Design and develop E- content learning material.

**COURSE CONTENT**

**MODULE I: EPISTEMOLOGICAL FRAMES IN SOCIAL SCIENCE**

Phenominology and social Science. Emergence of theories and the epistemological frame – NCF (2005) - Karl Popper (Evolutionary Epistemology), Kress (Multi modality theory), Scott and Prell (Social Network Analysis), Max Weber (Social Action), George Simmel (Conflict theory), Daisaku Ikeda (Peace Education). Positivism, Anti Positivism and Post Positivism. Construction, De-construction and Re-construction. Growth, Development and De-growth.

**(10 Hrs)**

**Module Outcomes :**

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

- MO1- Identify the emergence of theories and epistemological frames in Social Science.
- MO2- Understand the importance of the evolutionary epistemology of Karl Pepper.
- MO3- Evaluate the multi modality theory of Kress.
- MO4- Discuss social network analysis (Scott and Prell) and the social action theories (Max Weber)
- MO5- Debate on the conflict theory (George Simmel)
- MO6- Appreciate peace education theory of Daisaku Ikeda.
- MO7- Compare and contrast positivism, anti-positivism and post-positivism.
- MO8- Distinguish between construction, de-construction and re-construction.
- MO9- Discriminate between development and de-growth.

**MODULE II: COMPONENTIAL CONVERGENCE IN SOCIAL SCIENCE**

Geo-political understanding about Society. Social adaptation and Community living. Eco- habitation. Economic Restructuring and Living Standards. Citizenship and Obligations to the State. Human Rights Education and Dignity of Human Being. Constitutional provisions of Education. Language and Mediation in Society. Cultural Studies and the emergence of sub cultures. Historico-pedagogic sites of Exploration. Reform and Evolution of a new Society. Anthropology and Philosophy of teaching Social Science. Professional Development of Social Science Teachers.

**(10 Hrs)**

**Module Outcomes :**

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

- MO1- Evaluate the componential convergence in Social Science.
- MO2- Organize arguments in favor of social adaptation of community living.
- MO3- Analyze the importance of eco-habitation, economic restructuring and living standards.
- MO4- Value human rights education and dignity of human being.
- MO5- Realize the importance of citizenship training and obligations to the state.
- MO6- Develop a sense of patriotism and respect for the Constitutional provisions related to education.
- MO7- Establish relationship between cultural studies and the emergence of sub cultures.

MO8- Conduct surveys on historic- pedagogic sites of exploration.

MO9- Justify the need for professional development of teachers and suggest means to promote them.

### **MODULE III: CURRICULUM DESIGN AND DEVELOPMENT IN SOCIAL SCIENCE EDUCATION**

Pedagogical considerations of Social Science - fusion, integration and correlation approach in the evolution of the concept of Social Science. Nature of curriculum- changing curriculum patterns – Different approaches-unified, interdisciplinary, integrated, correlated, co-originate, discipline-wise - Patterns of curriculum designs- Curriculum planning: stages and strategies- Curriculum organization – organization of the social science course - sequence in the social science curriculum – Role of Art Education in Curriculum Development. Assisting students in Skill Development. Developing Meta narratives about Society. Curriculum Integration through values. Curriculum evaluation- Need, nature and aspects of curriculum evaluation. Global trends in designing social science curriculum- Community Education, service learning, social justice.

**(20 Hrs)**

#### **Module Outcomes:**

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

MO1- Identify the need for designing curriculum for effective course transaction.

MO2- Distinguish between fusion, integration and correlation approaches

MO3- Recognize and judge different approaches to curriculum construction.

MO4- Establish the role of education and skill training in curriculum development.

MO5- Handle tools, apparatus, instruments etc .

MO6- Record observation accurately.

MO7- Display data & exhibits appropriately.

MO8- Observe relevant phenomenon closely.

MO9- Write articles on current social, political and economic issues .

MO10- Analyze the need, nature & different aspects of curriculum evaluation.

MO11- Extrapolate the global trends in designing Social Science curriculum.

## **MODULE IV: STRATEGIES FOR SOCIAL SCIENCE INSTRUCTION**

Psychological considerations of Social Science instruction- Comparison between behaviorist, cognitivist and constructivist theories. Humanistic theories (Carl Rogers and Abraham Maslow) - Learning Social Science in Inclusive Classrooms-Modular Approach; procedure and possibilities in the development of a Module- Social Learning Theory- (Chomsky, Bandura, Rotter) – Semiotics and Semantics in Social Science. Pro-social behavior theory and related research (Darwin, Batson) in designing social science curriculum. Instructional theories (Miller). Instructional models - Mastery Learning Model, Creative Learning Model (Treffinger), Group Investigation Model, Social Inquiry Model. Critical appreciation of various learning strategies-SQ3R (Survey, Questioning, Reading, Recite and Review)RAFT(Role, Audience, Format and Topic)

**(25 Hrs)**

### **Module Outcomes :**

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

MO1- Differentiate between different psychological theories .

MO2- Evaluate the implications of these theories in Social Science Instruction.

MO3- Develop the capability of preparing modules.

MO4- Review research studies related to theories such as pre-social behaviour.

MO5- Critically evaluate various learning strategies - SQ3R , RAFT

MO6- Identify the importance of instructional model in classroom Instruction.

MO7- Prepare Lesson Manuscript based on Group Investigation Model, Social Inquiry Model etc

MO8- Conduct classes for B.Ed. students using these models.

## **MODULE V: SOCIAL SCIENCE TEACHER EDUCATOR**

Reflective Teaching: Concepts and strategies for making Social Science Teachers reflective practitioners. Teacher Educator: Skills and Competencies – Roles and Responsibilities – Understanding the Learner (Teacher Educand). Professional Development of Social Science Teacher Educators: Continuing Education for Teacher Educators, Orientation and Refresher Courses – Professional Ethics. Teacher Educator as Curriculum Designer, and Researcher.

**(10 Hrs)**

**Module Outcomes :**

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

- MO1- Develop skills for Reflective Practice.
- MO2- Awareness of the roles & responsibilities of a teacher educator.
- MO3- Assume Social & Civic responsibilities.
- MO4- Evaluate social changes critically.
- MO5- Assume responsibility for Continuing Professional Growth.
- MO6- Membership in professional organizations.
- MO7- Arrange orientation & refresher course.
- MO8- Assumes the role of a curriculum designer & researcher .

**MODULE VI: DIGITAL MEDIA AND TECHNOLOGY INTEGRATION IN SOCIAL SCIENCE**

Inter relationship between technology, pedagogy and content – Techno Pedagogic Content Knowledge (TPCK) – Individualized Instruction – Multimedia integration – Virtual Learning Audio-Video Laboratory; Concept of Social Science Laboratory – Radio – Television and satellite communication system – Integration of ICT in learning and teaching Social Science – Designing E-lessons for Social Science education – On-line Learning, E-Learning, M- Learning – Open and Distance Learning (ODL). Resource base for Social Science. Instructional resources – text book, work book, hand book, source book. Resource Mapping- Media, Library, Laboratory, Museum, Archives. Internet- Global Discussion Platform – Webogogy of Social Science. Social Science Teacher Educator as a Techno-Pedagogue.

**(20 Hrs)**

**Module Outcomes:**

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

- MO1- Understand TPCK and identify the relationship of its components.
- MO2- Applications of various digital platform
- MO3- Develop skills in multi – media integration.
- MO4- Develop and design E – content.

MO5- Differentiate between e-learning, m-learning & ODL

MO6- Identify various instructional resources and the advantages of ea

MO7- Setting up a Social Science laboratory and library with new – way inputs.

MO8- Participating in Global Discussion Platfor

MO9- Assuming the role of techno – pedagogue.

### **MODULE VII: ASSESSMENT IN SOCIAL SCIENCE EDUCATION**

Concept of Educational Assessment – Quantitative and Qualitative Assessment – Assessment of learning outcome in Social Science –Continuous and Comprehensive Evaluation (CCE) – Class room Assessment Techniques (CATs), Port folios, Rubrics, Self reflection, Peer evaluation. Grading – principles of grading, grade inflation – Assessing student performance: internal evaluation – student progression, quality, innovation, leadership, internship and involvement in community. Examination as a feedback mechanism- open book examination, on-line tests. Typology of questions as related to different subject areas viz History, Geography, Political Science, Economics etc.

**(15 Hrs)**

#### **Module Outcomes :**

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

MO1- Differentiate between Quantitative and Qualitative assessment and their relative strength.

MO2- Understanding of the concept of CCE.

MO3- List out various tools of assessment.

MO4- Preparation and implementation of on-line tests.

MO5- Identifying innovations in examination system.

MO6- Prepare question banks.

### **MODULE VIII: RESEARCH PERSPECTIVE IN SOCIAL SCIENCE EDUCATION**

An introduction to Research in Social Science Education – Need and significance – Teacher as a Researcher, knowledge worker and a social activist – Areas of research in social science education – Review of research in the state, India and abroad – Application of research findings in solving social issues.

**Module Outcomes :**

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

MO1- Highlight the significance of research in Social Science education.

MO2- Assume multifarious responsibilities as a researcher, knowledge worker etc.

MO3- Identify pertinent area of research in Social Science.

MO4- Interest and curiosity to understand meaningful research.

MO5- Readiness to review research studies.

MO6- Capability in applying research findings in solving social issues.

**ACTIVITIES, ASSESSMENT & LEARNING RESOURCES**

**REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Prepare a Power Point presentation on a topic of your choice in Social Science (10-15 frames) (prepare soft and hard copies)
- Prepare any one Model based Lesson Transcript based on any one topic in Social Science.
- Develop a meta-narrative about changing communities (observe, explain, witness and elaborate the changes occurring in a particular community and develop thick descriptions).
- Prepare a supervision diary by observing some classes taken by teacher trainees in practicing schools.
- Conduct a survey in the nearby schools and prepare a brief report on the resources available for teaching Social Science.
- Identify some archaeological materials (minimum 5 items) in the neighbourhood and prepare a report on these items (with photos) emphasizing the educational and historical significance.
- Prepare a rubric for assessing the teacher trainees in teaching Social Science during their teaching practice.
- Critically analyze a text book of Social Science at Secondary, UG or PG level, according to the modern criteria. Prepare a report.

- Prepare research abstracts of minimum 5 studies, related to Social Science Education, conducted in India and abroad.
- Design any one E- lesson on a topic of your choice in Social Science.

## **MODES OF CURRICULUM TRANSACTION**

Class room Lecture with ICT Integration, Group Discussion, Seminar Presentations, Practicum, Assignments, On-line Submissions, Blog based uploading.

## **REFERENCES**

- Bining, A. C. and Bining, D. H. (1969). Teaching Social Studies in Secondary Schools. New York: Mc Graw Hill Book Co.
- Burrell, G. and Morgan, G. (1979). Sociological Paradigm and Organizational Analysis. London: Heine mann Educational.
- Haroon, S. & Nasleer, A. (2012). Teaching of Social Science. Delhi: Pearson-Dorling Kindersly.
- Radhakrishnan, N. (2014). Daisaku Ikeda. Trivandrum: Ikeda Centre for value education.
- Sharma, S. P. (2011). Teaching of Social Studies. New Delhi: Kanishka Publishers Distribution.
- Talla, M. (2012 ). Curriculum Development Perspectives, Principles & Issues. Delhi: Pearson Pvt. Ltd. Kohli, A. S. (1996). Teaching of Social Science. New Delhi: Anmol Pubication. Pvt. Ltd.
- Leslie, W.T. & Bybee, W. R. (1996). Teaching Secondary School Science. New Jersey: Prentice Hall. Dobkin, S.W. et.al. (1985). A Handbook for the Teaching of Social Studies. Massachusetts: Allyn and Baconine.
- Philips , Jan. (2010). Teaching History. New Delhi: Sage Publishers.
- Martin, David Jerne. (2006). Elementary Social Science Methods: A Constructive Approach. (Ed.) Singapore: Wordsworth Publishing. 340
- Leon, Alexis. & Leon, Mathews. (2012). Internet for Everyone. 15<sup>th</sup> edn. New Delhi: Vikas Publishing House.
- Banerjee, A.C. & Sharma S.R. (1999). Sociological and Philosophical issues in Education. Jaipur : Book Enclave.
- Coulby, D. & Zambeta, G. (2005). Globalization & Nationalism in Education. New York : Routledge, Falmer.

- Kenkel, W. F. (1980). *Society in Action: Introduction to Sociology*. New York: Harper and Row.
- Mathur S.S.,(2008). *A Sociological Approach to Indian Education*. Agra : Vinod Pustak Mandir.
- Pandey, R.S. (1997). *East West Thoughts on Education*. Allahabad : Horizon Publishers.
- Ronis, Diane. (2007). *Brain Compatible Assessments*. California: Corwin Press, Sage Publications.
- Schultz, T. W. (1963). *The Economic Value of Education*. New York: Columbia University Press

<b>SEMESTER III</b>	<b>Course Code: SES 1 .j</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE: ADVANCED COMMERCE EDUCATION**

**COURSE OUTCOMES:**

- CO1 Understand the conceptualized version and framework of the development of commerce education.
- CO2 Familiarize the curriculum design process and analyse the transaction modes in commerce education.
- CO3 Analyse the instructional resources in teaching and learning of commerce.
- CO4 Explore the instructional methods, techniques, strategies, and models in the teaching of commerce.
- CO5 Understand the global trends in commerce education
- CO6 Investigate the research trends in commerce and allied disciplines.
- CO7 Examine the strategies of assessment in commerce education.

**COURSE CONTENT:**

**MODULE I : NATURE, SCOPE AND DEVELOPMENT OF COMMERCE EDUCATION.**

Commerce as a distinctive discipline, Scope of commerce in a nation's prosperity, Modernization of commerce through technological advancement and LPG. Commerce education: Meaning, Definitions, and Nature – Academic and Vocational. Significance and Historical development of Commerce education. Values attained through commerce education. Interdisciplinary approach in Commerce Education Aims and objectives of Teaching Commerce. Scope and purpose of Techno-Pedagogic Content Knowledge Analysis in commerce.

**(15 Hrs)**

**Module Outcomes:**

*After completing this module, students should be able to:*

MO1: Explain the scope and technological advancement of Commerce Education

MO2: Assess the scope and development of commerce education in the growth and economic prosperity of a nation

MO3: Judge the attributes of commerce education in the milieu of LPG (Liberalization Privatization Globalization)

MO4: Classify and categorize the significant aims, objectives, and Values of commerce education

MO5: Execute the interdisciplinary approaches in Commerce Education

MO6: Exemplify the scope and purpose of techno pedagogical practices in teaching commerce

## **Module II : CURRICULUM DESIGNING AND TRANSACTION OF COMMERCE EDUCATION**

Curriculum – Concept, Principles of designing commerce curriculum. Approaches, types of curriculum, Modern trends in designing commerce curriculum. Brief outline about NCF (2005), KCF (2007), NEP 2020 and its relevance in vocational education. Curriculum transaction: meaning and modes – Face-to-face mode, ICT-enabled mode, Blended mode and Distance mode). Experience with curriculum designs-Design, digital texts, and e-content.

**(10 Hrs)**

### **Module Outcomes:**

*After completing this module, students should be able to:*

MO1: Understand the concepts of commerce curriculum design

MO2: Learn various types of approaches and trends in commerce curriculum design

MO3: Critique NCF (2005) and KCF (2007) with special reference to vocational education .

MO4: Classify the curriculum transaction modalities of teaching commerce with its merits and demerits.

MO5: Understand various curriculum transaction modes.

MO6: Design digital lesson transcripts and e-content materials for teaching commerce to higher secondary school students

## **Module III : INSTRUCTIONAL RESOURCES IN TEACHING AND LEARNING OF COMMERCE**

Instructional Resources: textbook, workbook, handbook, sourcebook, Resource Mapping. Instructional aids: Importance, educational values, classification of learning aids: projected, Non-projected and activity aids, 3D aids, Hands on experience: Computer, LCD Projector, Interactive

whiteboard, and multimedia. Learning management system (LMS) in teaching-learning of commerce education. IT enabled instructional resources: Online resources, videos, YouTube resources, animations, film clippings. Web resources, social networking, Educational blogs, e-journals, podcasting, e-learning, m-learning, and web-based learning. School and Community Based Instructional Resources in Teaching Commerce: school to the community and community to the school.

**Module Outcomes:**

*After completing this module, students should be able to:*

MO1: Locate and evaluate the various instructional resources for teaching and learning commerce available in your locality.

MO2: List out various instructional resources – school-based as well as community-based in the teaching of commerce

MO3: Understand the various instructional aids used in teaching and learning commerce.

MO4: Make the process pathways of the learning management system and describe its application in teaching commerce.

MO5: Summarize the criteria for selecting appropriate instructional techniques in Commerce.

**MODULE IV : INSTRUCTIONAL METHODS, TECHNIQUES, STRATEGIES AND**

**MODELS METHODS OF TEACHING –**

Criteria for selecting appropriate instructional methods, Lecture Method, Project method, socialized methods – Group discussion, seminar, debate, symposia, workshop, Problem-solving method, Case studies, Source method, Inductive and Deductive, Analytical and Synthetic method. Techniques of Teaching – Drill, Brainstorming, Roleplay, Review, Dramatization, Buzz session, simulation, Quiz session. Instructional strategies – Cooperative learning strategies, Collaborative learning strategies, Scaffolding strategies. Experiential learning blended learning; integrative instructional design, problem-based learning, teaching thinking skills, graphic organizer. Strategies to deal with Children with Special Needs (CWSN) - differently able, slow learner, gifted students in a heterogeneous classroom. Models of teaching – Introduction, Operational Heart, Different families, Concept Attainment Model, Inquiry Training Model, Group Investigation Model, Cognitive Apprenticeship Model, 5 E model.

**(25 Hrs)**

### **Module Outcomes:**

*After completing this module, students should be able to:*

MO1: Understand the criteria for selecting appropriate instructional methods in commerce education

MO2: Identify various techniques in teaching and learning commerce

MO3: Develop an action plan for implementing different instructional strategies in teaching commerce

MO4: Understand the teaching models and their application in preparing lesson transcripts in commerce.

MO5: Identify strategies adopted by teachers at higher secondary levels for catering to the needs of children with special needs.

### **MODULE V : GLOBAL TRENDS IN COMMERCE**

Global trends in commerce education – opportunities and challenges. Technological developments in Commerce – e-commerce, e-banking, online trade and market, digital market, e-governance, Contextual and Programmatic Advertising, Marketing Automation, Artificial Intelligence (AI), Enhanced Shipping Options, Mobile Commerce, Augmented Reality for Product Visualization, Localize and Personalize Customer Experience. Entrepreneurship development – Start-up initiatives, skilling, Entrepreneurship, skills and competencies, ASAP programs– Financial management skills and competencies Consumer education – exploitation, protection, consumer rights, laws, and policies. Recent developments in computerized Accounting - cloud accounting, automation of accounting, social media strategy, collaborative accounting, outsourcing

**(25 Hrs)**

### **Module Outcomes:**

*After completing this module, students should be able to:*

MO1: Analyse the current trends in commerce education.

MO2: Understand the technological developments in commerce and their applications.

MO3: Understand Entrepreneurship development in detail.

MO4: Analyse recent developments in computerized Accounting.

## **MODULE VI : STRATEGIES OF ASSESSMENT IN COMMERCE EDUCATION**

Quantitative V/S Qualitative Assessment. Diagnostic test, Achievement test, Performance test, prognostic test. Teacher as a reflective practitioner - Reflective strategies – concept mapping, brain storming, reflective journal, problem-solving, self-questioning, Portfolio Assessment – digital portfolios, Rubrics. An introduction to Research in Commerce Education- Need and importance- Commerce Teacher as researcher-Areas of research in Commerce education. Review of recent research studies in Commerce education.

**(20 Hrs)**

### **Module Outcomes:**

*After completing this module, students should be able to:*

MO1: Differentiate between quantitative and qualitative assessments

MO2: Understand the Preparations of various assessment tests in Commerce

MO3: List out the practices of a reflective commerce teacher

MO4: Develop an e-portfolio based on various academic activities in commerce

MO5: Generate a rubric for assessing the quality of a seminar presentation/project report/assignment

MO6: Prepare a reflective journal format suitable for a commerce education

MO7: Analyse the current trends in research on teaching and learning of commerce.

MO8: List out the ways and means for developing research culture and aptitude among commerce students

MO9: Review recent research studies in Commerce education concerning studies in accounting, management, entrepreneurship, finance, etc.

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Conduct a study (and prepare a report) among commerce students/teachers of using a questionnaire/ interview schedule on any one of areas listed below:
- Curriculum transaction of commerce at higher secondary level
- Content related /Process oriented approach of teaching commerce Evaluation system Pedagogical shift from teacher to learner
- Global trends in commerce education Modern practices in accounting
- Technological developments and commercial activities
- Instructional supports and resources
- Learner's needs and constraints – psychological, sociological, philosophical, economical
- Draft any qualitative tool used to assess learner's ongoing instructional process
- Design a curriculum material for teaching business studies/accountancy
- Develop lesson designs/templates based on modern instructional strategies/models
- Develop an e content related with topic in business studies/accountan

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

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

#### **REFERENCES:**

- Bhatia, S. K. (1979), Teaching of Principles of Commerce and Accountancy, SIE Publication, Delhi.
- Bhatia, S. K., (1996), Methods of Teaching Accountancy, Publication No. 16,CIE, Delhi.
- Binnion, John E., (1956), When you use a Book-Keeping Practice Set, Journal of Business Education. Vol. 32; pp.30-33.
- Boynton, Laewis, D. (1955), Methods of Teaching Book-Keeping, Cincinnati: South Western Publishing Co.
- Calfrey C. Alhonn, (1988), Managing the Learning Process in Business Education, Colonial Press, USA
- Forkher Handen L., R. M. Swanson and R. J. Thompson, (1960), The Teaching of Book-Keeping, South Western Publishing Co.

- Johnson, H. Whittam, A. “A Practical Foundation in Accounting”, U.K., George Allen & Urwin (Publishers) Ltd.1984.
- Maheshwari, S. B. (1969), Teachers’ Guide in Book-Keeping &Accountancy, Monograph 6, NCERT, Regional College of Education, Ajmer.
- Megary, J., (1989), Simulation and Gaming, The International Encyclopedia of Educational Technology, Oxford Pergamon Press.
- Musselman, Vernon A and J. M. Hanna (1960), Teaching Book-Keeping and Accounting, New York McGraw Hill BookCo.
- Musselman, Vernon, A., and Musselman, Donald Lee, (1975), Methods in Teaching Basic Business Subjects, 3<sup>rd</sup> ed. Danniel, III. The Interstate Printers and Publishers.
- Nolan, C. A. (1968), Principles and Problems of Business Education, Cincinnati, South Western Publishing Company.
- Sapre, P.M. (1968), Trends in Teaching Book-Keeping and Accounting”, Regional College of Education, Mysore.
- Schrag & Poland (1987), A System for Teaching Business Education, McGrawHill Book Company, New York.
- Siddique, M. Akhtar and R. S. Khan, (1995), *Handbook for Business Studies Teachers*, Jamia Millia Islamia, New Delhi.
- Tonne, Herbhert and Lovis C. Nancy, (1995), *Principles of Business Education*, McGraw Hill, New York.
- Van Ments, M. (1990), Simulations, Games and Role Play, Handbook of Educational Ideas and practices, London: Routledge.
- Aggarwal, J.C. (1996) A Practical Approach. New Delhi: Vikas Publishing House Pvt. Ltd.
- Allen,D & Ryan, K (1969). Micro teaching. London: Adison Wesley
- Best, John.W & Kahn, James.V. (1999). *Research in Education*. Boston: Allyn and Bacon.
- Borich, Gary D (2012). Effective teaching methods: Research based practice. New Delhi: Pearson Education
- Cooper, James M(1990) Classroom teaching skills.US: DC Health & Co
- Dave, Pushkin (2001) Teacher Training. California : ABC CLIO
- Dymoke, Sue & Harrison, Jennifer (2008). Reflective teaching and learning. New Delhi: SAGE
- Entwistle, N.J. (1987). Understanding Classroom Learning. London: John Wiley
- Green, G.H. (1987). Planning the Lesson. London: Longman

- Higher secondary business studies and accountancy text book (Plus 1 & Plus 2). SCERT, KERALA
- Jacqueline, Thousand S., Richard A. Villa & Ann, Nevin I. (2007). *Differentiating instruction: Collaborative planning and teaching for universally designed learning*. SAGE: Thousand Oaks. Pvt. Ltd.
- Kilpatrick, W. H. (1969). *The Project Method*. New York: Teachers' College Press
- Kochhar, S.K. (1985). *Methods and Techniques of Teaching*. New Delhi : Sterling Publishers Pvt. Ltd.,
- Kumar, Mahesh (2004). *Modern teaching of commerce*. New Delhi: Anmol Publications Ltd
- Leary, Zina O((2010). *Doing your research project*. New Delhi. SAGE
- Obul, Reddy D. (2000). *Re-designing of commerce education in India in the context of changing business environment*, *The Journal of Commerce*; Vol. 36(3).
- Raj, Rani Bansal (1999). *Models of teaching and concepts of learning*. New Delhi: Anmol Publications.
- Raj, Rani Bansal (1999). *New trends in teaching of Commerce* New Delhi: Anmol Publications.
- Raj, Rani Bansal (1999). *New trends in teaching of Commerce: Models of teaching and concepts of learning*. New Delhi: Anmol Publications.
- Raj, Rani Bansal (1999). *Models of teaching and concepts of learning*. New Delhi: Anmol Publications.
- Rao, Bhaskara (2005) *Curriculum for Learning to Live Together*. New Delhi: Discovery Publishing House.
- Rao, Digumarti Bhaskara (2006) *Methods of teaching commerce (2006)*. New Delhi: Discovery publishing house
- Rao, Seema (2005) *Teaching of Commerce*. New Delhi: Anmol Publications Ltd
- Singh and Gopal (2004) *Teaching Strategies*. New Delhi: APH Publishing Corporation.
- Singh, V.K (2006). *Teaching of Commerce*. New Delhi: A.P.H. Publishing corporations.
- Singh, Y.K. (2007). *Teaching of Commerce*. New Delhi: APH Publishing Corporation.
- Sivarajan, K; and Paul, Issac (2021). *Methodology of Teaching Commerce*, Calicut University Central Co – Operative Store.
- Sivarajan, K; Paul, Issac and Lal, E.K (2019). *The Methodology of Teaching Commerce*. Calicut University Central Co – Operative Store.
- Sue, Cowley (2006) *A – Z of Teaching*. New York: Brij basi Art Press Ltd.

<b>SEMESTER III</b>	<b>Course Code: SES 1 .k</b>	<b>Credits: 4</b>
---------------------	------------------------------	-------------------

**NAME OF THE COURSE: ADVANCED GEOGRAPHY EDUCATION**

**COURSE OUTCOMES:**

CO1: Articulate and exemplify basic knowledge of and understanding the history and modern trends in the nature, aims and curriculum trends in geography

CO2: Develop necessary skills in developing various instructional model based on theories of education

CO3: Develop positive attitude towards relevance of psychological theories to geography teaching and learning.

CO4: Gain insight into the methods of assessing and grading the teaching of geography

CO5: Get acquainted with the latest educational thinking about geography education

CO6 :Develop skill needed for revising geography curriculum for schools

**COURSE CONTENT**

**MODULE I FOUNDATIONS OF GEOGRAPHY EDUCATION**

Nature and scope of geography- functions- intellectual, social, vocational-evolution of geography teaching- recent trends and historical developments -Aims and objectives of teaching geography- taxonomy-origin-bloom's taxonomy 1956, revised taxonomy (1990) , process skills, technology integrated taxonomy.

**(20hrs)**

**Module Outcomes:**

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

MO1: To understand the Nature, scope, recent trends and developments in geography education

MO2: To get an idea about taxonomy Of educational objectives and revised taxonomy

MO3: to evaluate the objectives of geography learning with reference to existing syllabus

**MODULE II GEOGRAPHY CURRICULUM**

Meaning and scope of Curriculum patterns, different approaches and trends in curriculum construction- regional, National, International (critical pedagogy, PBL, issue based curriculum, KCF 2007, NCF 205, NCERT and SCERT) - Curriculum process-aims, goals, selection of learning experiences, selection of content, organization and integration of experience and content, evaluation, integration of curricular activities. Need for changing curriculum. Syllabus revision in Kerala-upgrading and modernization of

geography syllabus, integration of work oriented education critical study of the syllabus, textbooks, source books, workbooks, handbooks etc. Guide lines for preparing geography curriculum materials - Techno pedagogic curriculum transaction -Digital texts, virtual libraries etc - Curriculum evaluation- criteria, strategies adopted in India and abroad. Comparison of curriculum of different countries with Indian

(25hrs)

**Module Outcomes:**

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

M01: To analyze various Curriculum patterns, approaches and trends in curriculum construction

M02: To equip students to analyze the Curriculum process, organization and integration

M03: Students critically analyze Syllabus revision in Kerala and integration of work-oriented education

M04: Students critically analyze the Guidelines for preparing geography curriculum materials and Techno pedagogic curriculum transaction

M05:- To enable students to compare Curriculum evaluation strategies adopted in India and abroad

**MODULE III STRATEGIES FOR GEOGRAPHY INSTRUCTION**

Theoretical base of geography education - Piaget's developmental theory of learning and its implication in geography - Bruner's theory of cognition growth - Gagne's Hierarchy of learning - Cognitive learning theory of Ausubel - Vygotsky's learning theory - Gardener's multiple intelligence - Critical review of strategies - Strategies for geography instruction, techniques individualized learning personalized system of learning, auto lecture, programme for disadvantaged - Modern strategies –concept mapping, mind mapping, brain-based learning, blended strategies, using graphic organizers - Role playing, enquiry training, cooperative learning, guided and inductive thinking, problem-solving. Instructional models. Inductive- deductive thinking, conceptual -factual approach, constructivist approach- learning by discovery, guided discovery, expository learning, self devised learning, collaborative learning , based learning, experiential learning.-Reflective practices

(20 hrs)

**Module Outcomes:**

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

M01:To enable students to understand the role of psychological theories in geography education

M02: - To enable students to understand Strategies and techniques in geography instruction

M03:To enable students to familiarize with Modern strategies in geography instruction

#### **MODULE IV: TECHNOLOGY ORIENTED GEOGRAPHY EDUCATION**

Technopedegogiccontentknowledge,TPCKbasedcontentanalysis,digitaltextIdentificationofe- resources,e- contentdevelopmentProgrammed instruction, branching mechanics of developingmaterials of programmed learning. Micro teaching-development of teaching skills – ICT andgeography teaching , e- learning networking purposes- personal and professional growth, online learning, meaning purpose – Blogs-meaning, educational, instructional blogs – Cyber aids-meaning , ethics – Resources for teaching- learning UBUNDU, MOODLE, ERIC,INFLIBNET – Virtual learning-value-factors, problems of virtual classrooms solutions – E- learning, M- learning, teleconferences

**(20 hrs)**

##### **Module Outcomes:**

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

MO1: To get acquainted with Programmed instruction, branching mechanics of developing materials of programmed learning

MO2: To enable students to understand the concept, steps, phases, components of micro teaching skills

MO3To enable students to apply ICT in geography teaching , e-learning networking purposes- personal and professional growth

MO4: To get practical skills on online learning, meaning purpose - Blogs-meaning, educational, instructional blogs

MO5:to get awareness on ethics and meaning of Cyber aids

MO5:To get familiarise with Resources for teaching-learning - UBUNDU, MOODLE, ERIC,INFLIBNET - Virtual learning-value-factors, problems of virtual classrooms solutions - E- learning, M- learning, teleconferences

#### **MODULE V: EVALUATION AND ASSESSMENTINGEOGRAPHY EDUCATION**

Concept of evaluation and assessment Types- formative and summative evaluation-process skills, teacher made tests and standardized tests, construction and standardization of an achievement test – CCE, rating scales, checklists, portfolios and rubrics'- Grading-principles devising a grading system, avoiding grading errors, diagnostic testing and remedial teaching – Assessment-affective measures, use

of tools and techniques – Planning and assessment of portfolios in geography teaching- rubrics for evidence based performance evaluation – Assessment of curricular activities-assessment of content knowledge through activities. Online examination, computer based examination, informal assessment strategies for geography classroom, application cards, graphic organizers, guided reciprocal, peer questioning etc.

(25hrs)

**Module Outcomes:**

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

M01: To get acquainted with Types of the evaluation process

M02: To enable students to construct and standardize tests

M0 3 To familiarize with Grading-principles and techniques.

M0 4 To get a clear idea about tools and techniques of alternative and performance-based assessment

**MODULE VI: RESEARCH PERSPECTIVE**

Acquaintance with research findings in geography education - Variables related to geography achievement - Efficacy of models - Emerging researchable areas in geography -Researches in geography related to education

(10hrs)

**Module Outcomes:**

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

M01: To get acquainted with research findings in geography education and identify the areas of research

M02: To develop a learning package in geography learning

M03: To identify electronic tools for research in geography education

**ACTIVITIES, ASSESSMENT & LEARNING RESOURCES**

**REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Preparation of lessons based on modern instructional strategy
- Preparation of a resource unit in geography
- Preparation of Innovative material in teaching learning

- Documentation of an geographical issue
- Preparation of a learning module
- Pedagogic analysis of select topics.

## MODE OF CURRICULUM TRANSACTION

The contents can be transacted through direct instruction, interactive, experiential and independent study. Learning can be done by transmissive, transactive and transformative learning. Installation, and online instruction can be followed.

## REFERENCES

- Ackerman, E.A. (1958) – *Geography as a fundamental Research Discipline*, University of Chicago Research Papers.
- Borich, D.G. (1996). *Effective Teaching Method*. New Jersey: Prentice Hall, Englewoods Cliffs.
- Brown, James W. and Lewins (1985). *A-V Instructional Technology, Media and Methods*. New York: McGraw Hill Book .Co.
- Chandana, R.C.(1998). *Environmental Awareness*. New Delhi: Kalyani publishers.
- Chauhan, S.S. (2006). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Entwistle, N.J. (1987). *Understanding Classroom Learning*. London: John Wiley
- Freire, Paulo. (1998). *Pedagogy of the Oppressed*. USA: Continuum Pub. Co.
- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. New York: BasicBooks
- Goleman, D. (1995). *Emotional Intelligence*. New York: McGraw Hill.
- Haggett, P. (2004). *Geography: A Modern Synthesis*. (8th ed.). New York: Harper and Row: Joyce, Bruce and Weil, Marsha. (1997). *Models of Teaching*. New Delhi: PrenticeHall of India.Pvt.Ltd.
- Kincheloe, J. (2008). *Critical Pedagogy* (2nd ed.). New York: Peter Lang.
- Kumar, S.P.K & Noushad, P.P.(2009). *Social Studies in the Classroom: Trends and Methods*. Mangal, S. K.(2007) *General Psychology*, New Delhi : Sterling Publisher Pvt. Ltd.
- Crow, A. and Crow, L.D. (1944). *Learning to live with others*, Chapter II, Copyright, 1944 by D.C. Health and Company.
- Michael, Can. (1966). *New Patterns: Process and change in Human Geography*. Canada: NelsonMonkhouse, F. J. (1985). *Maps and Diagrams*. Methuen: London.
- Moor, Kenneth .D. (1994). *Secondary Instructional Methods*, Madison: WCB Brown and BenchMark Publishers.

- NCERT (2005).National Curriculum Frame Work 2005, New Delhi.SCERT (2007).Kerala Curriculum Frame Work 2007, Trivandrum.
- Singh, R.L. and Singh, Rana, P.B. (1993). *Elements of Practical Geography*.New Delhi: KalyaniPublishers:
- Sarkar, A. K. (1997). *Practical Geography: A Systematic Approach*. Kolkata: Orient Longman:
- Sivarajan, K. and Thulasidharan, T.V.(2014). *Social Science Education.Methodology of Teaching and Pedagogic Analysis*.Calicut: CalicutUniversity Central Co-operative stores.
- Smith, D.M. (1977).*Human geography A welfare approach*, London: Edward Arnold
- Strahler, A.N. and Stahler, A.M. (1992).*Modern Physical Geography*.New York: John Wileyand Sons.

<b>SEMESTER III</b>	<b>Course Code: TCS 3(a)</b>	<b>Credit: 1</b>
---------------------	------------------------------	------------------

**NAME OF THE COURSE: EDUCATIONAL STATISTICS PRACTICAL**

**COURSE OBJECTIVES**

CO1: To apply knowledge of research methodology in actual situations

CO2: To familiarize with statistical data analysis using software

Activities (any three)

- Prepare a sample data file in Excel or SPSS.
- Use functions for calculations in Excel.
- Create formulae to do calculations in Excel.
- Measures of Central Tendency and Dispersion in Excel or SPSS.
- Calculate Coefficient of Correlation in Excel or SPSS
- Calculate ANOVA, ANCOVA using any software
- Prepare statistical graphs using software
- Write a dummy data of 60 units(30 boys and 30 girls) Use select cases from SPSS to find out the relationship between academic achievement and study habit of boys only
- Collect the total marks in graduation of your colleagues and draw a box plot using SPSS or R to find out whether there is an outlier or not.
- Design an outline of a study and draw objectives and hypotheses proposing that one way Anova will be employed
- Take any two data sets ( hypothetical) and find out the regression equation
- Take any tool from a thesis, collect data with categorical variables gender, locale and birth order. Compare the means of the groups to test its significance
- Discuss the significance of Standard Error by collecting data using random and non random sampling methods
- Suppose you have collected data on Intelligence and Achievement of Primary School students using Purposive Sampling and your sample is 20 only ( 12 boys and 8 girls) what will you do? Write steps of your statistical analysis.
- Collect data on agreement towards any Issue using three point scale (Agree, Undecided, Disagree)

(a) 30 boys and 40 girls

(b) 40 rural students and 60 urban students

(c) 50 students from Arts background, 40 from Scscience, 60 from Commerce

• Suppose the scores of 1000 students are given and you are directed to grade them as per the given schedule. How will you do in SPSS

a. A                      75-100

b. B                      60-75

c. C.                     50-60

d. D                      40-50

e. E                      Below 40

Evaluation Criteria    Marks

A. Stating Objectives    2

B. Practical Session / Planning      8

C. Presentation of Result      5

D. Report ( data, steps, result, interpretation, conclusion)      10 Total      25

<b>SEMESTER III</b>	<b>Course Code: ITV</b>	<b>Credit: 1</b>
---------------------	-------------------------	------------------

**NAME OF THE COURSE: INSTITUTIONAL TWINNING VISIT**

**COURSE OUTCOMES:**

CO 1: Familiarise institution to institution partnerships and peer relationships to gain mutual benefit

CO 2 : Promote professional exchanges and mentoring for the effective sharing of resources

CO3 : Contribute to effectively leverage resources

CO4 : Achieve successful sustainable and productive outcome

CO5 : Participate voluntarily in activities for self and group improvement

CO 6: Adopt best practices in a collaborative way

**Activities to be undertaken**

1. Study visit to an institution of Regional/National /International Significance
2. Organising a seminar along with the twinning partner institute
3. Workshop aiming skill development on a topic of contemporary relevance

(Possible institutions like RIE Mysore, Aurobindo Ashram, Rishi Valley Campus, Gandhigram Rural University, CUSAT, Research labs, Agricultural Universities, Technological Universities, NGO's like Mithranikethan, Vinobha Nikethan etc could be identified for twinning.)

A reasonable form of report with certification from both the institute is essential for completing the credit.

**Evaluation criteria**

Participation in the programme	15 marks)	Reporting cum visual presentation	10 marks
Total	25 marks		

<b>SEMESTER III</b>	<b>Course Code: SDC 3</b>	<b>Credit: 1</b>
---------------------	---------------------------	------------------

**NAME OF THE COURSE: COMMUNICATION AND ACADEMIC WRITING**

**COURSE OUTCOMES**

- to identify various communication styles and differentiate between verbal and non-verbal communication.
- to make use of proper techniques when communicating through speech and writing.
- to Improve on their conversational skills and build up their skills to communicate within a group.
- to make use of strategies for integrating communication with technology.
- to identify the barriers which prevent them to be in communication.
- to grasp the meaning and characteristics of genres of Academic Writing.
- to familiarize themselves with different forms of academic writing.
- to acquaint themselves with the stages in academic writing and its structure.
- to prepare different kinds of academic documents using appropriate academic vocabulary and style with ease.
- to utilize relevant material in their writing from reliable online sources.
- to use suggested referencing styles and keep plagiarism at bay.

**COURSE CONTENT**

**MODULE I: COMMUNICATION**

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

***Module Outcomes:***

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

- MO1: Investigate the Verbal and Non-Verbal types of communication.
- MO2: Identify the essential skills for having a conversation.
- MO3: Acquire communication competencies among group.
- MO4: Analyse the different communication technologies.

MO5: Identify the barriers to communication

## **MODULE II: ACADEMIC WRITING**

Academic Writing – Meaning – Characteristics – Writing as an Argument and Analysis – Unity and Coherence - Formats of Academic Writing – Letters, CVs, Notes, Essays, Reports, Articles, Research Proposals, Dissertations, Theses - Structure of Academic Writing– Skills required - Note taking and summarization - Academic Vocabulary – Using Online Resources - Avoiding ambiguity - Punctuation and Grammar – Referencing Styles – Rewriting – Proof Reading – Issues of Plagiarism – Copyrights

### ***Module Outcomes:***

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

MO1: Compute the meaning and characteristics of Academic Writing.

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

MO3: Elucidate the different formats of Academic writing

MO4: Familiarize the structure of academic writing and the skills required.

MO5: Describe the concept of Academic Vocabulary.

MO6: Experiment the different online resources and its effectiveness.

MO7: Compare the different referencing style, punctuation & grammar, proof writing, issues in plagiarism and copyrights.

## **MODES OF CURRICULUM TRANSACTION**

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

## **ASSIGNMENTS**

Assignments on different kinds of academic writing –Preparation of sample letters and Curriculum Vitae, essays on particular topics or summary reports of documents and articles.

## **WORKSHOPS / PRACTICALS**

Practical work will involve students working on individual writing projects on topics ranging across varied themes and issues – that are specifically assigned to them. Workshops will provide ample opportunities to students to work together on group written projects and prepare miniature models of academic writing. These products will keep in mind the requirements and features that are considered essential for good academic writing, which have already been discussed in the course content.

## **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Preparation of an academic research proposal having clearly identified the problem under perusal, the objectives, methodology as well as the tools and techniques.
- Book reviews
- Preparation of a research paper on any topic that merits immediate discussion.
- Critical evaluation of an article from any academic journal to identify and analyse the style, form and language

## **EVALUATION CRITERIA**

Workshop and Practicals	12 marks	Practicum	5
Assignment			3
<u>Written test</u>			<u>5</u>
<b>Total</b>			<b>25</b>

<b>SEMESTER III</b>	<b>Course Code: SDC 4</b>	<b>Credit: 1</b>
---------------------	---------------------------	------------------

### **SDC4: GENDER ISSUES: AWARENESS AND MANAGEMENT**

#### **COURSE OUTCOMES**

- to emerge as citizens who are gender responsive.
- to identify the national and international trends in maintaining gender equality.
- to grasp the impact of globalization on gender issues.
- to familiarize them with the concept of digital gender divide and understand the consequences.
- Analyze the gender issues and concerns in the education system
- Analyze the causes of gender inequality
- to realize how education can lead to gender equity.
- to recognize the role of women in the social building process.
- to acquaint themselves with the strategies and techniques that are to bring about gender equality.

#### **COURSE CONTENT**

##### **MODULE I: GENDER ISSUES: CREATING AWARENESS**

Gender and Education – Current Issues – Gender differences in educational attainment, work participation and wages - Gender equality and sustainable development – Gender and Globalization - Gender Digital Divide – The consequences of a Gender Digital Divide.

##### ***Module Outcomes:***

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

MO1: Understand the interconnections of gender and Education in various spheres of human endeavour.

MO2: Analyse the current issues pertaining to gender and Education.

MO3: Explain the changing gender differences in educational attainment.

MO4: Summarize that the gender inequality in education is a persistent problem in Indian society especially in work participation and wages

MO5: Develop awareness on gender equality and sustainable development.

MO6: Evaluate the impact of globalization on gender.

MO7: Develop awareness on Gender Digital Divide

MO8: Identify the consequences of Gender Digital Divide.

## **MODULE II: MANAGEMENT OF GENDER ISSUES**

Strategies for Women Empowerment – Policies and Initiatives - Education as a tool for Empowerment - Gender responsiveness –National and International Initiatives – Strategies adopted for bringing about Gender Equality – Governmental campaigns- Government schemes and initiatives in promoting the education of girl child. Gender Movements – Beti Bachao, BetiPadhao, Skill development in Women folk etc. POSCO Act.

### ***Module Outcomes:***

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

MO1: Identify education as a tool for Empowerment

MO2: Discuss the policies and initiatives taken for empowering women

MO3: Analyse the different strategies for promoting Women Empowerment

MO4: Familiarize with the national and international Initiatives and campaigns taken by the Government for bringing gender equality.

MO5: Explain the importance of ensuring gender responsiveness

MO6: Involve in government campaigns

MO7: Recognise Government schemes and initiatives in promoting the education of girl child

MO8: Tabulate Gender Movements – Beti Bachao, BetiPadhao, Skill development in Women folk etc. and their objectives

MO9: Explain the need of POSCO Act in the present scenario.

## **MODES OF CURRICULUM TRANSACTION**

Interactive discussions, Lectures, Debates and dialogues, Reflective practices, Case studies from across the world, Experiential learning, Collaborative learning, Field exploration, Seminars, Presentations, Workshops, Strategies based on Observation and enquiry, Introspection

## **ASSIGNMENTS**

Assignments may be submitted after reviewing of literature related to gender issues that exist across the globe. Students might also be asked to compile specific strategies to be adopted for the ensuring that these differences that subsist all over becomes non-existent.

## **WORKSHOPS / PRACTICALS**

Practical work may include but need not be necessarily limited to the following:

- Identification of highly palpable disparities with regard to gender.

- Workshop to generate awareness regarding common gender issues evident in the society.
- Listing of strategies that could be efficiently put to use to bridge the differences with regard to gender.

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- A critical evaluation of text books from the perspective of gender neutrality.
- A critical analysis of various policy documents (national, international) related to gender issues.
- Comparison of gender issues across countries and continents.
- Critical evaluation of textbook with respect to gendered roles, relationships and ideas in textbooks and curricula.

### **EVALUATION CRITERIA**

Workshop and Practicals 12 marks Practicum 5

Assignment	3
<u>Written test</u>	<u>5</u>
<b>Total</b>	<b>25</b>

<b>SEMESTER III</b>	<b>Course Code: SDC 5</b>	<b>Credit: 1</b>
---------------------	---------------------------	------------------

**NAME OF THE COURSE: PRACTICES PROMOTING ECO-FRIENDLINESS**

**COURSE OUTCOMES:**

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

**COURSE CONTENT**

**MODULE I: UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL PROBLEMS**

Components of Environment – Meaning and definition – Interrelationship between factors of environment – Major biomes of the world-Inter relationship and inter dependence of biomes- Environmental problems- Population Explosion-Pollution (air, water and land), global warming, impacts of deforestation

***Module Outcomes:***

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

MO1: describe the components of the environment

MO2 : identify the factors of environment

MO3: describe the interrelationship between factors of environment

MO4: explain the major biomes of the world

MO5: realise the Inter relationship and inter dependence of biomes predict the impact of human being on biosphere

MO6:

MO7: interpret the consequences of human beings impact on environment.

## **MODULE II: RESOURCE MANAGEMENT AND CONSERVATION OF RESOURCES**

Resources and its management - Resources – Types: soil, water energy, minerals, species) Depletion of Renewable and Non-renewable resources–meaning, causes and effects– Conservation and management of natural resources-conservation strategies-wetland reclamation, rain water harvesting

### ***Module Outcomes:***

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

MO1: classify and illustrate the various resources

MO2: explain the different types of resources

MO3: Describe depletion of renewable and non-renewable resources

MO4: identify the causes the depletion of our natural resources

MO5: suggest ways of conservation of resources

MO6: design strategies for management of natural resources

MO7: identify the environmental problems caused by the reclamation of wetlands

MO8: realise the need for rain water harvesting

## **MODULE III: SUSTAINABLE DEVELOPMENT**

Definition, objectives, goals; Types of sustainability-Social, economic and environmental-Earth Summit (1992) and Earth Pledge, World Summit for Sustainable development (2002): 5 key areas of priority- Environmental conflicts and environmental movements-Green Chemistry

### ***Module Outcomes:***

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

MO1: explain the various types of sustainability.

MO2: list and discuss the environmental movements.

MO3: interpret and define green chemistry

## **MODULE IV: ENVIRONMENTAL EDUCATION AND ECO-FRIENDLY PRACTICES**

Environmental laws and rights-Eco literacy-Environmental action society in protectingeco-system- Green culture-NGO's –fostering eco-friendly practices (THANAL, WWF, Treewalk,ATREE etc.)-Eco-friendly practices followed by institutions and individuals; Social Forestry-objectives and types: farm forestry, community forestry, extension forestry,and agro forestry

### ***Module Outcomes:***

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

MO1: suggest and practice eco-friendly practices.

MO2: examine the role of society in protecting ecosystem

MO3: analyse the functions of various Non-Governmental Organizations

MO4: plan some Eco-friendly practices followed by institutions and individuals

MO5: describe the objectives and types of Social Forestry

### **MODE OF CURRICULUM TRANSACTION**

Interactive discussions, Lectures, Debates and dialogues, Reflective practices, Case studies from across the world, Experiential learning, Collaborative learning, Field exploration, Seminars, Presentations, Workshops, Strategies based on Observation and enquiry, Introspection

### **WORKSHOPS / PRACTICALS**

Concept of sustainable living practiced by various individuals and institutions can be selected.

### **REFLECTIVE PRACTICUM**

Sample practicum may include eco-friendly living practiced by different traditional groups of Kerala. It can also include the work of THANAL in the field of organic farming and campaign against GMO's, waste management of KV Dayal, energy management by ATREE, promotion of eco-friendly living by Kovalam Zero waste Centre, Conservation of traditional rice by Nelvayal Raman.

### **EVALUATION CRITERIA**

Workshop and Practical	12 marks	Practicum	5
Assignment			3
Written test			<u>5</u>
<b>Total</b>			<b>25</b>

<b>SEMESTER IV</b>	<b>Course Code: PCS 4</b>	<b>Credits: 4</b>
--------------------	---------------------------	-------------------

**NAME OF THE COURSE: FUTURISTIC PERSPECTIVES OF EDUCATION**

**COURSE OUTCOMES:**

**CO1:** Articulate and exemplify basic knowledge of political, economic and futuristic aspects of education

**CO2:** Demonstrate the development of democratic outlook in education

**CO3:** Convince education as a pre-requisite and a tool to accelerate Economic Development

**CO4:** Evaluate the practices of educational administration, management and governance

**CO5:** Understand the innovative development in our system and generate skills to address innovative instructional issues

**CO6:** Analyse the strategies and techniques for effective Classroom Management , Human Resource Management, and Materials Management

**CO7:** Generalise Manpower Planning in India

**CO8:** Aware about education in international perspectives

**COURSE CONTENT**

**MODULE I: POLITICAL ASPECTS OF EDUCATION**

Lessons from ancient world, growth of education system. Political Management and education. Micro politics in education - use of formal and informal power by individuals and groups. Macro politics in education - how power is used and decision making is conducted at distinct state and federal levels. Defensive routines and organizational learning, the hidden curriculum. Five goals of Education- democratic competence , personal autonomy, personal flourishing, contributory effectiveness(ability to contribute to social and economic life), capacity for cooperation. Democracy – Salient features of Indian democracy, Democracy and education, Indian Constitution, secular spirituality.

**(30 Hrs)**

### **Module Outcomes:**

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

M01: trace the growth of educational system from ancient world

M02: examine the emphasis of Political Management and education

M03: discover the defensive routines and organizational learning

M04: infer the importance of hidden curriculum

M05: differentiate micro and macro politics in education

M06: identify the five goals of Education

M07: appreciate the salient features of Indian democracy

### **MODULE II: ECONOMIC ASPECTS OF EDUCATION**

Meaning, definition, scope and importance of Economics of Education. Education – a pre-requisite and a tool to accelerate Economic Development - Education for Economic Growth and Development. 5Es of Economics of Education – Ecology, Environment, Energy, Education and Engineering. Human Resource Development- Human Development Index . Realization of MDGs (Millennium Development Goals-UN) in relation to knowledge construction and skill development of Teacher as an Entrepreneur. Cost effectiveness of Higher Education. Direct (social & private) and indirect benefits of education (spill-over and externalities) - Economic benefits of ICT integration in Education.

**(30 Hrs)**

### **Module Outcomes:**

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

M01: recognise the meaning, definition, scope and importance of Economics of education

M02: delineate the role of Education for Economic Growth and Development

M03: acquire the skills and relevant knowledge that help teachers to grow in the workplace

M04: appraise MDGs in relation to knowledge construction and skill development of Teacher as an Entrepreneur

M05: estimate the cost effectiveness of Higher Education

M06: predict the economic benefits of ICT integration in Education.

### **MODULE III: EDUCATIONAL MANAGEMENT**

Classroom Management: Strategies and Techniques for effective Classroom Management, Human Resource Management, Materials Management . Concept of Manpower Planning, Forecasting man power needs - Right to Education, Equality of Educational Opportunity. Approaches to man power planning- Manpower Planning in India. International Comparison Method. Education and Unemployment- Limitations of manpower forecasting. Causes of Educated Unemployment- Role of Education in solving the problems of Unemployment and Education- Effect of Educated Unemployment in Indian economy. Educational Planning in India- need, concept Decision Making: Meaning, Definitions , Process Management By Objectives (MBO).Institutional Planning and Budgeting - Principles and approaches of educational planning. (Social Demand, Manpower Requirement, Cost- Benefit/Rate of Returns and Synthetic/Eclectic Approach). Problems of educational planning in India.

**(30 Hrs)**

#### **Module Outcomes:**

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

M01: recognise the strategies and techniques for effective Classroom Management

M02: classify the approaches to man power planning

M03: indicate the causes of Educated Unemployment

M04: estimate the role of education in solving the problems of Unemployment and Education

Mo5: judge the effect of Educated Unemployment in Indian economy

M06: appraise the principles and approaches of educational planning

M07: locate the problems of educational planning in India

### **MODULE IV: FUTURE ASPECTS OF EDUCATION**

Technological Changes- opportunities for diverse time and place learning-flipped learning, personalized learning, conflict resolution skills, free choice of devices, programmes and techniques, blended learning, project-based learning-organizational, collaborative and time management skills,, field experience, data interpretation using human reasoning to infer logic, media literacy, educational broadcasting, change of Q&A exams, students owned curricula, mentoringinstead of teaching. Entrepreneurship education- genesis, concept, characteristics, the role of teacher, edupreneurship skills, student start-up movements. Societal trends, economic trends, demographic trends, future-

oriented curriculum, attaining of higher order thinking skills, abstractive vs. creative thinking, critical reading and action, service learning, whole-person education, coping with diversity and trans disciplinary education, Inclusive education of main ethnic people and gender and sexual minority (GSD). Social media and education- communication in the new age culture of generation Z and beyond.

**(30 Hrs)**

### **Module Outcomes:**

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

M01: enumerate the technological changes in education

M02: identify the genesis, concept, and characteristics of Entrepreneurship education

M03: point out the societal trends, economic trends, demographic trends of future-oriented curriculum

M04: analyse the Societal, economic, demographic trends in education

M05: convince the inclusive education of main ethnic people and GSD

M04: aware of the influence of Social media in education in the new age culture of GenZ

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Conduct a debate/seminar/panel discussion on a contemporary issue with respect to the course content
- Poster presentation/poetry/songs/solo skit/ role-playing on issues related event/ any other economic/and political aspect related to course content.
- Prepare a report of the Expenditure on different levels of Education in Kerala (Refer:Budget Estimates, Govt. of Kerala and Economic Review, State Planning Board).
- Prepare a Seminar Poster based on the theme: 'Effect of Educated Unemployment in Kerala

- Prepare a report on Human Development Index in India for the last five years. (Refer: Economic Review, State Planning Board).

### **MODES OF CURRICULUM TRANSACTION**

Lecture cum discussion, technology-assisted presentations, discussion, document analysis, group work, seminars, debate, case study, brainstorming, practicum, assignment.

### **REFERENCES**

- Agarwal, J.C. (1998). Landmarks in the History of Modern Indian Education, New Delhi: Vikas Publishing House.
- Altekar, A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Basu, D.D. (2011). Introduction to the Constitution of India, Calcutta: Wadhwa.
- Mukherjee, R.K. (2011). Ancient Indian Education, New Delhi: Moti Lal Banarasi Das Publishers Pvt. Limited.
- Misra, S. K. and Puri, V. K. Indian Economy- Its Development Experience, Delhi: Himalaya Publishing House.
- Report of NPE (1986), Government of India
- Report of Revised NPE (1992), Government of India

<b>SEMESTER IV</b>	<b>Course Code: SES 2.1</b>	<b>Credits: 4</b>
--------------------	-----------------------------	-------------------

**NAME OF THE COURSE : HUMAN RIGHTS EDUCATION**

**COURSE OUTCOMES:**

**CO1:** Articulate and exemplify basic knowledge to understand the concept of Human Rights

**CO2:** Explore various agencies contributing toward the implementation of Human Rights

**CO3:** Gain knowledge about emerging trends in human rights

**CO4:** Develop an insight into the concept, and importance of Human Rights Education

**CO5:** Probe into various strategies of teaching Human Rights

**CO6:** Develop an insight into the significance of the value approach to human rights

**COURSE CONTENT**

**MODULE I: HUMAN RIGHTS**

Human rights-meaning and characteristics. Classification of Rights – Three Generations of Human Rights. Indian constitution and Human Rights- constitutional provisions for human rights- fundamental rights, directive principles and fundamental duties

**(10Hrs)**

**Module Outcomes:**

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

M01:understand the meaning and characteristics of human rights.

M02:classify human rights.

M03:analyse constitutional provisions for human rights

**MODULE II: HUMAN RIGHTS INSTRUMENTS**

International Bill of Rights –Significance- Universal Declaration of Human Rights, International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights. Women rights- importance- Convention on Elimination of All forms of Discrimination against women- Declaration on the Elimination of Violence against Women-Law

Relating to Crimes against Women -Implementation of women's rights- women's health and safety provisions in India with special reference to Kerala- Women's Commissions. Child Rights- need and significance- - Convention on the Rights of the Child- child labour- child labour (prohibition and regulation) act - Role of Government and NGOs in Child Rights and Child Protection.

(25 Hrs)

**Module Outcomes:**

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

M01:understand the significance of Universal Declaration of Human Rights.

M02:explain International Covenants related to human rights

M03:comprehend various national and international provisions regarding women's rights.

M04:comprehend various national and international provisions regarding child rights.

**MODULE III: MECHANISMS FOR ENFORCEMENT OF HUMAN RIGHTS**

Major human rights issues in India-causes and remedies. Enforcement of Human Rights and role of various agencies- judiciary, government,NGOs, media. Protection of human rights act-National and state level human rights commissions- features, functions, powers (include case studies of major human rights issues in India for transaction).

(20 Hrs)

**Module Outcomes:**

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

M01:understand major human rights issues in India.(understand)

M02:explain the role of various agencies-judiciary, government,NGOs, media- in the enforcement of human rights.(understand)

M03:understand the role of National and state level human rights commissions.(understand)

**MODULE IV: HUMAN RIGHTS EDUCATION**

Human rights education.-meaning and objectives. Education for human rights and Education about human rights. Need and Importance of Education for Human Rights in the existing social

scenario . Barriers in implementing Human Rights Education. Value approach to Human Rights Education

(25 Hrs)

**Module Outcomes:**

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

M01:-understand the meaning and objectives of Human rights education.

M02: differentiate Education for human rights and Education about human rights

M03:explain the need of Education for Human Rights in the existing social scenario.

M04:identify the barriers in implementing Human Rights Education.

M05:comprehend the value-oriented approach to Human Rights Education.

**MODULE V: - CURRICULAR APPROACHES**

Curricular approaches to human rights education-formal, informal and Hidden. Human rights education at primary and secondary levels-integration to core subjects and co-curricular activities.

Role of teacher in promoting Human Rights- -Training teachers for Human Rights Education

**Module Outcomes:**

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

M01:understand different curricular approaches to human rights education.(understand)

M02:implement Human rights education at primary and secondary levels. (Apply)

M03: understand the role of teacher in promoting Human Rights. (understand)

**MODULE VI: - EMERGING TRENDS**

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

**Module Outcomes:**

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

M01:understand the emerging trends in Human Rights related to Terrorism.

M02: understand the emerging trends in Human Rights related to the Environment

M03 understand the emerging trends in Human Rights related to technology.

M04 understand the emerging trends in Human Rights related to Globalization

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Write a report on any Seminar/Workshop on human rights organized by any Institution.
- Write a report on the implementation of Human Rights in a school of your choice related to students, teachers and principals.
- Survey issues related to violation of human rights and write a report on the same.
- Conduct a programme on awareness of human rights in your community.

### **REFERENCES**

- Aggarwal, J.C. (2005). *Education for values, environment and human rights*. New Delhi: Shiprapublication.
- Balasooriya, A.S. (1995). *Education for Peace: Learning Activities, Maharagama*, Sri Lanka: National Institute of Education. Brown, G. (1971). *Human Teaching for Human Learning*. New York: Viking.
- lors, J. (1996). *Learning the Treasure within: Report of International Commission on Education for the 21st Century*. Paris: UNESCO.
- Dhand, H. (2000). *Teaching Human Rights: A Handbook for Teacher Educators*. Bhopal: Asian Institute of Human Rights Education.

- Fountain, S. (1999). *Education for Peace in UNICEF*. New York: Working Paper Education Section, Programme Division, UNICEF.
- Government of India (1993). *Learning without Burden*. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India
- Government of India. (1986). *Report of the National Policy on Education (1986)*. New Delhi: Ministry of Human Resources Development, Government of India.
- Torney-Purta, Judith; Graves, Norman; Dunlop, Jim; (eds.). (1984). *Teaching for International Understanding, Peace and Human Rights*, UNESCO, Paris, Hall, Engle Cliffs. Harris, Robert; Hahn, Carole (eds.)

<b>SEMESTER IV</b>	<b>Course Code: SES 2.2</b>	<b>Credits: 4</b>
--------------------	-----------------------------	-------------------

**NAME OF THE COURSE: LIFE SKILL EDUCATION**

**COURSE OUTCOMES:**

CO1: Articulate and exemplify basic knowledge of concepts, objectives and principles of life skill education and acquaint the students with several aspects of life skill education

CO2: To translate knowledge, attitude, skills and values into action

CO3: To behave responsibly and develop a positive attitude towards themselves and others

CO4: To promote risk-free behavior, communicate effectively

CO5: To improve self-perception by building self-confidence and self-esteem

CO6: To appreciate the benefits of an active lifestyle and constructive use of leisure time.

**COURSE CONTENT**

**MODULE I: HUMAN COMPETENCIES AND LIFE SKILL EDUCATION**

Promotion of human capabilities - lifelong learning and HRD The concept of skill and skill development- Types of skills – personal skills, conceptual skills, technical skills, managerial skills, organizational skills, specialized skills, and life skills. Meaning and concept of life skills education identified by WHO, Classification of life skills, Core life skills - self-awareness, empathy, decision-making, problem-solving, creative thinking, critical thinking, effective communication, interpersonal relationship skills, coping with emotions and coping with stress. Problem-specific Life Skills and skills for Area-specific development. Components of life skills. Role of life skill in Human Resource Development.

**(20 Hrs)**

**Module Outcomes:**

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

M01: Remember the term skills

M02: Understand different types of skills and the role of life skills in Human Resource Development.

M03: Apply the knowledge of various skills in real-life situation

M04: Apply Life Skill Education in Human Resource Development

M05: Analyse the importance of various skills

M06: Evaluate the importance of various skills and their knowledge for an individual for his wellbeing

M07: Create awareness about the Meaning and concept of life skills

M08: Create awareness about the current trends in skill development

## **MODULE II: NEED AND SIGNIFICANCE OF LIFE SKILLS EDUCATION IN MODERN SOCIETY**

Need for imbining life skills – Key elements of Life skills education – skill development, Informational content, Interactive teaching methodologies - Benefits of life skills to the society - Educational, social, health, cultural and economic benefits. - Implications of Life skills education - personal, educational, socio-cultural, economic and developmental.

**(15 Hrs)**

### **Module Outcomes:**

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

M01: Remember the term Life Skill Education

M02: Understand the benefits of Life Skills to Society

M03: Analyse the need for imbining life skills for human well-being

M04: Evaluate the implications of Life skills education

M05: Create awareness about Key elements of Life skills education

## **Module III: LIFE SKILLS EDUCATION IN SCHOOLS**

Designing Life skills education, Traditional and Life skills approach– Prospects - integrated into curriculum development for schools, problems and possibilities. Adolescent mental and reproductive health, life skills interventions in the curriculum, life skills and mental health programmes. Life Skills approaches for Youth development. Life skills and secondary education – NCF (2005) – recommendations, methods for promotion of life skills - Integrating Education of Life Skills in the School Subjects – languages, science, mathematics, social sciences, ICT - turn knowledge into attitude, behaviour and actions, healthy habits. Stimulating personal and social development - Life skills for personality development and leadership - life skills for the development

of personality in adolescents — understanding and managing others, development of leadership through life skills

**(30 Hrs)**

**Module Outcomes:**

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

M01: Remember Modes of Curriculum Transaction

M02: Remember the importance of an interdisciplinary approach to life skill education

M03: Remember the importance of life skills in personal and social development

M04: Understand Modes of Curriculum Transaction

M05: Understand the significance of integrating Education of Life Skills in the School

M06: Understand that life skills play a vital role in personality development and leadership among youth

M07: Apply the knowledge of Life Skills in the School Subjects

M08: Analyse the aspect of knowledge conversion into attitude and behaviour

M09: Analyse Designing of Life skills education

M10: Evaluate Traditional and Life skills approach

M11: Evaluate the outcome of integrating Education of Life Skills in the School

M12: Create a positive attitude towards the aspect of knowledge conversion into attitude, behaviour and actions, healthy habits

M13: Create awareness about Designing Life skills education, Traditional and Life skills approach

M14: Evaluate the relevance of life skills for the development of personality in adolescent

M14: Create a positive attitude towards the role of life skills for stimulating personal and social development

**Module IV: LIFE SKILLS AND VOCATIONAL EDUCATION**

Vocational skills – How Life Skills support and improve vocational skill-need for training and integrating Life Skills with vocational skills – Promoting efficiency and effectiveness. Life skills training, major components of training– work-related skills – need for training – promoting self-sufficiency.

**(15 Hrs)**

**Module Outcomes:**

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

M01: Remember the trends and innovations in Life skill Education and training

M02: Apply the trends and innovations in Life skill Education and training

M03: Evaluate Trends and innovations in Life skill Education and training

M04: Apply Life Skills support in improving vocational skill

M05: Analyse the need for training and integrating Life Skills with vocational skill

**Module V: LIFE SKILL TRAINING IN TEACHER EDUCATION**

Emerging concepts in training- traditional and participatory methods of training, development of training design, training need analysis, objectives, methods, materials, content of training, monitoring and evaluation of training, and remedial measures. Materials for training, application of technology in training modules. Selecting resources in terms of physical as well as human, identifying effective strategies for practicing life skills. Methodologies /tools that can be used during the Training Programmes Selecting programmes/ activities based on Life Skills.

**(25 Hrs)**

**Module Outcomes:**

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

M01: Understand the emerging concepts in training

M02: Apply technology in training modules

M03: Analyse the role of life skills in the professional development of teachers

M04: Create awareness about effective strategies for practicing life skills

M05: Create an awareness about methodologies /tools that can be used during the training Programmes

M06: Evaluate the relevance of life skills in teacher education programs

**MODULE VI: RESEARCH IN LIFE SKILL EDUCATION**

Research as a tool for development - major research in the area - Trends and innovations in Life skill Education and training - Impact studies - KAP studies - Emerging areas for research in Life skill

Education - Contributions of research in Life skill Education.

**(15 Hrs)**

**Module Outcomes:**

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

M01: Remember the trends and innovations in Life skill Education and training

M02: Understand the emerging areas for research in Life skill Education

M03: Apply the trends and innovations in Life skill Education and training

M04: Analyse the Contributions of research in Life skill Education

M05: Evaluate Trends and innovations in Life skill Education and training

M06: Create a positive attitude towards research in Life skill Education

**ACTIVITIES, ASSESSMENT & LEARNING RESOURCES**

**REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Preparation of modules for adolescent development through life skills
- Citing examples, discuss the importance of respect, responsibility, trust, cooperation, understanding and caring in making a relationship healthy.
- Preparation of a report on the nutritional status of adolescents.
- Analysis of training needs for different groups. (Eg School teachers, Youth trainers, school students, young women etc).
- Development of Training Modules.
- Development of Training materials (A/V and Print).

**MODES OF CURRICULUM TRANSACTION**

Discussion, Case Study, Project Method. Participatory Learning

## REFERENCES

- Bhatt,Rajesh kumar(2017).Life skill Education.Xpress publishing
- Mangrukar, L., Vince Whitman, C., & Posner, M. (2001). Life skills approach to child and adolescent healthy human development. Washington, D.C: Pan American Health Organization.
- Government of India (1993). Learning without Burden. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India
- Hamburg, B.A. (1990). Life Skills training: Preventive Intervention for young adolescents. A report of the lifeskills Training Workshop Group, Washington DC: Carneegie Council of Adolescent Development
- Havighurst .(1972). Developmental Tasks and Education, 3rd Ed. New York, McGraw.
- Slaby, R. & Guerra, n. (1988). Cognitive mediators of aggression in adolescent offenders. Developmental Psychology, 24, 580-588.
- Joseph,K.S.(2008).Equip yourself with life skills. Mumbai: Better Yourself Books.
- <http://www.unicef.org/rosa/lifeskills-based-education-in-south-asia.pdf>  
<http://unesdoc.unesco.org/images/0018/001892/189216e.pdf> SEMESTER IV

<b>SEMESTER IV</b>	<b>Course Code: SES 2.3</b>	<b>Credits: 4</b>
--------------------	-----------------------------	-------------------

### **SES2.3: ENVIRONMENTAL EDUCATION**

#### **COURSE OUTCOMES:**

CO1: Develop an awareness of the biodiversity richness of our country and state

CO2 Develops sensitivity to the total environment and its allied problems

CO3: Articulate and exemplify basic knowledge and understanding of the structure, processes and problems of our immediate environment

CO4: Develops the ability to analyze and evaluate the interdependence of life and the environment

CO5 Demonstrate an integrative approach to recognise the interrelatedness between man, his cultural and biological surroundings.

CO6 : Develops the scientific ability to utilize educational approaches, methods and techniques of teaching to identify the real cause of environmental problems.

CO7: Develop a positive attitude and sensitivity, and feelings of concern for the natural physical and human resources in the immediate environment.

CO8: Equip the prospective teachers with the essential required skills for the development of environmental awareness and management

#### **COURSE CONTENT**

##### **MODULE I: HISTORY OF ENVIRONMENTAL EDUCATION**

Environmental Movements; Indian Context: India as a Biodiversity Rich Country with 4 hotspots. Bishooi movement, Chipko movement, Non governmental organizations in India –ATREE, THANAL, Goa Foundations, Navadhanya. Global Context: Speech of Siettle Chief (Translation), Writings of Rachel Carson, International NGOs like WWF, IUCN.

**(15 Hrs)**

#### **Module Outcomes:**

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

Mo1: Recognize different biological hot spots and describe the Biodiversity richness of our country

Mo2 : Describe the significance of various environmental movements in India

Mo3 : Analyze the impact of Rachel carson's Silent spring in bringing about green chemistry practices and maintaining sustainability in all areas of our lives

Mo4 : Evaluate the role of WWF and IUCN in conserving the worldwide biological diversity

Mo5: Develop scientific attitude to conserve natural resources and the existing natural environment

Mo6: Understand environmental protection is the responsibility of all the people and not simply that of government

## **MODULE II: KERALA AS AN ENVIRONMENTALLY UNIQUE STATE**

Geographical zones-rivers originating from Western Ghats. Importance of Western Ghats in maintaining its unique climate. Importance of Western Ghats in maintaining its unique climate.

**(10 Hrs)**

### **Module Outcomes:**

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

Mo1: Describe the peculiarities and exploitation of various natural resources of Kerala state

Mo2: Identifies the importance of Western Ghats in maintaining its unique climate. .

Mo3: Analyses the significance of westernghats in maintaining the climate of our state

Mo4: Critically Evaluate the environmental reports regarding the conservation of eco sensitive zones in westernghats.

Mo5: Point out the different environmental issues due to the destruction of westerghats

Mo6: Suggests Scientific ways for protecting environmentally sensitive zones in westernghats.

Mo7: Shows sensitivity and be a part of disaster/ emergency situations.( Applying)

## **MODULE III: HUMAN INTERVENTION AND THREAT TO BIODIVERSITY**

Deforestation-drought, flood, threats to marine life. Negative effects due to the very process of development, Impact of poorly planned developmental projects, Decline in agriculture, forest and marine productivity and its effects on economy. Climate Change and Global Warming - Green house effect and Ozone depletion. Management of waste generated, Observance of green protocol.

**(15 Hrs)**

### **Module Outcomes:**

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

Mo1: Explore the reasons of droughts and flood

Mo2: Identifies the major threats to marine life due to human interventions

Mo3: Understanding methods of increasing and decreasing the Greenhouse effect.

Mo4: Create awareness on the Physical basis of the greenhouse effect.

Mo5: Evaluate the anthropogenic contribution of global warming and climate change.

Mo6: Applying scientific principles to recognise various human activities that have caused the rise in global. Temperature over the past century.

Mo7: Outline the role of ozone in absorption of harmful Ultraviolet radiation and the resulting benefits for life on earth.

Mo8: Analyses how the ozone concentration is maintained in the ozone layer including the role of ultraviolet radiation.

Mo9: List out the methods adopted for eliminating waste generation mitigation of waste, grading of waste and its scientific way of disposal

Mo10: Evaluate the efficiency of new age waste management system .

Mo11: Take up conscientious efforts to minimize waste generation with a civic sense

#### **MODULE IV: DISASTER MANAGEMENT**

Concept of Disaster Management - Emerging Management Principles Phases of disaster management. Identifying sources of disasters and measures adopted for prevention of disaster. Measures to ensure public participation - Role of Media, Government and Non-Governmental Agencies.

**(15 Hrs)**

#### **Module Outcomes:**

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

Mo1: Identify different sources of disasters and method adopted for prevention of disasters.

Mo2 : Describe assess the environmental ,social, cultural, economical, legal, organizational factors that influence catastrophic vulnerabilities.

Mo3: Analyse, evaluate and manage the different public health aspects of disaster events.

Mo4: Work practically in the process of disaster management, such as risk reduction, response and recovery.

Mo5: Evaluate their role in making aware of the public the need for stretching their helping hand to those affected by disasters.

Mo6: Analyze how to ensure public participation in the disaster management process.

Mo7: Evaluate the role of media.,Government and non government agencies in disaster management processes.

Mo8: Evaluate the lessons learned from previous disasters in order to develop Mitigation strategies for future.

## **MODULE V: SOCIAL ISSUES AND THE ENVIRONMENT-FROM UNSUSTAINABLE TO SUSTAINABLE DEVELOPMENT**

Definition and Objectives of Sustainable Development. Need for sustainable development. Social Sustainability: Population and its Characteristics - Exploitation of Human Population: Ecological aspects - Environmental Heritage and Culture -Concept of Homeostasis - Role of teachers in developing pro-environmental behaviour. Economic Sustainability: Laws of Limiting Factors - Sources of Energy - Energy Management and Conservation of Natural Energy Sources. Conservation of natural resources.Environmental Sustainability: Ecosystem Sustainability-Major Biomes of the World Interrelationships and Interdependence Ecological Conflicts and environmental movements - Green Chemistry- Insitu and Exsitu conservation.

**(20 Hrs)**

### **Module Outcomes:**

*After completion of the module the students should be able to*

Mo1: Define sustainability and identify major sustainable challenges

Mo2: Identify their role as environmental actors by the responsible use of natural resources, management of climate change, waste , pollution reduction and the preservation of biodiversity

Mo3: Applying concepts of sustainable development to address sustainability challenges in a global context

Mo4: Develop an understanding off their social responsibility as future citizens

Mo5: Recognize and evaluate their role as teachers in developing pro environmental behaviours

Mo6: Critically evaluate their roles and identities as citizens consumers and environmental conserves.

Mo7: Define the concept environmental sustainability and distinguish the current ways of conservation for future needs

Mo9 Differentiate the role of major biomes in ecosystem sustainability

Mo10: Compare interrelationships and interdependence of biomes in ecosystem sustainability

Mo11: Find the causes that led to the ecological conflicts and environmental movements

Mo12: Use principles of green chemistry in daily situations

## **MODULE VI: ENVIRONMENT AND HUMAN HEALTH**

Environmental health- climate and health-infectious diseases-water related diseases-risk due to chemicals in food-cancer and environment. Human Rights: Nutrition, health and human rights-Intellectual Property Rights (IPRs) and Community Biodiversity Registers (CBRs)

**(15 Hrs)**

### **Module Outcomes:**

*After completion of the module the students should be able to*

Mo1: Identify the need for environmental health

Mo2: Explain how climate affects health conditions

Mo3: Define infectious diseases and identify the causative organisms of infectious diseases

Mo4: Design some health plans which help us to avoid getting affected from infectious diseases

Mo5: Identify the organisms which causes water related infectious diseases

Mo6: Explain the risk due to chemicals in food

Mo7: Find the role of chemicals in causing cancer and Check the role of life styles in causing cancer

Mo8: Identify the features of community biodiversity register

Mo9: Compare various intellectual property rights in environmental science

Mo10: Generate some resources for the effective implementation of community biodiversity register

Mo11: Execute some measures for the implementation of CBR

## **MODULE VII: ENVIRONMENTAL ETHICS**

Environmental ethics-issues and possible solutions -resource consumption patterns and the need of equitable utilization-equity disparity in the northern and southern countries-urban rural equity issues-gender equity reserving resources for future generations. Ethical basis of environmental education and awareness-conservation ethics and traditional value system of India.

**(20 Hrs)**

### **Module Outcomes:**

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

Mo1: Identify the issues related to environmental ethics

Mo2: Suggest some possible solutions to reduce the problems related to environmental ethics

Mo3: Discriminate how our consumption patterns affect the environment

Mo4: Identify the relation between resource consumption and environment

Mo5: Plan some measures to give awareness about equitable utilization of resources by society

Mo6: Compare the utilization of natural resources among different level of peoples in the society

Mo7: Generate some new plans for the conservation and equitable use of natural resources

Mo8: Examine equitable use of resources for sustainable lifestyles

Mo9: Illustrate some examples related to gender equity and Plan different strategies to achieve gender equity

Mo10: Differentiate between environmental ethics and environmental education

Mo11: Summarize the need for public awareness about environmental education

Mo12: Generalize how Indian culture and tradition help in biodiversity conservation

### **MODULE VIII: PEDAGOGY IN ENVIRONMENTAL EDUCATION:**

Approaches: Infusion - Interdisciplinary Model- Multidisciplinary Model Problem Solving

Methods: Discussion, Case Study, Project Method. Participatory Learning Techniques: Nature Walk and Nature Games, Role Play, Brain Storming, Surveys, Eco-clubs, Exhibition, Collection, Preservation.

**(10 Hrs)**

#### **Module Outcomes:**

*After completion of the module the students should be able to*

Mo1: Get knowledge about the interdisciplinary multidisciplinary model in environmental education.

Mo2: Explain different approaches in environmental Education

Mo3: Adopt and practice instructional and evaluation strategies for teaching environmental education and to encourage participatory learning

Mo4: Analyze the significance of various problem solving methods in Environmental Education

Mo5: Evaluate the advantages and disadvantages of different techniques in teaching environmental education

Mo6: Create innovative strategies and instructional designs to make aware the public regarding environmental management

Mo7: Acquire knowledge, skills and motivation to address complex environmental challenges in the 21st century.

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- A report based on meetings with the people behind some of the most effective environmental organizations.
- Study the suspended particulate material and air pollutants of an area for about a week and comment on the observations made.
- Survey the ‘solid waste management’ techniques of your locality covering aspects like solid waste generation and characteristics, storage and collection, treatment, processing and disposal.
- Conduct a survey of Constitutional provisions including directive principles, national laws and state laws in India.
- Address a current environmental problem preferably at local or regional level and should include problem identification and analysis using primary and secondary data, design a solution and document the entire process
- Design and conduct an Environment Impact Assessment.
- Conduct a Field Study on the Density and Population of Plants growing in a particular area
- Prepare a module on Conservation and Management of Natural Resources
- Organise a nature camp in an area of ecological importance and record the observations
- Visit an organic farm and prepare a report based on its functioning

## **MODES OF CURRICULUM TRANSACTION**

### **Discussion, Case Study, Project Method. Participatory Learning**

#### **REFERENCES**

- Daniel. D. C (2012) . Environmental Science, Jones and Bartlett India Pvt, Ltd.
- Jyothi, M.K .&Pandey, B, N (2008) Disaster Management, New Delhi: APH Publishing Corporation.
- Kiran B Chhokar, MamataPandya and MeenaRaghunathan (2006) Understanding Environment , New Delhi: Sage Publications India Ltd.
- Kumar, A (2009) A text book of Environmental Science, New Delhi
- Sharma, R.A (2008) Environmental Education, New Delhi: R.Lall Books Depot.
- Sharma B.L &Maheswari, B.K (2008). Education for Environmental and Human value
- Singh. Y.K (2009).The teaching of Environmental Science. New Delhi: APH Publishing Corporations ..
- Singh, Sudhir, Tana, N.C &Anand, Rajesh (2009). Disaster Management & Sustainable Development – Emerging Issues and concerns, New Delhi: Pentagon Press.
- Subrahmanian, V. (2005) .A text book in Environmental Science, New Delhi: Narosa Publishing house Pvt Ltd

<b>SEMESTER IV</b>	<b>Course Code: SES 2. 4</b>	<b>Credits: 4</b>
--------------------	------------------------------	-------------------

**NAME OF THE PROGRAMME: INCLUSIVE EDUCATION**

**COURSE OBJECTIVES**

CO1: Understand the global and national commitments towards the education of children with diverse needs

CO2: Appreciate the need for promoting the inclusive practice and the roles and responsibilities of all concerned personnel

CO3: Understand the nature of difficulties encountered by children and prepare a conducive teaching-learning environment in inclusive schools

CO4: Analyze special education, integrated education, mainstream and inclusive education practices

CO5: Develop a positive attitude and sense of commitment toward actualizing the right to education for all learners

CO6: Enable the teachers in preparing a conducive teaching-learning environment in varied school settings

CO7: Analyse the trends and issues in Inclusive Education and develop the ability to conduct and supervise action research activities

CO8: Seek parental and community support for utilizing available resources for education in inclusive settings.

**COURSE CONTENT**

**MODULE I: INCLUSIVE EDUCATION- CONCEPTUAL FRAMEWORK**

Concept of Inclusion: Ideology/Philosophy behind the inclusion - meaning, justification, strengths and opportunities. Inclusive Education: - scope and relevance in the present educational scenario, Advantages of inclusive education, Difference between special education, integrated education and inclusive education.

**(10 Hrs)**

**Module Outcomes:**

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

M01: express the ideology and philosophy in the concept of Inclusion

M02: compute the scope and relevance of inclusive education in the present educational scenario

M03: illustrate the advantages of inclusive education

M04: differentiate between special education, integrated education and inclusive

education M05: realise the advantages of inclusive education

## **MODULE II- CHILDREN WITH DIVERSE NEEDS**

Understanding diverse learners: Meaning, Classification, Types, Characteristics of Disabilities. i) Sensory ii) Neuro developmental iii) Loco motor and Multiple Disabilities-Causes and Prevention of Disabilities. Characteristics of children with diverse needs: sensory( hearing, visual and physically challenged)intellectual ( gifted, talented and children mentally challenged children), developmental disabilities( autism, cerebral palsy, learning disabilities), social and emotional problems, scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups. Importance of early detection, Functional assessment for the development of compensatory skills. Major recommendations for educating children with special needs in India.

**(20 Hrs)**

### **Module Outcomes:**

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

M01: recognise the meaning and characteristics of diverse learners

M02: classify the types of disabilities

M03: sketch the characteristics of children with diverse needs

M04: estimate the importance of early detection of disabilities

M05: assess the development of compensatory skills

M06: suggest recommendations for educating children with special needs

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

International Convention: UN Convention on the Rights of Persons with Disabilities (2006).  
Constitutional Provisions: PWD Act (1995) with Amendments, National Trust Act (1999), RCI Act (1992), RTE Act (2009). Policies, Programmes, Schemes, Institutes National Policy on Disabilities (2006) National Policy on Education (1986). National Curriculum Framework (2005) SSA (2000)

RMSA(2006) IEDSS (2009). RCI & National Institutes were accountable for Disabilities IDEA-2004. Concession and facilities for Persons with Disabilities.

**(20 Hrs)**

**Module Outcomes:**

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

M01: acquaint with International Convention on CRPD

M02: identify the Constitutional provisions to ensure equal opportunities for people with disabilities

M03: examine the policies, programmes and schemes for people with disabilities

M04: identify the institutes for PWDs

M05: detect the concession and facilities for Persons with Disabilities

**MODULE IV: CURRICULUM ADAPTATIONS FOR DIVERSE LEARNERS**

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

**(20 Hrs)**

**Module Outcomes:**

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

M01: discuss the concept, meaning and need for curriculum adaptations for diverse learners

M02: identify the guidelines for adaptation for the teaching/practicing of diverse learners

M03: familiarise the utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms

M04: categorise the various classroom evaluation practices in inclusive classrooms

M05: classify the techniques and methods used for adaptation of content, laboratory skills and play material

M06: appreciate the role of technology in meeting the special needs of learners

## **MODULE V: INCLUSIVE CLASSROOMS**

Planning and Management of Inclusive Classrooms: Infrastructure, Human Resources and Instructional Practices. Teaching in Inclusive Classroom-Inclusion and collaboration, co-teaching differentiated instruction, monitoring students' progress, Response to Intervention.(RTI). Role of resource teacher in developing and enriching academic skills for higher learning. Adaptations in instructional objectives, curriculum and co-curricular activities for meeting special needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC/ST and linguistic and other minority groups.

**(20 Hrs)**

### **Module Outcome:**

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

M01: Understand the ways of planning and management of Inclusive Classrooms

M02: Familiarise the modes of teaching in Inclusive Classrooms

M03: Identify the role of resource teacher in developing and enriching academic skills for higher learning

M04: Understand the adaptations in instructional objectives, curriculum and co-curricular activities for meeting the special needs of children

## **MODULE VI: PROMOTING INCLUSIVE EDUCATION**

Brief account of existing special, integrated and inclusive education services in India. Building inclusive learning-friendly classrooms, overcoming barriers to inclusion. Creating and sustaining inclusive practices. Role of teachers for supporting the inclusion of children with special needs and behavior management in inclusive classrooms. Collaborative Practices in Inclusive education -

characteristics, Challenges - Parent- Professional Partnership: Role of Parents, Peers, Professionals and Teachers. Role of NGOs in promoting Inclusive Education in India.

**(10 Hrs)**

**Module Outcome:**

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

M01: Understand the existing special, integrated and inclusive education services in India

M02: Develop skills to build inclusive learning friendly classrooms

M03: Create and sustain inclusive practices

M04: Identify the role of teachers in supporting the inclusion of CWSN

M05: Familiarise behavior management techniques and practices in inclusive classrooms.

M06: Develop abilities to do collaborative Practices in Inclusive education

**MODULE VII: TEACHER DEVELOPMENT FOR INCLUSIVE EDUCATION**

Teacher training programmes: In-service and Pre-service- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. Roles and responsibilities of the teacher in inclusive education, Skills and Competencies of Inclusive School Teachers for Collaborative Practices, Professional Development and Professional Ethics. Curricular provisions(NCF, 2005) and transaction modes, Evaluation and follow-up programmes, teacher training programmes for inclusive education, problems and challenges- remedies

**(10 Hrs)**

**Module Outcome:**

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

M01: Understand the skills and competencies of teachers and teacher educators for secondary education in inclusive settings

M02: Identify the professional Development and Professional Ethics of Teachers

M03: Analyse the curricular provisions (NCF, 2005) and transaction modes

M04: Evaluate the evaluation and follow-up programmes for inclusive education

M05: Familiarise the teacher training programmes for inclusive education

M06: Detect problems and challenges for inclusive education

## **MODULE VIII: TRENDS AND RESEARCH IN INCLUSIVE EDUCATION**

10Hrs Current Status and Issues of Inclusive Education in India Barriers in Inclusive Education in India: Attitudinal, Social, Infrastructure & Educational. Ethical Issues in Inclusive Education. Research in Inclusive Education in India

**(10 Hrs)**

### **Module Outcome:**

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

M01: Understand the Current Status and Issues of Inclusive Education in India

M02: Identify the barriers in Inclusive Education in India

M03: Evaluate the status of research in Inclusive Education in India

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

#### **REFLECTIVE PRACTICUMS**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Observation of inclusive teaching strategies and discussion.
- Planning and conducting multi-level teaching in the DMS (two classes).
- Critical analysis of N. C. F 2009 for planning quality teacher preparation programme for Inclusive Education.
- Conduct a survey in the local area to ascertain the prevailing attitudes/practices toward social, emotional and academic inclusion of children with special needs.
- Conduct a survey on the type of supportive service needed for the inclusion of children with any disability of your choice and share the findings in the class.
- Evaluation of text books from the perspective of differently-abled children.
- Field visits to schools/institutions promoting inclusive practices and discussions with teachers and observation and analysis of teaching-learning practices.
- Visit special, integrated and inclusive classrooms.
- Make a list of existing resources in the local area and discuss their use and limitations based on a survey of five inclusive schools
- Reflective Journal Writing.
- Carrying out screening tools for suspecting disability in a mainstream classroom

- Reviewing one mainstream school's readiness for disabilities using a standard tool

## **MODES OF CURRICULUM TRANSACTION**

Field-based experiences, observation, discussion, interaction with experts and psychologists, lectures, case studies, seminars, assignments etc.

## **REFERENCES**

- Ainscow, M (1990) *Special Needs in the Classroom: A Teacher Education Resource Pack*, UNESCO.
- Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Baquer, A. and Sharma, A. (1997). *Disability: Challenges vs. Responses*. CAN Pub.
- Bartlett, L. D. and Weisentein, G. R. (2003). *Successful Inclusion for Educational Leaders*. New Jersey: Prentice Hall.
- Berdine, W and Blackhurst (1985). *An Introduction to Special Education*. Little Brown , Boston. Brody. E.B. and Brody. N. (1996). *Intelligence Nature, determinants and consequences*. New York : Academic Press,
- Merhuen. 11. Chaote, J. S. (1991). *Successful Mainstreaming*, Allyn and Bacon Choate, J. S. (1997). *Successful Inclusive Teaching*. Allyn and Bacon
- Daniels, H. (1999) .*Inclusive Education*. London: Kogan.
- Deiner, P. L. (1993). *Resource for Teaching Children with Diverse Abilities*, Florida: Harcourt Brace and Company
- Gartner, A. & Lipsky, D. D. (1997). *Inclusion and School Reform Transferring America's Classrooms*, Baltimore: P. H. Brookes Publishers
- Hegarthy, S. & Alur, M. (2002). *Education of Children with Special Needs: from Segregation to Inclusion*, Corwin Press. Sage Publishers
- Jha. M.( 2002) .*Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- M. M. (2002). *School without Walls: Inclusive Education for All*, Oxford: Heinemann Education. 30. Hollahan and kauffman (1978). *Exceptional Children: An Introduction to Special Education*. Prentice Hall
- Jones. A.P. (1994). *Principles of Guidance*. New York: Holt
- .Karten, T. J. (2007). *More Inclusion Strategies that Work*. Corwin Press, Sage Publications

- Rangasayee, R.& Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment, A Hand Book For Regular School Teachers. AYJNIHH Publishers.
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications Sharma P.L (2003). Planning Inclusive Education in Small Schools, R .I E.
- Westwood P. (2006) .Commonsense Methods for Children with Special Educational Needs: Strategies for the Regular Classroom. 4th Edition, London RoutledgeFalmer- Taylor & Francis Group

<b>SEMESTER IV</b>	<b>Course Code: SES 2.5</b>	<b>Credits: 4</b>
--------------------	-----------------------------	-------------------

**NAME OF THE COURSE: HIGHER EDUCATION**

**COURSE OBJECTIVES**

- CO 1: understand the historical development of Higher Education
- CO3: identify the structure of higher education and its core concerns
- CO4: familiarize the teaching, learning and research methods and issues in Higher Education
- CO5: list out the innovative ideas in higher education in India
- CO6: comment on the reports of various Commission and Committees on Higher Education
- CO7: state the role of various national agencies in the functioning and development of Higher Education
- CO8: critically evaluate the curriculum of various universities of higher learning
- CO9: substantiate the need for teacher preparation in Higher Education
- CO10: cite the regulatory and ranking bodies in Higher Education
- CO12: analyse various evaluation practices followed in Higher Education

**COURSE CONTENT**

**MODULE I : DEVELOPMENT OF HIGHER EDUCATION- A HISTORICAL PERSPECTIVE**

Ancient and Medieval World -Higher Learning in East and West-India, Greece, China, Europe, and rest of the world- Unique Models and Success stories, Structure and Modus Operandi. Modern World- Development and Organization of Modern Universities over the Globe. Status of Higher learning in India- Pre-Independence and Post-Independence. Role of National Leaders- of Lala Lajpat Rai, Tagore, Pt. Madan Mohan Malaviya and Aligarh Brothers. Regulations and Policy Initiatives including draft National Policy 2016. Significant Committees and Commissions on Higher Learning- various concerns of higher education. The National Movement and Higher Education– Initiatives by Indian Leaders- Development of Open and Distance Learning.

**(25 Hrs)**

### **Module Outcomes:**

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

MO1: Understand the historical perspective of Higher Education

MO2: evaluate the status of Higher learning in Pre-Independent and Post-Independent India

MO3: analyse the significant Committees and Commissions on Higher Learning

MO4: realise the initiatives by Indian Leaders for Higher Education

### **MODULE II STRUCTURE OF HIGHER EDUCATION AND CONCERNS**

Teaching, Research, Extension and Development dimensions of higher education. Universities and Colleges- Structure and Types, and Functions of- Characteristics of Liberal Programs UG and PG. New trends course structure Integrated Programmes, Fused Courses, FYUP of the University of Delhi, B Tech in Humanities', Concept of Meta University. Professional Education and National Development- Agriculture, Engineering, Medicine, Law, Management and Teacher Education. IITs, IIITs, NITs, IIMs, AIIMSa, JIPMER, ISER, IASEs, CAS, National Laboratories, and other centers of National Importance. Employability and Brain Drain. Issues and Concerns: University Governance- Organization and Decision Making, Medium of Instruction in Higher Education, Teaching and Evaluation Patterns and Challenges- Issues of Teacher Preparation, Equity and Access in Higher Education, Gender disparities, Reservation and Debates, equality OF educational opportunities, Regional imbalances, Policy Concerns, PPP Models, Foreign Universities. Quality and Accountability, Academic Autonomy, GER.

**(25 Hrs)**

### **Module Outcomes:**

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

MO1: understand the nature of teaching, research, extension and development dimensions of Higher Education

MO2: familiarize the course structure of different programmes

MO3: identify the issues and concerns in Higher Education

MO4: analyse the issues of Teacher Preparation

### **MODULE III. TEACHING, LEARNING AND RESEARCH IN HIGHER EDUCATION**

Teaching Methods and Issues- Lecture, Demonstration, Project Orientation, Technology Integrated and Technology Managed Methods- E-Learning, Blended Models, Moodle Platforms, STEM Model, Research oriented Teaching, Teaching for learning to learn- Characteristics of Adult Learner. Research in Higher Education- Role of Teachers in Nation Building through Knowledge creation. Professional Education.

**(20 Hrs)**

#### **Module Outcomes:**

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

MO1: understand the methods and issues of teaching in Higher Education

MO2: identify the characteristics of Adult Learner

MO3: familiarize the nature of research in Higher Education

MO4: evaluate the scope of Professional Education

### **MODULE IV. CURRICULUM IN HIGHER EDUCATION**

Foundations of Higher Education Curriculum- Curriculum Development- Learning Theories and Learner at Tertiary Level- cognitive theories (Perry, King & Kitchener, and Belenky) and moral development theories (Kohlberg and Gilligan). Creation of learning opportunities out of class. Integration of Social Issues in Higher Education- Education for life- Education for further education- Stages of Curriculum Development and Evaluation- Exposure to and Critical Analysis of Curriculums of B Ed and M Ed- of the University of Cambridge, University of Texas, MS University of Baroda, RIEs, and University of Kerala- Theory and Practical Sections.

**(25 Hrs)**

#### **Module Outcomes:**

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

MO1: know the foundations of the Higher Education Curriculum

MO2: integrate social issues into Higher Education

MO3: critically analyze B. Ed. and M. Ed curricula of different Universities

## **MODULE V.ASSESSMENT AND EVALUATION IN HIGHER EDUCATION**

Institutional Assessment-Ranking and Quality Benchmarks- Regulations and Agencies- NIRF, TIMES, Other Global Ranking-Parameters-National Agencies- NAAC, UGC, QCI. Recognition, Research and Grants- UGC, AIU, ICSSR, ICMR, ICAR, AICTE, NCTE, RCI, etc. Teacher preparation in higher education. Role and functions of State Higher Education Councils. Learner Evaluation-Assessment practice in higher education- Credit and Semester Systems- CBCS system, Credit transfer- TE and CE- Structuring and Evaluation of Seminar, Prcticum, Colloquiums, Internships, Projects, and Case studies- Terminal Evaluation- Issues of Subjectivity, Types of Questions and Significance. Online Assessment Platforms- Google Forms, Classmarker, etc. MOOCs and Assessment, Portfolios and E-portfolios- Moderation, Grading and Ranking. Standardization and Other Issues of assessment.

**(25 hHrs)**

### **Module Outcomes:**

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

MO1: understand about institutional assessment

MO2: discuss the role and functions of State Higher Education

MO3: identify assessment practices in higher education

MO4: understand different Online Assessment Platforms

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

#### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Enroll in a MOOC-based course and submit a critical report concerning various aspects of teaching-learning.
- Design a framework of comparison and compare two curriculums of two different universities

- Conduct a survey on problems faced by teachers and students in any selected institution based on a schedule.
- Critically comment on various reports on higher education based on a framework
- Design a model plan of curriculum delivery strategies identifying the significance of each contents of a course of M Ed Programme.
- Observe the classes of higher education and submit a report highlighting the need for professional improvement of teachers
- Compare the administrative patters of central, state, and deemed to be universities with the help of a diagram
- List of the features of world class universities
- Analyze the parameters in Times Ranking and Compare it with QS Ranking
- Make a draft of programme structure of any course of professional nature of your choice

### **MODES OF CURRICULUM TRANSACTION**

Lecture interspersed with discussion, Small group assignment/ discussion, Reflective Responses, Active Learning Strategies such as Brainstorming and Peer Teaching, Cooperative Group Assignments and Asynchronous Discussion on online platforms, Moodle-based content delivery.

### **REFERENCES**

- Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner: The definitive classic in adult education and human resource development* (6th ed.). Amsterdam ; Boston: Elsevier.
- O'Brien, J. G., Millis, B. J., & Cohen, M. W. (2008). *The course syllabus: A learning-centered approach* (2nd ed.). San Francisco: Jossey-Bass.
- Wisker, G. (2008). *Working one-to-one with students: Supervising, coaching, mentoring, and personal tutoring*. New York: Routledge.
- Boud, D., Cohen, R. & Walker, D. (1994). *Using experience for learning*. Buckingham: SRHE & Open University Press.
- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the professoriate*. New Jersey: The Carnegie Foundation for the Advancement of Teaching.
- Brookfield, S.D. (1995). *Becoming a critically-reflective teacher*, Jossey-Bass, San Francisco.
- Brown, S. & Race, P. (2002). *Lecturing: A practical guide*. London: Kogan Page.
- Brown, S. & Race, P. (1995). *Assess your own teaching quality*. London: Kogan Page.
- Brown, S. & Race, P. (1994). *Assessing learners in higher education*. London: Kogan Page.

- Foster, G. (1993). Design of university courses and subjects: A strategic approach. Australian Capital Territory: Higher Education Research & Development Society of Australasia Inc.
- Fraser, K. (1996). Student centred teaching: The development and use of conceptual frameworks. Australian Capital Territory: Higher Education Research & Development Society of Australasia Inc.
- Gibbs, G. & Jenkins, A. (1992). Teaching large classes in higher education. London: Kogan Page.
- Gibbs, G., & Simpson, C. (2004-05). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education* (1), 29.
- Hounsell, D. & Entwistle, N. with Anderson, C., Bromage, A., Day, K., Hounsell, J., Land, R., Litjens, J., McCune, V., Meyer, E., Reimann, N. & Xu, R. (2005). Enhancing Teaching-Learning Environments in Undergraduate Courses: Final Report to the Economic and Social Research Council on TLRP Project L139251099I, <http://www.ed.ac.uk/etl/>
- Knight, P. (2002). Being a teacher in higher education. Buckingham: SRHE & Open University Press.
- Knight, P. (1995). Assessment for learning in higher education. London: Kogan Page.
- Laurillard, D. (1993). Rethinking university teaching: A conversational framework for the effective use of educational technology. London: Routledge.
- Marton, F., Dall'Alba, G., & Beaty, E. (1993). Conceptions of learning. *International Journal of Educational Research*, 19, 277 – 300.
- Miller, A. (1988). Course design for university lecturers. London: Kogan Page.
- Murphy, E. (1999). Lecturing at university. Bentley, W.A.: CEA Publications.
- Northedge, A. (2003a). Rethinking Teaching in the Context of Diversity. *Teaching in Higher Education*, 8(1), 17.
- Northedge, A. (2003b). Enabling Participation in Academic Discourse. *Teaching in Higher Education*, 8(2), 169.
- Perry, W.G., Jr. (1970), *Forms of Intellectual and Ethical Development in the College Years: A Scheme* New York: Holt, Rinehart, and Winston
- Prosser, M & Trigwell, K. (1999). Understanding learning and teaching: The experience in higher education. Buckingham: SRHE & Open University Press.
- Lauder, H. et al (Eds.). (2006). *Education, Globalization and Social Change*. Oxford: Oxford University Press.

- Chickering, A.W. (1993). *Education and Identity*. (2nd ed.). San Francisco, CA: Jossey-Bass Publishers.
- Kerr, C. (2001). *The uses of the university*. (5th ed.). Cambridge, MA: Harvard University Press.
- Tierney, W. (2004). *Competing conceptions of academic governance: negotiating the perfect storm*.
- Dewey, J. (1997). *Experience and education* (Reprint ed.). New York: Free Press.
- Garvin, D.A. (1980). *The economics of university behavior*. New York: Academic Press.
- Jedamus, P. & Petterson M.W. (1980). *Improving academic management: A handbook of planning and institutional research*. San Francisco, CA: Jossey-Bass Publishers.
- Kuh, G.D. (1994). *Student learning outside the classroom: transcending artificial boundaries*. Washington, D.C.: The George Washington University.
- Riley, G. L. & Baldrige, J. V. (1977). *Governing academic organizations: New problems, new perspectives*. Berkeley, CA: McCutchan Publishing.
- Tierney, W. G. (1993). *Building communities of difference: higher education in the twenty-first century*. Westport, Conn.: Bergin & Garvey.
- Tierney, W. G. (1999). *Building the responsive campus: creating high performance colleges and universities*. Thousand Oaks, CA: Sage Publications.
- Tinto, (1987). *Leaving college: rethinking the causes and cures of student attrition*.
- Chicago, IL: University of Chicago Press.

<b>SEMESTER IV</b>	<b>Course Code: SES 2.6</b>	<b>Credits: 4</b>
--------------------	-----------------------------	-------------------

**NAME OF THE COURSE: EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING**

**COURSE OUTCOMES:**

- CO1: Articulate and exemplify basic knowledge of meaning, nature, need and scope of guidance and counseling
- CO2: Analyse the importance of making right choice in life, education and vocation
- CO3: Apply different tools and techniques in guidance and counselling programme
- CO4: Create strategies and utilize techniques of Individual and Group guidance
- CO5: Understand the role of various personnel in counseling
- CO6: Organize guidance services in schools
- CO7: Understand the problems of children with special needs and the techniques to be adopted for them
- CO8: Evaluate the current status of guidance and counseling programmes in India
- CO9: Understand the objectives and principles of vocational and career guidance

**COURSE CONTENT**

**MODULE I: GUIDANCE AT A GLANCE**

Meaning, aim, nature, characteristics, need, assumptions, basic principles and functions of guidance. Types of guidance- Educational, vocational, social and personal guidance. Educational and vocational guidance at various stages, primary, secondary and higher education. Individual and Group guidance – concept, principles, strategies and techniques.

**(10 Hrs)**

**Module Outcomes:**

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

- M01: interpolate the meaning and aim of guidance
- M02: illustrate the nature and characteristics of guidance
- M03: examine the need and assumptions of guidance
- M04: identify the basic principles of guidance
- M05: inspect the functions of guidance

M06: classify the types of guidance

M07: propose Educational and Vocational guidance at various stages of education

M08: discover the concept and principles of Individual and Group guidance

M09: devise strategies and techniques of Individual and Group guidance

**MODULE II: COUNSELLING**

Meaning, definition, aims and objectives, need, principles, significance and scope. Approaches of counselling- Directive, Non directive, Eclectic and Behavioural counseling - basic assumptions, steps, procedure, advantages and limitations. Role of counsellor, Qualities and skills of a good counsellor, Professional ethics. Relationship between guidance, counseling and mental health  
Counselling Interview-steps. Techniques in Counselling-Psychotherapy, Psycho analysis, Psychodrama.

(20 Hrs)

### **Module Outcomes:**

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

- M01: recognise the aims, objectives and scope of counseling
- M02: identify the basic assumptions and principles of counseling
- M03: schedule the steps and procedure of different approaches of counseling
- M04: sketch the advantages and limitations of different approaches of counseling
- M05: relate guidance, counseling and mental health
- M06: infer the qualities of a good counselor
- M07: develop skills of a good counsellor
- M08: plan the steps of Counselling Interview

### **MODULE III: TYPES, AREAS AND THEORIES OF COUNSELLING**

Individual and group counselling- Process, steps, skills, and uses. Areas of counselling: Adolescent counseling, counseling of girls, counseling of children belonging to special groups, work place counseling, family counseling, parental counseling and Peer counseling Theories of counseling: Psychoanalytic, Behavioural, Cognitive and Humanistic- Theory of Transactional Analysis- fundamental concepts, types of analysis, process and advantages.

(20 Hrs)

### **Module Outcomes:**

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

- M01: - prescribe the process and steps of individual and group counselling
- M02: develop the skills of individual and group counselling
- M03: compile the uses of individual and group counselling

M04: identify the areas of counselling

M05: familiarize the theories of counseling

M06: review the process and advantages of theories of counseling

M07: generalize the fundamental concepts of Theory of Transactional Analysis

M08: invent the types of analysis, process and advantages of Transactional Analysis

#### **MODULE IV: TOOLS AND TECHNIQUES OF GUIDANCE AND COUNSELLING**

Objectives and classifications. Tools and techniques- Psychological tests, Sociometric tests, Interview, observation, rating scale, cumulative record, anecdotal record, case study, Personality tests, and Achievement tests.

**(15 Hrs)**

##### **Module Outcomes:**

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

M01: restate the objectives of tools and techniques of guidance and counselling

M02: classify the tools and techniques of guidance and counseling

M03: design the tools and techniques of guidance and counseling

M04: utilise the tools and techniques of guidance and counselling

#### **MODULE V: GUIDANCE AND COUNSELLING FOR CHILDREN WITH SPECIAL NEEDS**

Concept of children with special needs and types of special needs. Children with learning disabilities, under achievers, slow learners, backward children, gifted children – identification and educational provision. Guidance and counselling for inclusive children.

**(15 Hrs)**

##### **Module Outcomes:**

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

M01: recognize the concept of children with special needs

M02: classify the types of special needs

M03: identify the nature of guidance and counselling for children with special needs

M04: plan educational provisions for children with special needs

M05: familiarize guidance and counselling for inclusive children

## **MODULE VI: GUIDANCE SERVICES AND ITS ORGANISATION IN SCHOOLS AND HIGHER EDUCATION**

Objectives, principles, functions of various guidance services and programmes Planning of guidance services in schools and colleges- at primary, secondary, higher secondary, colleges and universities- Pre admission service, , student information service, orientation service, self-inventory service, guidance service, educational service, counselling service, Appraisal services, · Informative services, placement service, follow-up service, evaluation service. Various personnel involved in Guidance services-role Characteristics of well organized guidance services. Evaluation of guidance services and programmes- Different approaches to evaluation research in guidance

**(25Hrs)**

### **Module Outcomes:**

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

M01: recognize the importance of guidance services in educational institutions

M02: identify the nature of guidance services offered in educational

institutions M03: familiarize with various types of guidance services

MO4: collect details of various personnel involved in guidance services

MO5: infer the characteristics of well organized guidance services

MO6: plan guidance services in schools and colleges at different levels

MO7: assess the guidance services and programmes at different levels

MO8: recommend different approaches to evaluation research in guidance

## **MODULE VII: VOCATIONAL AND CAREER GUIDANCE**

Meaning, Definition, objectives and principles. Sources of information Various Programmes- Orientation talk, Group discussion, Career conference, Bulletin board, Role play Job profile, Job analysis, and Job satisfaction.

**(15 Hrs)**

### **Module Outcomes:**

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

M01: recognise the meaning, objectives and principles of vocational and career guidance

MO2: define vocational and career guidance

MO3: locate sources of information

MO4: conduct various programmes of vocational and career guidance

MO5: prepare Job profile

MO6: employ Job analysis

MO7: manage Job satisfaction

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

### **REFLECTIVE PRACTICUM**

(The list given here indicates some possible modes of practicum. One or more activities can be undertaken)

- Administration and interpret a Group Intelligence test among secondary school students.
- Case study
- Report of visiting a special school
- Preparation of a Job profile
- Review of at least one Standardized Psychological Test.

- Conduct a Group Guidance Programme for Educational/Vocational/Personal/Social Problem.
- Report of the Functioning of Guidance Service in any one school.

## **MODES OF CURRICULUM TRANSACTION**

Lecture cum demonstration, powerpoint presentation, discussion, group work, seminar practice sessions, assignment and field visit.

## **REFERENCES**

- Barciey. J.R. (1993). Counselling and Philosophy. San Francisco:
- Bhatnagar , Asha and Gupta, Nirmala (Eds)(1999) Guidance and Counseling (Vol.11) A practical approach, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds)(1999) Guidance and Counselling A theoretical perspective,(Vol.1:) New Delhi: Vikas
- Borders(1975) Counselling Programmes, London; Sage publications
- Bruce, Shetzer and Stone (1976).Fundamentals of Guidance. Houghton: Mifflin Co.
- Chauhan, S.S. (1982). Principles and Techniques of Guidance. New Delhi: Vikas Publishing House.
- Chauhan,S.S.(1993).Advanced Educational Psychology. New Delhi: Vikas Publishing Pvt.Ltd.
- Corel,G.(2000). Theory and Practice of Group Counselling.
- Devu Indu (1984).The Basic Essentials of Counselling.New Delhi: Sterling Pvt Ltd.
- Floelick. C.P. (1988). Guidance Services in Schools. New York
- George , R.L.and Christiani, T .H.(1990).Counselling theory and practice(1stedn).New Jersey: Prentice Hall.
- Gibson, R. L. and M. H. Mitchell (2014).Introduction to Counselling and Guidance. New Delhi: PHI Pvt. Ltd.
- Kochar, S.K (1993). Educational and Vocational Guidance in Secondary schools, New Delhi: Sterling Publishers Pvt. Ltd.
- Kochhar S.K. (1989). Guidance and Counselling in Colleges and Universities. New Delhi: Sterling Publishers Pvt. Ltd.
- Koshi, J.S (2004). Guidance and Counselling. New Delhi: Dominant Publishers and Distributors.
- Krumboltz, J.D & Thoresen, C.E (1976) Counselling Methods. New York: Holt, Rinehart and Winston.

- Linda Seligman (1994). Developmental career counselling and Assessment (2nd ed.) London: Sage Publication.
- Manivannan, M. (2013) Perspectives on special education. Hyderabad: Neelkamal Pub.
- Mathewson, R.H. Myers and George, E. (1976). Principles and Techniques of Guidance. New York: McGraw Hill Book Co.
- Meenakshi (2003). Guidance & Counselling, KaliaParkashan.
- Miller, Carrolt, H (1961). Foundation of Guidance, New York: Harpet and Brothers.
- Mohan Swadesh (Ed.) (1999). Career Development in India. Theory Research and Development, New Delhi: Vikas Publishing House.
- Mohapatra, Damodar. (2006) Impact of family environment on early childhood education. Hyderabad: Neelkamal Pub.
- Myers, R (1986). Research on Educational and vocational counselling, Handbook of Psychotherapy and Behaviour change (3rd ed.), New York: Wiley.
- Nayak, A.K (2004). Guidance and Counselling, New Delhi: RPH Publishing Corporation.
- Nugent, F.A (2001), Introduction to the profession of counselling, New Jersey: Prentice Hall Pvt. Ltd.
- Ohlse, M.M (1977). Group Counselling (2nd ed.), New York: Holt Rinehart and Winston.
- Ohlsen, Merle M. (1977). Group Counseling {2nd Ed). New York: Holt Rinehart and Winston.
- Panda,K.C.(1997). Disadvantaged Children. Theory Research and Educational Perspectives, New Delhi: Mittal publication.
- Parichy, P (1977). Guidance and Counselling in India, New Delhi: NCERT.
- Patterson, C.H (1974). Relationship Counselling and Psychotherapy, New York: Harper and Row.
- Peters, H.J & Hansen, J.C (ed), (1968), Vocational Guidance and career development, New York: Mc Millan.
- Ramesh Chaturvedi (2007). Educational and vocational Guidance and Counselling, New Delhi: Crescent Publication.
- Rana, Nishta. (2013) Children with special needs .Hyderabad:Neelkamal Pub.
- Rao, S. N. and Prem Sahajpal (2013). Counselling and Guidance. New Delhi: McGraw Hill Education Pvt. Education.
- Rao, S.N (2002). Guidance and Counselling. New Delhi: Tata MC Graw Hill Publishing company.
- Rasmi, Agarwal (2006). Educational, Vocational Guidance and counselling, New Delhi:

- Reissman, F.(1962).The Culturally Deprived Child. Newyork: Harper and Row.
- Robert Hoppock (1976). Occupational Information, New York: Mc Graw Hill Book. Co.
- Siddiqui, Mujibul H. (2014). Guidance and Counselling. New Delhi: APH Publishing Corporation
- Traxier. A. .1. (1990). Techniques of Guidance .New Delhi: Prentice Hall of India

<b>SEMESTER IV</b>	<b>Course Code: SES 2.7</b>	<b>Credits: 4</b>
--------------------	-----------------------------	-------------------

## **NAME OF THE COURSE 2:7.E-LEARNING AND WEB TECHNOLOGIES**

### **COURSE OUTCOMES:**

CO 1: Understand the concepts and characteristics of e-learning and Web-Based Technologies in Education.

CO 2: Empower prospective teacher educators through the blending of technological aspects with pedagogical principles.

CO 3: Acquaint the prospective teacher educators with the application and use of e-resources, free and open source software in developing educational content.

CO 4: Explore the creative avenues in technological advancements for improving the teaching-learning process through theoretical and practical experiences.

CO 5: Broaden the understanding of the concept of the teacher as a Techno -Pedagogue in a higher plane.

CO 6: Generate an awareness cum practical exposure to the prospective teacher educator as a content creator.

CO 7: Explore avenues of technology for research, assessment and continuous professional development

CO 8: Create sync with man, machine and material with regard to technological resources.

CO 9: Create awareness about the impact of web technologies in rejuvenating classroom practices

CO 10: Generate critical practical wisdom of the role and scope of the new age technological avenues in the present classroom context.

### **COURSE CONTENT**

#### **MODULE I: FUNDAMENTALS OF E-LEARNING**

e-learning: definition, characteristics and history. Approaches to e-learning: (Synchronous Vs Asynchronous, Networked Vs Standalone, Individual Vs Group, Online Vs Offline, Internet Vs Intranet, Computer Vs Modern Digital Gadgets Based, Blended Vs Fully online, Self Paced Vs Instructor Led, etc.). e-Learning Tools and Technologies: Communication tools, Collaboration tools and Authoring tools, Delivery and Distribution tools, etc. with selected cases. LMS- Functions and

types- Open Sources (Moodle, Dokeos, A Tutor) Vs Proprietary (Web CT,E leap, class campus)

(20Hrs)

**Module Outcomes:**

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

MO 1: Understand the concept of e-learning

MO 2: Differentiate different approaches to e-learning

MO 3 : Familiarize with different tools and techniques of e-learning

MO 4: Distinguish between free and proprietary software

MO 5: Evaluate the use of open source software in education

**MODULE II: BASICS TO WEB TECHNOLOGY AND INSTRUCTIONAL DESIGN**

Computer Networking-LAN, WAN, MAN, TCP/IP, WAP, VoIP, VoWiFi Internet-Concept and Architecture, Advantages of networking Accessing and locating internet resources: navigating, searching, selecting, saving and bookmarking; search strategies and safer & value ridden practices of net source usage;Prevention of the menace of plagiarism; Giving credits and acknowledgment to e-resources Techno-Pedagogy and Digital Age; Instructional Design Models: ADDIE, DICK & CARRY, David Merrill Design and KEMP model. Internet of Things, Creative Common Licence and free flow of net data

(20Hrs)

**Module Outcomes:**

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

MO 1: Understand the different types of computer networking

MO 2: Differentiate different approaches to e-learning

MO 3 : Familiarize with different e-resources that can be used for different educational purposes

MO 4: Understand different types of instructional design model

MO 5: Detail the different steps involved in different instructional design models

MO 6: Develop skill in designing e-content by selecting the right instructional design model

MO 7: Familiarise with different types of creative commons licenses

### **MODULE III: THE CRISSCROSS OF E-LEARNING WITH EDUCATIONAL PSYCHOLOGY**

Motivation through Technology: m-learning, Blended learning and u-learning; e-learning paradigm as a motivator to the modern learner. Intelligence testing- Individual and group through online; metacognitive strengthening through e-learning environment. Donald Norman's Information Processing Theory and e-learning environment. Taxonomy of Ingenuity and Connectedness (TIC) (Viji and Benedict 2017) and Augmented Reality Learning paradigm. Digital Natives Vs Digital Migrants: Challenges and Possibilities (Mark Presky)- Digital Game-Based Learning

**(20Hrs)**

#### **Module Outcomes:**

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

MO 1: Differentiate between m-learning, blended learning, u- learning and e-learning

MO 2: Explain the use of e-learning in psychological testing

MO 4: Analyse the application of augmented reality in learning situations

MO 5: Differentiate digital natives from digital migrants

MO 6: Evaluate the importance of games in learning

### **MODULE IV: WEB GENERATIONS AND TECHNOLOGIES IN CONTEMPORARY CLASSROOM PRACTICES**

Generations of Web: Web 1.0, Web 2.0, Web 3.0 and beyond; Web 2.0 tools and technologies (Wiki's, Blogs, Podcasts, Social Networking and Social Bookmarking) Constructivist learning through web resources: 5E approach, Project Based Learning, Web Quest, Virtual Field Trip; Online Learning Communities. Online collaboration using Google Tools, Skype and other freeware. Free e-content development tools: exe, Xerte, course lab, LAMS, GOLD MAKER. SLOs and the role of agencies like NMEICT and EMRC in e-learning promotion

**(20Hrs)**

#### **Module Outcomes:**

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

MO 1: Differentiate between different generations of web

MO 2: Apply the various web technologies in different learning situations

MO 4: Identify various constructivist web resources to enhance the learning situation

MO 5: Analyse the use of different web tools in education

MO 6: Develop skills in using different e-authoring tools

MO 7: Evaluate the role of various national missions in promoting e-learning

## **MODULE V: NET PLATFORM FOR PROFESSIONAL TEACHER DEVELOPMENT**

Online Learning platforms-MOOCs (Edx, Coursera, SWAYAM), Social Media networks, Web-Conferencing, Online Videos, Teaching Channels, Teacher platforms, ICT Integrated Action Research, Cloud Based resource sharing and inter-institutional collaboration for the exchange of human and educational resources; Online Educational Media for Universal dissemination of content. Cloud computing and Types of Cloud Services- SAAS, PAAS, IAAS, computer-based language competency testing- IELTS, TOEFL

**(20Hrs)**

### **Module Outcomes:**

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

MO 1: Understand various learning platforms

MO 2: Realises the use of social networking sites in learning situations

MO 4: Analyse the role of cloud-based services in collaboration with other educational institutions

MO 5: Evaluate the use of cloud computing

## **MODULE VI: NET-BASED RESOURCES AND MEANS FOR ASSESSMENT**

Computer Based Assessment and Computer Adaptive Testing. Digital Tools and options of assessment: Rogo, Hot Potatoes, OSCARS, Concerto Platform, E- box e-portfolio designing for assessment. Digital Rubrics- Functions & Scope; Digital Rubrics creation tools-R Campus and Easy Tagger A Critical Analysis of present educational practices in schools and colleges in adapting with the web-based instruction and assessment.

**(20Hrs)**

### **Module Outcomes:**

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

MO 1: Understand the different types of computer assessment tools

MO 2: Familiarise with different digital tools that can be used to assess different domains of learning

MO 4: Analyse the use of e-portfolio and digital rubric in the evaluation

MO 5: Evaluate the digital practices adopted by educational institutions in the present scenario

## ACTIVITIES, ASSESSMENT & LEARNING RESOURCES

### REFLECTIVE PRACTICUM

(The list given here indicates some possible modes of practicum. One or more activities can be Undertaken)

- Development of a learning module for collaboration using an available resource-sharing platform
- Planning, development and execution of an online test.
- Development of a teaching environment using an authoring tool
- Development of an online course using MOODLE including course objectives, components, module and time.
- Development of a self-e-portfolio by the candidate for the job market as a teacher educator.
- Identification and detailing of any two mobile apps that can be used for teaching learning and their applications in teacher education.
- Design and Development of an SLO for 5 minutes duration using appropriate content.

### MODES OF CURRICULUM TRANSACTION:

Lecture cum discussion, debate, brainstorming, buzz session, small group discussions, simulation, e-resources, study circle and seminar.

### REFERENCES

- Arshavsky, Marina. (2013)-*Instructional Design for e-learning*. Kindle Unlimited. Bass, Jossey. (2016). *The on-line Teaching Survival Guide*, (2nd Ed) Willey
- Brown, Abbie H ;& Green, Timothy, D. (2016). *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice*, (3rd ed). Roulledge.
- Budhai ,Smith stephannie;& Skipwith, Keanna Brown. (2015). *Best Practices in Online Teaching and Learning*. Roulledge.
- Burns, Monica. (2017). *Formative Tech: Meaningful, Sustainable and f Scalable Formative Assessment with Technology*. Google Books
- Clark, Ruth C& Mayer, Richard E. (2011). *E-learning and the science of Instruction*-Willey  
Curtis, J. Bank. (2009). *The world is open: How web technology is revolutionizing education*. Google Books.

- COL. (2005). *Creating Learning Materials for open and Distance Learning: A Handbook for Authors and Instructional Designers-Commonwealth of Learning*.
- Donohue, Chip. (Ed). (2015). *Technology and Digital Media in the early years*. Roultege.
- Mayer, Richard E. (Ed). (2014). *The Cambridge handbook of Multimedia Learning*. Cambridge University press
- Michael Allen, Richard Sites, Angel Green. (2014). *Leaving ADDIE FOR Sam-Amazon Unlimited*
- Presky, Mark. (2010). *Teaching Digital Natives*-Google Books
- Piskurich, George M.(2018). *The AMA Handbook of e-learning* .New Delhi: Neelkamal Publishers.
- Quinn, Clark N. (2014). *Revolutionize Learning and Development: Performance and Innovation strategy for the Information Age* (1st Ed). Willey:
- Rose D and Mayer, A (2002). *Teaching every student in the Digital Age: Universal design for learning-Association for supervision and Curriculum Development*, Alexandria:
- Sams, Aaron;& Bergman, Jonathan. (2016). *Flip your Classroom: Reach every student in every class every day*: ISTE
- Viji.V and Bendict, K.Y.(2017). *Development of an Innovative Taxonomy of Education Objectives for the 21st Century Learners-University Kerala*. Unpublished Ph.D Thesis
- Will Richardson ,Rob Mancabelli .(2011). *Personal Learning Networks: Using the power of connections to Transform Education* .Google Books.
- Singh and Sharma. (2005). *E-learning: New Trends and Innovations*, New Delhi: Deep and Deep.

<b>SEMESTER IV</b>	<b>Course Code: SDC 6</b>	<b>Credit: 1</b>
--------------------	---------------------------	------------------

### **NAME OF THE COURSE: CAREER DEVELOPMENT**

#### **COURSE OUTCOMES**

On completion of the course students will be able to:

- Know the nature and importance of career development.
- Identify the different strategies of career development Identify the role of teachers in the career development programme.
- Realise the status of the teaching profession.
- Identify different opportunities of the teaching profession.
- Acquaint themselves with the career development programme.

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

- Interactive discussions, Lectures, Case studies from across the world, Experiential learning, Collaborative learning, Field exploration, Seminars, and Presentations.

#### **COURSE CONTENT**

##### **UNIT I: CAREER DEVELOPMENT**

Importance of career development – Nature of career development –Strategies of career development: Achievement motivation training, Assessment techniques, Career resource center, Media–Career awareness programmes

##### **Module Outcomes:**

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

MO1: describe the importance of career development

MO2 : outline Strategies of career development

MO3: plan career awareness programmes

##### **UNIT II: TEACHERS AND CAREERS**

Role of teachers in career development- Teaching as a profession– The status of Teaching Profession - Qualities of a professional teacher - A survey of the opportunities of teaching profession in India and

abroad.

### **Module Outcomes:**

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

MO1: realise the role of teachers in career development

MO2 : discuss the status of teaching profession

MO3: restate qualities of a professional teacher

MO4: locate the opportunities of teaching profession in India and abroad.

### **ASSIGNMENTS**

Assignments may be submitted after reviewing of literature related to career development that exist across the globe. Students may also be asked to list the opportunities available for postgraduates in education.

### **WORKSHOPS / PRACTICALS**

Practical work may include:

- Conducting a career development programme for students of higher secondary or undergraduate.
- Conducting a survey among employees of different areas with respect to their qualifications, ambitions and the work they do at present.

### **REFLECTIVE PRACTICUM (any one)**

- Enlist the opportunities of teaching profession that may arise in the current and the next years.
- Conduct a career development programme and make a report on that.
- Review at least five periodicals and list the job opportunities where the students of M.Ed.can apply.

### **EVALUATION CRITERIA**

•Workshop and Practicals 12 marks

- Practicum 5
- Assignment 3
- Written test 5
- **Total** 25

<b>SEMESTER IV</b>	<b>Course Code: SDC 7</b>	<b>Credit: 1</b>
--------------------	---------------------------	------------------

**NAME OF THE COURSE: PARTICIPATION IN RURAL RECONSTRUCTION AND SOCIALWELFARE IN COLLABORATION WITH LSG**

**COURSE OUTCOMES**

CO1: To gain knowledge about the basic framework of the local community based learning practices to ensure mutual respect for teacher, student and community and creates a sense of community belongingness in the learning space.

CO2: To understand Mahatma Gandhi’s vision of Nai Talim as well as comparable pedagogic methods like Work Education, Experiential learning and Community Engagement.

**MODES OF CURRICULUM TRANSACTION**

Group Discussion, poster and banner display, theme-based presentation and role play, Survey, interview, action research, case study, participant observation, interaction with community members.

**COURSE CONTENT**

**UNIT 1: Community engagement instructional practices**

Concept of Community engagement – Need and significance, Ways and means of community engagement experiences in teacher education, Outcome of community engagement - capacity building programmes, teamwork/team building strategies, leadership and citizenship training, entrepreneurship skill and development, Field-based or action research in community-engaged projects, Engagement in community-based programs and rural technology.

**Module outcomes:**

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

MO1- explain the need and significance of community engagement

MO2- derive some ways and means of community engagement experiences in teacher education

MO3- describe the outcome of community engagement

MO4- write an action plan for capacity-building programmes

MO5- design some strategies teamwork/team building strategies, leadership and citizenship training, entrepreneurship skill and development

MO6-conduct action research in community-engaged projects

MO7: identify different technology that can be used in community engagement

**Unit 2: Pedagogical practices and community engagement**

Concept of 'Nai Talim'- Nai Talim and Philosophy of work education and experiential learning on rural reconstruction. Paulo Freire's dialogic method - Community resources - preservation and protection. Effective community management - role of self-help groups and other agencies, Eco friendly living practices through community experiences, and sustainable living practices through rural leadership.

**Module outcomes:**

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

MO1- explain the concept of 'Nai Talim'

MO2- discuss the importance of experiential learning on rural reconstruction

MO3- critically analyse Paulo Freire's dialogic method

MO4- describe the ways and means of preservation and protection of community resources

MO5- realise the role of self-help groups and other agencies in effective community management

MO6-recommend eco-friendly living practices through community experiences and sustainable living practices

**REFLECTIVE PRACTICUM (any one)**

- Study of the spatial distribution of various social and occupational groups in the nearby community intensely participating in the learning of some productive task.
- Application of Participatory Learning and Action techniques of resource mapping and social mapping.
- Critical appraisal of projects prepared by students and institutions in rural areas
- Waste Audit and Composting to learn the important aspects of resource conservation activity
- Water Audit and Budgeting with Water Harvesting to learn the important aspects of conservation activity.
- Participation in Agricultural/Craft Operations in Village to learn the process components
- Studying and participating in the capacity-building programs with self-help groups and government officials for different vocations and learning necessary locally relevant learning skills.
- Conduct a programme in a rural community/ student to develop entrepreneurship skill development.
- Conducting field visits and field interactions with the help of school students of the village and Self Help Groups and Village Resources for the students.
- Studying and reporting the health concerns of the school village, the drainage system of the school-village and health habits of the school students-villagers to the concerned authorities.
- Creating awareness on climatic changes and hazards with the help of students in the villages.

- Visiting public places and farms for studying and participating in awareness programs relating to sanitation, water, soil fertility management, biomass energy and means of producing solar energy.
- Promote adult literacy, and awareness on various government programs.
- Rapport building and connecting with community leaders for the creation and maintenance of school facilities and programs.

### **Report writing**

- Introduction
- Programme schedule
- Relevance of the programme
- Detailed description of the work conducted (with photos/audio-video CDs)
- Conclusion

### **EVALUATION CRITERIA**

Community participation-15

Written test-5,

Report writing-5

# **Regulations for the M. Ed. Degree Programme for Affiliated Colleges (2022 Scheme)**

## ***a. Conditions for admission, and reservation of seats***

Eligibility for admission, Norms for admission, reservation of seats for the M.Ed. Degree programme shall be in accordance with the University/Govt./NCTE norms from time to time. Candidates seeking admission to M.Ed. programme must possess a B.Ed. Degree of the University of Kerala or any other B.Ed. Degree recognized as equivalent thereto by the University of Kerala, with a minimum of 55% marks in aggregate. However, those candidates with B.Ed. Special Education can apply only to M.Ed. Special Education

Candidates shall satisfy all the academic eligibility requirements at the time of notification for admission. The number of seats reserved under community merit and open merit at various colleges - shall be made on the basis of the criteria stipulated by the University of Kerala. Of the total seats, 3% shall be reserved for Persons with Disabilities (PWD).

## ***a. Scope***

The regulation provided herein shall apply to the regular Post-Graduate programme in Education (M.Ed.) conducted by the affiliated colleges/Institutions Government/ Aided/ self-financing of the University of Kerala with effect from the academic year 2022-2024 admission onwards.

The provisions herein supersede all the existing regulations for the regular post-graduate programme in Education (M.Ed.) conducted by the affiliated colleges of the University of Kerala, unless otherwise specified.

## ***b. Subjects for the study***

The subjects of study shall be in accordance with the scheme and syllabi of the study.

## ***c. Duration of the Programme***

The M.Ed Degree Programme shall extend over a period of two academic years comprising four Semesters. The minimum number of working days in each semester shall be 100.

**d. Eligibility for the Degree**

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

**f. Mode of selection and weightage of marks**

The total marks obtained for the B.Ed. Degree Examination shall be the basis for selection. While preparing the rank list an additional weightage shall be given to the candidates with Post Graduate Degree (MA/M.Sc./M.Com) in their subject of specialization at the B.Ed level. The weightage shall be 15 marks for those having a first class with distinction/ 10 marks for those having first class/ 5 marks for those having second class and 3 marks for those having a pass in the respective Post Graduate Examination.

Relaxation of 5% marks for the SC / ST candidates and 2% marks for SEBC candidates/ relaxation as per the norms of Govt. shall be allowed. Weightage of 10 marks shall be given to candidates with a B.Ed degree from the University of Kerala.

Weightage of 2 marks for every year of approved Teaching experience in Govt. /aided/recognized institutions subject to a maximum of 10 marks. No weightage shall be given to teaching experience of a duration less than 6 months. The weightage shall be given on the basis of an Experience Certificate produced which is countersigned by an authorized Official Signatory such as the AEO/DEO/DDCE/DHSE/DVHSE. Experience shall to be counted in completed months.  $[(2/12) \times (X)]$ , where X is the number of months of service]. Days will not to be counted.

**g) Registration**

The strength of students for the M.Ed. programme shall remain as per the Affiliation Rules of the University.

Each student shall register for the course in the prescribed registration form in consultation with the Academic Advisor within two weeks from the commencement of each semester. The academic Advisor shall permit registration on the basis of the preferences of the student and the availability of seats.

The number of courses that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and the maximum number of courses permitted to an institution based on its facilities.

A student can opt out of elective subject/subjects of the M. Ed Programme registered, subject to the minimum course requirement, within two weeks from the commencement of the semester.

The college shall send a list of students registered for the M.Ed Programme each semester giving the details of courses registered including repeat courses to the University in the prescribed form within 20 days from the commencement of the Semester.

Those students who possess the required minimum attendance and progress during the firstsemester and could not register for the semester examination are permitted to apply for NotionalRegistration to the examinations concerned enabling them to get promoted to the next class.

***h) Attendance***

Each semester shall be taken as a unit for the purposes of calculating attendance. A student shall be considered to have put in the required attendance for the Semester if he/she has attended at least 75% of the number of working days(lectures, seminars, practicals & fieldwork taken together) during each semester.

The shortage of attendance may be condoned as per the rules of the University by the Vice-Chancellor on the recommendations of the Principal of the college and on payment of fee prescribed by the University from time to time.

Students who secure not less than 75% attendance in the total number of working days in the semester concerned and register for the University Examination alone can continue in the next semester.

There shall be a uniform academic and examination calendar prepared by the University for the conduct of the programme. The University shall ensure that the calendar is strictly followed.

***i) Medium of the course***

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

***j) Minimum for a pass***

For a pass in the examination, a candidate should secure a minimum of 50% marks in aggregate (external and internal put together) with a minimum of 40% in each Theory

Paper in the External Examination of the University. There is no minimum for CE including Practicum for the core and elective papers in all the semesters.

### **Internship**

Internship has been proposed in three phases. for Internship (INT1), (INT2), and (INT3) there has to be a pass minimum of 50%. For internship cent percent attendance is compulsory.

### **Research Proposal Presentation**

For research proposal, 25 marks each have to be allotted as external & internal evaluation. The student shall get a pass minimum of 50% in the external as well as internal i.e. 12.5 each.

Likewise, for **Dissertation, SDCs, Institutional Twinning Programme (ITP), Practical, Interface with External Board & Comprehensive Viva-voce**, there has to be a pass minimum of 50% for each. All components carrying credits are to be compulsorily attended by the candidate for promotion to the next semester.

In case a candidate gets the minimum for all papers (40%) but fails to get the semester minimum (50%) she/he has to re-appear for those paper/papers, which does not have an aggregate of 50% for theory and CE taken together to secure a pass in that semester.

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

A candidate may be permitted three more chances other than the regular chance to enable the candidate to complete the course. A candidate has to appear for the failed paper or papers only and shall obtain minimum 50% marks for ESA for each failed paper, for a pass in that paper.

### **k) Results:**

The results shall be published within one month after the completion of each semester Examination or as per the norms of the University. No classification of result will be done in every semester. The classification of the result will be done after combining the marks of all semesters. The marks secured in subsequent appearance(s) will be considered for classification alone, provided the candidate appears for the supplementary examination within one year of completion of the course. The marks secured in subsequent appearance(s) will not be considered for the ranking. A Consolidated Mark list with total marks be issued to candidates.

***The classification of results will be as follows.***

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

***l) Re-admission***

The maximum duration for completing a programme of study be restricted to S+4 semesters for semester programmes unless otherwise specified by the apex bodies, where S stands for normal or minimum duration prescribed for completion of the programme.

***m) Transitory Regulations***

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall redo the course and take the examinations.