UNIVERSITY OF CALICUT

Abstract

M.Ed Programme- 2 year M.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations)–approved - implemented with effect from 2015 admission -orders issued.

G & A - IV - J

U.O.No. 8666/2015/Admn

Dated, Calicut University.P.O, 06.08.2015

Read:-
2. Item No.1 in the minutes of the meeting of the Board of Studies in Education PG held on 05.01.2015
3. Item No.1 in the minutes of the meeting of the Board of Studies in Education PG held on 26.05.2015
4. Item No. 3 in the minutes of the meeting of the Faculty of Education held on 09.06.2015
5. Item No.II F in the minutes of the LXXIII meeting of the Academic Council held on 11.07.2015
6. Orders of Vice Chancellor in the file of even No. dated 04.08.2015

ORDER

The National Council for Teacher Education (Recognition Norms and Procedures) Regulations 2014 enhanced the duration of the M.Ed Programme from one year to two years and the University is advised to comply with the recommendations of NCTE by switching on the programme of increased duration from one year to two years from the academic session 2015-16 onwards and also revising the curriculum vide paper read as (1).

Vide paper read as (2), the Board of Studies in Education PG, at its meeting held on 05.01.2015 resolved to implement the NCTE Regulations 2014 in University of Calicut and constituted a Core Committee for framing syllabus, scheme of examinations and regulations. A workshop was also conducted for framing syllabus, scheme of examinations and regulations

The meeting of the Board of Studies in Education PG, at its meeting held on 26.05.2015 approved the 2 year M.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations,) for implementation from 2015-16 onwards, vide paper read as (3).
The Faculty of Education approved the resolution of the Board of Studies in Education PG, vide paper read as (4).

The LXXIII meeting of the Academic council held on 11.07.2015, vide paper read as (5), approved the minutes of the meeting of the Faculty of Education held on 09.06.2015.

Vice Chancellor, vide paper read as (6), ordered to implement the resolution in the minutes of the Academic Council and to implement the 2 year M.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations).

Sanction has, therefore, been accorded for implementing the 2 year M.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations) in the University of Calicut w.e.f 2015 admission.

Orders are issued accordingly.

The 2 year M.Ed. Curriculum (Syllabus, Scheme of examinations and Regulations) is available in the University website – www.universityofcalicut.info

Usha K
Deputy Registrar

To
The Chairman and members, Board of Studies in Education (PG)
Directorate of Teacher Education, University of Calicut
The Controller of Examinations/JCE-I,JCE-7/Digital Wing (with a request to upload the curriculum)

Forwarded / By Order

Section Officer
A. 1. Introduction

Master of Education (M. Ed) is a professional and research oriented post-graduate level teacher education programme. 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 in either elementary education or secondary education.

The M.Ed Programme was conceived as a professional programme for advanced study of the discipline of Education. The programme offers a comprehensive overview of 'Education' embedded in the foundational disciplines of Philosophy, Sociology and Psychology and detailed study of chosen specialized areas of interest.

Since M.Ed. is also a degree leading to research in education, the course has a strong research component. The M.Ed scholars apart from receiving rich grounding in Educational Theory are encouraged to take up Dissertation work in diverse areas of Education as part of their research training. The objectives of the M.Ed programme includes academic study, sensitization toward critical issues in Education and becoming proactive practitioners in various fields like text book writing, curriculum reform, policy studies, administration, special education, guidance and counseling, etc. and to prepare students for doctoral work in university graduate programs. The M.Ed Scholars are also being trained for tutorship and school supervision. To develop their research acumen and potential, regular in house Research Seminars are conducted.

Recently Justice Verma Commission (2012) recommended that M.Ed programme should become a two year programme with adequate provision to branch out into specializations in curriculum studies, pedagogic studies, policy, finance and foundational studies. To be at par with the professional requirement of the programme, the Board of Studies in Education (PG) pooled the best expertise available in various areas to modify and improve the existing curriculum in tune with the NCTE Regulation 2014. The board has re-formulated the M.Ed programme by enhancing the period and strengthening the content and structure of the programme, in tune with the new framework suggested by NCTE.

2. Vision

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

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

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

B. Structure of the programme

M.Ed programme is a research oriented professional education programme. The programme consists of four semesters of 100 days each. The structure of the course is in tune with the pattern suggested by NCTE. This consists of eight (8) courses under Perspective courses and Tool courses, two (2) Teacher education courses and five (5) Specialization Courses to be introduced from the academic session 2015-2016 onwards.

<table>
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<td>Context and issues of Elementary Education</td>
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### B. Secondary Education

**Context and issues of Secondary Education**

MED 12.1  

Methodology and Pedagogy of Secondary Education  

MED 12.2

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**TOTAL** 20 450

## SEMESTER IV

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<td>Advanced Educational Technology</td>
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<td>Educational Management, Planning and Financing</td>
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**Group A – Current Practices in Education**

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**Group B – Levels of Education**

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**Group C – Emerging issues in Education**

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**TOTAL** 24 650

**Grand total** 2000
PROGRAMME REGULATIONS

Scope

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

1. Conditions for Admissions

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

a) B.Ed degree of 1 or 2 years duration recognized by the Calicut University,

or

b) 4 year integrated teacher education degree programme (B.El.Ed/ B.Sc.Ed/ B.A.Ed) recognized by the Calicut University

or

c) D.El.Ed/ D.Ed with a bachelors degree (B.A/B.Sc/B.Com, etc.) recognized by the Calicut University. (50% marks or an equivalent grade for each criterion)

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

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

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

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

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

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

2. Mode of selection and weightage of marks

The selection of candidates will be based on a rank list prepared on the basis of the following criteria.
The total marks obtained for the qualifying Examination (calculated out of 1000) shall be the basis for selection. An additional weightage shall be given to the candidates with Post Graduate Degree (MA/M.Sc./M.Com) in the respective area of specialization at B.Ed while preparing rank list. The weightage shall be of 15 marks for those having first class with distinction/ 10 marks for those having first class/ 5 marks for those having second class and 3 marks for those having a pass in the respective Post Graduate Examination.

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

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

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

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

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

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

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

8. Re-admission rules

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

9. Specialization/ Electives

In the third semester, students shall choose one of the Specialization stream viz Elementary Education or Secondary Education each of them with two Courses and in the fourth semester a student shall choose one elective each from the three groups of specialization elective subjects prescribed in the syllabus and offered by the institution.

10. Eligibility for the Degree

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

11. Procedure for completing the course

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

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

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

12. Course Calendar

The course calendar, published by the University in advance, should be strictly followed for ensuring timely conduct of examinations and publication of results. Semester classes should be started and completed on the stipulated dates at all affiliated institutions as notified by the University. Regular classes for the subsequent semesters will be started only after completing the examinations of the just previous semester. Faculty members from affiliated institutions who are assigned duty by the University for Centralized Valuation Camp should strictly attend the valuation at the specified centre; Head of each institution should ensure this. Suspending classes for the conduct of valuation camp is not a feasible procedure; Home valuation may be implemented for examinations of 1st, 2nd and 3rd semesters. Faculty members appointed for Centralized Valuation Camp/home valuation should necessarily have minimum three years teaching experience at M.Ed degree level. Within a week after the commencement of classes of each semester, Head of each Institution should forward
the list of faculty members working in the college along with their qualification and years of teaching experience, to the University. This is a mandatory requirement which should be strictly followed by Head of each Institution. Head of each Institution shall ensure the availability of sufficient number of regular faculty members having experience and qualifications (as per NCTE Regulations) in the institution.

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

Scheme of instruction:
There shall be 100 contact hours for the instruction of each theory course. Ten hours is also assigned for practicals/tests of each theory course. 50 hour per semester is allotted for teacher supervised dissertation work in 1st, 2nd and 3rd semesters apart from the credits prescribed for research.

14. Seminars
Seminars are an important part of professional life and for professional development as they train the students in the academic writing skills and presentation skills. M.Ed students are expected to present one seminar paper on an educationally relevant theme during the entire programme. The whole batch of students may be divided into four groups and each group be assigned seminar presentation in the first, second, third and fourth semesters in such a manner that all students get opportunity by turn.

15. Educational Tour
The students may undertake one educational tour preferably after first semester and before the fourth semester and submit a tour report. The tour may be conducted during the vacation / holidays taking not more than 5 working days, combined with the vacation / holidays if required. Total number of tour days shall not exceed 10 days. The tour period shall be considered as part of the working periods of a semester.

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

C. M.Ed SCHEME OF EXAMINATION & INTERNAL ASSESSMENT.
Assessment of Students

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

There shall be End Semester University Examinations in each semester. End-semester examinations will be conducted only once in a year; failed candidates will have to appear for the end-semester examinations along with regular students of the next batch. To ensure transparency of the evaluation process, the student should be made aware of the criteria / indicators of assessment well in advance and the internal assessment marks awarded to the students in each course (theory and practical) shall
be published on the notice board at least one week before the commencement of external examination so as to enable the students to report any corrections. There shall not be any chance for improvement for internal score. There shall be no separate minimum for internal assessment of theory courses. Students may seek redress of grievances of internal evaluation at the teacher educator level or at the department/college evaluation committee level. The consolidated mark lists of all courses of a semester shall be submitted to the University immediately after the closure of each semester.

**Assessment in Theory Subjects**

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

**Internal evaluation**

The internal evaluation of Theory courses shall be based on predetermined transparent system involving periodic written tests, assignments, etc. The weightage to award internal continuous assessment marks should be as follows: Test papers (minimum two) – 50% (minimum two) such as home work, problem solving, group discussions, literature survey, term-project, field work, etc. - 50%

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

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

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

should contain  
(a) **05** questions of **2** marks each= **10** (Answer 5 Questions out of 5) 
(b) **8** questions of **5** marks each= **40** (Answer 8 Questions out of 12) 
(c) **2** questions of **15** marks each= **30** (Answer 2 Questions out of 4) 

**Maximum Marks: 80**

**Internship and its Evaluation**

Internship is viewed as an intensive on site engagement of a student in institution of teacher education. The internship has been conceptualized in two parts or 4 credits each. Internship is the culmination of theoretical understandings developed in transacted courses. First part involves a compulsory attachment with a secondary or elementary teacher education institution. M. Ed students often take up the profession of teacher educators. As a preparation for this, internship with B.Ed. Programme is integral to the M.Ed Programme. In this there is an exposure to teaching at B.Ed level. They are expected to take classes of Core courses of B.Ed and classes on Optional subjects for B.Ed students using different types of lesson plans. The M.Ed students also observe B.Ed lessons, guide B.Ed students in lesson planning and give them feedback. As a
part of internship they also study other academic and administrative procedures of a B.Ed college/programme.

The second part involves interning at/associating with a field site relevant to the area of specialization. Both these internships will be organized for durations of three to four weeks each. It is suggested that the institutions develop a network of partner organizations where the students can intern. Such partnerships (with mutual interests of both the partners) on the one hand reduce the need for logistical arrangements every year, on the other they also facilitate structure and consistency in internship and a scope of reviewing and improving it for every academic cycle. The host organizations may help in designing the field internship keeping in view the activities that will be going on during the internship period and by suggesting aspects for study/work/focus which may be useful from the host as well as the interns/students.

This also implies that the internship should be structured around some focused tasks or projects which students may design (in consultation with faculty and field coordinators) prior to going to the host organization. These tasks may converge in a short field report on the basis of which a part of assessment may be done. A student’s regularity, engagement in the field sites, and discussions with mentors (during pre-planning and during and after the internship) should also be included in the assessment. This implies that the internship should be seen as a mentored component whereby a faculty and a member from the host association (field mentor) together guide groups of (5 to 6) students. Adequate handholding should be provided to the students such that they are able to (or at least begin to) make-sense of their field observations and experience. This is also to facilitate a bridge between what students learn in classroom and observe in the field. These expectations necessitate that orientations to the students and mentor teacher educators from the respective institutions of teacher education are provided before organizing the internship.

Field Experience/ Practical / Assignments
M. Ed students need to have hands on experiences/field experiences which could enable them to ascertain the extent of their understanding of concepts discussed in theory courses and comprehension of the discipline as a whole. Two Field experiences/Practicals/Assignments with 5 marks each are prescribed in each course. Students shall formulate a plan of action for the execution of the activity either in the laboratory or in the field. On completion of the activity, the student should submit a detailed report of the activity. Presentation sessions shall be organized for presenting and discussing the report. Internal Evaluation of the Field Experience/Practical should be based on students work, report, presentation and reflections and there is no minimum for a pass in field experience.

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

<table>
<thead>
<tr>
<th>Title of the Research Problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
</tr>
<tr>
<td>Statement of the Problem</td>
</tr>
<tr>
<td>Objectives of the Study</td>
</tr>
<tr>
<td>Hypotheses</td>
</tr>
<tr>
<td>Methodology of Research – Method of study, Sample, Tools &amp; Techniques, Data collection</td>
</tr>
<tr>
<td>References</td>
</tr>
</tbody>
</table>

**Evaluation of Research Proposal**

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

**Criteria for evaluation of research proposal (Each criterion carries five marks)**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Criteria</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Statement of the proposed problem</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>2</td>
<td>Identification of relevant variables</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>3</td>
<td>Stating clear Need and significance of the study</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>4</td>
<td>Expression of acquaintance with relevant literature / theories</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>5</td>
<td>Identification of appropriate method of research</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>6</td>
<td>Description of sample</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>7</td>
<td>Introductory description of proposed tools / techniques</td>
<td>5 /4/3/2/1</td>
</tr>
<tr>
<td>8</td>
<td>Identification of possible and relevant analyses</td>
<td>5 /4/3/2/1</td>
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<tr>
<td></td>
<td>Identification of broad steps/ stages in the study</td>
<td>5 /4/3/2/1</td>
</tr>
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<td></td>
<td>Confidence with the topic during the presentation</td>
<td>5 /4/3/2/1</td>
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</tbody>
</table>

**Evaluation of Dissertation**
Major aspect of the M.Ed program is Dissertation which carries 8 credits. Dissertation is the culmination of understandings developed in tool courses. It is visualized as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education theory (transacted through taught courses) and research. The M.Ed students under the guidance of the guide allotted by the institution, carry out research on an educational theme preferably based on the candidate’s field of specialization or in the areas introduced in the perspective courses. This has the following phases: preparation of the research proposal, tool preparation, data collection, data analysis and writing of the research report. The report should be approximately between 10,000 and 20,000 words (of about 125 pages) depending on the nature of the topic. The dissertation shall be written in English. Three copies of the dissertation will have to be submitted with two copies of summary and a soft copy. Students shall submit the Dissertation on or before the last working day of 4th semester. Candidates shall not be permitted to submit a dissertation on which a degree or diploma has already been conferred on him by the university or any other institution.

Evaluation of Dissertation shall be both internal and external. [Average of internal and external with a maximum of 100 marks] The dissertation shall be internally evaluated by the concerned supervising faculty member and externally evaluated by examiners appointed by the controller of examinations. Minimum for a pass in dissertation shall be 50 (average marks secured in internal and external evaluation). The evaluation of dissertation shall be based on the Criteria/Guidelines shown below.

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

<table>
<thead>
<tr>
<th>Sl.no.</th>
<th>Criteria</th>
<th>Marks</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>INTRODUCTION</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1. Need and significance</td>
<td>5</td>
<td></td>
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<td></td>
<td>2. Title of the study: correct and suitable title</td>
<td>5</td>
<td></td>
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<td></td>
<td>3. Operational definitions of the terms used</td>
<td>5</td>
<td>25</td>
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<td></td>
<td>4. Correctness &amp;suitability of the statement of Objectives</td>
<td>2.5</td>
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<td></td>
<td>( Questions)-&amp;Hypotheses</td>
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<td></td>
<td>5. Methodology in brief- suitable for the selected study</td>
<td>2.5</td>
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<td></td>
<td>6. Scope and limitations</td>
<td>2.5</td>
<td></td>
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<tr>
<td>2</td>
<td><strong>REVIEW OF RELATED LITERATURE/STUDIES</strong></td>
<td></td>
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<tr>
<td></td>
<td>1. Theoretical overview(if needed)&amp; comprehensiveness of the studies reviewed</td>
<td>5</td>
<td>10</td>
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<tr>
<td></td>
<td>2. Conclusions arrived after the review</td>
<td>5</td>
<td></td>
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<tr>
<td>3</td>
<td><strong>METHODOLOGY</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>1. Selection of suitable design for the study</td>
<td>2.5</td>
<td></td>
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<tr>
<td></td>
<td>2. Sampling: suitable for the study and adequacy of the sample</td>
<td>5</td>
<td>20</td>
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</tbody>
</table>
3. Detailed description of the selection of sample tools- suitable tools, detailed description of the used tools, standardization (if needed)
5. Statistical Analysis - suitable to the design selected, if qualitative study, description of the qualitative techniques and adequate explanation

<table>
<thead>
<tr>
<th>4</th>
<th>ANALYSIS</th>
</tr>
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<tbody>
<tr>
<td>1. Hypotheses/question answered according to the objectives of the study</td>
<td>5</td>
</tr>
<tr>
<td>2. Accuracy of the analysis used</td>
<td>5</td>
</tr>
<tr>
<td>3. Correct explanation of the results obtained</td>
<td>5</td>
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<tr>
<td>4. Discussion/interpretation based on the analysis done</td>
<td>5</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>SUMMARY/CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major findings - described as per objectives</td>
<td>2.5</td>
</tr>
<tr>
<td>2. Summary and Conclusion-based on the results</td>
<td>5</td>
</tr>
<tr>
<td>3. Educational Implications of the study</td>
<td>5</td>
</tr>
<tr>
<td>4. Suggestions for further research</td>
<td>2.5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>FORMAT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Appropriateness of the Tables, Figures, Pagination, References &amp; Appendices</td>
<td>5</td>
</tr>
<tr>
<td>• Correctness of Spelling, organization of the content in logical order with appropriate titling, spacing, typing, and binding</td>
<td>5</td>
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</tbody>
</table>

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<th></th>
<th>Total</th>
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<td></td>
<td>100</td>
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</table>

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

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

A student who does not secure this pass marks in one or more subject/component will have to repeat the respective course.

**Improvement Candidates** shall not be allowed to improve the grade already obtained. However cancellation and reappearance will be permitted.

**18. Classification of Successful Candidates**

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

(a) A candidate who qualifies for the degree, passing all the subjects of the four semesters, in 2 academic years after the commencement of his course of study and secures not less than 80% of all the semesters shall be declared to have passed the M.Ed degree examination in First Class with Distinction

(b) A candidate who qualifies for the degree, passing all the subjects of the four semesters within 2 academic years after the commencement of his course of study and secures not less than 60% of all the semesters shall be declared to have passed the M.Ed degree examination in First Class.

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

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

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

Course content
MODULE 1. Education as a field of study
Basic aspects of Education – Indian and western, Concepts of Education – Education
as a process - Origin and development of Education as a discipline — education as
pedagogic science - Interdisciplinary nature of education; relationships with disciplines
such as philosophy, psychology, sociology, political science, economics and
anthropology – Education as an act of Teaching – Teaching as a profession
(16 hours)

MODULE 2. Education and Philosophy
Philosophy as a subject of study – its meaning and definition – significance of
philosophy in education Major areas of Philosophy – Axiology, Metaphysics
Epistemology and their role in education.
(10 hours)

MODULE 3. Indian Schools of philosophy
The Orthodox and Heterodox schools of philosophy – Upanishads, Sankhya, Yoga,
Nyaya, Vysesikha, Utharameemamsa, Poorva meenamsa – Budhism, Jainism and
Charvaka – its axiological, metaphysical and epistemological aspects and their
educational implications - Educational thoughts of Swami Vivekananda, Rabindranath
Tagore, Sri Aurobindo, Gandhiji and J Krishnamurthi – Educational implications of
Bhagavat Gita.
(30 hours)

MODULE 4. Western Schools of Philosophy
Axiological metaphysical and epistemological aspects of idealism, humanism, realism, naturalism, pragmatism and Existentialism and its educational implications — Educational ideas of Rousseau, Dewey and Friere - educational implications of Quran

(20 hours)

MODULE 5. Social Schools of philosophy
Educational implications of Individualism, Democracy, Socialism, Totalitarianism and Communism.

(14 hours)

Transaction mode
Lecture
Seminars
Assignments
Power point Presentations
Field visits
Book Reviews

Assignments
1. Survey of recent researches in philosophy of Education
2. Book Review - prepare a review on any one great work of an eminent educational thinker
3. Review of school curriculum at pre primary/primary/secondary/higher secondary level.
4.  

References


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**Course Code – MED 02**

**PSYCHOLOGY OF LEARNING AND DEVELOPMENT**  
(Instructional Hours - 90)

**Course Objectives**

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

Course Content

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

(10 Hours)

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

(20 Hours)

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

(10 Hours)

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

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

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

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

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

Transaction Mode

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

Core Course – 3

TRENDS AND ISSUES IN EDUCATION

(Instructional hours – 90)

Course Objectives

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

Course Content

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


Integrated programmes, composite institutions, Teacher education universities, Inter university centre for teacher education

(10 Hours)

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


Learning Management Systems (LMS) and Course Management Systems (CMS): Online Learning, Blended Learning; LMS/CMS Software: Blackboard, Moodle, Desire2Learn, Webinar, Massive Online Open Course (MOOC), Blended Learning

Mobile Learning and Ubiquitous Computing, Cloud computing, Flipped Classrooms: Need and Importance in Indian context, Augmented Reality-pedagogical
potentials, Pedagogy in Bring Your own Devices (BYOD) Environment, Open Educational Resource (OER) and Creative Common Licence, Emerging Digital Assistive Technologies, Universal Design for Learning (UDL) and inclusion, Techno pedagogical content knowledge (TPACK).


Multimedia approach- Designing multimedia package - Overview of Models of instructional design- ADDIE Model, Dick and Carey Model. Instructional Design for competency based teaching

(30 Hours)

MODULE 3 - Trends in Methodology, Pedagogy and Evaluation


Issues- commercialization of assessment, quality concerns, domain dependency.

(10 Hours)

MODULE 4 - Trends in Financing Education

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

(10 Hours)

MODULE 5 - Issues in contemporary Education


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

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

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

(20 Hours)

Assignments


2. Any practical activity related to ICT

Mode of transaction

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

References


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Course Code – MED 04

INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

(Instructional hours : 90)

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

Course Content

Part A - Research Methodology

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

(15 hours)

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

(20 hours)

MODULE 3: Sampling
i) Concept of population and sample - Stages of sampling--selection of sample in qualitative, quantitative, and mixed research

ii) Techniques of sampling - Probability and Non-probability sampling - Different types of sampling: Random, stratified, proportionate stratified, cluster, incidental, multistage, purposive, snowball.

(10 hours)

Part B - Statistics in Education

MODULE 1: Descriptive Analysis of Data
i) Basic concepts of statistics - Need of statistics in Educational research
ii) Data types: Nominal, Ordinal, Interval and Ratio scales.
iii) Organizing data: Frequency Distributions - Basic ideas, preparation of frequency distribution from raw scores
iv) Graphical and diagrammatical representation of data: Histogram, frequency curve, cumulative frequency curve, pie diagram- Basic ideas. Application of computer software in diagrammatical representation

v) Measures of central tendency: Mean, median and mode- computation and uses, merits and demerits
vi) Measures of dispersion: Computation of range, standard deviation, quartile deviation- uses of each measure, merits and demerits.
vii) Percentiles and percentile ranks as relative positions- computation. - Ogive and its application
viii) Derived scores- z score & T score

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

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

(10 hours)

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

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

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

**Statistics**


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

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

Course content
MODULE 1. Historical Development education during Ancient, Medieval and Colonial Period
History of Education in India Education in during vedic and post vedic period – historical background of the emergence of budhism and Jainism – ancient Indian Universities – Nalanda, Taxila and Vikramasila – Colonial history of education – Medieval Islamic education and their impacts on Education in Northern States

(20 hours)

MODULE 2. Post-Independence development of Education

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

(20 hours)

MODULE 4. **Political Economic Perspectives on Education**
Relationship between education and political systems – Politicization of Education - education and state – Educational institutions as an instrument of state - education and economic development – decentralization in education – multiple school contexts in terms of locale, management, medium of instruction and schools affiliated to different boards – school as an agent of cultural reproduction and resistance - educational legislations – impacts of neo liberal policies – teacher autonomy and institutional autonomy - equality of educational opportunities – social inequalities –

(25 hours)

Transaction Mode
Lecture
Seminars
Assignments
Power point Presentations
Field visits
Book Reviews

Assignments
1. Survey of recent research trends in education and society
2. Trace out the local educational history
3. Survey on GER at different levels and areas (any one level)

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

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

Course Content

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

(10 Hours)

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

(25 Hours)

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

(25 Hours)

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

(15 Hours)

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

(10 Hours)

MOULE 6 - Guidance and Counseling
• Transactional analysis(TA), Neuro linguistic programming(NLP) and other new trends in educational counseling.
• The guidance approach - Different types of guidance - Procedure and practices.
• The teacher educator as a counselor.

(5 Hours)

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

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

- Lecture Method.
- Seminars.
- Small Group Discussions.
- Assignments.
- Power Point Presentations.
- Field Trips.
- Book Reviews.
Course Code – MED 07

CURRICULUM DEVELOPMENT AND TRANSACTION

(Instructional hours – 90)

Course Objectives

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

Course Content

MODULE 1 - Perspectives of Curriculum

(25 hours)

MODULE 2 - Curriculum Planning, Designing and Development
Meaning and need for curriculum planning- Theories of curriculum development- Dimensions of curriculum design- Models of curriculum planning-(Tylers, Taba, Need assessment, Futuristic Model, Tylers-1949 model-Hilda Taba 1962 model-Willes and Bondi-1989 model-Need assessment model-Futuristic model-Vocational/Training model(With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation)
Module 3 - **Recent approaches to curriculum organisation**

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

**(10 hours)**

**MODULE 4 - Strategies for Curriculum Transaction**

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

**(20 hours)**

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

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

**(20hours)**

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

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

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

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

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

Assignments

Module 1: Analysis of NCTE Curriculum 2014

An inquiry into the foundations of national curriculum by referring the original reference materials.

Module 2: Approaches of the subject curriculum at different levels. Secondary/higher secondary/teacher education. An analysis of the content organization at different levels.
Module III: Analysing the different curriculum-CBSC, STATE BOARD, ICSE, NAVODAYA etc in the light of overt, hidden, societal curriculum, humanistic and reconstruvist curriculum

Module IV: Transaction of curriculum at elementary/secondary education: present constraints and suggestions to overcome

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

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

ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

(Instructional Hours 90)

Course Objectives

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

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

Course Content

Part A – research Methodology

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

MOULE 2: Methods of Educational Research
(i) Historical Research- need and significance, types, sources and collection of data; establishing validity and interpretation of data
(ii) Descriptive Research- surveys, case study, developmental and correlation studies – nature, use and steps. Ex- Post Facto Research.
(iii) Experimental Research – need and significance- nature and steps- validity; internal and external, use and limitations of different types of experimental designs: Pre-experimental, Quasi experimental, True- experimental.
(iii) Qualitative research: meaning, steps and characteristics-Qualitative research approaches :phenomenology, ethnography, naturalistic enquiry and grounded theory
(iv) Mixed Research-meaning, fundamentals principles, types, strengths and weaknesses

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

(15 hours)

Part B - Inferential Statistics

Module 1. Parametric statistics and estimation

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

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

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

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

(32 hours)

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

(8 hours)

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

(5 hours)

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

Assignments

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

References

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

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

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

Course Content

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

   (15 hours)

MODULE 2: Policies, Programmes and Schemes of TE in India
MODULE 3. Concept, Structure, Modes & Agencies of Pre-service and In-service Teacher Education

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

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

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

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

(15 hours)

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

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

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

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


(15 hours)

MODULE 5. Teacher Education in the Globalization Context

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

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


(15 hours)

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

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


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

(15 hours)

Assignments

1. A “comparative study of state and national curricula” of pre-service teacher education in terms of their components, weightages, duration, organisation, transaction and assessment – document analysis

2. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomes – document analysis

3. Design, implementation and evaluation of a training input in any one course of pre-service teacher education – mentored practicum

4. Interview of practicing teachers to identify the nature of in-service teacher education received and the felt needs.

5. Study of the Annual Reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators.

6. Select any one current practice in teacher education and trace the background of its formulation as a policy.

7. A review of researches in any one area of research in teacher education and write the policy implications.

8. A review of a research article in teacher education and write implications for practitioner.

References

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

Course Code MED 10
TEACHER EDUCATION (Practical)
(Instructional hours 90)

1. Peer Teaching in M.Ed. class- Lesson Designing and transaction (1 Lessons/student from a list of given topics under Teacher Education)- Observation and reflection by peers:
   (30 Hours-30 Marks)

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

2. Preparation of an in service Teacher training Module (Objectives, Activities, ICT/ web resources) for elementary / secondary level
   (25 hours-25 marks)

3. Visit BRC/DIET/ TTI/Pre Primary Teachers' Training institutes and interact with students, teachers, principal for a study on the system of teacher training in these institutions
   (25 hours-25 marks)

4. Comparison of Teacher Preparation practices in Elementary, Secondary, Special Education B.Ed., and Language Teachers’ training
The visits for the 3rd practical have to be utilized for this practical

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

Course Objectives

To enable the students to:

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

Course Content

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

(15 hours)

MODULE 2. Elementary Education in India after Independence
2.1 Elementary Education as envisaged in different education commissions and
policies: Kothari Commission, NPE 1986 and its Reviews, Yashpal Committee Report-
86th Constitutional Amendment Bill.
2.2 Basic rights of the child- Child rights legislation in India: National Policy on
(1986) and its amendments (2000,2006), Child Labour Prohibition and Regulation Act
(1986) and the Protection of Children from Sexual Offences Act (2012). Present status
of child rights in India.

(15 hours)

MODULE 3. Status, issues and concerns in Elementary Education
3.1 Hurdles faced in popularizing elementary education- Lack of access, Problems of
non –enrolment and Retention- The drop out phenomenon and its causes.
3.2 Critical reflections on Education of the Girl child- Gender disparities in education -
Social, Cultural and Educational aspects of gender bias in education- Education of the
disabled- Problems of Working children and disadvantaged groups.
3.3 Quality of Elementary schooling and learning achievement: Quality of the learner,
Learning Environment, process, content and outcomes- Enhancing the learning
achievement of children – MLL oriented curriculum

(15 hours)

MODULE 4. Strategies and Programmes
4.1 Measures towards achievement of UEE: Mid-day meals, meeting opportunity
costs, attendance scholarships- Primary Education Curriculum Renewal (PECR),
Operation Blackboard (OB), Project Mass Orientation of School Teachers (PMOST),
Centrally sponsored scheme of Integrated Education for Disabled Children (IEDC),
Early Childhood Care and Education (ECCE), District Primary Education Programme
(DPEP), Sarva Siksha Abhyan (SSA)- Positive impacts of UEE.
4.2 Improving the internal efficiency of the system: School mapping, managing learning in multi-grade contexts, dealing with learning problems of disadvantaged children.

4.3 Dealing with out-of-school children- Alternative schooling, schemes and practices, the ungraded schools and multiple point entry - Educating the girl child- Imparting gender sensitivity - Removing gender bias in curriculum and text books- Women empowerment.

4.4 Professionalizing elementary teacher education – Pre-service and in-service elementary teacher education programmes- Role of DIETs - Critical appraisal of the elementary teacher education programme in Kerala. (30 hours)

MODULE 5. Curriculum and Evaluation in Elementary Education
5.1 Principles of elementary school curriculum - Objectives, Planning and Organisation of curriculum - Psychological basis of present elementary school curriculum - Evaluation in elementary level (principles, strategies and tools) - Term Evaluation (TE) and Continuous Evaluation (CE) (15 hours)

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

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

References
NCF 2005, NCERT: NEW Delhi.
Shukla Subir (1999). A Brief note of Efforts to Address Multi grade teaching in India, June, New Delhi.

Course Code – MED 11.2
METHODOLOGY AND PEDAGOGY OF ELEMENTARY EDUCATION
(Instructional hours 90)

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

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

MODULE 1. Child in the learning context
Childhood as a modern construct; childhood in the context of poverty, globalization and adult culture.
Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context.
Knowledge as construction of experience; case examples from school subjects
Pedagogical perspective and concerns of inclusive education.

MODULE 2. Methods and approaches of teaching pertinent to Elementary education.
Vision suggested by NCF 2005 and KCF 2007 with regard to Education at elementary level. Constructivist Approaches, collaborative learning, Guided Discovery approach, Problem based learning,
Project based learning, Experiential learning. Theories of Piaget and Vygotsky – its bearing on teaching
and learning at elementary education. Critical Pedagogy by Freire - application on teaching and learning at elementary education.

MODULE 3. Pedagogic practices in Elementary education.
ICT integrated pedagogy – Short learning objects, EDUBUNTU. Online learning – Definition and forms of online learning presently available. Scope and limitations of Learning Management System, MOODLE for constructivism, its major features, Making of a sample interactive module with an open software (like EXE or any other) in any subject.

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

MODULE 5. Professional competence of a teacher at Elementary education.
Service conditions of school teachers, Professional ethics for teachers. Teacher appraisal and accountability. Concept and importance of professional development. Action research, Dissemination of indigenous knowledge, Seminars and conferences for teachers, Journals for professional growth. Changing roles and responsibilities of Teacher in a society - Concept of Profession; Teaching as a profession.

Assignments
1. Prepare three case-study profiles of children of varying socio economic status and compare the context of learning and childhood realities among them.
2. Collect three lesson plans from a D Ed student and critically analyse the elements of constructivism and critical pedagogy incorporated into it. Suggest measures to improve the three lesson plans by altering the learning experiences so as to highlight constructivism and critical pedagogy.
3. Prepare a short learning object of about 3 to 4 minutes duration.
4. Analyse any four objective questions in an old question paper of your subject and improve them to increase its assessing strength.
5. Visit any two neighbouring schools and prepare reports on the methods practised for teacher appraisal and accountability.

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

**References**

1. [http://www.thirteen.org/edonline/concept2class/constructivism/](http://www.thirteen.org/edonline/concept2class/constructivism/)
2. [http://www.tltgroup.org/resources/flashlight/rubrics.htm](http://www.tltgroup.org/resources/flashlight/rubrics.htm)
6. Publications
Course Code – MED 12.1

CONTEXT AND ISSUES OF SECONDARY EDUCATION

(Instructional Hours - 90)

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

Course Content

MODULE 1. Introduction to Secondary and Senior Secondary Education in India
1.1 Nature, Scope, function and systems of Secondary and Senior Secondary Education- Structure of Secondary and Senior Secondary Education in India - Status of Secondary and Senior Secondary Education: Process of teaching-learning of adolescents, Exposure to integrated and subject specific streams. (10 Hours)

MODULE 2. Perspectives and Policy on Secondary and Senior Secondary Education in India

MODULE 3. Quality Concerns and Management System in Secondary and Senior Secondary Education

3.2 Areas of research in Secondary Education: Teacher, curriculum, Institution and Learner. Innovations in secondary Education. Competency Based Teaching – Learning (CBTL). Integrated Learning. (20 Hours)

MODULE 4. Status, Issues and Concerns of Secondary and Senior Secondary Education in India
4.1 Problems and issues of Secondary and Senior Secondary Education in India: Problems and challenges related to universalization of Secondary Education - Equalization of educational opportunity, and - Nature and forms of inequality: Dominant and minor groups, Gender inequality, Public – private schools, Rural and urban schools - tribal schools

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


 MODULE 5. **Secondary and Senior Secondary Education Curriculum and Evaluation**


(30 Hours)

**Transactional Mode**

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

**Assignments**

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

**References**
11. NCF 2005, NCERT : New Delhi,
12. NCTE (2009) NCF for Teacher Education: New Delhi
Course Code 12.2
METHODOLOGY AND PEDAGOGY OF SECONDARY EDUCATION
(Instructional hours - 90)

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

Course Content

Module 1. Adolescent in the learning context.
Adolescence as a construct; adolescence in the context of social, psychological and classroom culture.
Competitive stress and expectations of an adolescent with particular reference to the Indian context.
Knowledge as construction of experience, problem solving at secondary and higher secondary level; case examples from school subjects
Pedagogical perspective and concerns of inclusive education at secondary level.

Module 2. Methods and approaches of teaching pertinent to secondary education
Vision suggested by NCF 2005 and KCF 2007 with regard to secondary Education.
Constructivist Approaches, collaborative learning, Guided Discovery approach, Problem based learning.
MOOC – advantages and characteristics. Continuous and Comprehensive Evaluation, Making objective test items and improving (20 hours)

MODULE 3. Pedagogic practices in secondary education
Revised Bloom’s taxonomy for teaching and learning. Content analysis of a topic in any subject at secondary level. Comparison of lesson plan formats with respect to the underpinning learning theories and approaches. ICT integrated pedagogy – Short learning objects, EDUBUNTU. Online learning – Definition and forms of online learning presently available. Scope and limitations of Learning Management System, MOODLE for constructivism, its major features, Making of a sample interactive module with an open software (like EXE or any other) in any subject. (20 hours)

MODULE 4. Evaluation and assessment in secondary education
them to overcome its disadvantages. The concept of negative marking. Evaluation of non cognitive outcomes. Use of Revised Bloom’s taxonomy in Evaluation. Rubrics as a tool for assessing an academic task- seminar, project and co curricular activities. Advantages of rubrics. (15 hours)

MODULE 5. Professional competence of a teacher at secondary education level.
Changing roles and responsibilities of Teacher in a society - Concept of Profession; Teaching as a profession. Service conditions of school teachers, Professional ethics for teachers. Teacher appraisal and accountability. Concept and importance of professional development. Seminars and conferences for teachers, Action research, Dissemination of indigenous knowledge, Popular Research Journals and Education Journals, Impact factor of a journal. Contribution of women in research and teaching. (20 hours)

Assignments
1. Prepare three case-study profiles of children of varying socio economic status and compare the context of learning and adolescent problems among them.
2. Collect three lesson plans from a B Ed student and critically analyse the elements of constructivism and critical pedagogy incorporated into it. Suggest measures to improve the three lesson plans by altering the learning experiences so as to highlight constructivism and critical pedagogy.
3. Prepare a short learning object of about 3 to 4 minutes duration.
4. Analyse any four objective questions in an old question paper of your subject and improve them to increase its assessing strength.
5. Visit any two neighbouring schools and prepare reports on the methods practised for teacher appraisal and accountability.
Transaction mode
Classroom Lectures, lecture-cum-discussion, seminar, symposium, panel discussions,
Group discussions: Reviews and analysis of book/reports/documents, projects, field visits

References:

1. http://www.thirteen.org/edonline/concept2class/constructivism/
   Kraus International Publications
5. Anderson, W. L. & Krathwohl D. R. A taxonomy for Learning, Teaching and
   Psychologist. 41 (10), 1123-1130
   Press, Bucking ham.
    Press.
    McGrawHill Higher Education. Chapter 1: The Study of Human Development,
    Chapter 2: Theory and Research, Chapter 4: Physical Development During the
    First ThreeYears, Chapter 7: Physical Development in Early Childhood, Chapter
    9: Physical Development in Middle Childhood.
    Contemporary Education Dialogue, Vol. 2(1), 5-29.
SEMESTER IV
Course Code – 13.1
GUIDANCE AND COUNSELLING
(Instructional hours – 90)

Course Objectives

On completion of this course the students will be able to:
1. Understand the meaning, nature and scope of guidance
2. Understand the meaning of and the need for group guidance
3. Recognize the role of guidance in attaining the goals of education
4. Appreciate the need for guidance
5. Develop acquaintance with various techniques of group guidance
6. Understand the Types of guidance services
7. Understand the meaning, nature and scope of counselling
8. Appreciate the need for and goals of counselling
9. Analyze the relationship between guidance and counselling
10. Recognize the objectives of counselling
11. Recognize the different approaches of counselling
12. Understand the various stages involved in the process of counselling
13. Appreciate the importance of counselling relationship
14. Recognize the different areas of counselling
15. Become acquainted with the skills and qualities of an effective counsellor.
16. Gain first-hand experience of carrying out the different guidance and
counselling activities such as group guidance, psychological test administration
and record preparation.
17. Familiarize with common behavioural problems of students.
18. Understand the Nature and causes of behavioural problems
19. Recognize the Concept of normality and abnormality
20. Become acquainted with the Disorders of child and adolescence
21. Familiarise developmental disorders and Psycho physiological disorders
22. Analyze the causes of Underachievement and role of learning disabilities
23. Understand the problems related with school discipline
24. Recognize the Concept of stress, Stressors, Stress prevention and coping.
25. Analyze the Current mental health issues
26. Understand the concept of school counselling
27. Understand the role and function of school counsellors.
28. Familiarise the modes of counselling for gifted, creative, MR, LD, Slow learner,
socially disadvantaged children and problem children.
29. To understand the methods of Educational counselling at different stages
30. To develop an idea about physically and intellectually challenged students
31. Identification of Delinquency and Analyse its causes
32. Recognize the role of Heads and teachers in school Counselling programmes.

Course Content

MODULE 1- introduction to guidance
- Meaning and Definitions
- Need for guidance, Needs for Guidance at various levels of education/schooling
- Principles of guidance.
- Objectives of guidance: self-understanding, self-discovery, self-reliance, self-
direction, self-actualization
- Scope of guidance programme
- School Guidance: concept, a collaborative effort of school and community:
  Organisation of Guidance programmes in schools,
  (20 hours)

MODULE 2 - dimensions of guidance
- Types of Guidance: Educational, Vocational/Career and Personal/ Individual
guidance (Specify Nature, need, scope, process and functions), factors affecting
career development
- Group guidance; advantages, techniques: class talk, career talk, orientation talk,
group discussion, career conference, career corner, bulletin board, role play.
- Types of guidance services: orientation, information, counselling, placement,
  Follow-up, and research & evaluation
  (15 hours)

MODULE 3 - understanding counselling
- Meaning & nature of counselling
- Scope of counselling
- Relationship between guidance and counselling
Objectives of counselling: resolution of problems, modification of behaviour, promotion of mental health

Approaches to Counselling: directive, non-directive and eclectic

Counselling techniques: Relaxation technique, Assertion training (social skills training), Rational Emotive Behaviour Therapy and Systematic Desensitization.

Counselling Process: counselling relationship, assuring confidentiality, assessing expectations, collecting information, identifying problems, beginning intervention.

Variables affecting counselling process: Counselling environment

Areas of counselling: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups

Skills and qualities of an effective counsellor

Professional ethics of a counsellor

(20 hours)

MODULE 5 – familiarize with common behavioural problems of students.

Nature and causes of behavioural problems; Concept of normality and abnormality

Disorders of child and adolescence: Conduct disorders, Oppositional Defiant Disorder (ODD), ADHD, Habit disorders, Separation Anxiety Disorder, child abuse and neglect, antisocial behaviour, anxiety, depression, suicide.

Developmental disorders: Pervasive developmental disorders, Mental retardation, Emotional disorders.

Psycho physiological disorders: Respiratory disorders, cardiovascular disorders, gastrointestinal disorders

Underachievement; causes, learning disabilities

School discipline: problems of violence, bullying, drug abuse, truancy, and dropout etc.

Concept of stress: Stressors and its causes, consequences of stress, and types of coping skills, Stress prevention

Current mental health issues: Internet addiction, mobile phone addiction, porn video addiction, game addiction

Promoting psychological well-being and peace

Follow-up guidance

(20 hours)

MODULE 5 - School Counselling

Role and function of school counsellors: Special skills and problems in school counselling – counselling exceptional students – Concept of children with special needs.

Counselling for gifted, creative, MR, LD, Slow learner, socially disadvantaged children and problem children.

Physically and intellectually challenged students

Delinquency among students-causes, identification, and Counselling for Delinquent students.

Role of Heads and teachers in school Counselling programmes.

(15 hours)

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

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

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

References


Course Code – 13.2
EDUCATIONAL EVALUATION
(Instructional hours – 90)

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

Course Content

MODULE 1: Introduction to Educational Evaluation
(i) Concept of Measurement, Assessment and Evaluation. Scales of Measurement, Role of Assessment in learning-Assessment in learning, for learning, as learning and of learning. Types of Evaluation (Formative, Summative; Diagnostic, Prognostic; Criterion referenced, Norm referenced; Ipsative). Importance of Educational Evaluation,
(ii) Historical and Philosophical perspectives of Educational Evaluation: Beginning of psychological measurement, Measurement in 20th century, Philosophical orientation to evaluation. (15 hrs)

MODULE 2 - Models of Evaluation
(i) Concept of Models of evaluation, Need for evaluation models
(ii) Goal attainment model, Goal free model; Kirkpatrick Model (Advanced level of evaluation- Results level, Performance Level; Basic level of evaluation -Training level, Reaction level),, Stufflebeam’s CIPP Model (Context evaluation, Input evaluation, Process evaluation, Product evaluation) (15 hrs)

MODULE 3: Measuring Instruments
(i) Various measuring instruments- Meaning, when to use, procedure of construction- of Questionnaire, Inventory, Attitude scales, Tests (Intelligence tests, Special aptitude tests, Personality tests)
(ii) Achievement test- Different types of test items- Principles of construction of each. (25 hrs)

MODULE 4 - Standardized Tests
(i) Qualities of a good measuring instrument- Validity, reliability, discriminating power, practicality, Fairness; How to ensure each in different instruments.
(ii) Meaning of standardized test, Steps of standardization of an instrument. (25 hrs)

MODULE 5 - New trends in Educational evaluation
(i) Recent trends in evaluation (National & international).
(ii) Review of researches in Educational evaluation (National & international). (10 hrs)

Transaction mode
Lecture cum demonstration, Discussions, Small group discussions, Work shops, Case studies
Assignments
1. Discuss the advantages of any two major measuring instruments with at least two situations in which it can be used.

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

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

4. Construction and standardization of any of the following instruments.( in small groups with peer administration if necessary)
   a) Inventory b) Attitude scale c) Test

References


Course Code – 13.3
ADVANCED EDUCATIONAL TECHNOLOGY
(Instructional hours – 90)

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

Course Content

**MODULE 1. Introduction to Educational Technology**


(15 hours)

**MODULE 2. Introduction to Information and Communication Technology in Education**

MODULE 3. Electronic Media and Tools for Educational Communication


MODULE 4. Educational Multimedia


MODULE 5. E – Content Development:


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

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

References
Course Code – 13.4

EDUCATIONAL MANAGEMENT, PLANNING AND FINANCING

(Instructional Hours : 90 Hours)

Course objectives

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

Course Content

MODULE 1- Educational Management and Administration

- Meaning and nature of the concepts Administration and Management – Difference between Management and Administration – Need and Significance
of Management- Functions of Management- Fayol’s Principles of Management- Scientific Principles of Management

- Concept of Educational Management and Educational Administration - Nature, Objectives and Scope of Educational Management- Management functions of an Educational Organization
- Historical Perspective of Educational Management in India- Educational Administration at Central and State Government Levels - Current practices of administration in educational institutions in India.
- Administration of Primary education - Agencies involved in the administration of primary education-Role of Central government, State government and local bodies in the administration of primary education.
- Administration of Secondary education – Role of Central government and State government in the administration of secondary education
- Theories of Management and their Implications for Education- Scientific Management Approach-Human Relations Approach- Behavioural Approach

(25 hours)

MODULE 2 - Leadership in Education

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

(14 Hours)

Module 3: Educational Planning

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

(13 hours)

MODULE 4 - *Educational Financing*

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

(20 Hours)

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

• Total Quality Management (TQM) in Education
• Quality Assurance in Educational management: Monitoring and Evaluation - Performance Appraisal of Teachers
• Impact of Globalization and Internationalization on Educational Policy, Planning, Financing and Management
• Institutional Autonomy and Accountability
• Knowledge Economy - Knowledge Management: Concept, Knowledge Management Process Model


• Issues in Educational Administration – Centre, State and Local Bodies, Centralization and Decentralization in India, State and Private Enterprise, Existing Problems of Administration in India, External Controls and Internal Controls, Equalization of Educational Opportunities.

(18 Hours)

Transactional Mode

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

Assignments

The students may choose any one of the following:

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


Course Code – MED 14.1

**EARLY CHILDHOOD CARE AND EDUCATION**

(Instructional hours – 90)

Course Objectives

- On completion of this course the student will be able to:
- Understand the need and significance of early childhood care and education
- Understand the policy perspectives on ECCE in Indian and the world
- Understand developmental problems of children with special needs.
- Understand quality and dimensions of ECCE programs and curriculum in India and foreign countries.
- Understand the alternative thoughts in early childhood education.
- To familiarize the need of informal education in early childhood.
- To acquire the knowledge of development characteristics of Early childhood both normal and children with special needs and link the knowledge in to society
Understand social and personal development of children (3-6 years)

- Understand the quality-dimensions i.e., curriculum, programmes and workforce for ECCE.
- Understand the need for providing compensatory programme for children deprived genetically familial and socially.
- Helping parents to develop understanding about the development traits and needs of children who belong to ECCE.

Course Content

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

Concept, significance and objectives of ECCE - Early childhood care view of different thinkers -

- Rousseau, Pestalozzi, Froebel, Montessori, Aurobindo, Gandhi, Dewy, Tagore and Vivekananda.
- Eclectic view on early childhood care and education
- Physical development of early childhood- Role of family, Preschool and community.-nutritional needs.
- Cognitive development in early childhood
- Need of informal practice and curricular approaches in preschool.
- Moral Development of early childhood
- Emotional development of Early Childhood - developmental needs and tasks
- Psychosocial development of early childhood-
- Language development in early childhood- Vygotsky and Nom Chomsky and other relevant opinions.- Implications in curricular practices.
- Social development of early childhood Related Issue Child sex abuse – protection of child Rights – role of teachers, parents and community

(30 hours)

MODULE 2 - ECCE: Policies and Perspectives

and various part of the world- Theory-Practice paradoxes - Alternative thoughts and informal practices in ECCE-World, India ,Kerala contexts- Pre school practices in sarang Vidyalaya. Emerging researches.

(25 hours)

 MODULE 3 - Curriculum for Pre-school Education– Strategies/Approaches and Resources

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

Different types of pre-school curriculum/Montessori, Kindergarten, Balawadi and Anganwadi Centres,

Support of workforce: teachers, parents, governmental agencies and community support in functioning of ECCE centers, contributions of Kudumbasree mission.

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

General principle to curricular approaches – activity based/ play-way, child-centered, theme-based, holistic, joyful, inclusive using story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages-meaning, rationale, method of transaction in specific context.

Local specific community resources- human and material and their integration to curricular activities; preparation and use of learning and play materials – principles and characteristics; community involvement in effective implementation of ECCE programmes.

Informal evaluation through observation and remediation; training of ECCE workers.

Concept and importance of early intervention of children with special needs


(25 hours)

 MODULE 4 – Training, Research and Evaluation in ECCE

Need and significance of personnel involved in ECCE programme - Status and nature of training programmes- pre-service and in-service – a critical evaluation, issues, concerns and problems - Areas of research studies in ECCE - Evaluation of ECCE programmes, methodology and implications - Health as a pre-requisite for all domains of
development, Role of family, pre-school, community and Governmental agencies - Nutritional needs –common disease – immunization - Precaution – first aids – comprehensive health programmes

(10 hours)

Transaction Mode

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

Assignments

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

**Essential Readings.**


**References**

Course Code – MED 14.3

HIGHER EDUCATION

(Instructional hours 90)

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

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

(10 Hours)

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

(20 Hours)

Module 3. Learning and Teaching in Higher Education
Module 4. Curriculum and Evaluation in Higher Education

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

Module 6. Vital Problems of Higher Education in India

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

References
16. Online resources – OECD
19. htm
education-sector.htm

Course Code - MED14.3
NON - FORMAL EDUCATION
(Instructional hours - 90)

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

Course Content

MODULE 1 - Nature and Scope of Non-Formal Education
Meaning, Definition, Scope, Importance, and Objectives of Non-Formal Education, Difference between Formal Education, Informal Education, and Non-Formal Education; Role of Non-Formal Education in Universalisation of Education, Non - Formal Education as an alternative to Formal Education, Philosophical, Sociological and Spiritual basis of Non-Formal Education- Non-Formal Education and disadvantaged groups of the society –Clientele of NFE - Scheduled Caste and Scheduled Tribes, Women and Economically Weaker Sections. (10 hours)

MODULE 2 - Contributions of Great Educators and Agencies

**MODULE 3 - Non-Formal Education and Adult Education**

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

(10 hours)

**MODULE 4 - Non-Formal Education and Global Trends in Education**

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

(6 hours)

**MODULE 5 - Psychology of Non-Formal Education**

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

(8 hours)

**MODULE 6 - Curriculum and Methods of Teaching**

Principles of Curriculum construction for non formal education- curriculum for different age groups, different subjects- Literacy, Numeracy, General Science, Social Studies- Methods of teaching - Story Telling, Seminar, Workshop, Group Discussion, Debate, Demonstration, Dramatization, Role Play, Buzz Group, Field Trip, Folk Arts, Tele Conferencing

(6 hours)

**MODULE 7 - Instructional Materials**

Nature and Type of Instructional Material needed for the Non-Formal Education Programme - Improvised materials, Projected and non projected aids - Instructional skills required for Non-Formal Education Teachers- Technological Impact on Non-Formal Education – Multi media and IT products in educating Non-Formal Education learners

(8 hours)

**MODULE 8 - Social and Economic Framework**

FORMAL EDUCATION AND ACCULTURATION – SOCIAL TRANSFORMATION – LIFE SKILLS AND QUALITY OF LIFE

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

MODULE 10 - AGING AND NON-FORMAL EDUCATION

MODULE 11 – WOMEN EMPOWERMENT AND NON-FORMAL EDUCATION

TRANSACTION MODE
1. Discussion
2. Group Discussion
3. Debate
4. Seminar
5. Demonstration
6. Project
7. Role play
8. Buzz group
9. Brainstorming
10. Folk art forms

ASSIGNMENTS
1. Case Study of Non-Formal Education Centres
2. How to organize a Non-Formal Education Centre?
3. Setting up a Non-Formal Education Centre in a Village
4. Evaluating Reading & Writing Material used in Non-Formal Education Centres
5. Visit to State Resource Centre and prepare a Report
6. Field visits to Old Age Homes.

7. Interaction /Field visits to communities.


9. Field visit to Gender Resource Centers in Delhi
10. Exposure to training and livelihood program for women including self-employment program (e.g. SEWA etc.)
11. Working for Self Help Groups to women in the communities
12. Visits to Woman’s Panchayat
13. Exposure to skill building program for women
14. Decent Employment Opportunities for Women (ILO experiences and CSO integration program)

References
18. UNESCO. (1972). Learning to be, Paris, UNESCO.
Course Code – MED 14.4
ALTERNATIVE EDUCATION
(Instructional hours – 90)

Course Objectives
To enable the student teacher to –

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

Course Content

MODULE 1. *Alternative Education – Conceptual framework*

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

(20 hours)

MODULE 2. *Agencies of Alternative Education*

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

(25 hours)

MODULE 3. *Alternative Education at different Stages and Recommendations of Various committees*

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


(25 hours)

MODULE 4. Alternative Education: Global and Local Context

a) Alternative Educational experiments and experiences in the globe – De-schooling society, contributions of various educational thinkers.

b) Alternative Education in Indian Context: Resonance of Gandhian though on Education with alternative education

c) Significance of Indian philosophers on alternative thought

d) Kerala experiences of alternative education – Kanavu, Sarang, etc.

(20 hours)

Assignments

1) Visit an alternative education centre and prepare a report.

2) Preparation of instructional materials for adult learners.

3) To conduct a survey of the non-formal education centers in the locality: The written report should be around 500 words.

4) Interview of two neo – literate adults.

Mode of Transactions

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

References


2. Dutta S. C. (1968) History of adult education (New Delhi Indian Adult Education Association in India) ch. 10 and 11


Course Code – MED 15.1

INCLUSIVE EDUCATION

(Instructional hours-90)

Course Objectives

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

Course Content

Module 1. *Introduction to Inclusive Education*

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

(5 hours)

Module 2. *Trends and Developments in Inclusive Education*

- Historical aspects of inclusive education.
- Theories of inclusive education.
- An overview of the evidence based on the practices and policies of inclusive education.
- National Initiatives in Inclusive Education
  1. National institutes for various disabilities
  2. District primary education programme
  3. Sarva Shiksha Abhiyan
  4. NCF 2005
  5. Girls Education Initiatives-mahila samakshya,Kasthurbagandhi balika vidyalaya.
- International Initiatives in Inclusive Education
  1. The convention on the rights of the child(Article23,28,29a2,3,6,10&12)
  2. The world declaration on education for all.
  3. The world declaration on the survival, protection and development of children and the plans of action.
  5. International year of the disabled persons.
- Current Laws and Policies supporting Inclusive Education.

(18 hours)

Module 3. *Children with Diverse Needs*

- Definition and characteristics of children with sensory( hearing, visual and physically challenged)intellectual ( gifted, talented and mentally challenged children), developmental disabilities( autism, cerebral palsy, learning disabilities),
social and emotional problems, scholastic backwardness, under achievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to the marginal groups.

- Importance of early detection, Functional assessment for development of compensatory skills.
- Role of teachers working in inclusive settings and resource teacher in developing and enriching academic skills for higher learning.
- Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC ST and linguistic and other minority groups.

(22 hours)

Module 4. Preparation for Inclusive Education

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs- concept of remedial education, special education, integrated education and inclusive education.
- Brief account of existing special, integrated and inclusive education services in India.
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.
- Creating and sustaining inclusive practices.

(10 hours)

MODULE 5. Inclusive education strategies and addressing diversity in class rooms

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

(25 hours)

MODULE 6. Training and Research in Inclusive Education
- Skills and competencies of teachers and teacher educators for inclusive settings.
- Roles, responsibilities and professional ethics of teachers in inclusive settings.
- Research priorities in inclusive education.
- Priority areas of research on girls’ education.
- Study of teaching learning practices and social inclusion.
- Least Restrictive Environment.
- Community Based Rehabilitation.

(10 hours)

Assignments
1. Prepare a parallel summary of the international and national initiatives to cater to learners with diverse needs, demonstrating the evolution towards IE.
2. Prepare a table/graphic comparing the various approaches to learners with diverse needs.
3. Summarize the contemporary policy towards IE in India.
4. Interview a parent & teacher of any two categories of children with diverse needs and make a report on the perceived causes, difficulties developmental patterns and strategies for enabling the learner.
5. Visit a nearby inclusive school and make a report of the measures taken by the authority for inclusive education and comment.
6. Prepare a lesson plan on any topic of your choice that cater to diverse learners, and highlight the strategies and emphasizes made to each category.

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

References
5. Dubbey.S.M (2001), Educational scenario in India. Authors
6. Gardner William (1977)Learning and behavioural characteristics of exceptional children and youth; Allyn&Bacon
Course Code – MED 15.2
ENVIRONMENTAL EDUCATION
(Instructional hours – 90)

Course Objectives

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

Course Content

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

MODULE – 2 : Eco concepts on Environmental Education
• Meaning, Concept and Role of teacher in cultivating the following:
o Eco literacy – Fritjof Capra. Water literacy and its growing concern in the present scenario. Strategies to promote water literacy through collaboration of various agencies.

o Ecological Intelligence - Daniel Goleman

o Naturalistic Intelligence – Howard Gardner

• Eco tourism: Meaning and Relevance
• Eco pedagogy: Meaning and Importance

(15 hours)

MODULE - 3: Sustainable Development

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

(5 hours)

MODULE - 4: Environmental Heritages and Culture

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

(15 hours)

MODULE - 5: Environmental Issues

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

(20 hours)

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

(10 hours)
MODULE - 6: Disaster Management

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

(15 hours)

Assignments

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

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

References

12. Publication.
Course Objectives

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

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

Course content

MODULE I: Human Rights

(20 hours)

MODULE II: Human Rights Education

(15 hours)


(10 hours)

MODULE IV: Concept of values

(15 hours)

MODULE V: Agencies of value education

(20 hours)

MODULE VI: Evaluation of values
Measurement of values. Tests, inventory, scales . Need of research in value education. Recent Researches in value education. Importance of content analysis of text books. Values as educational aims from
elementary to university level.

(10 hours)

Assignments

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

Mode of Transaction
Lecture method, stories, Interview, book reviews, group discussion, personal examples.

References


22. NCERT.http://www.ncert.nic.in/sites/valueeducation.


**Websites**

https://www.amnesty.org/en

www.unesco.org/new/right2education

en.wikipedia.org/wiki/Human_rights


www.humanrights.gov

www.un.org/en/rights

www.rightsedu.net

www.hrw.org/asia/india
Course Code – MED 15.4
COMPARATIVE EDUCATION
(Instructional hours – 90)

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

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

(20 hours)

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

(15 hours)

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

(15 hours)

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

(20 hours)

MODULE 5 - Comparison of Distance Education systems in selected nations
History of Distance education system- Role of Universities in UK in Distance education -University of London as the first University offered Distance education degrees-Open Universities- Online courses.
Distance education courses in India- Relevance of Distance education course to Indian society- correspondence courses, distance education courses under different universities- Role of Distance education council- IGNOU as peoples’ university- UGC as a regulatory body- Online courses
History of Distance education in China - Trend of Open and distance education courses – online courses and E learning
Emergence of distance education courses in Ethiopia– relevance of such courses in the social structure of Ethiopia- Trends and issues of Open courses, online courses and E learning in Ethiopia

(20 hours)

Assignments
Review of studies related to comparative education
Website evaluation of official educational websites of selected nations
Critical evaluation of school curriculum of any two nations

Transaction mode
Lecture
Small group discussions
Reading and reflections on text
Assignments
Seminar presentations

References


Web References
5. http://www.education.nic.in
8. http://www.ncert.nic.in