

**KANNUR  UNIVERSITY**

(Abstract)

Two year Master of Education (M.Ed.) Programme – Regulation, Scheme, Syllabus and Model Question Papers - in tune with NCTE regulation 2014 – implemented in Kannur University with effect from 2015 admission – orders issued

ACADEMIC 'C' SECTION

U.O. No. Acad/C4/9685/2015

Civil Station (P.O), Dated, 30 -09-2015

- Read: 1. Letter No. SRO/NCTE/Estt/Reg/ N & S/2014-15/60555 Dated 11-02-2014  
2. Minutes of the meeting of the Board of Studies in Education (Cd) held on 20-02-2015  
3. One day workshop for finalization of syllabus held on 14.05.2015  
4. Minutes of the meeting of the Board of Studies in Education (Cd) held on 08-06-2015  
5. Minutes of the meeting of the Faculty of Education held on 08-06-2015  
6. Letter dated 18-09-15 from the Chairman, Board of Studies in Education (Cd)

**ORDER**

1. The NCTE vide paper read (1) above, has made new norms & regulation for Teacher Education Programmes in India and enhanced duration of M.Ed. programme from one year to two year.
2. The Board of Studies in Education (Cd) held on 20-02-2015 as per paper read (2) above, resolved to revise the curriculum of M.Ed. in tune with the guidelines of NCTE regulation 2014 and a subcommittee was constituted for framing structure, scheme, pattern and guidelines for two year M.Ed. Programme.
3. A workshop as per paper read (3) above was conducted at the University Office, Thavakara on 14-05-2015 to finalize the syllabus for two year M.Ed. Programme.
4. The meeting of the Board of Studies in Education (Cd) held on 08.06.2015 vide reference (4) above, approved the Regulation, Scheme, Syllabus and Model Question Papers of two year M.Ed. Programme.
5. As per paper read (5) above, the meeting of the Faculty of Education held on 08.06.2015 approved the Regulation, Scheme, Syllabus and Model Question Papers of two year M.Ed. programme.
6. Vide paper read (6) above, the Chairman, Board of Studies in Education (Cd) has forwarded the Regulation, Scheme, Syllabus and Model Question Papers for two year M.Ed. Programme for implementation with effect from 2015 admission.
7. The Vice-Chancellor, after considering the matter in detail, and in exercise of the powers of the Academic Council, conferred under Section 11 (1) of Kannur University Act, 1996 and all other enabling provisions read together with, has accorded sanction to implement the Regulation, Scheme, Syllabus and Model Question Papers for two year Master of Education Programme with effect from 2015 admission subject to report before the Academic Council.

P.T.O.

8. Orders are, therefore, issued accordingly.
9. The implemented Regulation, Scheme and Syllabus are appended.

Sd/-  
JOINT REGISTRAR (ACADEMIC)  
For REGISTRAR

To:

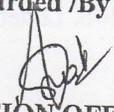
The Course Director,  
School of Pedagogical Sciences, Dharmasala

Copy to:

1. The Examination Branch (through PA to CE)
2. The Chairman, BOS in Education (Cd)
3. PS to VC/ PA to PVC/ PA to Registrar.
4. JR/AR-I (Academic).
5. Web Manager (for uploading in the Web site)
5. SF/DF/FC



Forwarded /By Order

  
SECTION OFFICER  
B

• For more details log on to [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)

# KANNUR UNIVERSITY

## TWO YEAR M.Ed PROGRAMME

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### REVISED CURRICULUM

[Regulations and Guidelines]  
With effect from 2015 admission

June 2015

# Master of Education (M.Ed.) Programme

## Preface

### 1. Introduction

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

### 2. Vision

Purpose of the M. Ed. programme is to prepare, professionally committed and competent teacher educators, 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 viz., Teacher Education, Non-formal Education, Early Childhood Care and Education, Elementary and Secondary Education, Guidance and Counseling, Educational Technology, Educational Measurement and Evaluation, Educational Management, Planning and Financing, Education for Human Rights and Values, Curriculum Development and Transaction, Environmental Education, Inclusive Education etc. It also focuses on comprehensive and integrated professional development of personnel engaged in educational management and administration.

It is in this context, Kannur University also decided to revise the teacher education programmes such as B.Ed and M.Ed curriculum in tune with the NCTE with Two Year duration. M.Ed. Programme Curriculum is designed for preparing professionally competent teacher educators who are more reflective, versatile and effective teachers who have the capacity to engage fully with the complexities of education and to be key actors in shaping and leading educational changes.

The syllabus could not have been completed without the dedication of the drafting committee members under the leadership and patronage of Dr. M K. Abdul Khader (Hon. Vice Chancellor), Dr. Balachandran Keezhoth, (Registrar) Dr. S. Pradeepkumar (Controller of Examinations) and Dr. P J Jacob (Dean, Faculty of Education and member Syndicate), Kannur *University*.

The contributions of the drafting committee, review committee, Heads and Principals of Teacher Education Colleges, and University staff is duly acknowledged. The Board of Studies hopes that this revised two year M.Ed Curriculum has tremendous potential to prepare reflective, accomplished and enquiring teacher educators for the new era.

Dr.K.Rajagopalan                      Convenor,  
Dr. Babu Kochamkunnel              Chairman, BOS in Education (Cd)

## **M.Ed. CURRICULUM DEVELOPMENT COMMITTEE**

### **General Conveners**

Dr. P.J.Jacob, Dean, Faculty of Education and Syndicate Member, Kannur University

Dr. Babu Kochamkunnel, Chairman, BOS in Education (Cd)

### **Coordinators**

#### **Members of M.Ed. Curriculum Committee**

- 1 Dr.K.Rajagopalan, Associate Professor, N.S.S.Training College, Ottapalam  
(Coordinator)
2. Dr.P.J.Jacob, Dean, Faculty of Education, Kannur University
3. Dr.T.V.Thulasidharan, Director, School of Pedagogical sciences,  
Dean, Member Syndicate M.G.University, Kottayam
3. Sr.Clar.A.C, Principal, St.Anns College of Education, Mangalore

## **KANNUR UNIVERSITY**

### **MASTER OF EDUCATION (M.Ed.) DEGREE PROGRAMME**

#### **Regulations and Scheme of Examination**

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

#### **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.

#### **Objectives:**

- To understand 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 develop national and international perspectives on educational theory and practice
- To develop understanding of human behaviour and personality for guiding efficient and effective learning
- To acquire skills required to take up leadership roles in the areas of education
- To develop a rational conceptualization of educational research
- To enhance essential ICT skills required for educational practice and professional Empowerment
- To develop competence in specialized areas such as:
  - I Advanced methodology of Teaching school subjects
  - II Teacher Education
  - III Non formal Education
  - IV Early Childhood Care and Education
  - V Elementary and Secondary Education
  - VI Guidance and Counseling
  - VII. Educational Technology
  - VIII Educational Measurement and Evaluation
  - IX Educational Management, Planning and Financing
  - X. Education for Human Rights and Values
  - XI. Curriculum Development and Transaction
  - XII Environmental Education
  - XIII Inclusive Education

## 1. Title

**1.1** These regulations shall be called REGULATIONS FOR M.Ed PROGRAMME(CCSS) conducted by the Kannur University with effect from 2015 admission.

## 2. Scope

- 2.1** Applicable to M.Ed. programme conducted by the Kannur University with effect from 2015 admission.
- 2.2** The provisions herein supersede all the existing regulations for the M.Ed.Programmes to the extent prescribed.

## 3. Preliminaries

The four major aspects of the revised M.Ed (CCSS) Programme are

- Semesterisation
- Credit System
- Continuous Evaluation
- Grading

It shall come into effect from 2015 admission onwards

## 4. Definitions

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

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

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

**4.4 Specialization Course** means a course in the subject of specialization in the M.Ed.Degree programme.

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

**4.6 Credit (C)** is a unit of academic input measured in terms of the weekly contact hours to a assigned course in a semester.

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

**4.8 Credit point (C)** is the assigned credit of the course

## **5. Eligibility for Admission and Reservation of Seats:**

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

### **5.1. Weightage of Marks:**

Weightage of marks will be given as per the existing rules of the university and for approved teaching experience in government/aided institutions, Weightage of marks for proficiency in Sports/Games/ NCC/NSS etc. and bonus marks for Ex-servicemen Applicants and widows and children of Jawans/Exservicemen will be given as per the existing rules of admission

Candidates who have passed their qualifying Examination from Universities outside Kerala should submit Eligibility/Equivalence Certificate stating that their qualifying Examination is recognized by this University, for seeking admission to M.Ed Degree Course along with their application. The candidates belonging to SEBC/SC/ST/PWD will be given relaxation as per existing Govt/ University policy/rules

### **5.2. Admission Procedure**

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

## **6. Selection Criteria:**

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

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

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

b) A weightage of five index points will be given to the natives of Kannur University jurisdiction (ie. Kannur, Kasaragod Revenue Districts and Mananthavady Taluk of Wayanad Revenue District) for admission to M.Ed. programme in all institutions maintained by or affiliated to the University on production of Nativity Certificate of 5 years issued by the Competent Revenue Authority.

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

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

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

### 8 . Attendance

- a. One semester of M.Ed programme will normally consists of 100 working days of 6 hours each. The candidate should earn minimum of 80% attendance and 90% for field attachment out of the total working days in each semester.
- b. Shortage of attendance (in each semester) up to 10% may also be condoned by the Vice-Chancellor on the recommendation of the HOD and Principal of the college on genuine grounds.

The percentage of attendance of a candidate is to be calculated based on the total number of working days as stipulated by NCTE / University. If a candidate fails to appear for the examination due to shortage of attendance in a semester, he/she shall obtain readmission to the respective semester and complete the course as per the rules and regulations of the university.

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

### 9. STRUCTURE OF THE COURSE

Total Marks for the Programme : 2000

Duration of the Course : Two Years- Comprising 4 Semesters

Semesters	Period	No. of working days	
I	June to October	100	
II	November to March	100	April/May Summer vacation
III	June to October	100	80 days/ 6 weeks in a college of Teacher Education(internship) and in Elementary, Secondary or Higher Secondary school which ever be their area of specialization (Field attachment)
IV	November to March	100	

## 10. Structure of the M.Ed. Programme

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

<b>SEMESTER – I Core Courses</b>					
<b>Sl No./ course code</b>	<b>Name of Course</b>	<b>External</b>	<b>Internal</b>	<b>Credits (1=25 marks)</b>	<b>Marks</b>
<b>1- M.ED C01</b>	Advanced Philosophy of Education	80	20	4	100
<b>2 M.ED C 02</b>	Psychology of Learning and Development	80	20	4	100
<b>3 M.ED C 03</b>	Trends and Issues in Education	80	20	4	100
<b>4 M.ED C04</b>	Introduction to Educational Research and Statistics	80	20	4	100
Yoga Education Practical			25	1	25
ICT cum Soft skills/ Expository writing workshop			25 25	1 1	25 25
<b>Total</b>		<b>320</b>	<b>155</b>	<b>19</b>	<b>475</b>

<b>SEMESTER II – Core Courses</b>					
<b>Sl.No/ Course code</b>	<b>Name of Course</b>	<b>External</b>	<b>Internal</b>	<b>Credits (1=25 marks)</b>	<b>Marks</b>
<b>5- M.ED C 05</b>	History Sociology and Political Economy of Education	80	20	4	100
<b>6- M.ED C 06</b>	Psychology of Individual Differences	80	20	4	100
<b>7- M.ED C07</b>	Curriculum Development and Transaction	80	20	4	100
<b>8 - M.ED C 08</b>	Advanced Educational Research and Statistics	80	20	4	100
	Research Proposal		50	2	50
<b>Total</b>		<b>320</b>	<b>130</b>	<b>18</b>	<b>450</b>

<b>SEMESTER III – Core Courses</b>					
<b>SI No/ Course code</b>	<b>Name of Course</b>	<b>External</b>	<b>Internal</b>	<b>Credit(1=25 marks)</b>	<b>Marks</b>
<b>9- M.ED C 09</b>	Teacher Education	80	20	4	100
<b>10-M.ED C 10</b>	Context and issues of Elementary Education	80	20	4	100
<b>11-M.ED C 11</b>	Context and issues of secondary and senior secondary Education	80	20	4	100
<b>12.Specialisation Courses- M.ED C 12</b>	Advanced Methodology and Pedagogy of optional subjects	80	20	4	100
<b>Field Experience/ Attachment /Internship based on Specialisation</b>			50	2	50
<b>Field Work for Dissertation</b>					
<b>Total</b>		320	130	18	450

<b>SEMESTER IV – 3 Specialisation Courses to be selected one each from Group A ,B and C</b>				
<b>Elective Courses (One from each group)-Course Code-M.ED E13</b>				
<b>Group A Current Practices in</b>				
<b>M.ED E 13.1</b> Guidance and counseling <b>M.ED E 13.2</b> Educational Evaluation <b>M.ED E 13.3</b> Advanced Educational Technology <b>M.ED E 13.4</b> Educational management, Planning and financing	80	20	4	100
<b>Group B Levels of Education</b>				
<b>M.ED E 13.5</b> Early Child hood Care and Education <b>M.ED E 13.6</b> Higher Education <b>M.ED E 13.7</b> Non Formal Education	80	20	4	100
<b>Group C Emerging issues in Education</b>				
<b>M.ED E 13.8</b> Inclusive education <b>M.ED E 13.9</b> Education for Human Rights and Values <b>M.ED E 13.10</b> Environmental Education <b>M.ED E 13.11</b> Comparative education	80	20	4	100
Academic writing workshop		25	1	25
Internship in Elementary /Secondary schools		50	2	50
Final Dissertation	100	100	8	200
Viva Voce	50		2	50
<b>Total</b>	<b>390</b>	<b>235</b>	<b>25</b>	<b>625</b>

<b>Sl No</b>	<b>Courses</b>	<b>Credits</b>	<b>Total Marks</b>
<b>1</b>	<b>Core</b>	<b>44</b>	<b>1100</b>
<b>2</b>	<b>Electives</b>	<b>12</b>	<b>300</b>
<b>3</b>	<b>Specialisation</b>	<b>4</b>	<b>100</b>
<b>4</b>	<b>Dissertation (Proposal+Dissertation+Viva)</b>	<b>12</b>	<b>300</b>
<b>5</b>	<b>Workshops/Practical/internship</b>	<b>8</b>	<b>200</b>
<b>Total Credits</b>		<b>80</b>	<b>2000</b>

## **12. Internship**

The internship programme which is a compulsory part of M.Ed. programme is scheduled in the IIIrd and IV th semesters of 6 weeks duration. There are Field internship/attachment in a College of Teacher Education and field internship/attachment relevant to the area of Specialisation in concerned optional subjects Elementary/Secondary/Higher Secondary School. Records should be submitted for field attachment

## **13. Scheme of the Programme**

The M.Ed. programme shall include

- (a) Common Core course( Perspective Courses, Tool Courses and Teacher Education Courses)
- (b) Specialisation Courses Internship/Field Attachment Programmes
  - i) In a Teacher Education Institution and (ii) In the area of Specialisation in Elementary/Secondary/Higher Secondary School.
- (c) Dissertation and Viva-Voce

## **14. Criteria for Internal Assessment**

Components of the Internal Evaluation and their marks are shown below.

Component	Marks
Assignment / Seminar/Project	5
Test Paper	10
Attendance	5
Total	20

### **15 Readmission:**

A student who did not have sufficient attendance and could not appear for the examination may be re admitted in the subsequent year as term student, with a permission of principal and concurrence of University, only if he/she had completed the all internship activities successfully.

### **16. External Examination**

**First semester and third semester external examinations shall be conducted in November, and second and fourth semester in April.**

Duration of each examination is 3 hours.

The external examination of all semesters shall be conducted by the University at the end of each semester. There will be no supplementary exams. There is improvement chance only for first and second semester which will be conducted in the third semester. Students can appear for supplementary examination along with the next batch.

Student who registers his/her name for the external examination for a semester will be eligible for promotion to the next semester.

All programmes and courses shall have unique alphanumeric code given by University

### **17. Pattern of Question Paper:**

Questions shall be set to assess knowledge acquired, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize and manage knowledge. The question setter shall ensure that questions covering all skills are set.

He/she shall also submit a detailed scheme of evaluation along with the question paper.

The question paper shall be a judicious mix of, short answer type, short essay/problem solving type questions and essay.

**Different types of questions shall be given different weightages to quantify their range as follows.**

Section	Type of questions	Marks	Number of questions to be answered
Part A	Essay	20 (2x10)	2 out of 4
Part B	Short Essay/ Problem Solving type	40 ( 8x5)	8 out of 12
Part C	Short Answer type	20 (10x2)	10 out of 12
	Total	80	20 out of 28

## GRADING

- 1.1 An alphabetical grading shall be adopted for the assessment of a student's performance in a course. The grade is based on a 7 point scale. The following table gives the range of marks %, grade points and alphabetical grade.

Range of Marks %	Grade Points	Alphabetical Grade
90-100	9	A+
80-89	8	A
70-79	7	B+
60-69	6	B
50-59	5	C+
45-50	4	C
< 45	0	D

- 1.2 A minimum of grade point 4 (grade C) is needed for the successful completion of a course.
- 1.3 Performance of a student at the end of each Semester is indicated by the Grade Point Average (GPA) and is calculated by taking the weighted average of grade points of the courses successfully completed. Following formula is used for the calculation. The average will be rounded off to two decimal places.

$$\text{GPA} = \frac{\text{Sum of (grade points in a course multiplied by its credit)}}{\text{Sum of Credits of courses}}$$

- 1.4 At the end of the Programme, the overall performance of a student is indicated by the Cumulative Grade Point Average (CGPA) and is calculated using the same formula given above.
- 1.5 Empirical formula for calculating the percentage of marks will be  $\text{CGPA} \times 10 + 7$ .
- 1.6 Based on the CGPA overall letter grade of the student shall be in the following way.

<b>CGPA</b>	<b>Overall Letter Grade</b>
8.5 and above	A+
7.5 and above but less than 8.5	A
6.5 and above but less than 7.5	B+
5.5 and above but less than 6.5	B
4.5 and above but less than 5.5	C+
4 and above but less than 4.5	C
Less than 4	D

- 1.7 Conversion of Grades into Classification

<b>Overall Letter Grade</b>	<b>Classification</b>
A+ and A	First Class with Distinction
B+ and B	First Class
C +	Second Class
C	Pass
D	Failed

## **18. Pass Requirement**

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

**19. Grievance Redressal Mechanism**

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

Level 1 Teacher Level. The teacher concerned

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

Level 3 University Level: Committee constituted by the Vice-Chancellor

**20. Transitory Provision**

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

Dr.K.Rajagopalan  
Convenor

Dr.Babu Kochamkunnel  
Chairman, Board of Studies in Education(Cd)

# SYLLABUS OUTLINE

## SEMESTER I

**Course Code – M.ED C 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***

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

**(16 hours)**

##### **MODULE 2. *Education and Philosophy***

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

**(10 hours)**

##### **MODULE 3. *Eastern Schools of philosophy***

Unique characteristics of Indian philosophy – The Orthodox and Heterodox schools of philosophy – critical analysis of the educational implications of Upanishads, Sankhya, Yoga, Nyaya, Vysesikha, Utharameemamsa, Poorva meemamsa – Buddhism, Jainism and Charvaka – Educational thoughts of Swami Vivekananda, Rabindranath Tagore, Sri Aurobindo, Gandhiji and

J Krishnamurthi - Aims and ideals of education exemplified in Bhagavat Gita, Quran and Bible–  
Educational ideas of Confucius and Lao tzu

**(30 hours)**

**MODULE 4. *Western Schools of Philosophy***

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

**(20 hours)**

**MODULE 5. *Social Philosophies and Education***

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

**(14 hours)**

**Transaction mode**

Lecture

Seminars

Assignments

Power point Presentations

Field visits

Book Reviews

**Assignment**

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.

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## **Course Code – M.ED C 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 roles of teachers to facilitate development.
3. To enable the learner to understand that learning and development are interactive processes
4. To acquaint with the complex phenomena of learning, the various theories and implied instructional strategies
5. To familiarize with motivational theories and their class room implications
6. To acquaint with the theories of remembering and forgetting and ways to ensure good retention
7. To enable the learner to understand and apply the principles of transfer of Learning
8. To conduct studies on socio-cultural, technological, impacts on behaviour and learning styles

**Course Content****MODULE - I : *The Science of Psychology*****Objectives**

□□To acquaint the learner with the methods and approaches of scientific psychology and psychopedagogy

**Content outline:**

□□Psychology: Origin, Meaning, Nature and Functions -- Trends in Problems and Trends in Methods

-- Scientific Characteristics of Psychology.

□□Approaches to Study Human Behaviour: Behaviourist, Cognitive, Psychodynamic, Socio-cultural,

Humanistic and Neurobiological perspectives.

□□Educational Psychology: Meaning, Definition and Scope – Relevance of Educational Psychology

in Teaching and Learning.

**(10 hours)**

**MODULE – II : *Developmental Psychology*****Objectives**

□□to acquaint the learner with the nature and characteristics of development and their educational implications

□□to help the learner to understand adolescent problems and their remedial measures

□□to make the learner understand the theories of development and their educational implications

**Content outline:**

□□Meaning-Principles-Stages And Aspects Of Development-Physical,Mental,Social,Emotional Characteristics Of Each Stage (In Brief)- Develentopmental Hazards and Tasks.

□□Adolescent Problems and Remedial Measures-Recent Researches In Adolescent Education-

□□Theories Of Cognitive Development-Piaget,Bruner(Basic Postulates,Develpomental Stages,Educational Implications)

□□Theory Of Moral Development-Kohlberg

□□Theory Of Psychosocial Development-Eric Erikson(Basic Postulates, Stages Of Psychosocial Development, Educational Implications)

**(16 hours)**

**MODULE – III : *Learning and Instruction*****Objectives**

□□To define learning

□□To understand the significance of learning to human development

□□To realize the scope of the construct – learning

□□To be aware of the factors that affect human learning

**Content outline:**

□□Learning: Definition– Relation of Learning To Maturation And Development - Levels of Learning And Teaching

□□Introduction to Learning Theories- Brief Historical Sketch (From Philosophy-Based Learning Theory

to Psychology-Based Learning Theory)

□□Overview of Factors Affecting Learning

- □ Special Features of Adult Learning.  
(5 hours)

#### **MODULE - IV: *Motivation and Learning***

##### **Objectives**

1. To define motivation
2. To understand different types and explanations of motivation
3. To analyze factors that affect human motivation
4. To apply the principles of motivation in educational practice
5. To develop own model of understanding motivation of learners
6. To apply meta-cognitive principles in enhancing own and other learning

##### **Content outline:**

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

**(10 hours)**

#### **MODULE – V : *Theories of learning and Instruction***

##### **Objectives**

1. To develop summary understanding of the principles of learning advocated by different schools of psychology
2. To apply principles of learning in enhancing student learning at various levels of education

##### **Content outline:**

- □ **Behaviorist Learning Theories** – Classical conditioning, Trial and Error, And operant conditioning, Need Reduction, Simultaneous conditioning
- □ Behaviorist Perspective on Strategies That Facilitate Learning (with focus on Skills & Habits)
- □ **Cognitive Learning Theories**- Influences on Cognitive approach to Learning - Sign –Gestalt Learning (Tolman), Gestalt Learning (Principles Or Law For Perceptual Organization), Lewin's field theory, Mastery Learning (Bloom & Block), Social Learning Theory And Observational Learning, Information Processing Theory Of Learning, Gagne's Types & Conditions (Taxonomy Of Learning Outcomes And Phases Of Learning), Meaningful Learning (Ausubel), The

Schema theory (RC Anderson) Cognitive Strategies In Instruction And Learning (with focus on concepts)

**Constructivist Theories Of Learning** –characteristics-

Cognitive Structuralism (Piaget); Social Constructivism (Vygotsky); Bruner (Learning Via Insight and Discovery), Comparison of Developmental and Social Constructivist Views Of Learning

Constructivist Strategies Used In Instruction/Learning

**Humanistic Approach to Learning**- characteristics

Non-Directive Learning (Rogers), Experiential Learning (Kolb)

Humanist Strategies in classrooms (with focus on attitudes, values)

Learning In Formal Vs Informal Contexts- Comparison And Implication For Education

Role Of Family and parents In school Learning

A Summary Comparison Of Approaches To Learning

**(28 hours)**

### **MODULE – VI : *Neuroscience of Learning, Memory, Forgetting***

#### **Objectives:**

1. To understand learning and memory from neuro-physiological perspective
2. To appreciate the role of brain and its parts in learning
3. To apply mnemonic techniques in facilitating own and others' learning

#### **Content Outline:**

Neural Organization, Brain-Structures And Key Functions, Catering Teaching To Hemispherity,

Neuro-physiological Theory of Learning

Multi-Store Model of Memory And Its Implications For Education.

Types Of Memory- Enhancing Memory- Mnemonic Techniques - The Information Processing Theory Of Forgetting - Implications of neurobiology For Teaching And Learning

**(5 hours)**

### **MODULE – VII : *Transfer of learning***

#### **Objectives :**

1. To appreciate the significance of transfer of learning to educational system
2. To exemplify different types and explanations of transfer in learning

#### **Course Content**

Relevance Of Transfer Of Learning In Education, Types Of Transfer, Theories Of Transfer, Experimentally Supported Generalizations About Transfer

**(6 hours)**

### **MODULE - VIII : *Skill education, Mental health and Adjustment***

#### **Objectives**

To appreciate the importance of life skills education

To understand the means of developing life skills, and mental health in learners

#### **Content outline:**

Meaning of Life skill Education -- Need and Significance

Concept of Mental Health -- Definition (WHO) -- Classification of Mental Illness (DSM ) -  
- Maladjustment -- Defence Mechanisms -- Characteristics of Mentally Healthy Person --

Education for Mental Health.

**(10 hours)**

#### **Assignments**

1. Develop a summary comparison of various approaches to study human behaviour
2. Prepare a review of research studies related to adolescent education
3. Interview a teacher at any level, and list the views on factors affecting learning at that level.
4. Prepare a concept map of learner motivation, incorporating major factors proposed by various theories of motivation
5. Prepare a the Summary Comparison Of various Approaches To Learning, incorporating the details on type of learning explained, important variables affecting learning, and educational practices/ strategies/ methods promoted by each approach.
6. Draw and label, the important areas related to learning and memory of, human brain
7. Identify 10 teacher behaviours exemplifying different modes of transfer from course content on education psychology and make a report
8. Develop a lesson plan for any one appropriate life skill in learners at level of education of your choice

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### **Course Code – M.ED C 03**

**(Instructional hours – 90)**

### **Trends and Issues in Education**

#### **Course Objectives**

- The student teacher will be able to understand the importance of universalisation of secondary education and the constitutional provisions for realizing it.
- Examine the issues and concerns related to universalisation of secondary education
- Analyse the strategies used for realization UEE and the outcomes of their implementation.
- Realize the need and importance of equity and equality in education and the constitutional provisions for it.
- Identify the various causes for inequality in schooling
- Realize the importance of Right to Education and the provisions made for realizing it.
- Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools
- Understand the need and importance of education for peace and the national and international efforts towards it.
- Examine the issues and concerns related to global and local environmental crisis
- Explores the strategies for sensitizing the learners towards environmental conservation

- Understand the Action measures taken for Environmental Conservation and its sustainability at the international level.
- Explore the school curriculum for integrating environmental concerns

### **MODULE-1: Universalisation of Secondary Education (15 hours)**

Constitutional provisions

Policies and programmes for realizing the constitutional obligations

Right to education and its implications for universalisation of secondary education (USE)

Impact of realizing the UEE on secondary education: access, enrolment, participation and achievement; status of USE

USE: issues and concerns

Lessons from implementation of UEE

Strategies for realization of targets

### **MODULE-2: Equity & Equality in Education(10hours)**

Meaning of Equality of Educational Opportunities, provision and outcomes; constitutional provisions for ensuring equity

Nature and forms of inequality including dominant and minor groups, gender

Inequality in schooling: public-private schools; Rural-urban-tribal schools, and differential school systems – schools for education of the challenged

### **MODULE-3: Quality in education (20hours)**

What is ‘quality education’?

Indicators of quality: related to learning environment, Student Outcomes

Outcome improvement through: Setting standards for performance; supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use of inputs, and Monitoring performance.

Enhancement of quality in secondary schools

### **MODULE-4: Peace Education(25hours)**

Peace as a dynamic Social Reality

Relevance of Peace: national and international contexts

Dangers to Social Security: terrorism, war, natural calamities and impact on quality of life

Peace context: conditions for promotion of peace, UNESCO’s concerns on Peace and

Understanding

Role of education in promotion of peace: implications for pedagogy

Teacher role in promoting peace

### **MODULE-5: Education for Conservation of Environment (20hours)**

Conservation of environment- an imminent need

Need for sensitizing learners towards concerns of environmental conservation

Integration of environmental concerns in curriculum

Role of teacher in promoting conservation

### Assignments

Presentation on the reports and policies on use

Analysis of school curriculum for integrating environmental concerns

Conduct surveys of various educational contexts (eg. Schools of different kinds) to identify various forms of inequality.

Individual or group projects to visualize feasible school-based strategies for contributing to 'peace' and 'environmental conservation'

One sessional test

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### Core Course M.ED C 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 and develop a research proposal
4. Prepare a research proposal on a selected theme
5. Understand the role and use of statistics in educational research.
6. Convey the essential characteristics of a set of data by representing in tabular and graphical forms
7. Compute relevant measures of central tendency, measures of variation and correlation

## **Course Content**

### **Part-A**

#### **MODULE – I : *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 and evaluation research- Classification by Time -Cross-sectional, Longitudinal and Retrospective. Classification by research objectives- Descriptive, Exploratory and Explanatory
  - iv) Research paradigms in education: quantitative, qualitative,,mixed
- (15 hours)**

#### **MODULE - II : *Identification and conceptualization of Research problem***

- i) Sources of research problems; Statement of problem; research questions in qualitative and quantitative research
  - ii) Review of the literature -purpose and sources- primary and secondary ; literature search: Manual, using databases and internet.
  - iii) Hypotheses: Need, sources and functions; different ways of stating hypotheses; criteria for a good hypothesis
  - iv) Basic concepts of
    - a. Variables
    - b. Techniques and Tools for research
    - c. Sampling
- (20 hours)**

#### **MODULE - III : *Preparation of a Research proposal***

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

### **Part –B**

#### **MODULE - I : *Descriptive Analysis of Quantitative Data***

- i) Need of statistics in Educational research-Data types: Nominal, Ordinal, Interval and Ratio scales.
  - ii) Organizing data : Frequency Distributions- Basic ideas , preparation
  - iii) Graphical and diagrammatical representation of data: Histogram, frequency curve, ogive, pie diagram-Basic ideas and application of each.
- (10 hours)**

**MODULE - II : Descriptive Statistics**

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

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

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

iv) Normal distribution: characteristics of Normal Probability Curve and its applications determining

percentage of cases, determination of limits, overlapping, relative difficulty and

separation of a given group into subgroups. Deviation from normality: Skewness and Kurtosis.

**(25 hours)**

**MODULE - III : Correlation**

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

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

**(10 hours)**

**Assignments**

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

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

**References****Research Methodology**

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### **Statistics**

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## **COMMUNICATION, ICT CUM SOFT SKILLS / EXPOSITORY WRITING,**

Evaluation: Internal Evaluation only

### **Course Objectives**

To enable the learner:

1. To provide an opportunity for prospective teachers to learn communication techniques and practice them in real settings.
2. To develop comprehensive understanding of communication process.
3. To acquaint with relevant writing style personally as well as professionally in academic and non-academic settings.
4. To acquaint with soft skills – an effective means of communication

### **Mode of Transaction**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue

## **INFORMATION COMMUNICATION TECHNOLOGY/CUM SOFT SKILLS 45 hours**

5. To provide an opportunity for prospective teachers to learn communication techniques and practice them in real settings.
  6. To develop comprehensive understanding of communication process.
3. Organize a soft skills training programme for school students and prepare a report of the programme.

### **Module-1**

#### ***Introduction to Information and Communication Technology in Education***

Information: Meaning and Significance, Relationship among Data, Information and Knowledge, Types of Information – Communication: Concept, Meaning, Definition,

Need and Significance, Modes and Types of Communication – Process of Communication – Elements and Barriers – Classroom communication – Technology: Meaning, Need and Significance – ICT: Definition, Meaning, Scope and significance in the context of Education – ICT for Effective Teaching and Learning – ICT in classroom – ICT in Distance Education – ICT for Professional Development and ICT for Institutional Management.

**(15 hours)**

**MODULE 2. *Electronic Media and Tools for Educational Communication***

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

**(10 hours)**

**MODULE 3. *Educational Multimedia***

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

**(10 hours)**

**MODULE 4: SOFT SKILLS – MEANS FOR EFFECTIVE COMMUNICATION (10hrs)**

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

**10 Hours**

**Practicum (any two)**

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

**References**

1. Educational Technology, Kumar, K.L, New Age International (P) Ltd, 1997
2. Teaching Technology for College Teachers, Vedanayagam E.G, Sterling Publishers (P) Ltd, 1989
3. Essential of Educational Technology: Teaching Learning Innovations in Education, Aggarwal, J.C, Vikas Publishing House (P) Ltd, 1995
4. Multimedia: Making it Work, Seventh Edition,
- 5 Bailey, S. (2001). *Academic writing: A Handbook for International Students*. London: Routledge.
- 6 Craswell, G. & Poore, M. (2005). *Writing for Academic Success*. 2nd ed/ Los Angeles: Sage Publications
- Daly, J. (2002). *Personality and Interpersonal Communication*. In M.L. Knapp & J.A.Daly (Eds.). *Handbook of Interpersonal Communication (3rd ed.)*. pp. 135 - 180. Thousand Oaks. CA: Sage.
7. Fratz, C.M., & Seburn, M. (2003). Are argumentative people better or worse at seeing both sides? *Journal of Social and Personal Relationships*, 20, 265 -573.
- 8.Hartley, J. (2008). *Academic Writing and Publishing: A practical Handbook*. London: Routledge.

### **EXPOSITORY WRITING,**

Evaluation: Internal Evaluation only

#### **Course Objectives**

To enable the learner:

1. To acquaint with relevant writing style personally as well as professionally in academic and non-academic settings.

#### **Mode of Transaction**

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community, case study, survey and dialogue

#### **MODULE I: CONCEPT OF COMMUNICATION (10hrs)**

- 1.1. Meaning, Types of communication, components of communication, elements and process of communication, psychological basis of communication. Teaching approaches in communication.
- 1.2. Communication styles – aggressive, passive and assertive
- 1.3. Communication Skills – Interpersonal Skills, Presentation Skills, Listening Skills, Writing Skills
- 1.4. Tools of Communication – How to choose the right tool for communication
- 1.5. Strategies to enhance Communication Skills

**15 Hours**

## **MODULE II: WRITING AS A MEANS OF COMMUNICATION (10hrs)**

- 2.1. Academic writing Skill – concept, Components of Academic Writing Skill
- 2.2. Principles of Academic Writing, Models of Scholarly Communication, ABC of Academic Communication
- 2.3. Tips of Academic Writing, Need of effective Writing Skills

**10 Hours**

## **MODULE III: STYLES OF ACADEMIC WRITING (10hrs)**

- 3.1. Style manuals, Types of Style manual – APA, MLA, Chicago, Vancouver
- 3.2. Guidelines for preparing the following using APA
  - a. Dissertations/ Theses
  - b. Research Papers
  - c. Research Articles
  - d. Synopsis

### **Practicum (any two)**

1. Prepare a research paper/ article using APA style manual
2. Prepare review of related studies (not less than 10) on a research problem of your choice using APA style manual
3. Organize a soft skills training programme for school students and prepare a report of the programme.

## **References**

1. Bailey, S. (2001). *Academic writing: A Handbook for International Students*. London: Routledge.
  2. Craswell, G. & Poore, M. (2005). *Writing for Academic Success*. 2nd ed/ Los Angeles: Sage Publications  
Daly, J. (2002). *Personality and Interpersonal Communication*. In M.L. Knapp & J.A.Daly (Eds.). *Handbook of Interpersonal Communication (3rd ed.)*. pp. 135 -180. Thousand Oaks. CA: Sage.
  3. Fratz, C.M., & Seburn, M. (2003). Are argumentative people better or worse at seeing both sides? *Journal of Social and Personal Relationships*, 20, 265 -573.
- Hartley, J. (2008). *Academic Writing and Publishing: A practical Handbook*. London:

### **MODULE I: CONCEPT OF COMMUNICATION (10hrs)**

- 1.6. Meaning, Types of communication, components of communication, elements and process of communication, psychological basis of communication. Teaching approaches in communication.
- 1.7. Communication styles – aggressive, passive and assertive
- 1.8. Communication Skills – Interpersonal Skills, Presentation Skills, Listening Skills, Writing Skills
- 1.9. Tools of Communication – How to choose the right tool for communication
- 1.10. Strategies to enhance Communication Skills

### **MODULE II: WRITING AS A MEANS OF COMMUNICATION (10hrs)**

- 2.4. Academic writing Skill – concept, Components of Academic Writing Skill
- 2.5. Principles of Academic Writing, Models of Scholarly Communication, ABC of Academic Communication
- 2.6. Tips of Academic Writing, Need of effective Writing Skills

### **MODULE III: STYLES OF ACADEMIC WRITING (15hrs)**

- 3.3. Style manuals, Types of Style manual – APA, MLA, Chicago, Vancouver
- 3.4. Guidelines for preparing the following using APA
  - a. Dissertations/ Theses
  - b. Research Papers

- c. Research Articles
- d. Synopsis

#### **MODULE IV: SOFT SKILLS – MEANS FOR EFFECTIVE COMMUNICATION (10hrs)**

4. Need and importance of soft skills, Types of Soft skills, Differentiate soft skills, Life skills and Technical skills -Soft Skills training – Need for training in soft skills

4.1 Integrating Life skills in different subjects – Life skills in Science Mathematics, Social Science and Languages

#### **Practicum (any two)**

4. Prepare a research paper/ article using APA style manual
5. Prepare review of related studies (not less than 10) on a research problem of your choice using APA style manual
6. Organize a soft skills training programme for school students and prepare a report of the programme.

#### **References**

3. Bailey, S. (2001). *Academic writing: A Handbook for International Students*. London: Routledge.
4. Craswell, G. & Poore, M. (2005). *Writing for Academic Success*. 2nd ed/ Los Angeles: Sage Publications  
Daly, J. (2002). *Personality and Interpersonal Communication*. In M.L. Knapp & J.A. Daly (Eds.). *Handbook of Interpersonal Communication (3rd ed.)*. pp. 135 -180. Thousand Oaks. CA: Sage.
4. Fratz, C.M., & Seburn, M. (2003). Are argumentative people better or worse at seeing both sides? *Journal of Social and Personal Relationships*, 20, 265 -573.
5. Hartley, J. (2008). *Academic Writing and Publishing: A practical Handbook*. London: Routledge.

#### **Yoga Education Practical**

#### **COURSE OUTLINE**

Contact Hours: 25

Max. Credits : 1

Evaluation: Internal Evaluation only

Max. Marks: 25

## Course Objectives

To enable the learner:

1. To develop a deep knowledge about Yoga and its importance
2. To create an awareness regarding the role of Yoga in developing Mental Health of an individual
3. To develop an understanding of Mental and Physical Health of an individual
4. To know more about Yogic Diet
5. To practice different Asanas, Mudras and Breathing Exercises.

## Mode of Transaction

Lecture cum discussion, demonstration, group presentations

## MODULE I : YOGA- ORIGIN AND DEVELOPMENT(5hrs)

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

## MODULE II: ASANAS, MUDRAS, PRANAYAMA (BREATHING EXERCISES),

(20 hrs)

### 2.1 Asanas

Padmasana

Suryanamaskar

Thadasana

Vrikshasana

Ekapadasana

Ardhakhati Chakrasana

Thiriyangasana

Thrikonasana

Dandasana

Pachimothanasana

Bashakonasana

Ushtasana

Sethubandhasana

Simhasana

Makarasana

Savasana

Ardha malsyandrasana

Gomukhasana

Maymasana

Ardhasalabhasana

Salabhasana

Dhanusasan

Bhujangasan

Vipareethasalabhasana

## **2.2 Mudras**

Chin mudra

Chinmaya mudra

Jnana mudra

Brahma mudra

Adi mudra

Apana mudra

Vayu mudra

Akasha mudra

Pridhvi mudra

Jala mudra

Medudhanda mudra

## **2.3 Pranayama (Breathing exercises)**

Nadi Sudhi Pranayama

Deep Breathing

Sectional Breathing

Surya Bhdana Pranayama

Chandra Bhedana pranayama

## **2.4 Meditation**

Example: Panchakosha meditation

### **Workshop / Practicals**

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

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

### **Practicum**

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

Prepare the package by choosing items from the lists of asanas, pranayamas and mudras

### **References**

1. Yog sutra of Patanjali
2. Light of yoga - BKS
3. Derkachan- Yoga Practice
4. Iyengar, B.K.S. (2006). Iyengar yoga for beginners: An introduction to the classic poses. London: Kirdosker Computer Services Ltd.

## **SEMESTER II**

**Course Code - M.ED C 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***

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

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

Meaning and Definition of Educational sociology – structuralist, Functionalist, symbolic interactist and Conflict perspectives - Dynamic relationship of education with society - Social

purposiveness of education – understanding the nature of contemporary Indian society – education and social change – culture and education – social mobility – social control – social stratification – Issues of Gender and Marginalisation - a critical analysis of the impact of education in modernizing Indian society

**(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**

- Brembeck, C, S. (1966). *Sociological Foundations of Education, Cross-Cultural Approach*, Newyork: John Wiler & Sns,.
- Brown, F.J. (1947).*Educational Sociology*, Newyork: Prentice Hall,
- Cook, L.A., Cook, E.F. (1960).*A Sociological Approach to Education*, Newyork: McGraw Hill Book Company,

- Delors, Jacques, et al; (1996). Learning: The Treasure within report of the international commission on education for 21st century, UNESCO.
- Dunsoft.(1975). *An Introduction to Sociology*, New York: Macmillan,
- Dutts, R.F. (1941). *Cultural History of Education, Reassessing an Educational Tradition*, Newyork: McGraw Hill,
- Mannheim, K. & Steward, A.W.C. (1962).*An Introduction to the Sociology of Education*, London: Routledge & Kegan Paul,
- Mathur, S.S.(2000). A Sociological Approach to Indian Education, Culcutta: Vinod Pustak Mandir,
- MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi.
- Naik, J.P. (1975) *Equality, quality and quantity: The elusive triangle of Indian education*, Bombay: Allied Publications,.
- NCERT (1983).*The Teacher and Education in Emerging Indian Society*,Newdelhi:NCERT
- NCERT (2005). *National curriculum framework*, New Delhi.
- NCTE(2009) *National Curriculum Framework for Teacher Education*, New Delhi.
- Ottaway, A.K.C. (1953).*Education and Society*, London: Routledge and Kegan Paul,
- Robbins. (1969). *Educational Sociology*, New York: Greenwood Press pub., ,
- Ruhela, S.P. & Vyasa, K.C. (1970).*Sociological Foundations of Education in Contemporary India*. Dhanpat Rai & Sons,
- Ruhela, S.P. (Ed.),(1970). *Sociology of the Teaching Profession in India*, Newdelhi: NCERT.

**Course Code M.ED C 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 enable the learner to conduct research studies based on developmental and learning problems

4. To give insights to the phenomenon of individual differences in domains like IQ, EQ, personality, reactivity, learning difficulties and disabilities

### **MODULE - I : *Individual difference- its implication on education and Guidance***

#### **Objectives**

- To understand the concept of individual difference in psychology
- To define individual difference
- To know the approaches in psychology in explaining individual difference

#### **Content outline:**

Concept and Definition – Different Aspects/ Factors of individual Differences: Biological, Sociocultural, Environmental, Mass media (Intelligence, Gender, Creativity, Personality, Learning, etc..) – Dealing with Individual Differences -- Its implication on education and Guidance

**(5 hours)**

### **MODULE - II : *Intelligence and Cognitive functions***

#### **Objectives**

1. To acquaint the learner with the nature and concept of intelligence
2. To familiarize the learner with intelligence theories of Spearman, Thurston, Guilford, Sternberg
3. To make the learner understand the concepts of multiple intelligence and Emotional intelligence

#### **Content outline**

Concept- Definition-Historical Perspective

Theories of Intelligence Spearman, Thurston-Guilford-Sternberg

(Basic Postulates, Educational Implications)

Theory of Multiple Intelligence (Types of Intelligence, Educational Implications)

Theory of Emotional Intelligence-Concept of EQ, Spiritual intelligence

Measurement of Intelligence-IQ Tests-Classification-Controversies Regarding

Measurement of Intelligence

**(25 hours)**

### **MODULE - III: *Personality***

#### **Objectives**

1. To acquaint the learner with the meaning and nature of personality in a historical perspective
2. To familiarize the learner with the personality theories of Freud, Jung, Adler, Eysenck, Cattell, Rogers -Neo-Freudian – Horney, Sullivan, Erikson. Humanistic view – Maslow, Allport, Lewin. Social Learning Theory – Bandhura S-R Learning Theory – Dollard & Miller, Big five Model of Personality
3. To make the learner understand the techniques of measuring personality in the educational context

#### **Content outline:**

Introductory Concepts-Definitions-Historical Perspective

Theories Of Personality -Freud-Jung-Adler-Allport-Eysenck-Cattell – Rogers,

Horney, Sullivan, Erikson, ,Maslow, Lewin, Bandhura, Dollard and Miller

(Basic Postulates and Educational Implications)  
 Measurement Of Personality-Inventories-Tests-Rating Scales-Projective  
 Techniques-Situational Tests of Character  
**(25 hours)**

**MODULE - IV: *Exceptional Learners – (preliminary concepts on Identification and Curriculum Adaptations)***

***Objectives***

1. To classify the exceptionalities among learners
2. To classify learning disabilities by nature and scope
3. To classify Students with learning Disabilities
4. To identify different types exceptional learners
5. To acquaint with curriculum adaptations around the globe to cater to exceptional learners

**Content outline:**

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

**MODULE – V : *Style Preferences in Learning***

**Objectives:**

1. To relate among the constructs of learning styles, teaching styles, cognitive styles and thinking styles
2. To understand the importance of learner’s emotional-, cognitive-, physiological- Preferences and preferences in relation to learning environment in effectiveness of learning
3. To be aware of the relevance of knowing teaching style to adapt teaching in tune With that of learners
4. To summarize ways of catering to varied learner preferences in classroom and Out-of-classroom learning

**Content outline:**

- Concept of Styles In Relation To Individual Differences - Styles That Affect Learning – Thinking styles, Cognitive styles, And, Learning Styles
- Definitions of Learning Styles, Approaches, Orientation And Strategies
- The types of Learning preferences – and Their Implication For educational practice- Proposed by Following classifications
- Learning Approaches (Biggs)/learning Orientations (Enwistle) Approaches –Types of Learning Styles- (Cognitive, Affective And Physiological)
- Psychological/Affective Styles: (Myers-Briggs Type Indicator (MBTI)
- Physiological Styles: Honey And Munford Learning Styles, Learning Style -Kolb, Sensory Modality Preferences
- Multidimensional Styles: Dunn& Dunn, Sternberg’s Classification of Styles
- Cognitive Styles: Field-Dependent Or Independent, Impulsive Or Reflective, Whole Or Serial; Multiple Intelligence As Learning Preference, Felder –Silverman Model -Introduction to The Concepts of Teaching Styles, Matching Teaching Styles To Learning Styles and Role of Teachers In Facilitating Learning, significance of models of teaching in catering to style differences

**(10 hours)**

**MODULE – VI : *Guidance & counseling***

**Content outline:**

Transactional Analysis., Neuro Linguistic Programming and other New Trends in Educational Counselling–The Guidance Approach – Different Types of Guidance – Procedure and Practices -- The teacher educator as a counselor.

**(10 hours)**

**Assignments**

1. Practical experience in measurement and interpretation of a verbal or nonverbal test of intelligence
2. Practical experience in any one personality test and a projective technique like TAT
3. Prepare a table of types of exceptional learners (at any level of education), their identifying features, and educational practices that cater to each of them
4. Identify learning styles of your peers using any available instrument/technique, and make a brief report.

**References**

1. Anastasi, A. (1966). *Differential psychology: Individual differences.*, Van Nos trad. Princeton
2. Ausubel, D. P., Novak, J. D., & Hanesian, H. (1968). *Educational Psychology- A Cognitive View.* New York: Holt, Rinehart and Winston, INC.
3. Chauhan, S.S (2006) *Advanced Educational Psychology* New Delhi : Vikas Publishing House.
4. Dandapani, S. (2001) *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.
5. Daniels, H. & Edwards, A.(2004). *Psychology of Education.* New York: Routledge Falmer.
6. Fontana, D.(1995). *Psychology for Teachers.* U K and London: Macmillan Press Ltd.
7. Gardner, H. (1983) *frames of Mind: The theory of multiple intelligence.* New York: Basic Books
8. Goleman, D.(1995) *Emotional Intelligence*, New York: Bantam books
9. Good, T.L & Brophy, J.E.(1990). *Educational Psychology-A Realistic Approach.* New York: Longman Publishers.
10. Guilford, J.P. (1967). *Nature of Human Intelligence*, New York: McGraw Hill.
11. Hall, C.S. & Lindzey, G.(1970) *Theories of personality* John Wiley & sons
12. Kagan, J. & Lang, C.(1978). *Psychology and Education An Introduction.* New York: Harcourt Brace Jovanovich, Inc.
13. Kakkar S.B (1992), *Advanced Educational Psychology* New Delhi : Oxford & IBH Publishing Co.
14. Kincheloe, L. & Horn Jr, R. A.(2007). *The Praeger Handbook of Education and Psychology.* New Delhi: Atlantic Publishers & Distributors(p)Ltd.
15. Klausmeier, H.J (1985). *Educational Psychology.* Harper and Row, Pub. New York.
16. Lingren, H.C. (1980). *Educational Psychology in the Classroom (Sixth ed.)* New York: Oxford University Press.
17. Mangal, S.K (1997) *Advanced Educational Psychology* New Delhi Prentice Hall of India
18. Patterson, C.H. (1971). *An Introduction to Counselling in Schools.* Harper & Row,
19. Rao S.N (1981) *Counselling Psychology* Tata Mc Graw Hills, New Delhi
20. *Ryckman, R.M (1978). Theories Of Personality.* New York: Van Nostrand Company.
21. Sivarajan, K. & Musthafa (2013). *Psychology of the Learner and Learning.* Calicut University Central Co-operative Stores. Calicut University.

22. Skinner, C.E. (Ed) (1974). Educational Psychology. New Delhi: Prentice-Hall of India Private Limited.
23. Sprinthall, R. C., Sprinthall, N. A., & Oja, S. N. (1981). *Educational Psychology: A developmental approach*. Addison-Wesley
24. Sternberg, R.G.(1985). Beyond IQ:A Triarchic Theory of Human Intelligence New york: Cambridge University Press
25. Woolfolk, A. (2004) Educational Psychology. New Delhi: Pearson Education (Singapore) PVt Ltd.

### **Course Code – M.ED C 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

### **MODULE - I - *Perspectives of Curriculum***

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

**( 20 hours)**

### **MODULE II - *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)

( 20hours)

### **MODULE 3-III- *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 hrs)

### **MODULE IV - *Strategies for Curriculum Transaction***

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

(25 hrs)

### **MOULE V - *Curriculum Management, Evaluation and Reform***

Issus related with implementation of curriculum- Discipline based- adopt or adapt- ideological-Evaluation-need-techniques and tools-need for curriculum reforms- Assess the experiences related to life of students? attainment of the objectives-appropriateness of the content-identifying

constraints in transaction-consultation with the various stakeholders of curriculum-collecting and analysing feed backs-interviews-opinionnaire-

determining factors of curriculum reforms-socio-political and economic factors-Governmental interventions in curriculum reform in Indian Context- Pro-active curriculum-focus of research-theory, development and implementation-need for experimentation-reflections-future research

**(15hrs)**

### **Transaction mode**

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

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

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

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

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

### **Assignments**

**MODULE 1:** Analysis of NCTE Curriculum 2014

An inquiry in to the foundations of national curriculum by referring the original reference materials

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

**MODULE III;** Analysing the different curriculum-CBSC, STATE BOARD, ICSE, NAVODAYA etc in the light of overt, hidden, societal curriculum, humanistic and reconstruvist curriculum

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

**MODULE V:** Historical perspectives of curricular reforms in science/ maths/languages/social science

### **References**

1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
4. Bossin, N.L. Faunce, R.C. (1967). Developing the core curriculum
5. CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
- 56 CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi.
7. Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.

8. Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
9. Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication.
9. Doll Ronald C. (1986) *Curriculum Improvement: Decision Making Process*, London, Allyon and Bacon Inc.
10. Erickson, H.L (2002) *Concept Based Curriculum and Instruction: Teaching beyond the fact*
11. Faunce, R. C. (1965). *Developing the core curriculum*. New Delhi. Prentice Hall. India
12. Joseph, P.B. et al; (2000): *Cultures of Curriculum (studies in Curriculum Theory)*. New York. Teacher College Press.
13. McKernan, James (2007): *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge. U.K
14. Murty, S.K. (1986). *Essentials of Higher secondary Education*. Prakash Brothers, Leedhiane.
- 14.. NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.
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### **Course Code – M.ED C 08**

### **ADVANCED EDUCATIONAL RESEARCH AND STATISTICS (Instructional Hours - 90)**

#### **Course Objectives**

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

1. explain a sampling design appropriate for a research study
2. explain tool, design and procedure for collection of data
3. select and explain the method appropriate for a research study
4. estimate the characteristics of populations based on their sample data
5. test specific hypotheses about populations based on their sample data
6. use appropriate procedures to analyse qualitative data

## Course Content

### Part - A

#### MOULE - I: *Sampling*

- i) Concept of population and sample in Qualitative, Quantitative and Mixed research
  - ii) Techniques of sampling- Probability and Non probability sampling-Different types.
- (8 hours)**

#### MODULE – II: *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
- (10 hours)**

#### MOULE - III: *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, Quasiexperimental, True- experimental.
  - (iv) Qualitative research: meaning, steps and characteristics-Qualitative research approaches :phenomenology, ethnography, naturalistic enquiry and grounded theory
  - (v) Mixed Research-meaning, fundamental principles, types , strengths and weaknesses
- (20 hours)**

#### MODULE - IV : *Research Report*

- i) Preparation of a research report, Criteria for a good research report, Evaluation of a report.
  - ii) Ethical issues in educational research.
  - iii) American Psychological Association Style Manual.
- (7 hours)**

### Part -B

#### MODULE - I: *Linear regression analysis*

Concept of regression, regression equations, prediction in relation to correlation  
**( 8 hours)**

#### MODULE - II: *Inferential statistics*

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

#### MODULE – III: *Testing of hypotheses*

Types of errors, levels of significance, testing the significance of difference between means, standard deviations, product moment coefficients of correlation and percentages  
(12hours)

#### **MODULE - IV: *Non parametric tests***

Chi-square test- as test of goodness of fit and test of independence, Mann Whitney test, Wilcoxon test and Sign test  
( 8 hours)

#### **MOULE – V: Analysis of variance**

Basic concept, assumptions and uses-analysis in a one way classification problem.  
(5 hours)

#### **Assignments**

1. A comparison on various types of research with reference to design, sample, tools, analysis and results
2. Choose a topic of your choice and state Directional, Non Directional and Null hypotheses. Indicate the type of statistical analysis required for testing the statistical hypotheses

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

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## **SEMESTER III**

**Course Code M.ED C 09**

**TEACHER EDUCATION**

**(Instructional hours – 90)**

**Course Objectives**

This course is to provide you with experiences that will enable you to:

1. Gain insight and reflect on the concept of teaching and the status of teaching as a profession,
2. Understand the roles and responsibilities of teachers and teacher educators
3. Prepare teachers for reflective teaching
4. Reflect on the issues and problems related to teacher education in the country
5. Understand the nature and objectives of teacher education for three levels of schooling
6. Know methods and techniques for transaction of teacher education curricula
7. Examine the role and contribution of various Regulatory Bodies and support institutions for improving quality of Teacher Education.
8. Develop understanding of various strategies of teachers' professional development

## **Course Content**

### **MODULE - I: *Teachers, Teaching and Teacher education***

#### **Objectives**

1. To gain insight and reflect on the concept of teaching and the status of teaching as a profession,
2. To understand the roles and responsibilities of teachers and teacher educators

#### **content**

- Teaching and teacher education-meaning, definition, scope, functions. changing roles of teachers in India-historical sketch
- Concept and definition of a Profession; Status of teaching as a profession. Future of teaching as a profession, Impediments to professionalization—aspects of pedagogy
- Professional ethics for teachers
- Teacher educators in India –profile and status
- Brief history of teacher education in India

**(15 hours )**

### **MODULE - II: *Teacher Education system in India***

#### **Objectives**

1. To understand the structure of teacher education system in the country
2. To reflect on the issues and problems related to teacher education in the country
3. To analyze the emerging tendencies in teacher education in India in comparison to neighbouring countries

#### **Content**

- Types of Teacher Education Institutions in India NCTE- objectives, structure and functions
- Roles, functions and networking of institutions like UGC, NCERT, NUEPA
- Status of teacher education in India –DIETs, CTEs, IASEs, SCERTs, BITEs
- Issues, concerns and problems of pre-service teacher education
- The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education
- Case studies of teacher education in Asia Pacific

**(8 hours )**

### **MODULE - III: *Structure of Pre-Service and In-service teacher education in India***

#### **Objectives**

1. To understand the nature and objectives of teacher education for three levels of schooling
2. To understand the different modes of teacher education

3. To be aware of system of teacher education for areas other than the general academic areas
4. To appreciate the variety in teacher education to practices in the country

### **Content**

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

**(17 hours )**

### **MODULE - IV: *Teacher Education Technology***

#### **Objectives**

1. To know the various phases of pre-primary teacher preparation
2. To innovate strategies and practices for teacher development
3. To develop skill to supervise and guide student-teachers
4. To know variety of teacher preparation techniques
5. To apply microteaching technique for developing teacher skills
6. To use models of teaching for enhancing repertoire of teaching strategies
7. To Be ready for reflective practice in teaching

#### **Course content**

- Components of pre-service Teacher Education-theory, internship, practical activities.
  - Concept of School Experience Programme (SEP)- Planning and organization, Monitoring and supervision of SEP.
  - Planning for teaching-educational objectives (aims, goals and objectives; Taxonomy; Writing inst-- objectives unit planning, lesson planning, and teacher's diary).
  - Methods and Techniques (Lecture-cum-Discussion, Demonstration, Group Discussion, Brain storming seminar, Workshops, Team Teaching, Use of ICT, Case analysis, reading and review of original texts, projects and assignments )
  - Teaching skills and competencies required of an elementary school teacher
  - Microteaching
  - Models of teaching as teacher education technique
  - Practice teaching : Limitations of the Traditional Structure of Student Teaching
  - Internship: concept; planning and organization
  - Strategies for Professional Learning: Reflective teaching - concept and strategies for making teachers reflective practitioners. Self-study and action research.
  - Role of ICT and professional learning communities
- Constructivism in Teacher Education

**(30 hours )**

### **MODULE -V: *Quality, Evaluation and research in teacher education***

#### **Objectives**

1. To acquaint with extant terms and concepts in teacher evaluation
2. To develop and apply different techniques for evaluation of teachers
3. To be aware of own teaching styles
4. To analyze current challenges of teacher education
5. To identify of research trends in teacher education

#### **Course content**

- TQM in Teacher Education: concept
- Using Evaluation to improve teaching
- Assessment of teaching proficiency: criterion, tools and techniques
- Teacher Appraisal and accountability .observation, interviews, self-appraisal, testing, Portfolio assessment
- Identifying Teaching styles
- Evaluation of school experience/internship programmes.
- Contemporary Challenges to teacher education
- Trends in Research in teacher education

#### **Assignments**

- Conduct interview of teacher educators at any two level and make a report of their qualifications, professional responsibilities and avenues for professional development
- Compare the core curriculum of pre-service teacher education at pre-primary, primary, secondary, physical education, language and art teachers
- Improve a lesson transcript of a student teacher by applying the principles of any two modern models of teaching of your choice
- Develop a Rubric for observing and rating teaching competencies of student teachers at a level of your choice and improve it by trying out it for observation of three student teachers. Make a report of your experience

**(20 hours)**

#### **References**

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2. Cohen Louis, Minion Lawrence & Morrison, Keith (2004). *A Guide to Teaching Practice* (5th edition). Rout ledge Falmer. London and New York.
3. In-service Teacher Education Package for Primary and Secondary Teachers (1988), Volume I & II, NCERT, New Delhi.
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## **Course Code-M.ED C 10**

### **CONTEXT AND ISSUES OF ELEMENTARY EDUCATION**

#### **Instructional Hours 90**

#### **(a) 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.

**(b) Course Content****MODULE 1: Institutions, Systems and Structures at the Elementary School level.**

Meaning, significance and structure of Elementary Education in India -Objectives of Elementary Education - Elementary Education as a basic human right, an instrument of empowerment, and as a development strategy - Meaning ,Concept, Objectives and Justification of UEE – Rationale of Universal Elementary Education (UEE) - Positive impacts of UEE.

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

**(10 hours)****MODULE II: 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- NCF (2005) , KCF (2007), NCFTE (2009)- Articles Related to Elementary Education – 86<sup>th</sup>Constitutional Amendment Bill.

2.2 Different aspects of UEE- Critical appraisal of current status of Elementary Education in India- Status of UEE with reference to the equity principles based on habitations, class, caste, tribe and other disadvantaged groups.

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

**(20 hours)****MODULE III: Status, issues and concerns in Elementary Education**

3.1 Hurdles faced in popularizing elementary education- Lack of access, Problems of non – enrolment andRetention- 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.

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 IV : 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), SarvaSikshaAbhyan (SSA).

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 V: 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 , , Group discussion, Panel discussion, Seminar,workshop, Debate, Project, Field visit etc

### **Practicum/Assignments/ Sessional Work**

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**

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- Bhatia & Bhatia (1989) *The Philosophical and Sociological Foundation of Education*, Doaba House, Delhi.
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- Hasley, A. H. et. al. (1965) *Education, Economy and Society* , London: Collier Macmillan Ltd.
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UNESCO (2004), *Education for All Quality imperative, EFA Global Monitoring Report*, Paris.

UNESCO, *World Declaration on Education for All*, Paris.

### **Course Code-M.ED C 11**

### **CONTEXT AND ISSUES OF SECONDARY AND SENIOR 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 I: Introduction to Secondary and Senior Secondary Education in India**

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.

**(15 Hours)**

**MODULE II: Perspectives and Policy on Secondary and Senior Secondary Education in India**

Recommendations of different commissions and policies on Secondary and Senior Secondary Education: Mudaliar Commission, Kothari Commission, Yashpal Committee – Policies and programmes for realizing the constitutional obligations related to Secondary and Senior Secondary Education (NPE 1986, PoA 1992, RMSA) - NCF (2005) and KCF (2007), NCFTE (2009)- Critical appraisal of Secondary and Senior Secondary Education in India.

**(20Hours)**

**(Secondary and Senior Secondary Education and Human Rights/ Indian Constitution**

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

**(10 Hours)**

**MODULE III : Quality Concerns and Management System in Secondary and Senior Secondary Education**

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

Areas of research in Secondary Education: Teacher, curriculum, Institution and Learner. Innovations in secondary Education. Competency Based Teaching – Learning (CBTL). Integrated Learning. Management System of secondary education, Department of Education, Directorate, and Private Agencies.

**(15 Hours)**

**MODULE IV: Status, Issues and Concerns of Secondary and Senior Secondary Education in India**

Problems and issues of Secondary and Senior Secondary Education in India: Problems and challenges related to universalization of Secondary Education- Dealing with out-of-school children-Alternative Schooling at Secondary Stage-Equalization of educational opportunity, and - Nature and forms of inequality: Dominant and minor groups, Gender inequality, Public – private schools, Rural and urban schools - tribal schools

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

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

Use of ICT in Secondary and Senior Secondary Education- Types of Media–Audio, Video, Audio-Video-Interactive technologies-teleconferencing, e-learning, designing of e-content.

Support of workforce: Role of teachers, parents, governmental agencies and community in functioning secondary schools and guiding secondary students.

**(18Hours)**

### **MODULE V: Secondary and Senior Secondary Education Curriculum and Evaluation**

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

**(12 Hours)**

#### **Transactional Mode**

##### **Mode of transaction**

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 school and prepare a report on problems of secondary education.

### References

- Chopra, R.K. (1993). Status of Teachers in India, New Delhi : NCERT
- Gupta, V.K. (2003). Development of Education System in India, Ludhiana: Vinod publications
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- Govt. of India (1953) Report of Secondary Education Commission, New Delhi
- Govt. of India (1996) Indian Education Commission (1964-66) Report. New Delhi
- Govt. of India - (1986/1992) National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
- Malhotra, P.L. (1986) School Education in India: Present Status and Future Needs NCERT, New Delhi

### Essential Readings

- NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
- Report of the Education Commission (1964-66).
- Report of the National Commission on Teachers (1983-85).
- National Curriculum Frameworks for Teacher education, 2009
- Report of the Delors Commission, UNESCO, 1996
- National Policy of Education 1986/1992.
- National Curriculum Framework on school education, 2005.

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

## **SPECIALISATION COURSE –I**

**Course Code M. ED C 12.1**

### **ADVANCED METHODOLOGY AND PEDAGOGY OF ENGLISH EDUCATION**

**Instructional Hours 90**

#### **Course Objectives**

To enable the learners to:

Gain an understanding of the nature of language

Become familiar with the linguistic, psychological and social processes underlying learning of languages

Get an awareness about the various aspects and dimensions of teaching English as a second language in the schools and colleges in Kerala

Identify the theories of language acquisition

Get an idea about the steps involved in construction of language curriculum.

Be exposed to different types of syllabi

Gain an understanding of the different approaches, methods and strategies in language learning

Familiarize with various approaches/ methods/ models of teaching

Internalize various skills involved in teaching English

Apply the acquired skills in actual classroom situations

#### **Course Content**

**Unit I:** Nature and Scope Nature, origin, growth and characteristics of language

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

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

Language Education at school and college levels at undergraduate and post graduate

teacher education programmes\_ Problems of teaching English as a second language –

solutions\_ Factors in second language acquisition - learner, environmental

**(15 hours)**

**Unit II:** Theoretical Bases of English Language Development -Theories of Language Acquisition

Behaviourism-Cognitivism - Piaget, Bruner, Chomsky - LAD, Universal Grammar,T.G.

Grammar-Constructivism - Social Constructivism –Bandura, Vygotsky

Krashen and Terrell - Natural Approach

**(15 hours)**

**Unit III:** Curriculum Development

Language Curriculum Construction - Principles\_ Language Syllabus - Types: Structural, Skill -

based, Situational,Notional - Functional, Communicative, Discourse-based-Review of National

School Curriculum (2000), NCF (2005), KCF (2007).

**(10 hours)**

**Unit IV:** Instructional Dynamics of Language Education \_ Approaches and Methods: Direct

Method, S-O-S Approach, Bilingual Method, Communicative Approach, Humanistic Approaches

CLL - Suggestopaedia\_ Strategies: Lecturing, Language Games , Role play and Dramatization,

Collaborative Learning, Ability Grouping, Group Work and Pair Work, Learning through

Narratives and Discourses,CAI, Mind Mapping, Brain Storming

**(15 hours)**

**Unit V:** Models of Teaching

Introduction - Families - Elements - Synectics, Jurisprudential Inquiry, Role- playing, Concept Attainment and Advance Organizer Models.

**(20 hours)**

**Unit VI:** Dynamics of Skill Development \_ Developing Language skills (basic, intermediate, advanced)\_ Activities \_ Evaluation

**(5hours)**

**Unit VII**

a) Modern concept of evaluation

b) Types of evaluation - internal and external , formative and summative, continuous and comprehensive , criterion referenced and norm referenced evaluation

c) Types of test items – objective, short answer and essay

d) Achievement tests, diagnostic tests, teacher made tests and standardized tests

**(10hrs)**

Advanced Practicum (Select any two items)

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

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

3. Prepare a critical appraisal of any Coursebook in English (Kerala state syllabus) at secondary or higher secondary level.

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

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Agnihotri R. K. and Khanna A. L. (1994). *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India*. New Delhi: Sage Publications.

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

Chaturvedi M.G. and Mohale B. V. (1976). *Position of languages in school curriculum in India*. New Delhi: National Council of Educational Research and Training

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

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

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

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

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

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

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

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

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

**SPECIALISATION COURSE -II**  
**Course Code M. ED C 12.2**

**ADVANCED METHODOLOGY AND PEDAGOGY OF MALAYALAM EDUCATION**

**Instructional Hours 90**

**Course Outline**

Course Objectives

To enable pupils to develop an understanding of the nature, function and implications for planning and teaching language.

To develop an understanding about the significance of teaching Malayalam language and literature at various levels of education.

To develop an understanding about the psychology of teaching language learning.

Identify the theories of language acquisition.

To gain understanding the different approaches, methods and strategies in language learning.

Internalize various skills involved in teaching Malayalam.

To apply the acquired skills in the actual classroom situations.

**Course Contents**

**Unit I:** The Functions of a Language

Nature of language- origin and growth-characteristics – levels of structure-language learning.

Relevant theories (any four) The aims of teaching the mother tongue. The

mother tongue as medium of thought and communication of ideas, emotions and experiences

means of developing imagination and aesthetic taste creativity and language, language as cultural heritage and means to cultural development.

**(10 hours)**

**Unit II:** Foundation of Language Learning

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

Songs, stories, Folklore – influence of media,

- b) The Western Tradition: The behaviouristic approach, the cognitive approach, the communicative approach. Contributions of Dr. Hermen Gundert, Chomsky. Vygotsky,

Generative Grammar.

c) Psycholinguistic approach; Principles and Psychology of language learning.

d) Physiological, Sociological and Philosophical bases of language learning

e) State Institute of Languages- Role and significance in developing Malayalam as medium of instruction.

**(10hours)**

**Unit III :** Curriculum Development in Malayalam

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

(5hours)

**Unit IV:** Instructional Dynamics of Language Education

Approaches and Methods : Direct method – communicative approach. Constructivism – Issue based learning. Strategies: play way, dramatization, role play – role drama, street play, Dalton plan – Creative work mastery learning, reflective learning, computer assisted instruction, modules  
(10 hours)

**Unit V:** Models of Teaching

Introduction – families – elements – Synectics, jurisprudential inquiry, advance organizer models  
(10 hours)

**Unit VI:** Language Learning:

Bloom's Taxonomy and its advanced version - Cognitive, affective and Psychomotor Domains. Literature-Music-Dance forms - Folklore-Drama. Techniques of self learning - distance learning, directed learning, teleconferencing, E-learning.

(5hours)

**Unit VII:** Problems of Language Education in India

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

(25 hours)

**Unit VIII :** Malayalam and other Languages

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

(15 hours)

Advanced Practicum (Any two items)

1. Critically analyse a course book in Malayalam at secondary /Higher Secondary level
2. Prepare a lesson design based on any one modern instructional strategy.
3. Conduct an action research on the problems faced by Malayalam learners at secondary level.

**References:**

Gurry P., Teaching of mother-tongue in Secondary Schools.  
Haddow., On the teaching of Poetry  
Morhis I., The art of teaching as living language  
Robert Lado, Language Teaching : A Scientific Approach  
Ruburn W.M., The Teaching of mother tongue  
Watter T. Potty, The Language-Arts in Elementary Schols  
Dr. Goda Varma, Kerala bhasha vinjaneeyam  
Kainikkara Kumara Pillai, Malayala bhasha vinjaneeyam  
Krishna Pillai, Kairaliyute Katha  
Kuttikrishna Marar, Malalyala Sali, Virthasilpam  
Rajaraja Varma, A R, Sabdasodini, Keral Panineeyam,  
Bhashabooshanam, Vrutjamanjari  
K. Vadhiyar, Vruthavicharam  
Chomsky's Generative Grammar

Publications of Regional Institute of Indian Languages, Manasagongothri, Mysore.  
 Curricula of T.T.C & B.Ed of all Universities  
 Dr. Gundert, History of Malayalam Language and Malayalam  
 Dictionary  
 Chattambi Swamikal, Origin of Malayalam.

**SPECIALISATION COURSE –III**  
**Course Code M. ED C 12.3**

**ADVANCED METHODOLOGY AND PEDAGOGY OF HINDI EDUCATION**  
**Instructional Hours 90**

**Course Objectives:**

To make the teacher educands understand the various aspects and dimensions of teaching Hindi as a second language in schools and colleges in Kerala.

To enable teacher educands to assess the efficacy of methodological and evaluational practices adopted in language education.

To equip the teacher educands to internalize various skills involved in teaching Hindi and its application in actual classroom situations.

To acquaint the teacher educands with the modern trends, methods and strategies of teaching Hindi.

To develop ability in teacher educands to make use of information technology in teaching-learning process.

To familiarise the teacher educands with the theories of language learning for effective transaction of curriculum.

Understand the role of teachers in the changed educational scenario.

To make the teacher educands aware of the latest research works going on in the field of Hindi Education.

**Unit- I**

**Nature, origin and development of language**

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

**(10 hrs)**

**Unit - II Historical development of Hindi**

The importance of learning Hindi - Place of Hindi in non-Hindi speaking areas - Hindi in Kerala - Hindi as a language taught in schools and colleges - Hindi as the National and Official language - The multilingual problems and its implications - Hindi as the Lingua- Franca of India - Hindi as the second language in our schools - Three language formula - its importance - Pedagogical problems arising from the three language formula - Solutions.

**(7 hrs)**

**Unit - III. The aims of teaching Hindi**

Instructional objectives of teaching Hindi: Acquisition of skill in understanding-speaking, reading and writing - Formation and development of power of vocabulary - self expression, mental and cultural development - Linguistic structure of Hindi-Taxonomy of educational objectives -

objectives in the cognitive, affective and psychomotor domains – their relevance in language teaching.

**(10 hours)**

**Unit -IV. Objective based instruction**

Instructional objectives related to aims of teaching Hindi - objectives in the cognitive, affective and psychomotor domains - Formulation of objectives at different levels - planning to teach, year plan, unit plan, lesson manual.

**(10 hours)**

**Unit – V. Skills in Language learning**

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

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

Listening skills: Listening and reporting taped stories, speeches and reports. Different methods of teaching- 'reading'- individual and group work-silent and loud reading-

Intensive and extensive reading-Library work-Use of reference books.

Writing skills: Different methods of teaching, 'writing' and characteristic of good hand writing - legibility - beauty and speed- how to secure them. Hand writing scales –

Spelling and causes of mistakes-Transcription and dictation. Different forms of writing – narrative, descriptive, expository and creative.

Spelling and causes of mistakes-Transcription and dictation. Different forms of writing – narrative, descriptive, expository and creative.

**(10 hours)**

**Unit. VI- Teaching of prose, poetry, grammar, drama, short story, composition**

Teaching of ProseO Aims of teaching prose lessons - Language aspects: skills,

vocabulary, grammar. Social aspects: language for instruction, cultural development,

intellectual growth. Methods of teaching different forms of literature-drama, short

story, biography, life sketches, diary, autobiography, preparation of reports, screen

plays etc. Development of different types of discourses. Teaching of poetry: aims of

teaching poetry - appreciation of rhythm, sound, ideas, emotions etc - Development of

creativity. Teaching of grammar-place of grammar in language learning - teaching formal

and functional grammar - different methods of teaching grammar. Teaching methods - Different

methods - Oral approach - direct method – indirect method - structural method - inductive -

deductive approaches - play-way method-activity oriented method-project method-heuristic

method-dramatization.

**(10 hours.)**

**Unit VII: Curriculum, text books and other resources** Curriculum construction in Hindi-

Modern trends-National Curriculum Frame (NCF), Features of revised school curriculum:

Structural syllabus, the national syllabus. Text Books: Significance and objectives of text books,

types- qualities- Principles of text book preparation- evaluation and Improvement - Text book

analysis procedure-Analysis of text books in Hindi prepared for Kerala school syllabus.

Supplementary reading materials- selection of books-journals, school library and its use.

**(10 hours.)**

**Unit VIII- Evaluation of educational outcomes in Hindi**

Analysis of objectives and specifications relevant to Hindi instruction – criteria for a good test-

place of achievement tests and their preparation-blue print-forms of questions: essay, short

answer, completion, true false items, multiple choice questions etc – Teacher made and

standardized tests - Educational diagnosis and remedial teaching – Diagnostic tests - remedial

measures. Question bank - Comprehensive and continuous evaluation - Modern trends in

evaluation - portfolio preparation- anecdotal records - rubric development student journals- portfolios, peer assessment – self assessment.

**(15 hours)**

### **Unit IX- Empowering the Hindi Teacher**

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

**(8 hours.)**

#### **Advanced Practicum (Any two items)**

1. Critically analyse the recent Hindi curriculum revision (secondary level) in Kerala.
2. Suggest certain stress coping strategies for Hindi teachers
3. Construct and standardize an achievement test in any topic of Hindi text book (Secondary level).
4. Construct a test for assessing creativity in Hindi at Secondary level.
5. Rubric preparation on the assessment of seminars, projects, assignments and group discussion.

#### **References**

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2. Anandan, K.N.(2006).*Tuition to intuition*. Malappuram: Transcend.
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4. Bhattacharya Indrajit.(1998): *An approach to Communication Skills*. New Delhi: Dhanapathi Rao & Co.
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11. Ellis, Rod. (1984) *Integrated Second Language Acquisition*, Massachussets: Basil Blackwell Inc.
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13. Forgarty, R (1995). *Best practices for the learner – centered classroom*. Arlington Heights, IL: Skylight Training and Publishing.
14. Joyce, Bruce, & Weil, Marsha (2005). *Models of teaching*. Prentice Hall of India Pvt. Ltd.
15. Johnson, D., & Johnson, F (2003). *Joining together; Group theory and group skills* (8th ed.). Boston: Allgn & Bacon.

16. Kadambari Sharma & Tripat Tuneja (1988). *Teaching of Language and Linguistics*. New Delhi: Commonwealth Publishers.
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19. Littlewood, W (1981). *Communicative Language teaching. An introduction*: Cambridge : Cambridge University Press.
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21. Mc Donough, S (1981). *Psychology in foreign language teaching*. London: George Alley & Irwin.
22. Gillies, Robyn M (2007). *Cooperative Learning - integrating theory and practice*. London: Sage Publications.
23. Richard. J.C. & Theodore S. Rogers (2001). *Approaches and Methods in Language Teaching*. New York:
24. Piaget, J (1950). *The Psychology of intelligence*, London: Routledge & Kegan.
25. Piaget, J (1980). *Science of Education and the psychology of the child*, New York: Viking Press.
26. Stern, (1992). *Issues and options in language teaching*, Oxford: Oxford University press.
27. Slavin, R (1996). *Research on cooperative learning and achievement: What we know, what we need to know*. Contemporary Educational Psychology, Sousa, D (2006). How the brain learns (3rd ed.) 21, 43-69, Thousand Oaks. CA: Coroin press.
28. Skinner, B.F (1953). *Science and human behaviour*. New York: Macmillan.
29. Thompson Linda (1996). *The Teaching of Poetry*

## **SPECIALISATION COURSE -IV**

**Course Code M.ED C 12.4**

### **ADVANCED METHODOLOGY AND PEDAGOGY OF MATHEMATICS EDUCATION**

**Instructional Hours 90**

#### **Course Objectives**

- To help the teacher educands to understand the development of mathematics as a logical system.
- To enable the teacher educands to understand the objectives of teaching mathematics
- To acquaint the teacher educands with the logical assumptions behind curricular planning in mathematics.
- To acquaint the teacher educands with the informal approaches in mathematics teaching.
- To develop the ability and skills for evaluating range of outcomes in mathematics education.
- To enhance and facilitate professional competency of teacher educands of

mathematics education.

To acquaint the teacher educators with modern trends in evaluation.

### **Course content**

#### **Unit 1 : Nature, Development and significance of mathematics**

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

**(15 hours)**

#### **Unit 2 : Objective of Mathematics Education**

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

**(20 hours)**

**Unit 3 : Mathematics Curriculum** - Curriculum Development – Approaches and Patterns – Criteria for selection and organization of contents- New trends in the development and transaction of mathematics curriculum- Differential curricula – Horizontal and Vertical Acceleration – Enrichment Programmes – individualized instruction

**(25 hours)**

#### **Unit 4 : Informal Approach in Mathematics Teaching**

Mathematics exhibition, club, field trip, mathematics library and laboratory- Recreational mathematics – puzzles, games, amusements

**(10 hours)**

**Unit 5 : Mathematics Teacher** - Professional Competencies and Challenges of Mathematics Teachers- Components of class room management- Professional Development Programmes for Mathematics Teachers- Extension Activities for Mathematics Teachers

**(10 hours)**

#### **Unit 6 : Evaluation in Mathematics**

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

**(10 hours)**

#### **Practicum (Any two items)**

1. Prepare a lesson design based on any one modern instructional strategy.
2. Critically analyse the curriculum of Mathematics at higher secondary level and prepare a lesson module.
3. Construct and standardize an achievement test in mathematics at secondary /higher secondary level.

#### **References**

1. Beryl. A. Geber (ed.) (1977). *Piaget and Knowing studies in Genetic Epistemology*. London: Routledge, Kegan Paul Ltd.
2. Bloom, B.S. (ed.) (1956). *Taxonomy of Educational objectives: The classification of Educational goals*, handbook I : Cognitive Domain.
3. Bloom, B.S, Hastings, J.T and Madaus, G.K. (1971). *Handbook on Formative and Summative Evaluation of student learning*. New York: Mc Graw Hill and Company.
4. Burton, L. (1999). *Learning Mathematics from Hierarchies to Networks*. New York: Falmer Press.

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## **SPECIALISATION COURSE V**

### **Course Code M.ED C 12.5**

## **ADVANCED METHODOLOGY AND PEDAGOGY OF SCIENCE EDUCATION**

### **Instructional Hours 90**

#### **Course Objectives**

- To understand the nature of science as a dynamic, expanding body of knowledge.
- To enable the students to understand the objectives of teaching science.
- To assimilate the features of contemporary science education.
- To explore the areas of paradigm shifts in science education.
- To know about and to critically study the innovative curricular efforts in India and abroad.
- To develop the skills needed for devising the science curriculum and for developing support materials for curriculum transaction.
- To develop the ability and skills for evaluating the range of outcomes in science education.
- To understand the role of assessment in science education.
- To acquaint with the coping strategies for teachers stress and burnout.
- To enhance and facilitate professional competencies of teacher educands of science education.

#### **Course Content**

##### **Unit I:** Nature of Modern Science Education

- a. Science -Nature and Scope.
- b. Development of Science over the Centuries.
- c. Social Functions of Science: Social and Personal Values of Science Education.
- d. Science Education in the Modern Perspectives- Nature and use of Scientific Method.
- e. Science and Philosophy: Positivism and Constructivism.
- f. Scientific Literacy.
- g. Process Skills in Science: Basic Processes, The integrated Processes-Its Application.
- h. Integrating Life Skills in Science Teaching.
- i. Relevance of Science Education at Primary, Secondary and Tertiary levels.

##### **(10 hours)**

##### **Unit II:** Goals and objectives of Science Education

- a. International Goals of Science Education, Science Technology and Society (STS) Goals.
- b. National Goals of Science Education given by various Education commissions, National Curriculum Frame Work-2005
- c. Taxonomies of Educational Objectives: Cognitive, Affective and psychomotor. Taxonomies of Bloom, Simpson, Dave, Anderson and Krathwohl, Mc Comark and Yager. Integrating the

taxonomies for science education

d. Specific Performance objectives of Physical Science/Biological Science (according to own discipline). **(16 hours)**

**Unit III:** Science Curricula

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

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

c. Science syllabus revision in Kerala- Modernisation of the Science

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

d. An Assessment of the learner-centered/Activity oriented curriculum.

**(25 hours)**

**Unit IV:** Facilities and Hindrances

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

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

**(14 hours)**

**Unit V:** Evaluation of Educational Outcomes

a. Internal and External evaluation, Formative and Summative Evaluation, Continuous and Comprehensive Evaluation, Criterion Referenced-Norm Referenced Evaluation.

b. Assessing Process Skills in Science.

c. Diagnostic tests, Teacher-made tests and Standardized Test in Science.

d. Techniques of Evaluation involved in continuous and comprehensive Evaluation and grading.

e. Evaluating Projects, Seminars and group discussions, Symposia.

f. Online Assessment – Cyber coaching.

g. Authentic Assessment using Portfolios/Rubrics.

**(15 hours)**

**Unit VI:** Empowering the Science Teacher

a. Professional Competencies and challenges of science Teachers.

b. Components of classroom Management.

c. Programmes for Science teachers-Staff Development.

d. Coping Strategies for teacher's Stress, Burnout.

e. Extension Activities for Science Teachers.

**(10 hours)**

**Advanced Practicum** (Any 2 items - one from each part)

**PART - A**

1. Suggest certain coping strategies for Science Teacher's stress.

2. Compare and contrast two curricular experiments (Indian and abroad).

3. Critically analyse the recent Science syllabus revision in Kerala

**PART-B**

1. Prepare teachers portfolio based on select topic

2. Construct and standardize an achievement test on any topic of Physics/Chemistry text, Kerala Syllabus.
3. Construct a test for assessing process skills of secondary school students.

### **References**

1. Abruscato, Joseph (1992). Teaching children science. Boston: Allyn and Bacon.
2. Bhatt, B. D. and Sharma, S. R. (1993). Methods of science teaching. New Delhi: Kanishka Publishing House.
3. Bhatt, P. C. (1988). Science Process Skills in Teaching and learning. New Delhi: Common Wealth Publishers.
4. Biehler, Robert F. & Snowman, Jock (1993). Psychology Applied to Teaching. Boston: Houghton Mifflin Company.
5. Chamberlain, Kathleen and Crane, Corby Christine (2009). Reading, Writing and Inquiry in the science classroom. USA: Corwin press.
6. Dembo, Myron H. (1990). Applying Educational Psychology in the classroom. New York: Longman.
7. Devereux, Jane (2007). Science for primary and early years. Los Angeles: Sage publications.
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9. Eggen, Paul D. et al. (1979). Strategies for teachers. Englewood cliffs: Prentice hall.
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11. Martin, David Jerner (2006). Elementary Science Methods: A Constructive Approach' (Ed.W). Singapore: Wadsworth Publishing.
12. Nivek, P. S. (1993). Science and social change. New Delhi: Himalaya publishing House'
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16. Singh, V. K. and Nayak, A. K. (1997). Teaching of science. New Delhi: Common Wealth Publishers.
17. Trowbridge N.L. and Bybee W.R. (1996) Teaching Secondary school science. New Jersey: Prentice Hall.
18. Vaidya, Narendra (1996). Science teaching in the 21<sup>st</sup> century. New Delhi: Deep and Deep Publishers

## **SPECIALISATION COURSE –VI**

**Course Code M.ED C 12.6**

### **ADVANCED METHODOLOGY OF SOCIAL SCIENCE EDUCATION**

**Instructional Hours 90**

**Course Objectives**

- To enable the students to understand the meaning, nature and scope of Social Science
- To enable the students to understand the aims and objectives and values in teaching Social Science.
- To develop the skills needed for devising the Social Science curriculum and for developing support materials to curriculum transaction.
- To enhance and facilitate professional competencies of teacher educators of Social Science.
- To acquaint with the coping strategies for teachers stress.
- To understand the role of assessment in social science education.
- To develop the ability and skills for evaluating the range of outcomes in Social Science education.

## **Course Content**

### **Unit I: Modern Social Science Education**

- a. Social Science - meaning, nature and scope
- b. Social Science and Social Studies.
- c. Correlation between Social Science and other subjects.
- d. Role of Social Science education in the modern perspective.
- e. Social Science teaching for the 21<sup>st</sup> century

**(10 hours)**

### **Unit II: Aims, objectives, and values of Social Science Education**

- a. Contribution of Social Science to the goals of education-thinking ability, self realization, human relationship, economic efficiency and responsibility
- b. General aims of teaching Social Science.
- c. Objectives of teaching Social Science- conceptual, inquiry, skill and affective –objectives  
. Specific objectives of teaching various Social Science subjects, National Curriculum Framework (2005).
- d. Taxonomies of educational objectives. Contributions of Bloom, Krathwohl and Dave.
- e. Values of teaching History, Economics, Political Science and Geography.

**(15 hours)**

### **Unit III: Social Science Curricula**

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

**(20 hours)**

### **Unit IV: Support System in Social Science Teaching**

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

**(15 hours)**

**Unit V: Empowering Social Science Teacher**

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

**(20hours)****Unit VI: Evaluation in Social Science**

- a. Modern concept of evaluation.
- b. Types of evaluation – internal and external, formative and summative, continuous and comprehensive, criterion referenced and norm referenced evaluation.
- c. Types of test items - objective, short answer and essay.
- d. Achievement tests, diagnostic tests, teacher made tests and standardized tests in Social Science.
- e. Techniques of evaluation involved in continuous and comprehensive evaluation.

**(10 hours)****Advanced Practicum(Any Two)****Part – A**

1. Prepare a unit portfolio for teaching a topic.
2. Familiarize modern trends in lesson planning and prepare three lesson transcripts based on modern trends.
3. Critically analyse the recent Social Science syllabus revision in Kerala.

**Part – B**

1. Conduct a small project based on the present evaluation practices followed in the schools of Kerala.
2. Suggest certain coping strategies for Social Science teachers' stress.
3. Construct and standardize an achievement test on any topic in Social Science of Kerala syllabus.

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## **SPECIALISATION COURSE –VII**

### **Course Code M.ED C 12.7**

## **ADVANCED METHODOLOGY OF COMMERCE EDUCATION**

### **Instructional Hours 90**

#### **Course Objectives**

- To enable the learner to analyse the nature and scope of commerce education in the modern era.
- To enable the students to understand the aims and objectives of teaching commerce.
- To acquaint the students with the modern trends in teaching commerce
- To conscientize the students with current trends in developing commerce curriculum at higher secondary level.
- To equip the students with various models, strategies, methods and techniques in the teaching of commerce.
- To evaluate essential skills and accountability of a competent commerce teacher.
- To understand the significance of following principles and approaches in giving instruction.
- To develop insight into modern practices of student evaluation and assessment.
- To enable them to analyze the role of IT in commerce education.
- To create a research perspectives among prospective teachers in the field of commerce.

#### **Mode of Transaction**

Lecture, Discussion, Group work and Project, Assignment, Seminar, Debate

#### **Course content**

#### **Unit 1: Nature and Scope of Commerce and Commerce Education**

Meaning, definition and scope of Commerce and Commerce Education-Nature and characteristics of Commerce Education- History of Commerce Education-Development of Commerce Education in India-Correlation of Commerce with Economics, Geography, Management, Statistics, Mathematics, IT and International relations-Significance of Commerce Education in modern world- Major areas of Commerce and Recent developments- E-commerce, M Commerce,

Computerized accounting etc. Goals of commerce Education- Values: cultural, practical, social, vocational and disciplinary- Strategies adopted for inculcating values.

**(12 hours)**

**Unit 2: Curriculum**

Concept of curriculum- Principles and Approaches of curriculum construction- Types of curriculum-Curriculum models- Curriculum evaluation- Critically evaluate present higher secondary commerce curriculum- Issue based curriculum- NCF

**(15 hours)**

**Unit 3: Teacher Improvement and Teacher Accountability** Essential qualities required for a good Commerce Teacher- Duties and Responsibilities- Teacher Competencies and Skills- Accountability of a commerce teacher- Techniques adopted for developing Teacher competencies and Skills-Teacher as scaffolder and facilitator.

**(15 hours)**

**Unit 4: Theoretical Bases of Commerce Education**

- A. General principles related to instruction- Individual difference, Motivation, Classroom management tactics, Questioning techniques-Principles and Maxims of teaching Commerce – Approaches: Learner centred, Child centred, Activity centred, Process oriented, Life oriented, Environmental oriented.
- B. Theoretical foundations: Theories of Gagne, Bruner, Daniel Golman, Vygotsky- Multiple intelligence, Emotional quotient, Constructivism, Critical Pedagogy- Multi media approach and Multi methodology approach.

**(20 hours)**

**Unit 5 : ICT and Commerce Education** Role of IT in Commerce education, CAI, CMI, CML, IT Enabled instruction, e-learning, web based learning, Virtual learning, on-line learning, video conferencing, Tele conferencing.

**(10 hours)**

**Unit 6: Evaluation of Learning outcomes**

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

**(10 hours)**

**Unit 7: Research Perspectives in Commerce Education**

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

**(8 hours)**

**Practicums (any 2)**

1. Critical analysis of Commerce text books at Higher Secondary level
2. Use of animation films / video clippings in teaching of Commerce
3. Select an area in commerce and prepare a project for conducting action research.

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## **SEMESTER IV**

### **GROUP –A Current practices in :**

#### **13. Elective Course**

**Course Code- M.ED E 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 I- *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 II - *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 III - *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 IV – *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 V - *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.

### Practicum

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

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### **Group-A- Elective Course**

**Course code M. ED E 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 20<sup>th</sup> century, Philosophical orientation to evaluation.

**(15 hrs)**

### **MODULE II - *Models of Evaluation***

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

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

**(15hrs)**

### **MODULE III: *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 IV - *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 V- *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

### **Practicum**

### 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.

### Seminar

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

### Workshops

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

1. Inventory
2. Attitude scale
3. Test

### Case study

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

### References

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**13. Group-A Elective course**  
**Course Code- M. ED E13.3**  
**ADVANCED EDUCATIONAL TECHNOLOGY**  
**Instructional Hours = 90**

### **Objectives**

- To develop in students an understanding of the concept of educational technology;
- To develop in students an understanding of the concepts of information technology, communication technology, instructional technology and ICT;
- To enable students to produce, select and use instructional material and media effectively;
- To enable students to innovate strategies for furtherance of effective communication;
- To enable students to design instruction in various systems of education.
- To develop the competency to prepare and evaluate self instructional materials;
- To develop competency to design and evaluate personalized system of instruction;
- To develop an understanding of the concept and approaches to e-learning;
- To enable students to use the e-learning materials and media for effective learning;
- To develop an awareness in students about the current trends in e learning

### **MODULE I : CONCEPT AND APPLICATIONS OF EDUCATIONAL TECHNOLOGY**

#### **Concept of Educational Technology (ET)**

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

**20 Hours**

### **MODULE II : INSTRUCTIONAL TECHNOLOGY AND INSTRUCTIONAL DESIGN**

#### **Instructional Technology**

- (a) Concept of Instructional Technology
- (b) Overview of Behaviorist, cognitive and constructivist Theories and their implications to Instructional Design (Skinner, Piaget, Ausubel, Bruner, Vygotsky)
- (c) Relationship between Learning Theories and Instructional Strategies (for large and small groups, formal and non formal groups )
- (d) Selection of appropriate media - synchronous and asynchronous – for formal, informal and non formal settings.

#### **Concept and Components of Instructional Design (ID)**

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

**20 Hours**

### **MODULE III : PERSONALIZED SYSTEM OF INSTRUCTION AND OPEN DISTANCE LEARNING MATERIALS**

#### **Personalized System of Instruction**

- a) Application of Computers in Education: CAI, CAL, CBT, CML (Characteristics and Uses)
- b) Preparation of CAI Package (Process)
- c) Evaluation of CAI Package (Product)

#### **Open Distance Learning Materials(ODLM)**

- a) Concept, Process of preparing ODLM,
- b) Criteria of evaluating ODLM

**20 Hours****MODULE IV : e- LEARNING –CONCEPT, MEDIA, MATERIALS AND TRENDS****Prospects of e- Learning**

- a) Concept of e- learning
- b) Approaches to e learning
  - i) Offline, Online;
  - ii) Synchronous, Asynchronous;
  - iii) Blended learning,
  - iv) Mobile learning (M learning)
- c) Learning Management Systems: Media and Materials
  - i) Open Educational Resources
  - ii) Social Networking Sites
  - iii) Spoken Tutorial and Camstudio
  - iv) Learning objects

**Current Trends in e-Learning**

- a) Nanotechnology in e learning
- b) Podcasting
- c) Virtual Reality with Intelligent Tutoring System

**30 Hours****REFERENCES:**

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28. Singh, C.P.(2011). Advanced educational technology. Lotus Press: New Delhi
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31. Verma, M. (2006), Teaching in Digital Education. New Delhi: Murari Lal & Sons
32. Walia, J. S. (2003). *Educational technology*. Jalandhar: Paul.
33. Yadav, D. S. and Shastri, K.N.(2009). Educational technology: Delhi

#### **Useful Websites**

<http://www.learningapple.com/id3/resources.htm>  
[http://members.rediff.com/missan/Comp\\_Web\\_Inst\\_Designers.htm](http://members.rediff.com/missan/Comp_Web_Inst_Designers.htm)  
<http://www.coe.uh.edu/courses/cuin6373/whatisid.html>  
<http://www.coe.uh.edu/courses/cuin6373/index.html>  
[http://edutechwiki.unige.ch/en/Instructional\\_design](http://edutechwiki.unige.ch/en/Instructional_design)  
[http://www.stylusinc.com/WebEnable/elearning\\_solutions/instructional\\_design\\_process.php](http://www.stylusinc.com/WebEnable/elearning_solutions/instructional_design_process.php)  
<http://www.gdrc.org/info-design/instruct/intro.html>  
[http://en.wikipedia.org/wiki/Instructional\\_design](http://en.wikipedia.org/wiki/Instructional_design)  
[http://www.dokeos.com/doc/thirdparty/Epic\\_Whtp\\_learningdesign.pdf](http://www.dokeos.com/doc/thirdparty/Epic_Whtp_learningdesign.pdf)  
[http://edutechwiki.unige.ch/en/Open\\_and\\_distance\\_learning](http://edutechwiki.unige.ch/en/Open_and_distance_learning)  
[unesdoc.unesco.org/images/0012/001284/128463e.pdf](http://unesdoc.unesco.org/images/0012/001284/128463e.pdf)  
[www.webopedia.com/TERM/D/distance\\_learning.html](http://www.webopedia.com/TERM/D/distance_learning.html)  
[http://cemca.org/disted/Ansari\\_MM\\_\\_0256.pdf](http://cemca.org/disted/Ansari_MM__0256.pdf)  
[www.westga.edu/~distance/ojdla/fall53/valentine53.html](http://www.westga.edu/~distance/ojdla/fall53/valentine53.html)  
[webserver.ignou.ac.in/institute/handbook5/Section%203.pdf](http://webserver.ignou.ac.in/institute/handbook5/Section%203.pdf)  
[webserver.ignou.ac.in/institute/handbook5/Section%203.pdf](http://webserver.ignou.ac.in/institute/handbook5/Section%203.pdf)  
<http://www.authorstream.com/Presentation/bhanumurthykv-33050-self-learning-material-simlessons-writing-study-education-ppt-powerpoint>

**13. ELECTIVE COURSE –Group-A****Course code-M.ED E 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 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 II - *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-III: 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
- Use ICT in Educational Administration: Methods, Advantages and Problems involved - E-Governance: Concept, Features, Practice and Problems involved –E-Governance in the context of education.
- Concept of Integrated Information Management System, Types of Information Systems, Five Sub-Systems of an Institution, Uses of Management Information System (MIS) in Education, Positive and Negative Impacts of Information System.
- Issues in Educational Administration – Centre, State and Local Bodies, Centralization and Decentralization in India, State and Private Enterprise, Existing Problems of Administration in India, External Controls and Internal Controls, Equalization of Educational Opportunities.

**(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.

### **Practicum**

The students may choose any one of the following:

1. Calculate the Per capita Educational Expenditure of a teacher trainee undergoing Secondary teacher training course in an institution.
2. Analyse the role of different voluntary organizations in the management of school education in Kerala
3. Visit to a school, analysis of the organizational structure and functions of it and 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

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11. Khan, N. Sharif & Khan, M. Saleem,(1980): *Educational Administration*, New Delhi : Ashish Publishing House.
12. Kuldip Kaur, *Education in India (1985) : Policies, Planning and Implementation*, Chandigarh: Arun and Rajiv Pvt. Ltd.
13. Lulla, B.P. & Murthy, S.K., (1976): *Essential of Educational Administration*, Chandigarh: Mohindra Capital Publishing.
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15. Mahajan, Baldev and Khullar, K.K. (2002): *Educational administration in Central government: structures, processes, and future prospects*. New Delhi: Vikas Publication House Pvt. Ltd.

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24. Prasad,L,M., (2004). *Organizational Behavoieur*. New Delhi : Sultan Chand & Sons.
25. Prasad,L,M., (2004). *Principles and Practice of Management..* New Delhi : Sultan Chand & Sons.
26. Philip H. Coomba, (1985).*The World Crisis in Education*, London: Oxford University Press.
27. Rita, S.,(2004). *Assessment and Accreditation in Higher Education*. New Delh: Association of Indian Universities.
28. Ronald, C,F., et al; (1987): *A History of thought and Practice in educational administration*. New York: Teachers College Press.
29. Robbins,P,S., (2004). *Organizational Behavior*. New Delhi :Prentice Hall of India.
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- **13. -Group B – Elective Course - Levels of Education**

**Course code-M.ED E 13.5**

**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 child hood- 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 II - ECCE: Policies and Perspectives**

ECCE in India: Policies and Programmes in National Policy on Education (NPE, 1986) and POA (1992), National Plan of Action for Children, 1992 and 2005; National Curriculum Framework (2005), National Curriculum Framework for Teacher Education (2009). ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989), Millennium Development Goals (2000) and Global Monitoring Report (UNESCO) 2007 – concerns and issues. Compare ECCE practices of India with with special concern to Japan China, Sweden, UK, USA..Etc. Problems of Children in India 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 III - 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 Developmental Characteristics of children with special need. Domains of ECCE for children with special needs- Motor, Language, Self help, Pre academic-

Role of Family and Society in providing ECCE for children with Special Needs –

Comparison with World Practices.

**(25 hours)**

#### **MODULE IV– *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.

### **Practicum**

- Case study of Anganwadi, pre-school centers
- Assignment on selected themes from the course.
- Detailed listing and planning of activities under exercises of practical life under four different groups.
  - (a) Taking care of oneself
  - (b) Taking care of environment.
  - (c) Development of social reaction (greeting, offering, accepting thinking)
  - (d) Elementary motor skills, movements (pausing, sorting arts & crafts).
- Study of present status of ECCE in one State//District
- Collection of information on infrastructure of ECCE centers and comparison with NCERT minimum specifications (1992).
- Reflection on literature on equality ECCE services of one western country (internet, journals).
- Writing of journal articles on different issues on ECCE.
- Survey of play materials and comparing with the socio-cultural set-up
- Survey of child rearing practices in different cultures.
- Book review – Totochan, Escape from child hood, Under achieving school ( John Holt ), other relevant.
- Prepare E-content for ECCE pre service training.
- Prepare E-content for effective parenting in early childhood care of normal/children with special needs ( developmental characteristics and Tasks should be the theme )
- Critical examination of existing practice of ECCE in the light of developmental needs and characteristics.
- Develop a model curriculum for preparatory school practices.
- Critical examination of existing practice of ECCE in the light of developmental needs and characteristics.
- Develop a model curriculum for preparatory school practices.
- Conduct an awareness class on ECCE for parents of Normal children/Children with special needs.
- Implement self prepared training module for improving preschool practices of your locality.
- Case study of Anganwadi, preschool centers

### **Essential Readings.**

1. NCTE ( 2009 ) National curriculum framework for teacher education, New Delhi.
2. Govt. of India (2005). National plan of Action for children, 2005 : Department of Women and child Development, New Delhi.
3. NCERT ( 2005 ). Position paper of the National Focus Group on Early Childhood Education, NCERT, New Delhi.
4. UNESCO ( 2007 ): Strong Foundation: Early Childhood care and Education. Paris.

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2. Baine, D. ( 1988 ) Handicapped Children in Developing Countries, Assessment, Curriculum and instruction. University of Alberta, Alberta.
3. Gandhi M.K ( 1953 ) Towards New Education. Navajivan Publishing House. Ahmadabad
4. Gopalkrishnan, Vijaya Laksmi ( 2005 ) “Thangavunna Vidyabyasam”( MALAYALAM) DC books Kottayam
5. Government of India ( 2005 ). National Policy on Education, Department of Education, New Delhi.
6. Grace W Weinstein Stephen L Yelon ( 1977) A Teachers World: Psychology In the Class Room McGraw hill, USA
7. Hurlock, E.B Development Psychology : A Life Span Approach ( 5<sup>th</sup> Edn.) Tata McGraw hill, New Delhi
8. John Holt ( 1972 ) Escape From Childhood: The Needs and Rights of Children. EkaLavya, Bopal.
9. John Holt ( 2005 ) The Under Achieving School, . EkaLavya, Bopal
10. Kurayangi T ( 2001 ) TotoChan, National Book Trust India, New Delhi.
11. Mishra, R.C ( 2005 ). Early Childhood Education Today, Prentic Hali Publishers.
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17. Pugh, G ( 1996 ). Contemporary Issues in early Years: Working Collaboratively for Children (2<sup>nd</sup> Edn. ) National Children’s Bureau, London.
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21. Swaminathan, M and Daniel, P ( 2000). Activity-Based developmentally Appropriated Curriculum for young children, Indian Association for Preschool Education, Chennai.

22. Taylor, R.L ( 1993 ). Assessment of Exceptional Students Educational and Psychological Procedures. Boston Allyn Bacon.
23. UNESCO ( 2007). Strong Foundations: Early Childhood care and Education, Paris, UNESCO.
24. UNICEF and MHRD ( 2001 ). Early Childhood Care for survival, Growth and Development, New Delhi.
25. Van Riper, C.A and Emerick L ( 1990 ), Speech Correction- An introduction Speech Pathology and Audiology, Eighth Edition, Prentice Hall.

### **Elective course- Group B**

**Course Code-M.ED E 13.6**

### **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

**(15Hours)**

## **MODULE II - 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 & functionsTypes 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 III-. Learning and Teaching in Higher Education**

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

**(25 Hours)**

## **MODULE -IV. Curriculum and Evaluation in Higher Education (15 Hours)**

Semester system – Features of ideal semester – grading- choice based credit and semester system – inter disciplinary semester – Inter institutional semesterTends in curriculum- Process of curriculum improvement-Evaluation - Why What & How of Evaluation at higher education - Balancing Formative and Summative assessment. Components of assessment (formative and summative) Criteria for formative assessment - Designing feed back system – provisions for

formal feedback – opportunity for informal feedback - Students as Self assessors and Life long learners-Approaches to evaluation - Internal Vs External examinations - Marking vs Grading  
Open book Examinations - Computer based and online examinations

(15hours)

### **MODULE V- 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

**15 hours**

### **MODULE VI. Vital Problems of Higher Education in India**

Various Acts, Bills and Policies on higher education - Rastriya Uchaathar Siksha Abhiyaan (RUSA)

Quality Concerns – Evaluation in and of Higher Education Institutions and System Quality management

– Internal & External Quality assurance of - Institutions, Programmes and Subjects-Governance in

Indian Universities – Accreditation – Quality and Social audit-Access to Higher Education- Rural

/Urban divide in Higher Education- Gender issues in Higher Education- Education loans and the

prospective employment opportunities- Reservation policy in higher Education-Social Justice in Higher

Education – modes to overcome social exclusion Women and Higher Education- Higher education and

the differentially-abled-Medium of Instruction and Evaluation - Extent of autonomy and academic

freedom in institutions of higher

Education – Internationalisation of HE

**(15 Hours)**

#### **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

- Azad.J.L.(1975). Financing Higher Education in India. New Delhi : Sterling
- Bell,R.E. & Youngson A,J, (Eds) (1973). Present and Future of Higher Education. London: Tavistock
- Gupta.O.P.(1993). Higher Education in India Since independence : UGC and its Approach. New Delhi: Concept Pub.co.
- Manning,K. (2014). Organizational Theory in Higher Education . Nutech Print services
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- Panikkar,K.N., Joseph,J.,Geethat,G. & Lal,M.A. (2011) Quality Access and Social Justice in Higher Education. Delhi:Pearson
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Patil .V.T. (1984). The saemster System: substance and problems. New Delhi :

Sterling Patnaik.J.(2001). Higher Education in Information Age. New Delhi: Authers

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Khurana, P.S.M. & Singhal,P.K. (Eds) (2010). Higher Education: Quality & Management.

Delhi : Gyan

Sambell.K., McDowell.L, & Montegommy (2013). Assessment for Learning in Higher Education.

New York: Routledge

Slowey, M & Watson, D. (Ed) (2003). Higher Education and the Life Course. Glasgow: Open University Press

Vashist, V. (2002). Modern Methods of Training of University and College Teachers. New Delhi: Sarup & Sons

Wright, J. (1982). Learning to Learn in Higher Education. Great Britain: Croom Helm

### **Online resources – OECD**

<http://www.oecd.org/edu/imhe/theassessmentofhighereducationlearningoutcomes.htm>

<http://www.oecd.org/edu/skills-beyond-school/unescooecdguidelinesonqualityprovisionincross->

<borderhighereducation.htm> <http://www.oecd.org/education/skills-beyond->

<school/AHELOFSReportVolume1.pdf>

<http://www.oecd.org/edu/imhe/supportingqualityteachinginhighereducation.htm>

<http://www.oecd.org/education/skills-beyond-school/thematicreviewoftertiaryeducation.htm>

<http://www.oecd.org/education/skills-beyond-school/AHELOFSReportVolume3.pdf>

<http://www.oecd.org/edu/cei/international-seminar-innovative-approaches-education-private-higher-education-sector.htm>

<http://www.oecd.org/edu/cei/highereducationto2030volume2globalisation.htm>

<http://www.pgce.soton.ac.uk/ict/NewPGCE/PDFs10/NML-in-Higher-Education.pdf>

**Elective course- Group B**

**Course Code M.ED E -13.7**

**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 II - *Contributions of Great Educators and Agencies***

Rousseau, John Dewey, Paulo Freire, Welthy Fisher, N.F.S.Grund Wig, Ivan Illich, Everet Reimer, John Holt, Paul Goodman, Ivan Lister, Charls Silverman, Mahatma Gandhi, Jiddu Krishnamoorthy, Sri Aurobindo - German Adult Education Association, Indian Adult Education Association, Lucknow Literacy House, Kerala Gradhasala Sangham, Kerala Association For Non-Formal Education and Development, Kerala Sastra Sahithya Parishad , NCERT

**(10 hours)**

### **MODULE III - *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

**(6 hours)**

### **MODULE IV - *Non-Formal Education and Global Trends in Education***

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

**(8 hours)**

### **MODULE V - *Psychology of Non-Formal Education***

Factors facilitating Non-Formal Learning – Methods to motivate the learners for Non-Formal Learning –

Problems and remedies of Non-Formal Education Learners

**(6 hours)**

**MODULE VI - 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

**(8 hours)**

**MODULE VII - Instructional Materials**

Nature and Type of Instructional Material needed for the Non-Formal Education Programme - Improved 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 VIII - Social and Economic Framework**

Non- Formal Education and National Development – Non-Formal Education and Human Resource

Development – Non-Formal Education and Economic Development – Non-Formal Education and

Acculturation – Social Transformation – Life Skills and Quality of Life

**(7 hours)**

**MODULE IX- Evaluation Techniques**

Concept of Evaluation, Difference between Evaluation in Formal and Non-Formal Education, Construction of Test Items in Different Subjects of Non-Formal Education Centres; Local Specific Nature

of Test Items; Maintenance of Cumulative Records, Anecdotal Records

**(7 hours)**

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

Demographics-birth and death rates, sex ratio, dependency ratio, life expectancy - Demographic transition, changes in age structure, disability and morbidity patterns - Population aging in the developed and developing world and its impact on the individual and society - Health issues and Management - Adjustment issues and Mental Health after retirement - Stress of caregivers, Geriatric Counseling - Intervention programmes of Social justice - Indian National policy on

Aging (1999) - Maintenance and Welfare of Parents and Senior Citizen Bill-2007 - Approach of Gerontology, Third Age Education, Social Cohesion - Ageing workforce as a resource, Adult Continuing and Lifelong Learning Strategies, Skills Enhancement - Participatory and Qualitative Ageing, Employment opportunities.

**(10 hours)**

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

Historical Perspective of Women Empowerment in Pre-Independent India - Historical Perspective of Women Empowerment in Independent India- Government Policies and Programmes on Women Empowerment - Characteristics of Working Women in India- Employability Trends - Women in Organized Sectors in India - Women in Unorganized sector and Invisible Works - Legal literacy for women - Women and Indian Constitution - Human Rights and Women Empowerment- Women's Education - Socio-economic determinates of Empowerment - Culture and Empowerment of Women

**(10 hours)****Transaction Mode**

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

**Practicum**

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.
- 8 . Case Studies.
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)

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### **13. Elective Course-Group-C**

#### **Course code M. ED E-13.8**

#### **INCLUSIVE EDUCATION**

**(Instructional hours – 90)**

#### **Course Objectives**

After studying the course the students are expected to:

1. Examine critically the concept , nature and characteristics of students with various special needs
2. Understand the national and international initiatives towards the education of students with diverse needs
3. Develop critical understanding of the policies and legislations related to inclusive education
4. Develop an understanding of the challenges faced by students with diverse needs
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

#### **Course Content**

#### **MODULE – I : *Introduction to Inclusive Education***

#### **Objectives**

1. To define inclusive education
2. To comprehend the meaning of Inclusion of children with Diverse Needs
3. To analyze special education, integrated education, mainstream and inclusive education practices
4. To appreciate the value of Inclusion in effective education system

- Definition, concept and importance of inclusive education.
- Psychological and sociological approaches to inclusive education
- Historical perspectives on education of children with diverse needs.
- Concept of special education, integrated education and inclusive education
- Inclusive schools as effective schools

**(15hours)**

**MODULE – II : *National & International initiatives to respond to diversity***

**Objectives**

1. To understand the global and national commitments towards Inclusive Education diverse needs
2. To develop critical understanding of the recommendations of various commissions and committees towards Inclusive Education
3. To develop an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs,
4. Appreciating the need for promoting Inclusive Education and understanding the roles and responsibilities of all concerned,

International initiatives:

- The Convention on the Rights of the Child (Article 23, 28, 29 a2, 3, 6 and 10 &12).
- The World Declaration on Education for all and its Framework for Action to meet Basic - Learning needs, 1990(Article 3 Clause 5).
- The World Declaration on the Survival, Protection and Development of Children and the Plans of action (Outcome of the UNICEF World Summit for Children, (1990).
- The Asian and Pacific decade of Disabled Persons, 1993-2002.
- International Year of the disabled persons (IYDP, 1981)
- International perspectives Dakar framework of action (2000),
- Millennium development goals (2000).

National Initiatives:

- National institutes for various disabilities
- District primary education programme (dpep).
- Sarva Shiksha Abhiyan.
- Initiatives for the gifted and talented children.
- National curriculum framework, 2005 NCERT
- Girls; education initiatives -Mahila samakshya, kasturba gandhi balika vidyalaya.

**(15 hours)**

**MODULE - III : *Current Laws and Policy Perspectives supporting Inclusive Education***

**Objectives :**

1. To develop critical understanding of the policies and legislations related to inclusive education
2. To develop a positive attitude and sense of commitment towards actualizing the right to education of all learners

**Content outline:**

- The Mental Health Act 1987.
- Rehabilitation Council of India Act, 1992

- National policy on Education(NPE)
- The Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995).
- The National Trust for the Welfare of Persons with autism, cerebral palsy, mental retardation and Multiple Disabilities Act 1999.
- Right to education act 2009 and afterwards

**(10 hours)**

#### **MODULE – IV:Children with Diverse Needs**

##### **Objectives**

1. To define persons with diverse needs
  2. To classify persons with diverse needs by nature and scope
  3. To classify Students with Learning Disabilities
  4. To identify different types of persons with diverse needs
- 139
5. To appreciate need for better inclusion of socially disadvantaged and women in socio-educational milieu.

##### **Content outline:**

- Concept and meaning of diverse needs, Definition ,
- concept and challenges children with sensory impairments (hearing, visual and physically challenged)
- Intellectually challenged (gifted, talented and mentally challenged)
- Developmental disabilities (Autism, Cerebral palsy, Learning Disabilities)
- Social and emotional problems
- Scholastic backwardness
- Under achievement
- Slow learners
- Children with health problems
- Environmental /Ecological difficulties and children belonging to other marginal group.
- Socially disadvantaged childrer
- Gender Equality

**(20 hours)**

#### **MODULE - V : *Inclusive education strategies and addressing diversity in class rooms***

##### **Objectives :**

1. To have understanding of Inclusive Strategies for children with Diverse Needs
2. To acquaint with curriculum adaptations around the globe to cater to exceptional learners
3. To identify and utilize existing resources for promoting inclusive practice.
4. To create and suggest steps for Inclusive environment in the school and classroom for all learners
5. To adapt curriculum for Inclusive Education

##### **Content outline:**

- Steps to becoming a culturally inclusive school
- Developing inclusive knowledge in science , language, maths -
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of

constructivism.

- Multicultural education, multigrade teaching in rural context. , Mid-Day Meal Scheme
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children from sensory, intellectual, learning disabled, rural, tribal, girls, SC /ST and linguistic and other minority groups.
- Role of technology for meeting diverse needs of learners
- Role of parents and other community members for supporting inclusion of children with diverse needs

**(20 hours)**

### **MODULE - VI: *Training and Research in Inclusive education***

#### **Objectives**

1. To equip for inculcating future teachers with skills and competencies required for Inclusive Education
2. To identify research priorities and conduct researches in the area of education of socially disadvantaged groups.

Teacher preparation:

- Skills and competencies of teachers and teacher educators for elementary and secondary education with inclusive settings.
- N.C.F 2005 and curriculum for teacher preparation and transaction modes.
- Roles, responsibilities and professional ethics of teachers in inclusive settings

Research Priorities In Inclusive Education:

- Areas of research needed for enhancement of learning. -Evaluation of centrally sponsored schemes of education of SCs, STs, and Minorities.
- Priority areas of research on girls' education
- Study of teaching learning practices and social inclusion.
- Least Restrictive Environment
- Community Based Rehabilitation

#### **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 report on the perceived causes, difficulties, developmental patterns, strategies for enabling the learner.
5. Visit/interview a teacher/ head teacher of nearby school to make a report of the steps taken to turn it into an inclusive school and comment.
6. Prepare lesson plan on topic of your choice that cater to diverse learners, and highlight the strategies and emphasizes made to cater to each category

**(10 hours)**

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### **13. Elective Course-Group-C**

**Course code M.ED E -13.9**

#### **EDUCATION FOR HUMAN RIGHTS AND VALUES**

**(Instructional hours – 90)**

##### **Course Objectives**

1. To promote awareness of human rights
2. To understand the national significance of human rights
3. To recognize the violation of human rights and ways to protect our rights
4. To encourage activities to protect human rights
5. To understand the need and significance of value education
6. To understand the concept of values, and classification of values
7. To understand and analyse various approaches for value education
8. To generate knowledge in value education through research
9. To recognize the relevance of value education in teacher education
10. To help the teacher educator to practice and propagate values among students
11. To understand the importance of values in life and in education

##### **Course content**

##### **MODULE - I : *Human Rights***

Meaning, Rights and Duties, General conditions underlying the idea of Human Rights. Human Rights

Guaranteed in main international Treaties.

**(10 hours)**

##### **MODULE - II : *Human Rights in Indian Condition***

Indian Constitution and Human Rights, Constitutional Provisions, Implementation of Human Rights in

India. Agencies Promoting Human Rights in India (National and State levels).

**(9 hours)**

##### **MODULE - III : *Human Rights Education***

Need, Framework of educational policies in India for elementary, secondary, and higher secondary level.

Methods of teaching Human Rights. (role play, brain storming, projects, pictures...)

**(14 hours)**

**MODULE - IV : *Human Rights – New Trends.***

Rights of child, women, Right to Information, consumer rights

Human Rights violation in India.

Role of teacher in protecting Human Rights.

**(12hours)**

**MODULE - V : *Need and significance of Value Education-***

Definition, meaning, need and importance of value education in the present Indian and global contexts.

Classification- Values of Ancient Indian culture, classification by NCERT.

Sources of values- Philosophy, Curriculum, Community, Culture, Religion, science, literature..etc.

Direct , Indirect, incidental approaches

**(10 hours)**

**MODULE - VI : *Commissions and committees on value education***

University Education Commission( 1948), Sri Prakasa committee on Religious and moral Education

(1959), The committee on Emotional Integration(1961), The Indian Education Communication(1964-66),

Report of UNESCO(1972), suggestions of The first National Moral Educational Conference(1981),

National Policy on education(1986).

**(7 hours)**

**MODULE – VII : *Agencies of value inculcation***

Home, School , Peer group, community, society , media.. How all these agencies contribute for the

inculcation of values among students

Type of activities in school for inculcation of values (prayer, assembly...)

Role of curriculum, hidden curriculum etc..

**(9 hours)**

**MODULE - VIII : *Value education and teacher education programme***

Professional ethics , Professionalism and love towards teaching profession

Teacher as a model

New trends in value education ( various approaches and methods ,use of ICT for effective value education programmes, life skills, prevention of manmade disasters, role of a counsellor..training to

practice different strategies)

**(12 hours)**

**MODULE – IX : *Evaluation in Value Education***

Evaluation in moral education – a difficult task. Some tools and techniques to measure moral traits are,

observation, tests, checklists, rating scale, attitude scale.

**(7 hours)**

**Assignments**

1. Content Analysis of school curriculum for identification of values and assessment of moral content
2. Review of recent research studies on value education
3. Analysis of life history of 5 well known personalities/interview with spiritual leaders.
4. Construction and evaluation of any tool in moral education.
5. Action research in value education
6. Review of researches in Human rights ,women studies,and other marginalised
7. Discussion of issues of Human Right violations
8. An interview with people who protect Human Rights

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**13. Elective Course-Group-C**

**Course Code M.ED E 13-10**

**ENVIRONMENTAL EDUCATION**

**(Instructional hours – 90)**

**Course Objectives**

1. To understand the concept, importance, scope and aims of environmental education

2. To familiarize the emerging terminologies and concepts in the field of environmental education
3. 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.
4. To orient student with various components of environmental concerns for preparing a curriculum for environmental education.
5. To enable the students to develop various strategies for realizing the objectives of environmental education with special emphasis at local level
6. To enable the students to understand about various projects in the areas of environmental studies.

### **Course Content**

#### **MODULE – I : *Introduction to Environmental Education***

1. Origin and development of the concept.
2. Need and Significance, Psychological Perspectives of EE, Need of a “Green Curriculum”
3. Methods and Strategies for EE at primary, secondary and Higher Education.
4. Environmental Sensitivity, Concept of Environmental sensitivity index
5. Environmental action and environmental action plan
6. Difference Between Ecology and Environmental Education

**(12 hours)**

#### **MODULE – II : *Eco concepts on Environmental Education***

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

**( 15 hours)**

#### **MODULE - III: *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 - IV: *Environmental Heritages and culture***

- Western Ghats: Meaning of the term ‘Ghat’
- It’s relevance as UNESCO world heritage site
- Bio diversity of Western Ghats
- Its role in controlling climate of Kerala
- Threats to Western Ghats
- (All the Five subtitles must be sensitized using appropriate strategies)
- Other environmental Heritages
- Environment friendly culture of Kerala- A Rethinking

**(15 hours)**

**MODULE - V: *Environmental issues***

- Concept of Homeostasis
- Degradation in the quality of Environment
- Role of individuals in the Prevention of Pollution, Climate change, Global Warming, Acid Rain

,  
Ozone Depletion (Emphasis is to be given to the role of Individuals)

- Solid Waste management
- Meaning
- Role and Responsibility of Individuals and Institutions in the management of E waste, Nuclear waste, Medical Waste, Plastic Waste. Waste management- Public-private participation.

**(20 hours)**

**MODULE - VI: *Disaster Management***

1. Meaning and concept of disaster management. Emergency management principles
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)**

**MODULE - VII: *Public Participation in Conservation of Nature***

1. Importance
2. Measures to ensure public participation- Role of Media, Governmental and nongovernmental agencies.
3. Contributions of environmental activists in bringing public participation
4. Planetary citizenship or world citizenship- importance in the era of globalization. Environmental Citizenship as the ultimate goal of Environmental education

**(8 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
6. Conduct a study on Environment friendly behavior among prospective secondary teachers

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#### **Web site or Email**

1. Bharaty Vidya Peeth Institute of environment education and research ( BVIEER email bvieer@vsnl.com
2. Bombay Natural History Society ( BNHS) web: www.bhns.org. email: bnhs@bom4.vsnl.net.in
3. Botanical survey of Indai(BSI) . web: www.nic.in. email: bsi@gems.vsnl.net.in
4. Centre for Environmental Education (CEE). web: www.educationvsnl.com/cee/index.html. email: cee@ceeindia.org

### **13. Elective Course-Group-C**

#### **Course Code-M.ED E 13.-11**

#### **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.

**MODULE I *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 II – *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 III - *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 IV - *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 V- *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)**

**Transaction mode**

Lecture

Small group discussions

Reading and reflections on text

Assignments

Seminar presentations

Assignment

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

## References

- 1) Sharma. Y.K., “A Comparative Study of Educational Systems” Kanishka Publishers, N.Delhi (2004)
- 2) Rai, B.C., “Comparative Education”, Prakashan Kendra, Lucknow (1972).
- 3) Khanna, S.D., Lamba, T.P., Saxena, V.R., and Murthy, V., “Comparative Education” made easy”, Doaba House, Delhi (1979).
- 4) Sodhi, T.S., “A textbook of comparative education – Philosophy, Patterns & Problems of National Systems (UK, USA, Russia, India)”, Vikas Publishing House Pvt., Ltd., New Delhi (1993).
- 5) Biswas, A., & Aggarwal, J.C., “Comparative Education (India, U.K., U.S.A., U.S.S.R.)”, Arya Book Depot, New Delhi (1986).
- 6) Sharma, R.N., “Education in Emerging Indian Society”, Surjeet Publications, Delhi (2002).
- 7) David Pratt., “Curriculum – Design and Development”, Harcourt Brace Jovanovich, New York (1980).

## Web References

- 1) <http://www.langaugeinindian.com/junjulaug 2001/school.html>.
- 2) <http://www.educationforallinindia.com>
- 3) <http://en.wikipedia.org>
- 4) <http://www.curriculum.wa.edu.au>
- 5) <http://www.education.nic.in>
- 6) <http://indiatgether.com/2006/jun/edu-medium.htm>
- 7) <http://www.ibe.unesco.org/>
- 8) <http://www.ncert.nic.in>