

SCHOOL OF PEDAGOGICAL SCIENCES
MAHATMA GANDHI UNIVERSITY
KOTTAYAM, KERALA, INDIA – 686560



OBE Curriculum Framework & Structure for Two-Year
M. Ed. Programme
w.e.f. 2021 admissions

Curriculum Revision Core Committee

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Mahatma Gandhi University

Kottayam, Kerala, India

VISION

“Mahatma Gandhi University envisions excellence in the field of higher education catering to the scholastic and developmental needs of the individual, through the continuous creation of critical knowledge base for the society’s sustained and inclusive growth.”

MISSION

- To conduct and support undergraduate, postgraduate and research-level programmes of quality in different disciplines.
- To foster teaching, research and extension activities for the creation of new knowledge for the development of society.
- To help in the creation and development of manpower that would provide intellectual leadership to the community.
- To provide skilled manpower to the professional, industrial and service sectors in the country so as to meet global demands.
- To help promote the cultural heritage of the nation and preserve the environmental sustainability and quality of life.
- To cater to the holistic development of the region through academic leadership.

Preface

The Master of Education (M. Ed.) Programme is a two-year professional programme in the field of Teacher Education which aims at preparing teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers (NCTE, 2014). Education aims to ensure the continuity of cultures through generations, as well as preparing individuals for developing universal systems. In this process, the most important role is of teachers. The purpose, structure and implementation of the education system cannot be conceived apart from the society it belongs to. In modern society, the education system has been established and developed to fulfil the expected political, economic, social, cultural and moral functions. The education system of a country has always been reshaped in line with contemporary social needs and presently, it is being restructured according to the global changes. Expectations from the education system also determine the identity and role the teacher does essentially through the facilitation of learning. Although there are several elements like curriculum, textbooks, school organisation and so on, providing a context and support to teaching; the role of the teacher in engaging with learners in online or offline modes is undoubtedly central to the facilitation process.

Teaching is a complex process that presupposes on the part of the teacher both professional skills as well as conceptual and theoretical perspectives to realise the expected outcomes from learners. Professional preparation and continuing professional development of teachers is, therefore, the need of the hour. As professionals, teacher educators need to deepen their understanding of the larger societal factors that circumscribe the context and scope of the core education processes. They need to have the farsightedness of the nature and structure of knowledge that the learners construct and develop a clear sketch regarding the dynamics played out in the psychic and social world of the learners. National Education Policy (2020) rightly said, “Teacher education is vital in creating a pool of schoolteachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy.” The M. Ed. Programme envisages the context of professional training of teacher educators and so the programme needs to provide and facilitate the above-mentioned deepening of understanding and critical reflection through both critical comprehensions of theory as well as hands-on reflective practice.

The Curriculum for two-year Credit and Semester System (CSS) M. Ed. Programme - 2015 of the School of Pedagogical Sciences, Mahatma Gandhi University had been designed as per the NCTE 2014 Regulations to provide opportunities for student teachers to extend as well as deepen their knowledge and understanding of education, specializing in select areas, and also develop research capacities leading to specializations in elementary, secondary and senior secondary education. The programme has been in vogue since 2015 and the courses of the programme sustained the revisit to the curriculum by the Expert Committee in 2018, except for the minor changes made in the regulation. Presently, as part of the curriculum revision of the two-year M. Ed. programme in line with the Outcome Based Education (OBE) framework (2020), it reinvigorates the syllabus, some courses and the programme structure. The changes have been brought about as demanded by temporal evolution for improvement in the classroom processes and extending the competency to respective fields through more innovative strategies where the student teachers are assuming a major role. Therefore, even though NCTE suggests that ‘the completion of the

Programme shall lead to M. Ed. degree with specialisation either in elementary education (up to class VIII) or in secondary education (classes VI to XII)', the Mahatma Gandhi University expects its M. Ed. graduates to be professionally qualified for both the levels by incorporating these two specialisations and field internships as core components for realising the Programme objective. Also, the nomenclature of these courses has been modified to reflect the change in the curricular structure from the 10+2 pattern to the 5+3+3+4 pattern according to New Education Policy (2020). Pedagogy of Children with Special needs has been interspersed in the relevant elective and core courses. Efforts have been put in to highlight research embedded mode of a classroom presentation, environmental education, entrepreneurship education, gender sensitisation, and ICT skills in the present revision. However, no room has been spared from the broad NCTE curriculum framework, which emphatically states that the two-year PG Programme in Education should cater to the needs, capacities, skills, and individual potentialities through multidimensional strategies to improve the quality of the teaching community. The curriculum of the two-year M. Ed. programme includes the following components:

- (1) Core courses comprise Perspective courses, Tool Courses, Teacher Education Courses, and Self-development courses.
- (2) Two Specialisation core courses and three Specialisation elective courses
- (3) The research leading to Dissertation; and
- (4) Field Immersion/ attachment and internship in Pre-primary/ Early Childhood Care Education (ECCE) institutions/ secondary teacher education institutions offering pre-service and in-service teacher preparation and training, including administrative and e-governance initiatives under the general education department.

Adhering to the revised CSS Regulation vide order No. 4/ACA5/2021 MGU dated 01-01-2021 with effect from 2020 admissions, the following Regulations and Programme structure has been designed to realise the specific outcomes listed for the Programme which will help the learners master not only the content areas but also the most recent research-based knowledge of instruction and curriculum.

M. Ed. CURRICULUM REGULATIONS, 2021 (w.e.f. 2020 Admissions)

These regulations shall be called REGULATIONS FOR THE TWO-YEAR M.Ed. PROGRAMME under CREDIT AND SEMESTER SYSTEM (CSS) with indirect grading, as per OBE framework conducted by the School of Pedagogical Sciences, Mahatma Gandhi University with effect from 2021 admission. These Regulations adhere in letter and spirit to the revised CSS Regulation, vide order No. 4/ACA5/2021 MGU dated 01-01-2021.

2. Scope

- 2.1. Applicable to regular M. Ed. programme conducted by the School of Pedagogical Sciences, Mahatma Gandhi University, Kottayam with effect from 2021 admission.
- 2.2. The provision supersedes all the existing regulations for the Regular M.Ed. programme of School of Pedagogical Sciences, Mahatma Gandhi University to the extent herein prescribed.

3. Preliminaries

The major components of the revised M. Ed. (CSS) programme are:

1. OBE structure
2. Admission to the programme
3. Academic calendar
4. Curriculum and course design
5. Course teaching
6. Courses and credits
7. Role of the faculty council
8. Student assessment and evaluation
9. Grading of students
10. Field immersion/ attachment / internship
11. Course improvement, readmission and repetition
12. Grievance recording and redressal

4. Definitions of terms

- 4.1. **‘Semester’** means a term consisting of a minimum of 90-100 working days including examination days distributed over a minimum of 18-20 weeks with 5 working days in each week.
- 4.2. **‘Programme’** comprises of perspective core courses, tool core courses, teacher education core courses, self-development core courses and elective courses. In addition, students may select MOOC courses of 4 credits approved by the university.
- 4.3. **‘Course’** means the curricular content for teaching and learning and/or seminar or workshop in a specific area or theme of knowledge.
- 4.4. **‘Core course’** means a compulsory course in a subject related to a particular programme. The M. Ed. programme has five types of core courses: Perspective core courses, tool core courses, teacher education core courses, specialization core courses and self-development core courses.
 - 4.4.1. **Perspective Core Course:** This is designed to develop theoretical perspectives of education which is basic to develop a unique outlook as a teaching professional. An effort is taken to include special needs education and gender issues in the courses wherever possible. The Perspective courses comprise a total of 20 credits and the obvious disciplines that might directly contribute to these courses include:
 - (i) Philosophy of Education (4 credits)
 - (ii) Advanced Educational Psychology - Learning and Development (4 credits)

- (iii) Sociology, History and Political Economy of Education (4 credits)
 - (iv) Advanced Educational Psychology - Individual Differences (4 credits)
 - (v) Curriculum Development and Transaction (4 credits)
- 4.4.2. **Tool Core Course:** The Tool core courses are included to provide the learners with skills that enable them to work as professionals and scholars in the field. These tool courses shall be transacted through or supplemented by workshops. The tool courses comprise a total of 12 credits and these include
- (i) Introduction to Educational Research and Statistics (4 credits)
 - (ii) Advanced Educational Research and Statistics (4 credits)
 - (iii) Information and Communication Technology in Education (4 credits)
- 4.4.3. **Teacher Education Core Course:** Even though all courses in the M.Ed. programme contribute to the making of good teacher educators, it is necessary to provide focused exposure and experiences to each of them. This component of teacher education hence will be compulsory for all students. It would consist of two taught courses transacted on campus and an internship transacted in an institution of teacher education. These courses comprise of 10 credits and it includes the following
- (i) Theoretical Bases of Teacher Education (4 credits)
 - (ii) Policy Perspectives and Innovation in Teacher Education (4 credits)
 - (iii) Field Immersion (2 credits)
- 4.4.4. **Specialisation Core Courses:** Even though NCTE suggests that ‘the completion of the Programme shall lead to M. Ed. degree with specialisation either in elementary education (up to class VIII) or in secondary education (classes VI to XII), the University expects its M. Ed. graduates to be professionally qualified for both the levels by incorporating these two specialisations and field internships as core components with phased out Internship comprising a total of 11 credits. Also, the nomenclature of these courses has been modified to reflect the change in the curricular structure from the 10+2 pattern to the 5+3+3+4 pattern according to the proposed New Education Policy (2020). Pedagogy of Children with Special needs and handling gender sensitiveness has been interspersed in these courses and through field experiences during the Internship.
- (i) Pedagogy and Practices of Foundational and Preparatory Education (4 credits)
 - (ii) Pedagogy and Practices of Middle and Secondary Education (4 credits)
 - (iii) Field Internship (3 Credits)
- 4.4.5. **Self-Development Core Course:** The Self-development courses are planned to instil in the learners’ knowledge, skills and awareness in select areas of academic and professional writing, yoga and eco-friendly practices. Four one-credit courses are included to focus on personal development and enhance professionals skills.
- (i) Expository Writing and Communication (1 credit)
 - (ii) Academic and Professional Writing (1 credit)
 - (iii) Yoga, Health and Wellness Practices (1 credit)
 - (iv) Eco-friendly Practices (1 credit)
- 4.5. **Elective course:** This means an optional course, which can be selected from among a basket of electives in a programme, semester wise. In the M. Ed. programme, the learners are provided with three sets of electives intended to specialize in Emerging fields of Education, Current Practices in Education and Advanced Methodology and Pedagogical Practices in Secondary Education from which students need to opt for any one from each set, and undergo internship for pedagogical practices. This will amount to a total of 3 electives with 4 credits each and 3 credits for internship making altogether 15 credits.
- (i) Cluster I - One from 9 different themes from Emerging fields of Education (4

- credits)
- (ii) Cluster II - One from 9 different themes from Current Practices in Education (4 credits)
 - (iii) Cluster III - One from the Methodology and Practices of 10 different Secondary school subjects of study - according to the area of specialisation of the learners (4 credits)
- 4.6. **MOOC Course** means Massive Open Online Course. For M. Ed. programme, one MOOC on *Instructional Design* has been approved as part of Elective Cluster II.
 - 4.7. **Repeat course** is a course that is repeated by a student in a semester for want of sufficient attendance.
 - 4.8. **Credit** is the unit by which a course is measured. It is a measure of the total number of hours of training received in a course during a semester; the credit number indicates the total curricular content in terms of the number of hours of teaching/learning in a course during a semester. One credit for the MEd programme is deemed equivalent to 20 study hours. Students can earn and accumulate credits based on the number and type of work they have completed. All the works that carry credits are compulsory.
 - 4.9. **Grade** indicates the student's performance level – the student's achievement level in terms of the score obtained through evaluations and examinations in a course.
 - 4.10. **Grade Letter** is an index of the performance of a student in a particular course. The transformation of actual marks secured by a student in a course to percentage and then to grade; Grade letters are: O, A plus, A only, B plus, B only, C, P and F.
 - 4.11. **Grade Point** is the weightage allotted to Grade Letter.
 - 4.12. **Credit Point** refers to the product of the number of credits of a course and grade point obtained by a student for a given course.
 - 4.13. **Semester:** means a term consisting of a minimum of 100 working days, including examination days distributed over a minimum of 20 weeks with 5 working days in each week.
 - 4.14. **Semester Grade Point Average (SGPA)** refers to the performance of the student in a given semester. SGPA is a weighted average based on the total credit points earned by a student in all the courses in the semester divided by the total number of credits offered in the semester. SGPA will be computed as and when a student completes all the required courses of a semester with a minimum required grade as per the respective curriculum.
 - 4.15. **Cumulative Grade Point Average (CGPA)** refers to the student's performance for all semesters of the programme. CGPA is a weighted average based on the SGPA earned by a student in all programme semesters and the total number of credits required in the programme. CGPA calculated based on SGPAs with the minimum required SGPAs of all semesters may not be sufficient to obtain the minimum fixed CGPA for the pass in the programme. Students need to overcome the low SGPA of certain semesters due to low grades in courses in which they are weak by obtaining better grades in courses of other semesters in which they are strong, so that the better SGPA scores of such semesters will enable the candidate to attain the minimum CGPA fixed for a pass in the programme.
 - 4.16. **Course Code:** Each course shall have a unique code number with six abbreviated components:
 - (1) Department/school/centre/institute would be represented by the first two alphabets of the course code; (PS indicates School of Pedagogical Sciences)

- (2) The programme would be represented by the third alphabet (D – for doctoral course work/ P – for Pre- Doctoral or M Phil programmes/ M – for all Master programmes / B - for all Graduate programmes / I – for all Integrated master programmes/ G – for all integrated graduate programmes)
- (3) In case a Department/school/centre/institute offers multiple courses at Doctoral/ Pre- Doctoral or M Phil/ Masters/ Graduate/ Integrated master/ integrated graduate Levels then the same would be represented by the fourth alphabet A/B/C... respectively, for the first, second, third.. programmes
- (4) The type, of course, would be represented by the fifth Alphabet (C- for Core course, E - for Elective course, O - for Core course...)
- (5) Course number in Arabic numeral – a single-digit number 1/2/3.... (Here, the digit indicates the serial number of the course in each type (C/E/O...) of course)
- (6) Year of syllabus to be included in two digits prior to
- (7) Semester number in Roman numerals – I, II, III, IV.... etc.
- (8) The course code for all Programmes will be following the regulations of the respective programmes.
- (9) Thus for M. Ed. Programme the course code PSM21C01 stands for a course offered by the School of Pedagogical Sciences (PS); at Masters Level (M); that too the First Masters Level Programme of the School (A); year of study (21); Semester (I) Core (C) course number (01) and to explain further see course code PSM21E02: PS_M_A_21_III_E_02 represents the second Elective course in the Third Semester of the First Master's Programme of the year 2021 offered by the School of Pedagogical Science.

5. Outcome Based Education (OBE) structure

Outcome Based Education (OBE) is an educational approach and a learning philosophy, which envisages organising the entire academic programmes (curriculum) and instructional efforts around clearly defined ‘outcomes’ that an institution wants all students to demonstrate when they complete the programme. The purpose of the outcome-based approach is to ensure that students achieve learning expectations for the programmes in which they participate. The fundamental premise underlying the learning outcomes-based approach to curriculum planning and development is that higher education qualifications are awarded based on demonstrated achievement of outcomes (expressed in terms of knowledge, understanding, skills, attitudes and values) and academic standards expected. The expected learning outcomes would be used as reference points to help formulate graduate attributes, qualification descriptors, programme learning outcomes, and course learning outcomes, which will help in curriculum planning and development and the design, delivery, and review of academic programmes. They provide general guidance for articulating the essential learnings associated with programmes

- 5.1 **Key outcomes of curriculum planning and development:** The learning outcomes-based curriculum framework for Postgraduate education is based on the expected learning outcomes and academic standards to be attained by students of a programme. The key outcomes that underpin curriculum planning and development include graduate attributes, qualification descriptors, programme outcomes, programme specific outcomes, course outcomes, and learning outcomes.
- 5.2 **Graduate attributes:** The graduate attributes reflect the particular quality and feature or characteristics of an individual, including the knowledge, skills, attitudes and values that are expected to be acquired by a student through studies at a higher

education institution. The graduate attributes include capabilities that help strengthen one's abilities to widen current knowledge base and skills, gain new knowledge and skills, undertake future studies, perform well in a chosen career, and play a constructive role as a responsible citizen in society. The graduate attributes define a student's university degree programme and describe a set of characteristics/competencies that are transferable beyond the study of a particular subject area and programme contexts in which they have been developed.

GRADUATE ATTRIBUTES (GAs)	
No.	Attribute
1.	Critical Thinking and Analytical Reasoning: Capability to analyse, evaluate and interpret evidence, arguments, claims, beliefs based on empirical evidence; reflect relevant implications to the reality; formulate logical arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; able to envisage the reflective thought to the implication on the society.
2.	Scientific Reasoning and Problem Solving: Ability to analyse, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidence; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualize into research and apply one's learning to real-life situations.
3.	Multidisciplinary/ Interdisciplinary/ Transdisciplinary approach: Acquire interdisciplinary /multidisciplinary/ transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative-multidisciplinary/ interdisciplinary/ transdisciplinary- approach for formulating constructive arguments and rational analysis for achieving common goals and objectives.
4.	Intra and Interpersonal skills: Ability to work effectively and respectfully with diverse teams; facilitate collaborative and coordinated effort on the part of a group, and act together as a group or a team in the interests of a common cause and work efficiently as a member of a team; lead the team to guide people to the right destination, smoothly and efficiently.
5.	Digital literacy: Capability to use ICT in a variety of learning situations, demonstrate the ability to access, choose, collect and evaluate, and use a variety of relevant information sources; structure and evaluate those data for decision making.
6.	Global Citizenship: Building a sense of belongingness to common humanity and becoming responsible and active global citizens. Appreciation and adaptation of different socio-cultural settings and embrace and promote equity.
7.	Social Competency: Possess knowledge of the values and beliefs of multiple cultures, appreciate and adapt to a global perspective; and capability to effectively engage in a multicultural society and interact respectfully, manage and lead with diverse groups.

8.	Equity, Inclusiveness and Sustainability: Appreciate and embrace equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity.
9.	Life-long learning: Continuous acquisition of knowledge and skills. Learn, unlearn and re-learn based on changing ecosystem. “Learning how to learn”, that is necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of the workplace through knowledge/skill development/reskilling.

5.3 **Qualification descriptors (Programme Outcomes):** A qualification descriptor indicates the generic outcomes and attributes expected for the award of a particular type of qualification. The qualification descriptors reflect both disciplinary knowledge and understanding as well as generic skills, including global competencies that all students in different academic fields of study should acquire/attain and demonstrate.

PROGRAMME OUTCOMES (POs)	
No	Outcome
1.	PO1: Critical Thinking and Analytical Reasoning: Capability to analyse, evaluate and interpret evidence, arguments, claims, beliefs based on empirical evidence; reflect relevant implications to the reality; formulate logical arguments; critically evaluate practices, policies and theories to develop knowledge and understanding; able to envisage the reflective thought to the implication on the society.
2.	PO2: Scientific Reasoning and Problem Solving: Ability to analyse, discuss, interpret and draw conclusions from quantitative/qualitative data and experimental evidence; and critically evaluate ideas, evidence and experiences from an unprejudiced and reasoned perspective; capacity to extrapolate from what one has learned and apply their competencies to solve problems and contextualise into research and apply one’s learning to real-life situations.
3.	PO3: Multidisciplinary/ Interdisciplinary/ Transdisciplinary Approach: Acquire interdisciplinary /multidisciplinary/ transdisciplinary knowledge base as a consequence of the learning they engage with their programme of study; develop a collaborative - multidisciplinary/ interdisciplinary/ transdisciplinary-approach for formulating constructive arguments and rational analysis for achieving common goals and objectives.
4.	PO4: Communication Skills: Ability to reflect and express thoughts and ideas effectively in verbal and nonverbal way; Communicate with others using appropriate channel; confidently share one’s views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner and articulate in a specific context of communication.
5.	PO5: Leadership Skills: Ability to work effectively and lead respectfully with diverse teams; setting direction, formulating a goal, building a team who can help achieve the goal, motivating and inspiring team members to engage with that goal,

	and using management skills to guide people to the right destination, in a smooth and efficient way.
6.	PO6: Social Consciousness and Responsibility: Ability to contemplate of the impact of research findings on conventional practices, and a clear understanding of responsibility towards societal needs and reaching the targets for attaining inclusive and sustainable development.
7.	PO7: Equity, Inclusiveness and Sustainability: Appreciate equity, inclusiveness and sustainability and diversity; acquire ethical and moral reasoning and values of unity, secularism and national integration to enable to act as dignified citizens; able to understand and appreciate diversity, managing diversity and use of an inclusive approach to the extent possible.
8.	PO8: Moral and Ethical Reasoning: Ability to embrace moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, and use ethical practices in all work. Capable of demonstrating the ability to identify ethical issues related to one's work and living as a dignified person in the society.
9.	PO9: Networking and Collaboration: Acquire skills to be able to collaborate and network with scholars in an educational institution, professional organizations, research organizations and individuals in India and abroad.
10.	PO10: Lifelong Learning: Ability to acquire knowledge and skills, including "learning how to learn", that are necessary for participating in learning activities throughout life, through self-paced and self-directed learning aimed at personal development, meeting economic, social and cultural objectives, and adapting to changing trades and demands of work place through knowledge/skill development/reskilling.

- 5.4 **Programme Specific learning outcomes:** Programme learning outcomes will include subject-specific skills and generic skills, including transferable global skills and competencies, the achievement of which the students of a specific programme of study should be able to demonstrate for the award of a Degree qualification.

PROGRAMME SPECIFIC OUTCOMES (PSOs)		
No.	Outcome	Link to Pos
1.	Professional Capacity Building: Construct capacities required for curriculum developers, policy analyst, planners, administrators, supervisors, school principals, researchers and in extension activities by <i>critically analysing</i> the concepts of Philosophy, Sociology, Psychology, and Technology in the context of teacher education.	1, 3, 4, 6
2.	Research and Extension: Engage in research, extension, and innovative educational practices; develop competencies to solve problems and contextualize research to apply ones learning in real life situation; disseminate knowledge through public speech and academic and popular writing involving different stakeholders of education.	2, 3, 5, 6, 7

3.	Continuous Academic Development and upskilling Pedagogy: Engage in academic development and learning independently in the context of change in pedagogy. Identify own educational needs and requirements; keep abreast with contemporary advancement in teaching and research.	1, 2, 3, 8, 9, 10
4.	Academic, Administration and Management Capacities: Extrapolate the competencies gained from learning and experiences; relate the principles of educational management and administration in academic planning, organization, evaluation, decision making, and resource management in accordance with the prevailing goals, norms and standards.	1, 2, 3, 4, 5
5.	Professional Communication and 21st Century Skills: Perform higher levels of communication using diversified tools and technologies for teaching and engage as a better professional, keeping standards expected of 21 st century skills required for modern classrooms and pedagogy, so as to broaden the zone of educational activities and keep abreast with the latest developments.	4, 5, 6, 8, 9
6.	Sensitivity towards Emerging issues: Visualize ethical issues from multiple perspectives and deal with issues related to population, gender equality, literacy, environment, yoga and health education and respond to emerging issues by applying critical, constructive and creative thought process.	2, 3, 5, 7, 10
7.	Independent and Teamwork Capacities: Perform the role of a responsible mentor / leader effectively and efficiently in educational institutions. Collaborate and network with scholars in educational institutions, professional organizations, research organizations and individuals across the globe.	3, 4, 6, 9, 10
8.	Boosting Resilience to solve complex issues: <i>Interpret</i> rules and apply ethical and moral reasoning and values of unity, secularism and national integration to solve complex issues in educational situations. <i>Exhibit</i> a spirit of team work in conflicting situations and apply problem solving skills in <i>analysing</i> the rules, norms and the social, cultural, and environmental context.	2, 3, 4, 6, 8
9.	Academic Integrity and Professional Ethics: <i>Demonstrate</i> academic integrity and professional ethics in action and abiding by rules, regulations, values and standards in teaching, research and administration in diversified educational settings.	2, 5, 6, 7, 8
10.	Commitment towards Society, National Goals and International Understanding: <i>Recognise</i> areas of commitment, universal brotherhood, accountability, constitutional values, and national goals and <i>perform</i> as a social engineer.	5, 7, 8, 9, 10

5.5 **Course learning outcomes:** The programme learning outcomes are attained by learners through the essential learnings acquired on completion of selected courses of study within a programme. Course learning outcomes are specific to the learning for a given course of study related to a disciplinary or interdisciplinary/multi-

disciplinary area. Some programmes of study are highly structured, with a closely laid down progression of compulsory/core courses to be taken at particular phases/stages of learning. Some programmes allow learners much more freedom to take a combination of courses of study according to the preferences of the individual student that may be very different from the courses of study pursued by another student of the same programme. Course-level learning outcomes will be aligned to programme learning outcomes. Course level learning outcomes are specific to a course of study within a given programme of study.

6. Student Admission

Admission for MEd Programme will be made through a Common Admission Procedure (CAP) based on a Common Admission Test (CAT) or a special test conducted by the University, as decided by the Faculty Council of Schools from time to time. Admission may be based on the written test alone or written test and interview or based on the marks obtained in the qualifying examinations as well as the marks obtained in the written test, the interview and/or the group discussion conducted by the School as decided by the faculty council from time to time. The faculty council has to decide on the relative weightage for each of the components – entrance examination, interview and percentage of marks at the qualifying degree programme – to prepare the rank list. The Faculty Council of the School has to decide the specific criteria for admission to the programme and shall get the approval of the Vice-Chancellor, before the public announcement of the notification for the CAT/ for specific programmes, by the University. In the case of MEd Programme, the norms put forward by NCTE will also be applicable.

7. Academic Calendar

The School of Pedagogical Sciences shall follow the common academic calendar for statutory schools/centres/departments of the university with required modifications to adhere to NCTE Regulations. The tentative calendar will be as follows:

Semester	Date of commencing	Date of completion of End Semester Examinations
First	15th July	31st December
Second	1st January	14th July
Third	15th July	31st December
Fourth	1st January	14th July

Completion of a semester includes publication of end semester examination results as well as final results of the fourth-semester examinations. The results of all the postgraduate programmes shall be published before 15 July every year. Summer vacation for all Departments shall be from 16 April to 15 June. However, the MEd students are to continue their theory or practical classes or research work or other assignments during the summer vacation as per the direction of Heads of Departments as per the availability of teachers during the vacation period.

8. Curriculum and Course

The course content of each programme is designed to meet the ever-changing requirements of the individual/industry/job market/needs of society. The present M. Ed. curriculum is based on the OBE structure adhering to NCTE regulations and incorporating NPE-2020 insights. The criterion for inclusion through the pedagogy of special needs children and gender issues wherever possible is also a unique feature.

9. Course teaching

Courses shall generally be taught by the faculty member who designed the course, though the Faculty Council is authorized under these regulations to assign the teaching of a course to more than one faculty member. A detailed timetable shall be prepared and approved by the faculty council and shall be published at the start of each semester.

10. Course and Credits

- 10.1. **Course Details:** The M. Ed. programme, offers two kinds of courses: Core Courses (3-4 credits) and Elective Courses (4 credits); both are offered by the School. There are five types of Core courses – perspective core (20credits), tool core (12 credits), teacher education core (8 credits), specialisation core (8 credits) and self-development core (4credits). Three electives (12 credits) with options for selecting from 28 courses are offered in the programme. The students shall select one from the clusters given in each semester from the second semester onwards.
- 10.2. **Major Project/ Dissertation/Thesis and viva-voce:** A dissertation/thesis work is a special course involving the application of knowledge in solving/ analysing/ exploring a real-life situation/ problem. For the MEd programme, the dissertation should preferably be in the area of specialisation that a student opts for or in the areas introduced in the perspective courses, and it should invariably pertain to the field of study – Education. The dissertation may be submitted at the end of Semester 3 of the programme; the process of research should begin early, ideally in Semester 2 itself. This also means that the assessment of this component is spread over in various stages of the process, viz., preparation and presentation of a research proposal, preparation and presentation of tools, collection of data, analysis of data, preparation of the draft and final dissertation and presenting it in a viva-voce examination. These could be in the form of special tutorials in relevant courses. All these stages should be given due weightage in the assessment of the dissertation. The Report of the study should be approximately between 12000 to 20000 words depending upon the nature of the topic. The Dissertation work is of 8 credits. Even though the submission and evaluation of the dissertation fall in the Third (Odd) Semester, there will be external and internal evaluation by experts followed by viva-voce. The viva-voce will be based on Research Methodology and the Dissertation. For the dissertation average marks of Internal and external evaluation is to be taken for calculating the grade of the dissertation. The internal evaluation shall be done by the supervising teachers working in the Department. The external evaluation shall be done by the teachers in the universities or the affiliated colleges outside the university. In the absence of regular faculty members, retired teachers in the universities/ affiliated colleges may also be included in the panel of examiners. All the students who have to appear for the fourth-semester examination and submitted the dissertation shall appear before the duly constituted board of examiners for viva-voce.
- 10.3. **Internship:** An internship is a professional learning experience that offers meaningful, practical work related to a student's field of study or career interest.

It gives the opportunity for career exploration and development and to learn new skills during a fixed period of supervised field training needed to satisfy the profession's multifaceted requirements. For the MEd programme, the field internship/immersion shall be facilitated with organisations and institutions working in education. The Field Internship will be done in three phases-

Phase I: Two weeks Supervised Teaching in PPTTI/TTIs and visit to Pre-primary/ ECCE or Primary schools

Phase II: Two weeks Supervised Teaching in Secondary Teacher Education Colleges and Class observation of mentors and peers in Secondary/ Senior Secondary Schools

Phase III: Field Immersion for one week to familiarise the administrative offices and the e-governance initiatives associated with the General Education department. The aim of all these is to engage the students and familiarise them with the ongoing practices, including administration, curricular and co-curricular activities in a self-directed way and acquire field experiences relevant to the area of specialisation opted from Thematic Cluster C from Secondary teacher education colleges and schools. Each student shall take a minimum of five classes each in the Pre-primary/Primary and Secondary teacher education institutions under the supervision of a mentor teacher from the respective institution. Internship in field site relevant to the area of specialisation opted from Thematic Cluster C shall be done under the supervision of a field mentor from the respective secondary teacher education colleges and/or schools.

Besides, the student has to go for a field immersion to get familiarised with the different administrative offices and the e-governance initiatives associated with the General Education department such as CRC, BRC, SRC, SCERT, SIET, KITE, SIEMAT, NCERT etc. For each phase of the Internship -, Internship I, Internship II and Field Immersion; the student has to keep a separate record for the activities in each institution and field site during the period of Internships/ Immersion. The assessment of the internship programmes and field immersion in the fourth semester will be done through internal evaluation.

- 10.4. **Credit Requirements:** For MEd programmes, there are a total of 80 credits spread across 4 semesters, in accordance with the scheme of the Programme and considering the credit requirements proposed by the regulatory body, NCTE. The 80 credits stipulated for the programme is spread across core courses, electives courses, field internships/ immersion, and a major project/dissertation. A semester shall have 20 credits in each semester of the two years four-semester programme. There are 52 credits for Core courses, 12 credits for Electives and 8 credits each for the Field Internships and Immersion; and major projects/ dissertations.

A course offered may have different components associated with the teaching-learning process, namely (i) Lecture (ii) Tutorial (iii) Practical/Internship, where: **L** stands for Lecture session. **T** stands for Tutorial session consisting of participatory discussion/ self-study/ desk work/ brief seminar presentations by students. **P** stands for Practical/ Internship session, and it consists of hands-on experience/ field experiences/ case studies that equip students to acquire the much-required skill of applying the theoretically learnt concepts.

In terms of credits, every one-hour session per week of a semester of L amounts to 1 credit, and a minimum of the two-hour session of T or P amounts to 1 credit per semester; maximum hours allotted for 1 credit practical course/tutorial course/seminar course shall not exceed 4 hours. A course may have a lecture component (L) or practical/Internship component (P) or tutorial component (T) or

a combination of any two or all three components. The total credits at the end of a semester upon successful completion of a course are L + T + P or, as the case may be. The credit pattern of a course is indicated as L: T: P.

10.5. Credits allotted to Courses

I.	Common core courses (Taught Course and Practicum)	52 credits
	(i) <i>Perspective courses</i>	20 credits
	(ii) <i>Tool courses</i>	12 credits
	(iii) <i>Teacher Education Core courses</i>	8 credits
	(iv) <i>Specialisation Core Courses</i>	8 credits
	(v) <i>Self-Development Core courses</i>	4 credits
II.	Specialisation Elective Courses	12 credits
III.	Field Internships and Immersion	8 credits
IV.	Major project/Dissertation and Viva voce	8 credits
	Total	80 credits

The core courses, including specialisation core will account for 65% of the total credits and specialisation courses, including Field internships/immersion and dissertation comes to 45% of the total credits. Specialisation core is a common course counted in both core courses and specialisation courses.

10.6. **Credit transfer:** For MEd programme, credit transfer is allowed for University approved online courses done in MOOC or SWAYAM for the Electives in Thematic Cluster II. The University shall approve all credit transfers.

10.7. **Course Registration:** A student must register for the required number of courses as per the specific curriculum of a programme after the commencement of classes of that semester. Each student shall have a registration card for each semester, wherein the title of the courses and corresponding course codes are entered and signed by the student and the faculty member offering the course and countersigned by the Head of the Department. Based on this, the department must prepare a consolidated statement of courses to which registration is granted for the semester. This statement must be signed by the Head of the department and has to be submitted to the CSS section of the examination branch of the University within 20 days after the commencement of class of each semester.

11. Role of Faculty council

Faculty Council is the body of all teachers in the department and is responsible for conducting and monitoring all programmes offered by the Department.

11.1. **Course Coordinator** is a teacher nominated by the Faculty Council to coordinate the continuous evaluation undertaken in that course.

11.2. **Faculty Advisor:** A faculty advisor will be assigned to each student admitted to a Programme. The faculty advisor shall advise the student on various academic matters.

12. Evaluation

12.1. **External & Internal Evaluation:** There shall be a continuous internal assessment and end semester examinations for the programme. The faculty members of the

Department offering the courses of study will evaluate the first and third semesters. However, there will also be an external evaluation in the case of major project/ dissertation and viva-voce. End Semester Examinations of the second and fourth semesters will be based on the question paper set by External Examiners. Evaluation of the End Semester Examination of the second and fourth semester of the programme shall be conducted by an external examiner and a faculty member entrusted by the HoD. External Examiner means a competent person in the specified subject from other Universities/ Institutes. A panel of External Examiners must be prepared based on the recommendation of the Faculty Council and approval of the same by Vice-Chancellor.

- 12.2. **Methodology:** Indirect Grading is employed for the evaluation of courses. The performance of a student in each course is evaluated in terms of the percentage of marks converted to grade points. Students have to secure a minimum attendance of 80% to appear for the end semester examination. A separate minimum of 40% of marks is required in the Continuous Assessment (CA) as well as End Semester Examination for a pass in a course. Students who fail to obtain a minimum of 40% mark in the Continuous Assessment can request the faculty council for a chance to improve the marks. The Faculty Council may permit the student to secure the minimum mark in CA, by taking written tests. However, only one chance will be given to improve CA marks.
- 12.3. **Revaluation:** Revaluation or Scrutiny of answer scripts for the first and third semesters is provided except for Dissertation and Viva-voce. There is no provision for revaluation or scrutiny of answer scripts for the end semester examinations of second and fourth semesters as double valuation is performed on the scripts. The application for scrutiny and revaluation of answer scripts shall be submitted to the Head of the School within 15 days from the date of publication of the results. The Head of the Department may entrust an external expert for revaluation.
- 12.4. **Question paper setting:** The Faculty Council of the Department shall prepare the panel of question paper setters for the programme and get it approved by the Vice-Chancellor. The Head of the Department will make arrangements for getting the question papers set by external experts approved by the Vice-Chancellor. Questions for courses offered in the first and third semesters will be set by faculty members of the Department and external experts for the second and fourth semesters. As far as possible, the Faculty Council shall recommend teachers of other Universities as external examiners to prepare a panel of question paper setters and examiners.
- 12.5. **Process of Evaluation:** The internal assessment will be a continuous assessment (CA), which accounts for 40% of the total marks. The end semester examination will account for the remaining 60%.
- 12.6. **End-Semester Examination:** The end semester examination will account for 60% of the evaluation. The evaluation of the end-semester examination of the first and third semesters shall be done by the faculty who taught the course. Evaluation of the second and fourth semester courses will be done based on questions set by external experts and shall be evaluated by two examiners; first by the external expert (as far as possible, the external question setter shall evaluate the answer scripts) and the second, by an internal examiner entrusted by the HoD. The Head of the School will make arrangements for the evaluation of the answer scripts. The major project/dissertation shall be evaluated by two examiners, one of them the faculty member who supervised the project and the other an external examiner to be decided

by the HOD from a panel recommended by the faculty council and duly approved by the Vice-Chancellor. The viva-voce will be carried out along with the project evaluation by a viva board comprising an external examiner and the faculty members nominated by the HoD and approved by the faculty council.

- 12.7. **Pattern of Question Paper for End-Semester Examination:** Questions shall invariably assess the outcomes set for the course. The knowledge acquired – [Remember / Understand] (15-20%); application of knowledge [Apply] in new situations (20-25%), critical analysis [Analyse] (20-25%) and evaluation of knowledge [Evaluate] (15-20%) and the ability to synthesize [Create] (15-20%) knowledge. The question setter shall ensure questions covering all domains of knowledge are included. The question paper shall have essay type, short answer, very short answer type and Multiple-Choice questions. An ideal question paper shall be a judicious mix of questions assessing Lower Order Thinking (LOT) and Higher Order Thinking (HOT), ensuring a continuum of easy (25-30%), average (40-50%) and difficult (25-30%) questions. The time allotted for each exam is two and a half hours. The type of questions and the marks assigned to them are as follows.

Sl. No.	Type of Question	No of questions to be answered	Marks for each question	Total Marks
1.	Essay Type	2 out of 4	10	20
2.	Short Answer Type	5 out of 8	5	25
3.	Very Short Answer Type	5 out of 5	2	10
4.	MCQ	5 out of 5	1	05
Total		17 out of 22	-	60

- 12.8. **Continuous Assessment (CA):** The student's participation, classroom performance, and feedback received from seminars, assignments, and test papers shall form the basis for continuous assessment (CA). It accounts for 40% of the evaluation in both theory and practical. This assessment shall be based on a predetermined transparent system involving periodic written tests, assignments, and seminars regarding theory courses and based on tests, records/ viva, and attendance regarding field internship and self-development courses.

- 12.9. **Percentages of Marks allotted to various Components of CA:** The percentage of marks assigned to various components for internal evaluation is as follows:

- Theory:** For each course, there shall be at least two class tests during a semester. The average of the best of the marks obtained in the case of more than two tests or the average of the tests if there are only two tests; will be counted as the internal test component of CA.

Sl. No.	Components	Percentage	Marks
1	Test papers	50	20
2	Assignments/ Practicum	25	10
3	Seminars/ Presentations	25	10
	Total	100	40

- b. **Internship:** For Field Internship, the assessment will be based on the performance comment (outstanding/ excellent/ good/ satisfactory/ moderate) recorded by the mentor of the student in the institution attached and certified by the Head of the institution in the report submitted. The assessment will be done by the course coordinator based on the following table:

Sl. No	Score Interval	Letter Grade	Verbal Grade
1	91-100	A+	Outstanding
2	81-90	A	Excellent
3	71-80	B+	Good
4	61-70	B	Satisfactory
5	50-60	C	Moderate
6	<50	F	Fail
*A minimum of 50% marks is required for pass/successful completion			

Institutions for Internship	Duration	Credits	Marks
Pre-primary (ECCE)/ Primary School/ PPTTI/ TTI	10-14 days	3	75
Secondary/ Sr. Secondary School/ Teacher Education Colleges	10-14 days	3	75

Field Immersion (Any Institution working for General Education - National/ State)	5-7 days	2	50
Total	25-35 days	8	200

- c. **Self-development courses:** For Self- Development Courses, the evaluation procedure must be based on the involvement of the student in the skill tests (15 marks) and the performance of students as reported by the faculty concerned and course coordinator in the reports/records (10 Marks) submitted by each student.
 - d. **Dissertation:** The class hours allotted for Dissertation work may be clustered into a single slot so that students can do their work at a centre/location for a continuous period. However, appropriate changes can be made by the faculty council in this regard. Major Project/dissertation shall be carried out under the supervision of a teacher in the School after getting permission from the Department Head.
- 12.10. **Test Paper:** For each course, there shall be at least two class tests during a semester. The best of the two marks – in the case where there are two tests; and the average of the marks obtained – in the case where there are more than two tests; will be considered and counted as the internal test component of CA. Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the tests.
- 12.11. **Assignments:** Each student shall be required to do an assignment/ and a practicum for each course. Assignment and practicum after valuation must be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to students. Punctuality in the submission of assignments/practicum is to be given a weightage in the internal evaluation.
- 12.12. **Seminar:** Every student shall deliver one seminar as an internal component of every course and must be evaluated by the respective course teacher in terms of structure, content, presentation and interaction. The soft and hard copies of the seminar report are to be submitted to the teacher in charge.

13. Results of Continuous Assessment:

The results of the Continuous Assessment (CA) counter-signed by the Head of the school shall be displayed on the notice board at least 5 days before the end semester examinations. The marks awarded for various components of the CA shall not be rounded off if it has a decimal part. The total marks of the continuous assessment shall be rounded off to the nearest whole number. Relevant records of continuous assessment must be kept in the department, and that must be made available for verification.

- 13.1. **Dissertation/Major Project Work:** There shall be a major project/dissertation to be undertaken by all students. The dissertation entails the topic presentation, tool presentation, data collection/fieldwork, submission of a research report and viva voce.
- 13.2. **External Evaluation of theory answer scripts:** The evaluation shall be done after the examination at the earliest, preferably through a centralized valuation. As far as possible bar-coded answer books shall be used to ensure confidentiality. The

evaluation of the answer scripts shall be done by examiners based on a well-defined scheme of valuation. End semester evaluation of theory answer scripts shall be conducted and evaluated by one internal examiner for odd semesters. For even semesters, one external and one internal examiner shall do the process of evaluation. That is, there shall be a double valuation system of answer books in the 2nd and 4th Semester evaluations. The final marks awarded will be the average of two. If there is a variation of more than 10 % of the maximum marks, the answer books shall be valued by a third external examiner appointed by the Head of the Department. The final marks to be awarded shall be the average of marks awarded by the third evaluator and the nearest mark to it awarded by the first two evaluators.

13.3. Process of evaluation of project work: The evaluation of the project will be done at two stages:

(i) **Continuous Assessment:** Supervising teacher/s will assess the project and award marks.

(ii) **Final evaluation:** Final evaluation will be done by an external examiner based on the work done by the student. There is no provision for improving the continuous assessment/ final evaluation of the project.

The viva-voce will be carried out along with the project evaluation by a viva board comprising of the HoD, an external examiner from the panel prepared by the faculty council and approved by the honourable vice chancellor, and a faculty member nominated by the HoD and approved by the faculty council.

14. Grading System:

The grading system followed is that of relative grading on a ten-point scale. The following table indicates the performance range and the relative value of the grades (grade points) on the scale.

Range of % of Marks	Letter Grade	Performance	Grade Point
95 - 100	O	Outstanding	10
85 - <95	A Plus	Excellent	9
75 - <85	A Only	Very Good	8
65 - <75	B Plus	Good	7
55 - <65	B Only	Average	6
50 - <55	P	Pass	5*
<50	F	Fail	0
	Ab	Absent	0
*The minimum CGPA for a pass in M. Ed. programme is 5			

The HOD shall ensure the regular student feedback of courses, teachers and programmes in the prescribed format towards the end of all semesters, and the same shall be made available to teachers concerned.

- 14.1. **Publication of Results:** The results of the End Semester Examination (ESE) shall be published within 30 days from the date of the last examination.
- 14.2. **Conferment of the Degree:** A candidate shall be eligible for the conferment of the degree only after he/she has earned the minimum CGPA as specified in the scheme of the prescribed programme,

15. 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 the time to time norms prescribed by the University/ Government/ NCTE.

16. Duration

- 16.1. The duration of M. Ed programme shall be of Four Semesters
- 16.2. The duration of each semester shall be a minimum of 700 hours distributed over 100 working days spread over 20 weeks, with five working days in a week.
- 16.3. The Internships/field immersion (25-35 days), a compulsory part of the MED programme, is scheduled for the Fourth Semester.
- 16.4. Data collection related to the Dissertation is to be done in the Third semester within a period of one month or a minimum 20 working days.
- 16.5. A student has to complete the programme in four semesters fulfilling the minimum duration for each semester.

17. Medium of Instruction and Examination

The course is offered in English. Those candidates who desire to prepare tools for data collection are permitted to prepare it in Malayalam and other languages but the English version of the same shall be appended in the Dissertation.

18. Attendance

- 18.1. One semester of M. Ed. programme will normally consist of 100 working days of 7 hours each. A candidate shall earn a minimum of 80% attendance out of the total working days in each semester. For the internships/ field immersion, a candidate should earn a minimum of 90% attendance out of the total days allotted.
- 18.2. Shortage of attendance (each semester) up to 10% may be condoned by the Vice-Chancellor on the recommendation of the Head of the Department on genuine grounds forwarded by the course coordinator with supporting documents.
- 18.3. The percentage of attendance of a candidate shall be calculated based on the total number of working days in the concerned semester as stipulated by the University/NCTE. If a candidate fails to appear for the examination due to a shortage of attendance in a semester, he/she shall obtain readmission to the respective semester in any of the subsequent batches and complete the course as per the rules and regulations of the University.
- 18.4. A candidate who does not complete the internship and the requirements of internal evaluation of each course satisfactorily is not eligible to apply for the final University examination in the fourth semester. After completing the internships/ field immersion and the requirements of internal evaluation of each course satisfactorily, he/she is eligible to apply for the final fourth semester examination.

19. Readmission

A student who has a shortage of required attendance and could not appear for the University examination in a semester is eligible for readmission for the same semester in any of the subsequent years as a term student, with the permission of the Head and concurrence of the University. This candidate shall be allowed to appear for the examination of that semester only if he/she has completed all the activities (including internship/ field immersion and requirements of internal evaluation) of the semester successfully. Such a candidate shall take readmission for the respective semester within three years from the last date of the concerned semester.

M.Ed. PROGRAMME STRUCTURE

Semester I						
Course Code	Course Type	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21C01	Core [<i>Perspective Courses</i>]	Philosophy of Education	4	40	60	100
PSM21C02		Psychology of Learning and Development	4	40	60	100
PSM21C03	Core [<i>Tool Courses</i>]	Research Methodology and Statistics	4	40	60	100
PSM21C04		Information and Communication Technology in Education	4	40	60	100
PSM21C05	Core [<i>Teacher Education Course</i>]	Theoretical Bases of Teacher Education	4	40	60	100
Total			20	200	300	500

Semester II						
Course type	Course Code	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21C06	Core [Perspective Courses]	Sociology, History and Political Economy of Education	4	40	60	100
PSM21C07		Psychology of Individual Differences	4	40	60	100
PSM21C08		Curriculum Development and Transaction	4	40	60	100
PSM21C09	Core Self Development Course [Includes four compulsory components]	a. Expository Writing and Communication	1	25	--	100
		b. Academic and Professional Writing	1	25	--	
		c. Yoga, Health and Wellness Practices	1	25	--	
		d. Eco-Friendly Practices	1	25	--	
PSM21E01	Elective Thematic Cluster A: Emerging Fields in Education [Select any One Course]	Environmental Education	4	40	60	100
PSM21E02		Inclusive Education	4	40	60	100
PSM21E03		Non-Formal Education	4	40	60	100
PSM21E04		Education of the Marginalised	4	40	60	100
PSM21E05		Educational Planning and Management	4	40	60	100
PSM21E06		Economics of Education	4	40	60	100
PSM21E07		Quality Assurance in Education	4	40	60	100
PSM21E08		Human Rights and Value Education	4	40	60	100
PSM21E09		Entrepreneurial Education	4	40	60	100
Total			20	260	240	500

Semester III						
Course Code	Course type	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21C10	Core <i>Specialisation</i>	Context and Challenges of Foundational and Preparatory Education	4	40	60	100
PSM21C11	Core <i>Tool</i>	Advanced Research Methodology and Statistics	4	40	60	100
PSM21C12	Core <i>Educational Research</i>	Dissertation & Viva-voce	8	150	150	150*
				--	50	50
PSM21E10	Elective <i>Thematic Cluster B: Current Practices in Education</i> [Select any One Course]	Educational Evaluation	4	40	60	100
PSM21E11		Educational Technology	4	40	60	100
PSM21E12		Guidance and Counselling	4	40	60	100
PSM21E13		Knowledge and Learning Management	4	40	60	100
PSM21E14		Comparative Education	4	40	60	100
PSM21E15		Instructional Design	4	40	60	100
PSM21E16		Early Childhood Care and Education	4	40	60	100
PSM21E17		Higher Education	4	40	60	100
PSM21E18		Instructional Communication	4	40	60	100
Total			20	270	380	500
* Average of External and Internal Marks						

Semester IV						
Course Code	Course type	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21C13	Core <i>Specialisation</i>	Context and Challenges of Middle and Secondary Education	4	40	60	100
PSM21C14	Core <i>Teacher Education</i>	Policy Perspectives and Innovations in Teacher Education	4	40	60	100
PSM21C15	Core <i>Field Internship - 1</i> <i>[Two Weeks: 10 - 14 days]</i>	Field Internship in PPTTI/ TTI/ DIETs (Min. 5 lessons) & visit to an educational Institution like SIET, SCERT, SIEMAT etc. as an Intern	3	75	--	75
PSM21C16	Core <i>Field Internship - 2</i> <i>[Two Weeks: 10 - 14 days]</i>	Field Internship in Secondary Teacher Education Institutions and field sites (Secondary and Senior Secondary Schools) relevant to the area of specialisation opted from Thematic Cluster C	3	75	--	75
PSM21C17	Core <i>Field Immersion</i> <i>[One Week: 5 - 7 days]</i>	Field Immersion: Visit to CRC/ BRC/ SRC/ RIE/ NCERT/ Other Institutions of National Importance etc./ Training programmes - Pre-service/ Seminar/ Workshop	2	50	--	50

Semester IV						
Course Code	Course type	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21E19	Elective <i>Thematic Cluster C: Emerging Practices in Secondary Education for Professionalising</i> [Select any One Course]	English Education	4	40	60	100
PSM21E20		Malayalam Education	4	40	60	100
PSM21E21		Hindi Education	4	40	60	100
PSM21E22		Sanskrit Education	4	40	60	100
PSM21E23		Arabic Education	4	40	60	100
PSM21E24		Mathematics Education	4	40	60	100
PSM21E25		Science Education	4	40	60	100
PSM21E26		Social Science Education	4	40	60	100
PSM21E27		Commerce Education	4	40	60	100
PSM21E28		Information Technology and Computer Science Education	4	40	60	100
Total			20	320	180	500

Semester-wise Credits and Marks		
Semester	Credits	Marks
1	20	500
2	20	500
3	20	500
4	20	500
Total	80	2000

SEMESTER I						
Course Code	Course Type	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21C01	Core [<i>Perspective Courses</i>]	Philosophy of Education	4	40	60	100
PSM21C02		Psychology of Learning and Development	4	40	60	100
PSM21C03	Core [<i>Tool Courses</i>]	Research Methodology and Statistics	4	40	60	100
PSM21C04		Information and Communication Technology in Education	4	40	60	100
PSM21C05	Core [<i>Teacher Education Course</i>]	Theoretical Bases of Teacher Education	4	40	60	100
Total			20	200	300	500



Philosophy of Education

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	I	
Course	Philosophy of Education				
Course Code	PSM21C01				
Type of Course	Core Course				
Course Summary & Justification	Philosophy of Education is a systematic reflection upon the variety of activities and practices by which we seek to impart knowledge and information and develop human capacities. This course is designed to emphasize how philosophical ideas about education developed over a considerable period and address how historical influences, settings, and ideas have influenced and continue to have relevance for education and life today. Emphasis will be placed on helping students develop ideas about education and provide tools to use in thinking about issues in education. The study of philosophical theories will assist in understanding the source of many popular opinions and perceptions regarding education. The course is also founded on the view that philosophy is not only an academic discipline but also a way of life.				
Student Learning Time (SLT) in Hours	Lecture	Tutorial	Practical	Others	Total
	40	20	-	30	90
Pre-requisite	Know-how of Philosophical Foundations of Education, Application of Philosophy in Education				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Illustrate the philosophical origin and basis of education and its applications for the enhancement of educational quality	U,A	1,4,6
2	Expose the concepts of philosophical inquiry and use them as a basis for all educational endeavours.	A,An,I	5,8,9
3	Identify the reality of ultimate human concerns and the contributions of philosophy in providing a base to them and develop capabilities for conceptual analysis of various societal issues from a philosophical perspective.	U,A,	1,3,8,10
4	Develop a philosophical outlook for personal life situations and handle the problems related to educational issues.	A,C,I,At	1,3,5,9
5	Appraise the contributions of the important philosophical schools to the theory and practice of education	An,E,Ap	3,5,7,9



Philosophy of Education

6	Realise the value basis of education, human rights problems, and concerns of life and implement it in real-life situations.	U,An,E,At	1,4,7,8
7	Acquaint the process of validating information in different disciplines and learn to use the knowledge as an application to education.	An,E,At	2,4,5,8,9
8	Examine the major philosophical systems and schools in the teaching and learning	An,S,I,Ap	1,3,6,10
9	Debate the issues that emerge from ethical, epistemic, aesthetic, and political perspectives and their implications for education	C,S,I,At	7,8,9,10
10	Critically appreciate postulates and vision of great thinkers and their educational implications	E,An,Ap	5,6,7,8
11	Build the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.	E,C,An,Ap	2,3,6,7
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No.
1	Philosophical perspectives of education	15 hrs	1,2,5
1.1	Philosophy: Concept, nature and scope, Need for philosophical framework, Functions of philosophy		
1.2	Educational Philosophy: Concept, nature and scope, Relationship between philosophy and Education.		
1.3	Fields of Philosophical Enquiry: Metaphysics, Epistemology, and Axiology		
1.4	Modern Concepts of Philosophy: Logical Empiricism and Positive Relativism		
2	Western schools of philosophy	15 hrs	2,4,8,10
2.1	Critical analysis of the educational aspect of western schools of philosophies and Implications of these schools of philosophies in determining the aims, curriculum and methods of education:		
2.1.1	Idealism		
2.1.2	Naturalism		
2.1.3	Pragmatism		
2.1.4	Realism		
2.1.5	Existentialism		
2.1.6	Marxism		
3	Indian schools of philosophy	15 hrs	3,4,5,11
3.1	Unique characteristic of orthodox and heterodox schools of Indian philosophies and its relationship with Indian cultural heritage		



Philosophy of Education

3.2	Critical analysis of the educational aspect of six systems of Indian philosophies –Sankhya, Yoga, Nyaya, Vyesikha, Vedanta and Meemamsa		
3.3	Critical analysis of the educational aspect of Buddhism, Jainism, Charvaka philosophies and Medieval Indian Islamic tradition		
3.4	Educational Implications of Bhagavath Gita, Bible and Holy Quran		
4	Educational thoughts of western thinkers	15 hrs	7,9,10,11
4.1	Critical analysis of the educational thoughts of below mentioned western thinkers and Educational implication of their philosophies in the modern system of education in terms of curriculum, pedagogy and educational environment:		
4.1.1	Aristotle		
4.1.2	Jean-Jacques Rousseau		
4.1.3	John Dewey		
4.1.4	Paulo Freire		
4.1.5	Ivan Illich		
5	Thoughts of Indian thinkers	15 hrs	7,9,10,11
5.1	Critical and comparative analysis of the educational thoughts of below mentioned Indian thinkers and Educational contribution of their philosophies in the contemporary system of Indian education in terms of curriculum, pedagogy and educational environment.		
5.1.1	Mahatma Gandhi		
5.1.2	Rabindranath Tagore		
5.1.3	Swami Vivekananda		
5.1.4	Aurobindo Gosh		
5.1.5	Jiddu Krishnamurti		
5.1.6	Maulana Abul Kalam Azad		
6	Axiological perspectives of education	15 hrs	6,7,8,9
6.1	Values: Concept, nature, type and hierarchy		
6.2	Value conflict and conflict resolution		
6.3	Ethical values in the context of science and technology		
6.4	Traditional Indian values and Values laid down in the Indian constitution		
6.5	Education for Peace and Human Rights		
PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Identify the schools of philosophy inherent in any prescribed secondary/ higher secondary school textbook and write a critical review of the same. 2. Identify the traditional Indian values nurtured by our school systems and identify the modes employed for its transaction in our educational institutions and give constructive suggestions 		



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	<p>3. Prepare a Comparative report on Traditional Indian values and Values laid down in the Indian constitution</p> <p>4. Prepare an article on the unique characteristics of Indian philosophies and their relationship with Indian cultural heritage.</p> <p>5. Visit an alternate educational institution with demonstrated experiences of alternative thoughts and prepare a report.</p>
Teaching Learning Approach	<p>Classroom Procedure (Mode of transaction)</p> <p>Direct instruction: Brainstorming, Lecture, Explicit teaching, E-learning, Interactive instruction: Active Co-operative learning, Seminar, Group assignments, Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative.</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <p>a) Internal Test – One MCQ based and on extended answer type</p> <p>b) Book review – every student to review a seminal work on Alternative education and submit a report</p> <p>c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</p> <p>d) Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</p> <p>B. Semester End Examination</p>

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Psychology of Learning and Development

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	I	
Name of Course	Psychology of Learning and Development				
Course Code	PSM21C02				
Type of Course	Core Course				
Course Summary & Justification	The course psychology of learning and development is expected to develop an advanced level understanding of Educational Psychology emphasising the theoretical and practical aspects of educational psychology - learning and development. The course also provides an opportunity for learners to engage themselves in field related experiments. The course also empowers the learners to take up career guidance and psychological counselling. The course would also lead learners to develop novel practices of research in the field of educational psychology.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisite	The learner must have gained the fundamental concepts of theory and practice of educational psychology at the bachelor level.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Explore approaches and thoughts on educational psychology	R, U, A	1, 4, 5, 6, 7
2	Gain concepts, principles, and theories underpinning educational psychology	U, A, An, E	1, 2, 3, 4
3	Proposes various dimensions related to the developmental process of the learner	A, E, C	2, 3, 5, 6, 7
4	Relate the educational implications of psychological theories and principles in the process of teaching and learning	A, E, At	3, 4, 5, 6, 7, 9, 10
5	Critically value the relevance of theories and principles in the framing of curriculum	A, E, I, Ap	1, 2, 3, 6, 7, 9, 10
6	Develop a research culture in the field of Educational Psychology	U, A, C	2, 3, 8, 9, 10
7	Practice the concepts of memory and forgetting in enhancing the learning process	R, U, S	3, 5, 6
8	Equip with the fundamentals of the psycho-social dimension of development for extending guidance and counselling.	A, C, S	6, 8, 9, 10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At), and Appreciation (Ap)			



Psychology of Learning and Development

COURSE CONTENT

Unit	Content	Time	CO No.
1	Psychology and educational psychology	15 hrs	1,2
1.1	Origin and meaning of Psychology		
1.2	Branches of Psychology: Pure and Applied Psychology		
1.3	Nature and Scope of Educational Psychology in terms of Knowledge centeredness, Learner centeredness, Environment centeredness and Assessment centeredness.		
1.4	Functions of Educational Psychology		
2	Approaches and methods in educational psychology	15 hrs	5,6
2.1	Relationship between Education and Psychology		
2.2	Major Schools of Psychology: Structuralism, Associationism, Behaviourism, Gestalt, Psycho-analytic, Humanistic and Cognitive.		
2.3	Methods of study in Psychology: Introspection, Observation, Survey, Interview, Experiment, Case Study.		
2.4	Research methods in Educational Psychology: Descriptive, Correlational and experimental.		
3	Learners' characteristics and development	15 hrs	2,3
3.1	Growth and Development – Meaning, Stages, Principles of Development, Developmental tasks, Developmental delays		
3.2	Aspects of Development - Physical, Social, Emotional, Moral Cognitive development patterns and identifying deficits		
3.3	Stages of Human Development during infancy and childhood – Cognitive development and Cognitive dysfunction		
3.4	Neurological and other biological aspects of Psychological Development – Influence of endocrine glands, brain and nervous system on human development and behaviour.		
4	Aspects of development	15 hrs	2,4,8
4.1	Social and language development – Social learning (Bandura); Psycho-social development (Erikson); Development of language – Noam Chomsky and Vygotsky. Moral Development –Kohlberg; Cognitive Development – Piaget and Bruner.		
4.2	Role of family in development: Socialization and gender sensitization during childhood and adolescence - problems and challenges. Home environment - Parenting, Emotional attachment towards family members. Resilience - stress management of adolescents.		
4.3	Psychosocial dimensions of learner – Social learning – Concept and importance – Factors affecting social learning – social conformity, social competency.		
4.4	Violence in school – Types: Bullying, relational aggression,		



Psychology of Learning and Development

	punishment, deforming, vandalism and their effects. Role of teacher in preventing violence.		
5	Learning and instruction	15 hrs	2,3,4
5.1	Meaning, nature, and factors affecting learning. Behavioural perspectives of learning – Views of Thorndike, Pavlov, Skinner and Hull - critical evaluation of theories on learning and instruction.		
5.2	Cognitive perspectives of learning – Purposive behaviourism (Tolman), Gestalt view of learning, Meaningful verbal learning (Ausubel)		
5.3	Constructivist perspectives of learning. Views of Piaget (Individual Constructivism), Vygotsky (Social Constructivism) and Bruner (Discovery learning)		
5.4	Information processing framework of learning by Sternberg. Information processing theory of Donald Norman. Learning styles theory of Kolb.		
6	Motivation, memory and forgetting	15 hrs	4,5,7
6.1	Motivation – nature and types. Techniques for enhancing learner motivation. Theories of motivation (Maslow, McClelland) and their educational implications		
6.2	Memory: Models of memory - sensory store, short term store and long term store – Memory processes – Constructive nature of memory – autobiographic memory, memory distortions, episodic and semantic memory – working memory: models of working memory		
6.3	Forgetting: types, causes, curve of forgetting, theories of forgetting. Interference – proactive and retro-active		
6.4	Strategies to enhance memory – Mnemonics. Transfer of learning – concept, types and educational implication		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. An article on any contemporary/ relevant issues regarding learners 2. A review of an article related to innovative practices in educational psychology. 3. Conduct a case study related to observed behavioural problems among learners. 4. Conduct a review of any book/ research report in educational psychology and prepare a report
Teaching Learning Approach	Mode of transaction Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative

**Psychology of Learning and Development**

Assessment Types	Mode of Assessment
	A. Continuous Internal Assessment (CIA) <ul style="list-style-type: none">a) Internal Test – One MCQ based and on extended answer typeb) Book review – every students to review a seminal work on Alternative Education and submit a reportc) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminard) Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report B. End Semester Examination

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Introduction to Educational Research and Statistics

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	I	
Course	Introduction to Educational Research and Statistics				
Course Code	PSM21C03				
Type of Course	Core Course				
Course Summary & Justification	This course develops an understanding of research and basic Statistical techniques for data analysis. It includes discussions on the various methodologies for conducting research in education. The course also equips learners with the ability to formulate a research problem, frame a research proposal, develop suitable tools, priorities to keep in mind during suitable sample selection. Besides these, the learners are empowered in the application of statistical tools and characteristics of the normal curve in diverse research situations.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisite	Awareness of contemporary issues in Education, Application of Research in Education, identification problems, Functional Arithmetics				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Demonstrate the meaning and process of research in education	U,A,S,At	1,2,5,7
2	Evidence-based analysis to choose apt research method after consulting various sources	R, U, A	2,5,8
3	Elucidate the theoretical, practical, and application elements of educational Research to sharpen the research problem	A,E,Ap	2,3,6,8
4	Critically examine various strategies of educational research	A,An,E	4,5,8
5	Explain and critique the pivotal statistical reasoning techniques related to a research problem	U,A,E,Ap	4,6,7
6	Select and apply suitable Statistical techniques in educational research	A,S,I	1,5,8
7	Interpret results obtained through different techniques of analysis of data	An, E, I	1,3,8,9
8	Draw generalisations based on results of the research study	C,I,At	1,4,6,10
9	Evaluate the quality of research	E, Ap, I	4,5,7,9
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) Attitude (At) and Appreciation (Ap)			



Introduction to Educational Research and Statistics

COURSE CONTENT

Unit	Content	Time	CO No.
1	Concept of educational research	15 hrs	1,3,9
1.1	Research as a scientific process - search for truth, scientific method-need and significance, scope and functions. Meaning and functions of educational research. Nature and characteristics of educational research. Steps in educational research. Limitations and delimitations.		
1.2	Historical development of educational research. Broad areas of research in education.		
1.3	Qualities of a good research and researcher - Research ethics		
2	Types and methods of educational research	15 hrs	2,3,4
2.1	Classification of Education Research based on purpose- Basic/Fundamental/Pure research- Applied/Functional research-Action Research		
2.2	Classification of Education Research based on Method: - Historical Research: source of data-primary and secondary Descriptive Research: Surveys, normative survey, causal-comparative research, correlational research, replication, and secondary analysis, and meta-analysis Experimental Research: Pre-experimental research, True experimental research, and Quasi-experimental research-importance, advantage, and disadvantages		
2.3	Data: Qualitative and Quantitative Qualitative Research-historical, descriptive, ethnographic, case study, document, or content analysis Quantitative Research- experimental, survey, correlational, causal-comparative		
3	Research problems, variables, and sampling	15 hrs	2,4,5
3.1	Research problem-Identifying source, area and characteristics, and errors		
3.2	Formulation of a research problem - Research questions, statement, and operational definition		
3.3	Concept, nature, and types of variables – independent, dependent, extraneous, confounding, intervening-controlling extraneous		
3.4	Sampling Definition, Purpose, the rationale for fixing sample size, and sampling error		
3.5	Techniques of sampling- Probability non-Probability		
4	Research proposal	15 hrs	5,6
4.1	Research process-Review of related literature-Research hypothesis-Formulation of good hypotheses.		
4.2	Purpose and need of review of related literature at different stages of an educational research		



Introduction to Educational Research and Statistics

4.3	Objectives and Hypotheses-need and function		
4.4	Concept and definition of hypotheses, sources of hypotheses, characteristics of good hypotheses		
4.5	Types of hypotheses - directional, non-directional, declarative, null, and alternative; Formulation of good hypothesis-errors in formulating hypotheses Conceptual Framework		
5	Basic statistics	15 hrs	6,7,8
5.1	Statistics - descriptive and inferential statistics- meaning, importance, and scope in educational research		
5.2	Scales of measurement - nominal, ordinal, interval, and ratio scales.		
5.3	Nature of educational data - organization and tabulation of data, graphical representation of data - ungrouped (pie diagram, pictogram, bar graph, line graph) and grouped (histogram, frequency polygon, frequency curve, ogives). Advantages and uses of graphic representation of data.		
6	Descriptive statistics-Interpretation	15 hrs	6,7,8
6.1	Need and significance of descriptive statistics in educational research		
6.2	Measures of Central tendency - mean, median, mode - merits, limitations, and uses		
6.3	Measures of variability - range, quartile deviation, standard deviation - merits, limitations, use; Measures of relative position - quartiles, deciles, percentiles, and percentile ranks; Measures of shape – skewness, and kurtosis		
6.4	Correlation - concept, types (Spearman's rank difference method and Karl Pearson's product-moment method)-uses; Regression Equation and Predictions.		
6.5	Normal probability curve – meaning, characteristics, and Applications		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Review two published research papers in education. 2. Prepare a model research proposal 3. Conduct and report on action research of your choice. 4. Review five MEd/MPhil Dissertations and submit a report. 5. Submit a report on the suitability of the statistical tools and techniques employed for analysing the data in any three research reports done in line with survey, experimental, case study etc. at MEd/ MPhil level.
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**Introduction to Educational Research and Statistics**

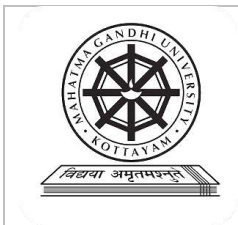
Teaching Learning Approach	Mode of Transaction Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive instruction, Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based and on extended answer type b) Book review – every students to review a seminal work on Alternative Education and submit a report c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar d) Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report B. Semester End examination

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MAHATMA GANDHI UNIVERSITY

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Introduction to Educational Research and Statistics



Information and Communication Technology in Education

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	I	
Course	Information and Communication Technology in Education				
Course Code	PSM21C04				
Type of Course	Core (Tool Course)				
Course Summary & Justification	This course provides learners with the requisite knowledge and skills that help them make efficient use of ICT in the classroom. The course also equips learners to the processes of teaching, learning, and assessment done online. The concepts of blended learning, flipped classrooms and assistive software are also introduced to the learners. The course focuses on unique practices that equip netizens with attitude, skills and competencies and state of the art artifacts to effectively integrate ICT in the teaching-learning process.				
Student Engagement Time (SET) in Hours	Lecture	Tutorial	Practical	Others	Total
	20	40	20	10	90
Pre-requisite	Techno-pedagogic content knowledge and basic Information Communication Technology skills.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Work with ICT tools, software applications, and digital resources in day-to-day teaching-learning situations.	U,A,S	1,5,7
2	Select and use digital tools and resources as part of an authentic or collaborative learning activity.	A,An,At	5,7,8
3	Elucidate the theoretical, practical, and application of technology integration.	U,An	2,3,5
4	Arrange and generate digital resources that could be made use of in teaching and learning.	R,A,C	1,3,5
5	Critically evaluate ICT resources and engage in the activities of teachers' networks.	A,An,E	1,3,8,9
6	Describe safe and ethical use of ICT and exhibit awareness of the legal ramifications of inappropriate usage.	S,I,At,E,Ap	1,3,6,10
7	Use ICT for making classroom processes more inclusive and to address the issue of diverse learning abilities.	A,I,S	1,4,6



Information and Communication Technology in Education

8	Engage in setting up digital knowledge resources/ repositories of the educational institution and organize them fittingly in cyberspace.	C,S,I,At	3,5,7
9	Utilise the potentials of a virtual classroom environment and open-source software that could be successfully integrated into the curriculum.	A,An,S,I	4,5,8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Introduction to educational technology	15 hrs	3,4
1.1	Use of ICT in classrooms, types of technology-based Learning environments		
1.2	Effective integration of technologies into educational contexts		
1.3	Empowering students for lifelong learning		
1.4	Technological devices to augment cognitive abilities		
1.5	Connect with the world – the global learner scenario		
2	Pedagogic designs for ICT supported education	15 hrs	1,2
2.1	Teacher centred models, Learner centred models, Active Learning, Collaborative learning and Creative Learning, Integrative Learning and Evaluative Learning		
2.2	ICT Integrated transactional strategies: Digital Storytelling, Deconstructing digital stories using images and videos, familiarise Video platforms (FluentU, Netflix, Instagram, etc.)		
2.3	Tools for Photo and video editing (ACDSee, Adobe Photoshop, Windows Movie Maker, Audacity).		
2.4	Creation and evaluation of digital stories, photo essays, and video documentation for teaching and learning. Use of appropriate hardware (CD/DVD, projectors, interactive boards)		
2.5	Techno Pedagogic Content Knowledge		
3	Cybersecurity and information security	15 hrs	5,6,8
3.1	Concept, need, and significance		
3.2	Computer virus- (malware, spyware, spamware, trojan) - preventive measures- (Firewall, antivirus software)		
3.3	Cyber privacy and password protection, Cybersecurity measures in the context of Teacher Education and Educational Research		
3.4	Legal and ethical issues – IPR, Copyright, Plagiarism, Hacking, Netiquette, Phishing, Software privacy. End User License Agreement (EULA), Multi User License, Shareware and Freeware)		



Information and Communication Technology in Education

3.5	Health hazards of using the computer, Misuse of Internet, Child abuse over the net		
4	Selection and identification of innovative ICT Resources	15 hrs	5,7,9
4.1	Criteria for selecting ICT Resources: Accuracy, Credibility, Currency, Coverage, Objectivity, Appropriateness, Cost and Copyrights		
4.2	Commercial or Licensed ICT Resources: Reference Sites, Social media sites, Professional group sites, National and International portals of the Ministries of Education, Open Educational Resource (OER), Digital Repositories, Creative Commons		
4.3	Custom development of resources, User Generated Content (UGC), Moving beyond the course books with ICT		
5	ICT in Assessment and Evaluation	15 hrs	1,3,4
5.1	ICT for Evaluation		
5.2	Purpose, techniques and scope of ICT for evaluation		
5.3	Software tools for evaluation - Constructing tests/quizzes using ICT – Google forms, Kahoot, Quizizz		
5.4	Using ICT to manage data, analyse the results and keep track of student achievement, Assessment rubrics - MS Excel		
5.5	Online assessment-criteria, norms, and standards, Online Survey Tools –Survey Monkey, Training Check		
6	ICT integration in educational settings	15 hrs	4,7,8,9
6.1	Role of ICT in educational administration and management		
6.2	Learning Management Systems (LMS) for Time Management, Classroom Process Planning. Integration of Softwares for Classroom Management – (Lan School – Net OP School – Net Support School – AB Tutor, Google Classroom, Blackboard, Moodle etc.)		
6.3	Student motivation through ICT integration		
6.4	ICT initiatives of Government – VIDWAN, Swayam, NPTEL, Sodhganga, Sodhsindhu, EPG Patasala, CEC, E-Gyan Kosh, Gyanvani, Gyandarshan, INFLIBNET, KITE, VICTERS, Vidyamrutham etc.		
6.5	ICT resources for research – ORCID, Scopus, Elsevier, Jstor, Academia, ResearchGate, Google Scholar, iManager, publons, web of science, Turnitin, ithenticate, plagiarismcheckerX, urkund, Find Use Share Educate (FUSE), Citations Tracking, Referencing		

PRACTICUM (Any One)	1. Launch your own YouTube Channel and upload your educational videos 2. Creation and evaluation of digital stories, photo essays, and video
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Information and Communication Technology in Education

	<p>documentation for teaching and learning</p> <p>3. Prepare a learning material with the help of ICT Integrated transactional strategies</p> <p>4. Demonstrate your acquaintance with any one software tool used for evaluation in educational settings.</p> <p>5. Field experience sharing – each student shall individually or in a group prepare an ICT tool for teaching/ learning (like Creating interactive games and quizzes online, Setting up a class podcast, developing an online evaluation form, and submitting in the class repository).</p>
Teaching Learning Approach	<p>Mode of transaction</p> <p>Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, workshops, Seminar, Group Assignments Authentic learning, , Library work and Group discussion, Presentation by individual student/ Group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <p>a) Internal Test – One MCQ based and one, extended answer type</p> <p>b) Hand- on- training – every students has to attend a seminal workshop familiarizing ICT tools for teaching, evaluation and research. After attending they need to submit a detailed report as a video blog of class presentations.</p> <p>c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</p> <p>B. Semester End examination</p>

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Theoretical Bases of Teacher Education

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	I	
Name of Course	Theoretical Bases of Teacher Education				
Type of Course	Core Course				
Course Code	PSM21C05				
Course Summary & Justification	The course aims to develop an understanding of the changing scenario of teacher education in national and global contexts. The learners will gain insight into the curriculum, pedagogy, innovations, and research trends in teacher education in view of the insights of NEP (2020). The learners will become familiarized with the concepts, objectives, challenges, and outcomes of preparing teachers of the 21 st century at different levels, right from early childhood education to higher education. Besides, the learners will get an idea about the regulatory agencies, quality management systems, and recruitment norms in teacher education.				
Learning Approach	Lecture	Tutorial	Practical	Others	Total
Total Student Learning Time (SLT)	20	40	20	10	90
Pre-requisite	The learner must have gained the fundamental concepts of teacher education at the bachelor's level.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Critically analyse the historical evolution and transition that happened to teacher education	U,E,An,At	1,4,8,9
2	Discuss the need for Pre-service teacher education and in-service teacher training	U,E,I,At	1,3,4,7
3	Elucidate policy implications and transformation thereon in teacher education	E,An,I	3,4,8,9
4	Discuss the role and function of regulatory bodies and agencies for imparting pre-service education	U,E,I,At	3,4,5,7
5	Explain the curriculum and pedagogy of teacher education programmes for different levels	U,A,At	1,3,4,9
6	Critically analyse the need for imparting professionalism in teacher education through pre-service and in-service education	An,E	1,3,5,7
7	Enumerate the role and competence of the agencies for imparting in-service education	U,E,Ap	3,7,8,9



Theoretical Bases of Teacher Education

8	Explain the need for continuous professional development of teachers through in-service education	U,At	1,3,5,7
9	Compare the national and global scenario in prospective teacher development	U,An,Ap	1,2,5,10
10	Demonstrate professional qualities of teacher educators	U,S,I,At	5,6,7,9
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At), and Appreciation (Ap)</i>			

COURSE CONTENT

Unit	Content	Time	CO No
1	Conceptual framework of teacher education	15 hrs	1,9
1.1	Teacher Education - Concept, need and scope; Historical development of Teacher Education		
1.2	Changing context of Teacher Education in Global and Indian scenario.		
1.3	Comparison of teacher education programmes in India, UK, Finland and Singapore		
2	Prospective teacher development	15 hrs	2,3,4,7,10
2.1	Modes of Pre-service Teacher Education – Face to face, distance, and on-line.		
2.2	Scope and outcomes of Pre-service Teacher Education at different levels – early childhood to Higher education.		
2.3	Practices and quality of the existing programmes in the preparation of teachers – Arts, Craft, Music, Physical education, and Special education.		
3	Agencies of teacher education	15 hrs	4,7
3.1	Role and functions of State level agencies of Teacher Education – SIE/ SCERT, IASEs, Colleges of Education, DIETs, TTIs, State Board of Teacher Education, University Departments of Education, NGOs, and UGC Academic Staff Colleges/ HRDCs.		
3.2	Role and functions of National level agencies of Teacher Education – CBE, UGC, NCERT, RIE, NIEPA, NCTE, CASE NIOS.		
3.3	Recognition, Assessment, and Accreditation of Teacher Education Institutions. Role of NCTE, and NAAC.		
3.4	UGC and NCTE Regulations for Qualification, Norms for recruitment and Service Conditions of Teachers.		
3.5	Role and functions of international agencies of Teacher Education – IIEP, USIEF, UNESCO.		
4	Curricular innovations in teacher education	15 hrs	5,6
4.1	Teacher as an adult learner – characteristics; Andragogy – Concept and Principles		



Theoretical Bases of Teacher Education

4.2	Role of ICT in Teacher Education; E-resources for pedagogical empowerment of teachers – KITE, Cloud Computing, Virtual Labs, and Learning Labs.		
4.3	Innovative pedagogies, Cooperative, and Collaborative learning; Teacher as a facilitator in construction of knowledge.		
4.4	Mode of teaching and technical skills for online teaching		
4.5	School-based Practicum and Internship – Concept, scope, existing practices, and their nature, objectives, organization, and duration. Activities and experiences in pre-internship, internship, field immersion and post-internship.		
5	Continuing professional development in teacher education	15 hrs	6,8,10
5.1	Teacher as a professional – Concept, need, areas, and purpose. Social stature, values		
5.2	Involvement of teachers in social issues – gender sensitisation, addressing special needs education, disaster management, environmental concerns.		
5.3	In-service teacher education – meaning and objectives of Orientation/ Induction programmes, Refresher courses, workshops, seminars, webinars, Teleconferencing, summer schools, and conferences, ARPIT Courses.		
6	Provisions for in-service teacher education	15 hrs	7,8
6.1	Modes of In-service teacher education – Face to face, distant mode online, and mixed-mode – Scope, merits, and limitations.		
6.2	In-service teacher education under DPEP, SSA, RMSA, SRC, BRC and Cluster meetings.		
6.3	Agencies and Institutions – structure for in-service teacher education, sub-district, state, regional and national level.		

PRACTICUM (Any one)	<ol style="list-style-type: none"> 1. Need analysis for designing an In-service Teacher Education programme for school teachers of short duration at any one level of school education 2. Interview with college teachers to identify the nature of in-service teacher education received and its relevance in professional enrichment. 3. A comparative study of the pre-service teacher education programme at primary and secondary levels in terms of duration, organization, transaction and evaluation. 4. Review of any two published research papers in Teacher Education.
Teaching Learning Approach	Mode of transaction Lecture cum discussion, demonstration, group discussions, seminars, debates, assignments, brain storming sessions, peer group discussions,



Theoretical Bases of Teacher Education

	interaction with community, case study, survey, and collaborative strategies.
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based and on extended answer type b) Book review – every students to review a seminal work on Alternative Education and submit a report c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar d) Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report B. End Semester Examination

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SEMESTER II						
Course type	Course Code	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21C06	Core [Perspective Courses]	Sociology, History and Political Economy of Education	4	40	60	100
PSM21C07		Psychology of Individual Differences	4	40	60	100
PSM21C08		Curriculum Development and Transaction	4	40	60	100
PSM21C09	Core Self Development Course [Includes four compulsory components]	a. Expository Writing and Communication	1	25	--	100
		b. Academic and Professional Writing	1	25	--	
		c. Yoga, Health and Wellness Practices	1	25	--	
		d. Eco-Friendly Practices	1	25	--	
PSM21E01	Elective Thematic Cluster A: Emerging Fields in Education [Select any One Course]	Environmental Education	4	40	60	100
PSM21E02		Inclusive Education	4	40	60	100
PSM21E03		Non-Formal Education	4	40	60	100
PSM21E04		Education of the Marginalised	4	40	60	100
PSM21E05		Educational Planning and Management	4	40	60	100
PSM21E06		Economics of Education	4	40	60	100
PSM21E07		Quality Assurance in Education	4	40	60	100
PSM21E08		Human Rights and Value Education	4	40	60	100
PSM21E09		Entrepreneurial Education	4	40	60	100
Total			20	260	240	500


Sociology, History and Political Economy of Education

School Name	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Course Name	Sociology, History and Political Economy of Education				
Type of Course	Core (Perspective Core Course)				
Course Code	PSM21C06				
Course Summary & Justification	A country cannot grow and develop without the individual growth and development of its citizens. Thus, the development of any country depends hugely on the education standard available to its citizens. A good education system must have common goals in every area of the country to provide suitable and proper learning to its citizens. For teachers who like to be facilitators in the life of a student, this course offers valuable thoughts and insights. This course will introduce the learners to diverse perspectives on education. The subject matter of the course spreads across the realm of Sociology, History, Politics, and Economics and more. Learners will identify, develop and apply a variety of thoughts congruent to their educational philosophy. This course helps learners to view education as a social process and a tool for creating a humane society. The learners will appreciate the role of education in social reconstruction and sustainable development. They will comprehend the vision of the Constitution of India, historical evolution of education in the macro and micro levels and critically analyse the issues pertaining to equality, gender and other discriminations as well as propose action plans to tackle the contemporary challenges.				
Total Student Learning Time (SLT)	Lecture	Tutorial	Practical	Others	Total
	20	40	20	10	90
Pre-requisite	Familiarity with the theoretical foundations of Education.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No
1	Explain Education as a social process	U	1
2	Discuss/ Brainstorm ideas of a humane society	A	3
3	Elucidate the theoretical, practical and application elements of educational sociology	U,A	2,3
4	Critically examine the social, political and economic concerns of contemporary India and its implications in education	An,E	4,5
5	Explain and critique the pivotal issues in Education pertaining to gender, other discrimination and disparities in the light of National Educational Policy 2020	An,E	4,6,7



Sociology, History and Political Economy of Education

6	Describe the social ideologies - Communism, Fascism, Gandhism, Socialism and Democracy	U	1,3,8
7	Explain the outlooks of Seminal thinkers in Education- Amartya Sen, Pitirim A Sorokin, Daisaku Ikeda and Max Weber	U	1,4,6
8	Build a perspective on the Contemporary concern in education- Millennium Development Goals (MDG) in maximizing Educational opportunities. Compare unfulfilled MDGs with SDGs and propose action plans	Ap,C	3,5,7
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No.
1	Sociological perspectives of education	15 hrs	1,3
1.1	Education as a social process; Meaning and scope		
1.2	Importance of cultural and multicultural aspects of education; Socialisation and social change		
1.3	Education and Politics - State, individual vs. collective action, law-making, citizenship		
1.4	Levels of the interface of society and education-Individual, family, Society, State, national and global levels		
1.5	Education for empowerment - social, economic, gender - Global citizenship		
2	Power of social ideologies in education	15 hrs	4,6
2.1	Education as a social practice and its interactive nature		
2.2	Evidence of Impact of Social ideologies in Education (Communism, Fascism, Gandhism, Socialism and Democracy)		
2.3	Impact of Education on Political Ideology: Analysis of Contemporary Indian Scenario		
3	Social aspects of education	15 hrs	3,7
3.1	The essentials of Educational Sociology		
3.2	Theoretical, practical and application of the Principles of Sociology in Education		
3.3	Social Aspects of Education and Education for Social Efficiency		
3.4	Constructing Educational Sociology- the Role of an educator		
3.5	Reflecting on Conflicting views- the Seminal thinkers in Education- Amartya Sen, Pitirim A Sorokin, Daisaku Ikeda and Max Weber		
4	Historical perspectives on systems and structures of education	15 hrs	1,4
4.1	Educational evolution in independent India - critical study of commission reports and Education policies		



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4.2	Education in India - discuss the stages from pre-primary to higher education		
4.3	Landmarks in the history of education of Kerala: Educational contributions of Christian missionaries in Kottayam		
4.4	Education and Indian constitution - provision for the oppressed and the marginalized, educational legislation; impact of neoliberal policies		
5	Education and development	15 hrs	2,5,8
5.1	Human Resource Development; Education as an Investment; Human Development Index (HDI)		
5.2	Stakeholders and beneficiaries of education- Students, Parents, Community, society		
5.3	Grant in Aid Policies-State and National Performance Appraisal; Regulatory and monitoring agencies; Financing in Education		
6	Contemporary concerns in education	15 hrs	2,4,5
6.1	Education Commissions in India - Pre and Post independent period		
6.2	National Education Policy NEP 2020-Vision and Mission		
6.3	State vs. Private control of Education- Foreign Direct Investment (FDI)- Prospects and challenges		
6.4	Implementation and status of vocationalisation - universalisation in Kerala and the rest of India-Analysis of Educational surveys (OECD, ASER)		
6.5	Challenges in quality education Employability – entrepreneurship competency-based education- Outcome Based Education		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. A critical review of NEP 2020 2. Prepare a review of the Annual Status of Education Report (ASER) 3. Comparative analysis of the reports of OECD on the educational achievement of select nations. 4. Write article on any contemporary/ relevant issues in education 5. Develop a historical overview of education in Kerala
Teaching Learning Approach	Classroom Procedure (Mode of transaction) Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction: Active co-operative learning, Seminar, Assignments, Authentic learning, Library work and Group discussion, Presentation by individual students
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based and one extended answer type b) Book review – every student to review a seminal work on Alternative Education and submit a report



Sociology, History and Political Economy of Education

	<p>c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</p> <p>d) Field visit report – each student shall individually or in group visit an institution with demonstrated experience of education and prepare a report</p> <p>B. End semester examination</p>
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REFERENCES

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Psychology of Individual Differences

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Name of Course	Psychology of Individual Differences				
Type of Course	Core Course				
Course Code	PSM21C07				
Course Summary & Justification	This course is expected to develop an advanced level understanding of Educational Psychology with special emphasis on individual differences and their implications in the field of teaching and learning. The course would also lead learners to develop novel practices of research in educational psychology.				
Learning Approach	Lecture	Tutorial	Practical	Others	Total
Total Student Learning Time (SLT)	20	40	20	10	90
Pre-requisite	The learner must have gained the basic concepts of educational psychology and aspects of individual difference at the bachelor level.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Study basic concepts, principles and theories related to individual differences	R, U, A, An	1, 2, 7, 9
2	Assess the implications of theories of personality and intelligence	A, E	7, 9, 10
3	Apprise the relevance of various theories of personality in day to day life situations	A, E	1, 6, 7, 8
4	Develop scientific attitude and research competency	C, At	1, 2, 3, 9
5	Impart measures and strategies for better adjustment and mental health	A, S	8, 9, 10
6	Discuss issues related to personality and adjustment	A, An, S	6, 8, 9, 10
7	Promote higher level thinking skills for knowledge construction	U, A, C	1, 2, 3, 4
8	Facilitate learning environment by analyzing individual differences of the learner	A	6, 7, 9
9	Organize teaching learning activities based on intelligence and learning styles of the learners	C	1, 2, 4, 5
10	Conduct tests to know the learners with special needs	C, S, I	1, 2, 3, 4, 9



Psychology of Individual Differences

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At), and Appreciation (Ap)**

COURSE CONTENT COURSE CONTENT

Unit	Content	Time	CO No
1	Individual difference and exceptional children	15 hrs	1,8,10
1.1	Individual Differences: Meaning, Nature, Definitions. Types and Causes of individual differences – classroom implications		
1.2	Role of Heredity and Environment: Catering to individual difference		
1.3	Exceptional Children: Meaning, characteristics, and challenges		
1.4	Types of exceptional children: Mentally challenged, Physically challenged, Visually impaired, Hearing impaired, Learning disabled, slow learners, gifted and delinquent		
1.5	Policies and programmes for educating exceptional children: Initiatives Government and NGOs		
2	Theories of personality	15 hrs	2,3
2.1	a. Type Theories: Hippocrates, Kretschmer, Sheldon, Spranger b. Trait Perspective: Allport, Cattell c. Type Trait Theory: Eysenck d. Psycho-Analytic Perspective: Freud, Jung e. Neo-analytic Perspective: Adler, Horney, Fromm f. Humanistic Perspective: Roger, Maslow, Lewin, Goldstein g. Social Learning Perspective: Dollard & Miller, Rotter h. Interactionist Perspective: Sullivan, Murray		
3.	Measurement of personality and personality disorders	15	2,4,6
3.1	Measurement of Personality: Subjective, Objective, and Projective Techniques. Deviant Personality, Psychopathology.		
3.2	Classification of Personality Disorders: Neurotic disorder, Psychotic disorder, Psychosomatic disorder, Mood disorder (Bipolar disorder), Schizophrenia		
3.3	Stress and its coping: Different strategies of stress management, Resilience – sources of resilience.		
4	Adjustment and mental health	15 hrs	5,6
4.1	Adjustment: concept, definition, adjustment mechanisms		
4.2	Maladjustment: causes and symptoms, detection of maladjustment, defence mechanisms		
4.3	Principles of Mental Hygiene: Preventive, constructive, and curative measures		
4.4	Psychotherapy - Transaction analysis - Techniques of promoting mental hygiene		
4.5	Life skill education		
5	Intelligence	15 hrs	9,10



Psychology of Individual Differences

5.1	Intelligence: Nature and definition, the role of heredity and environment		
5.2	Classical theories of intelligence: Theories of Spearman, Thorndike, Thurstone, Burt and Vernon, Guilford, Cattell, Sternberg, Jensen		
5.3	Modern theories of intelligence: Multiple Intelligence (Gardner), Emotional intelligence (Goleman), Socio-cultural theory of intelligence (Vygotsky), Bio-ecological theory of intelligence (Stephen Ceci), Cognitive perspective on intelligence (Anderson)		
5.4	Measurement of intelligence: Binet-Simon Scale, Wechsler Intelligence Tests, Verbal Group Intelligence Test (Jalota), Otis-Lennon School Ability Test, Raven's Progressive Matrices Test, Chicago Non-verbal Test, Pinter-Patterson Performance Scale.		
5.5	Socio-cultural correlates of Intelligence: home environment, birth order, family size, social class, racial, and ethnic differences		
6	Higher-level thinking skills	15 hrs	4,7,9
6.1	Metacognition: Meaning and significance, factors of metacognition, metacognitive strategies.		
6.2	Critical and creative thinking (concept and types)		
6.3	Creativity: Nature and characteristics, creative process, characteristics of creative person, Identification of creativity, Creativity tests, fostering creativity in the learner.		
6.4	Higher Level Thinking Processes, Promoting Higher level thinking skills in the classroom		
6.5	Reflective practice in classrooms		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. An article on any contemporary/ relevant issues regarding learners 2. A review of an article related to innovative practices in educational psychology. 3. Conduct a case study related to observed behavioural problems among learners. 4. Conduct a review of any book/ research report in educational psychology and prepare a report
Teaching Learning Approach	Mode of transaction Direct Instruction: Brainstorming lecture, Explicit Teaching, E-learning, interactive Instruction, Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based and on extended answer type b) Book review – every students to review a seminal work on Alternative Education and submit a report

**Psychology of Individual Differences**

	<p>c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar</p> <p>d) Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report</p> <p>B. Semester End examination</p>
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Curriculum Development and Transaction

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Name of Course	Curriculum Development and Transaction				
Course Code	PSM21C08				
Type of Course	Core				
Course Description (Summary & Justification)	This course will explain the concept of curriculum, the various determinants of curriculum development, the foundations of curriculum, different areas of the curriculum, and the theoretical background of curriculum development. This will help learners to reflect on the models, approaches, and issues in curriculum development, to make a critical evaluation of the influencing factors of curriculum implementation, and to analyze the different approaches to curriculum. This will equip the learners to do purposeful curriculum evaluation as well as evaluation of curriculum materials. Moreover, the course will make them familiarize with the basics, steps, and trends, in the selection of materials and procedures for curriculum planning and organization.				
Total Student Learning Time (SLT)	Lecture	Tutorial	Practical	Others	Total
	20	40	20	10	90
Pre-requisites	The basic knowledge of the psychological, philosophical, and sociological theories of Education will be beneficial for the students to have a better understanding of the subject.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate concept of curriculum	U	1,6,7
2	Analyse the changes in curriculum with change in the social context	An	2,8
3	Elucidate the principles of curriculum development	U,A	2,3,
4	Critically examine curriculum theories and major theorists	An,E	1,2,3
5	Describe the major models of curriculum evaluation	U	3,4,8
6	Explain the different approaches to curriculum development	U	2,4,6
7	Build a perspective on curricular modifications wrt NEP-2020	C	5,6,7
8	Appraise NCF-2005, NCFTE-2009	An,E,At	7,8

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)**



Curriculum Development and Transaction

COURSE CONTENT

Unit	Content	Time	CO No
1	Concept of curriculum and changing social context	15 hrs	1,2
1.1	Curriculum - Foundations of Curriculum: curriculum as lived experience; curriculum as socially organized knowledge; Impact of changing social context. Differentiating curriculum framework, curriculum, and syllabus;		
1.2	Curriculum visualised at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations, and differences).		
1.3	International Norms (benchmarking); National level Statutory Bodies - UGC, NCTE; Curriculum vision in NEP-2020		
2	Principles of curriculum development	15 hrs	3,4
2.1	Trends in curriculum development - subject-centered designs.- Teacher-centered designs - learner-centered designs - Problem centered designs. Types of curriculum: Knowledge-based, Activity-based, Skill-based, Experience-based curriculum, Core curriculum, Interdisciplinary curriculum, Hidden curriculum, and Antiseptic Curriculum.		
2.2	Objectives - Values enshrined in the Constitution such as social justice, equality, and secularism; Explosion of knowledge, Information vs. Knowledge, Nurturing creativity; Social forces, revolutionary change in the society: ICT, change in the value system, Localization, Privatization, and Globalization; Learner: growth and development		
2.3	Different approaches to curriculum development: environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); and constructivist.		
3	Theories, components, and organisation of curriculum	15 hrs	4,6
3.1	Nature and function of Curriculum theory: Deductive and inductive; Positivist, realistic, and instrumental; Theories - to describe, to explain, and to predict. The cyclical nature of curriculum theory.		
3.2	Classifying Curriculum Theories: Structure Oriented, Value-Oriented, Content Oriented, and Process Oriented. Value Oriented theorists - James McDonald and Michael Apple. Process Oriented theories - Child-centred theories, Open education (Lillian Weber), Confluent Education (Brown) - Knowledge-centered theories- Society-centered theories. Technical scientific approach – Tylor model-The Hilda Taba Model –Oliver’s Didactic model- Hunkins’s Decision-Making Model –Backward design –Cognitive thought model – ADDIE Model – Non-technical/ Non-scientific approaches – Allan Glatthorn: Naturalistic Model, The Experiential and Social		



Curriculum Development and Transaction

	Critical Models (Toohey) – the Deliberative model (Ornstein and Hunkins). The post-positivism models -A Curriculum for the affect-Outcomes-based approaches		
3.3	Requisite Components of a curriculum - Curriculum Content, Curriculum experience, Educational Environment. The curriculum developers - Teacher as a curriculum developer.		
4	Current trends and issues in curriculum development	15 hrs	7,8
4.1	Autonomy and Curriculum Development. The explosion of knowledge, Information vs. Knowledge. Nurturing creativity, Social forces, and revolutionary change in the society like ICT, change in the value system, Women and gender studies; Disaster Management; Environmental studies; Entrepreneurship education. Interdisciplinarity and Transdisciplinarity.		
4.2	Institutionalization of Curriculum Development; Curriculum for Inclusion; Curriculum for International and Multicultural Education; Curriculum for online learning. National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education-2009, Lifelong learning, Futuristic education, ICT-based education.		
4.3	Issues in Curriculum Development: Centralized vs. decentralized curriculum, Diversity among teachers in their competence, Problem of curriculum load and the concerns thereof; Participation of functionary and beneficiaries in curriculum development-role of stakeholders.		
5	Approaches and Methods of Curriculum Transaction	15 hrs	3,6
5.1	Meaning of curricular transaction; Minimum requirement for the transaction of curriculum (duration, intake, eligibility of students, content, qualification of teaching staff, infrastructure and institutional facilities, classroom climate).		
5.2	Teaching-learning Process and Implementation of courses: Full time, Part-time, Correspondence, Open University, and Non-formal education. Use of various methods and media in the transaction of the curriculum; Collaborative/cooperative learning; meaning and its role in curriculum transaction.		
5.3	Curricular materials: Selection of materials and procedure of organizing content for the textbook, Teachers Guide, Video tutorials, E-Contents, Learning Apps, Learning portals, Discussion forums, Podcast, Blogs, Digital diary.		
6	Curriculum Implementation and Evaluation	15 hrs	5,7
6.1	Factors influencing the effectiveness of curriculum implementation -students, teacher, and instructional environment; Fostering moral, spiritual, and aesthetic values, consideration of student population of today and tomorrow.		



Curriculum Development and Transaction

6.2	Curriculum Mapping - procedures for reviewing the operational curriculum-software employed - Curriculum forecasting –Types or approaches of Forecasting - Designing Curriculum grid and its uses.		
6.3	The problem of curriculum reform; Periodic revisions of the curriculum in view of the knowledge; Need for permanent curriculum research unit; Addressing inadequacies, inequalities, and student differences in curriculum		
6.4	Nature and purpose of evaluation – Metfessel Model of Evaluation – Stakes Responsive Evaluation; Issues in curriculum evaluation.		
6.5	Tools and Techniques of curriculum evaluation – schedules and rubrics for observation and classroom interaction (with the teacher, in peer groups, for group work); A framework for evaluation; Evaluating the curriculum materials; Utilizing evaluation results for curriculum improvement.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare a questionnaire for evaluating the curriculum for any standard at the secondary level. 2. Critical analysis of existing curriculum at various levels- elementary, secondary, senior secondary. 3. A report on the recent research on curriculum development 4. A comparative study of two syllabi- Kerala state Government and CBSE 5. Prepare an article on emerging trends in the curriculum designs
Teaching Learning Approach	<p>Direct Instructions: Brainstorming lecture, Explicit Teaching, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Seminar, Group Assignments, Authentic learning, Library work, and Group discussion....</p> <p>Presentations: teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based and on extended answer type b) Film review – every student to view the Film: "Preschool in Three Cultures"and write a review as a seminal work and submit a report c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar d) Field visit report – each student shall individually or in group visit an institution with demonstrated experience during Field Immersion and prepare a report <p>B. Semester End examination</p>

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5. Fogarty, R. (1991). *The Mindful School: How to Integrate the Curricula*. Palatine, IL: IRI/Skylight.
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9. Strong, M. (May 1985). The seven kinds of smart. *Readers Digest*, 193-202.



Self Development Course: A
Expository Writing and Communication

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Name of Course	Self-Development Course: A. Expository Writing and Communication				
Course Code	PSM21C09				
Type of Course	Core				
Course Description (Summary & Justification)	The primary purpose of expository writing is to communicate information to an audience. A well-written exposition presents all relevant information without favouring any particular point of view. The expository style is often the best choice for writing in both professional and formal/personal. The 'Expository writing and Communication' course will help learners understand the different methods of communication and how to make the most of each of them. These strategies will provide a great benefit for any profession and particularly teaching. This course will get the students acquainted with the basics of expository writing through a series of discussions and varied writing assignments				
Total Student Learning Time (SLT)	Lecture	Tutorial	Practical	Others	Total
	20	40	20	10	90
Pre-requisites	Awareness on expository writing skills with a positive, creative, open and happy attitude to engage in practical works.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Analyse different strategies for expository writing	A,An	3,5,7
2	Differentiate different kinds of personal and professional materials/documents	A	3,6,7
3	Critically examine the features of different situations of expository writing	E,An	1,3,5,6
4	Build a perspective in expository writing documents	C,At,I	1,3,4,5
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Expository Writing and Communication	25 hrs	1,2,3,4
1.1	Expository Writing- Types. Expository Text Structures - Description, Sequence, Comparison, Cause and Effect, Problems and Solutions. Developing Expository Writing Skills		



Self Development Course: A
Expository Writing and Communication

	- methods and techniques - Incorporating Technology in 2, Expository Writing. Assessing Expository Writing. Practice different kinds of writings and writing styles - Narrative Writing – Persuasive Writing – Descriptive Writing		
1.2	Communication - Types, Components, Barriers in communication. Cultivating communication Skills – Group Communication. Communication skills - Listening, Speaking, Reading and Writing. Interpersonal Skills, Presentation Skills. Individual and group practice to fix basic communication errors - Peer coaching through role-plays, dialogues, and other speaking discourses. Hone the presentation skills, speaking skills, and reading skills as prospective teacher trainers. Communication Technologies.		
1.3	Differentiate Expository Writing from Academic Writing – Characteristics of Expository Writing, Definition, Examples and Process Analysis. Exercise for the practice of varied Expository Writing Strategies – Analogy – Analysis – Cause and Effect – Classification and Comparison.		

PRACTICUM (Any One)	1. Peer review and article 2. Book review 3. Research proposal 4. Project Proposal
Teaching Learning Approach	Direct Instructions: Brain storming lecture, Explicit Teaching, E-learning. Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching. Presentations: Expert/teacher, individual student, group representative.
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. B. End Semester Examination

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1. (n.d.). The State Council of Education Research and Training - Kerala. <https://www.scert.kerala.gov.in>
2. (n.d.). NCERT. <https://www.ncert.nic.in>



**Self Development Course: B
Academic and Professional Writing**

Name of School	School of Pedagogical Sciences					
Programme	M. Ed.					
Scheme	Year	I	Semester		II	
Name of Course	Self-Development Course: B. Academic and Professional Writing					
Course Code	PSM21C09					
Type of Course	Core					
Course Description (Summary & Justification)	Writing skills expected in higher education mainly involve the ability to write clearly and logically following certain techniques, conventions, and styles. This course offers the learners an opportunity to practice and develop their academic writing skills in English. It will focus on getting the students acquainted with the fundamentals of standard written English. Grasp the meaning and characteristics of Academic Writing, familiarize themselves with different forms and stages of academic writing and its structure. The learners will have to prepare different kinds of academic documents using appropriate academic vocabulary utilizing relevant material from reliable online sources. The learners will be exposed to referencing styles and ways to keep plagiarism at bay.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practice	Others	Total Hours
	10	5	-	7		22
Pre-requisites	A positive, creative, open and happy attitude to acquire necessary competencies for academic and professional writing.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the strategies of good writing.	U	1,4,5
2	Analyse different writing styles.	A	3,5,7
3	Elucidate the requirements for preparing different kinds of academic documents using appropriate academic vocabulary	Ap	4,5,6
4	Critically examine the features of different writings such as dissertations, research articles etc.	A	3,6,7
5	Describe distinguishing features of different academic writings	U	1,2,3
6	Explain the steps in academic writing	U	4,5,6
7	Build a perspective in the preparation of an academic document.	C	1,4,5
8	Appraise role of style manuals in academic writing	E	2,6,7



**Self Development Course: B
Academic and Professional Writing**

***Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)**

COURSE CONTENT

Unit	Content	Time	CO No
1	Academic Writing and Research Proposal	25 hrs	1,2,3,4, 5,6,7,8
1.1	Different kinds of writings and writing styles - Style Manuals: APA, MLA, Chicago, Vancouver. Essential requirements of academic writing – Distinguishing features of good academic writing – Sources of academic writing. APA (Latest Edition) guidelines for preparing a research proposal; preparation of Dissertation/Thesis reports, Research papers, Research articles – Plagiarism in academic writing.		
1.2	Preparation of Research proposal; Preparation of Project proposal for funding agencies - Title of the topic; statement of the problem- definition of terms and concepts- statement of objectives and hypothesis- delimitations of the study and basic assumptions about the study.		
1.3	Preparation of Research Articles; Research papers, Book reviews, Peer review. Editing of research works including articles, papers, books as part of Peer review.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare a report on Peer review of an article 2. Conduct a Book review 3. Prepare a Research proposal 4. Prepare and submit a Project Proposal for an external funding agency like UGC, ICSSR, DST
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brainstorming lecture, Explicit Teaching, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in a group publish a research paper/article. <p>B. End Semester Examination</p>

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1. Best J.W&Kahn (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt.Ltd.
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**Self Development Course: B
Academic and Professional Writing**

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4. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan

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1. Reason, P. & Bradbury, H. (Eds) (2006). *Handbook of action research: Concise paperback edition*. Thousand Oaks, CA: Sage
2. Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
3. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Routledge.



**Self Development Course: C
Yoga, Health and Wellness Practices**

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Name of Course	Self- Development Course: C. Yoga, Health and Wellness Practices				
Course Code	PSM21C09				
Type of Course	Core				
Course Description (Summary & Justification)	‘Yoga, Health and wellness Practices’ is a skill-based course for self-development. It is a popular mode of wellness practice for self-benefit as well as to help others. A theoretical as well as practical orientation is specific to the course. This course aims at orienting and involving the learners in a process of evoking the hidden potentials of one’s being in body. It aims at accomplishing high level perfection of body, mind and spiritual potentials that everyone is endowed with.				
Total Student Learning Time (SLT)	Lecture	Tutorial	Practice	Others	Total Hours
	10	5	10		25
Pre-requisites	A positive, creative, open and happy attitude to acquire the ability to channelize learners’ mental and physical energies at their own will.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the strategies for well being	U	1,4,5
2	Analyse wellness and health promoting life styles	A	3,5,7
3	Elucidate importance of personal skills for wellbeing	Ap	4,5,6
4	Critically examine self-coaching skills	A	3,6,7
5	Describe character building skills	U	1,2,3
6	Explain yoga education	U	4,5,6
7	Build a perspective on the present-day popularity of Yoga.	C	1,4,5
8	Appraise role of yoga in developing mental and physical health.	E	2,6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			



Self Development Course: C
Yoga, Health and Wellness Practices

COURSE CONTENT

Unit	Content	Time	CO No
1	Modalities for mental and physical wellbeing	25 hrs	1,2,3,4, 5,6,7,8
1.1	Strategies for improving self-development; Self coaching skills. Health and wellness - Wellness and health promoting lifestyle responses, long term effects and overall benefits; Personal skills for the Mind-Character-Building skills, Assertiveness, Time Management, Stress and Stress Management, Anger, Anger Management and Aggression.		
1.2	Yoga Education; Yoga-origin, history and development. The concept of Pancha Kosha; Present day popularity of Yoga - Positive thinking - role of yoga in developing mental and physical health.		
1.3	Asanas (follow e-tutorial), Mudras, Pranayamas and Meditation practice sessions. Asanas - Padmasana, Salabhasana, Ardhasalabhasana, Bhujangasana, Vipareethasalabhasana, Ardhamalsyendrasana, trikonasana, vrikshasana, dhanurasana and suryanamaskar; Mudras - Chin mudra, chinmaya mudra, Adi mudra, Meru dhanda mudra and Bhrahma mudra. Pranayama - Nadisudhi, Pranayama, Sectional breathing, Surya bhedana pranayama, Chandra Bhedhana Pranayama. Meditation - Pancha Kosha Meditation.		

PRACTICUM (Any One)	1. Prepare a self video content performing any five asanas 2. Demonstrate mudras to peer group and submit evidence 3. Celebrate Yoga Day and submit its report.
Teaching Learning Approach	Direct Instructions: Brain storming lecture, Explicit Teaching, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Video tutoring, peer coaching.... Presentations: Expert/teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One online MCQ based on visuals of taught asanas and other yoga practices. b) Film review – every student to demonstrate the Asanas and other yoga practices



Self Development Course: C
Yoga, Health and Wellness Practices

	c) Field visit report – each student shall individually or in group visit an institution and demonstrate a few yoga asanas during Field Immersion and prepare a report B. End Semester Examination
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REFERENCES

1. Goel, A. (2007). Yoga Education: Philosophy and practice. Deep and Deep Publication
2. Saraswathi, S. S. (1999). Yoga Education for Children. Yoga Publication Trust.
3. Nathial, M. S. (n.d.). Yoga Education. Friends Publications.

SUGGESTED READING

1. Stephens M. (2011). Teaching Yoga: Essential foundations and techniques. North Atlantic Books
2. Lasater, L. et. Al. (2017). Yoga Teaching Handbook. Jessica Kingsley Publishers.



Self Development Course: D
Eco-friendly practices for sustainable development

Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Name of Course	Self-Development Course: D. Eco-Friendly Practices for Sustainable Development				
Course Code	PSM21C09				
Type of Course	Core				
Course Description (Summary & Justification)	The course is a unique effort to provide awareness on eco-friendliness from the perspective of teacher education. It is designed so that the course will provide learners a comprehensive idea about ecological issues. This also discusses how resources can be properly utilized and managed to ensure sustainable development. There would be sessions that would permit students to understand the concept along with opportunities to interact with persons/NGO's who are promoting an eco-friendly lifestyle. The learners need to identify the various eco-friendly practices that are relevant to the society and evolve their own practices which will ensure sustainable development.				
Total Student Learning Time (SLT)	Lecture	Tutorial	Practice	Others	Total Hours
	10	5	8		23
Pre-requisites	A comprehensive idea regarding components of ecosystem, resources, pollution and sustainability and a positive attitude to practice eco-friendly life styles.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate on eco friendly practices	U	3,5
2	Builds environmental action plan to address issues	An,C	3,6,8
3	Appreciate the value of sustainable development	Ap	6
4	Discuss ecofriendly living practices	U,E	3,10
5	Practice the concept of zero waste in the school	S,I	1,7,10
6	Initiate campaign for green campus	I,At	6,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Eco-friendly practices and sustainable development	25 hrs	1,2,3,4,5,6
1.1	Environmental laws and rights, Eco literacy, Environmental action plan, Role of society in protecting eco-system, Green culture, NGO's – fostering eco friendly practices (THANAL, WWF, Treewalk, ATREE etc.)		



Self Development Course: D
Eco-friendly practices for sustainable development

1.2	Types of sustainability, Social, economic and environmental, Major biomes of the world, Inter-relationship and inter dependence of biomes, Environmental conflicts and, environmental movements, Green chemistry		
1.3	Discussion forum/Seminars on Eco-friendly practices followed by institutions and individuals.(Invite members from NGOs and learners can interact with them) Provide Awareness to peer groups and other institutions on eco-friendly practices, use of eco friendly products, waste management for sustainable development, green energy etc. Provide leadership to Zero waste initiatives and for social gardening/ vegetable gardening, fruit tree planting in the campus and in the society.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Preserve a tree in the campus – a tree for each student – Provide evidence. 2. Organise street-plays/ flash mob/ short film on environment and related themes 3. Observe world Environment Day and submit its report. 4. Organise competitions – slogan/drawing/elocution/quiz
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brainstorming lecture, Explicit presentations, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based and on practices done b) Report/ publication – each student shall individually or in group publish a Research paper/article B. Semester End examination



Environmental Education

Name of School	School of Pedagogical Sciences					
Programme	M. Ed.					
Scheme	Year	I	Semester	II		
Name of Course	Environmental Education					
Course Code	PSM21E01					
Type of Course	Elective					
Course Description (Summary & Justification)	The course intends to provide a comprehensive concept about the scope and importance of environmental issues and problems and to develop an attitude to conserve nature and natural resources. The course will provide training in IT-enabled strategies for imparting environmental education and to carry out research projects for improving environmental quality and sustainable development. The learners will be prompted to develop an action plan and conduct awareness programmes for the public on how to lead a nature-friendly life and promote green living in society.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practice	Others	Total Hours
	40	20	20	10		90
Pre-requisites	An awareness of contemporary environmental issues and sustainable development.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No.
1	Illustrate the strategies for the promotion of environmental education	U	1,4,5
2	Analyse causes of different environmental issues	A,E	3,5,7
3	Discuss ways for environmental conservation	U,I,At	
4	Elucidate the strategies for environmental planning and management.	Ap	4,5,6
5	Predict consequences of environmental degradation	An,C,At	3,6,7
6	Critically examine the means for integrating environmental education in curricula.	An,E	1,2,3
7	Adopting sustainability as a practice in life	C,I,Ap	4,5,6
8	Build a perspective in environmental research	A,I	1,4,5
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			



Environmental Education

COURSE CONTENT

Unit	Content	Time	CO No
1	Concept, Need and Significance of Environmental Education	15 hrs	1,2
1.1	Historical background of Environmental Education, Importance, Goals, objectives, scope and principles of Environmental Education		
1.2	Need and significance of Environmental Education for Public Awareness, Philosophical, Social, Ethical and Cultural perspectives of Environment. Environment: Meaning & types Natural, Social & Economic environment: interdependence & interaction among them, Relationship between Man and Environment. Environmental Stress - Effect of Stressors on Health and Behaviour Natural Disasters and Calamities,		
1.3	Structure and status of environmental education. Challenges in environmental education. Environmental education in a global perspective – steps taken by national, international and state organizations in the promotion of environmental education.		
2	Environmental Issues	15 hrs	2,3,5
2.1	Environmental Disasters: meaning, natural & anthropogenic disasters: Earthquake, Volcano, Cyclones, Flood & Drought. Pollution: soil pollution, water pollution, air pollution, noise pollution, Climate change, global warming, population growth, Environment and human health.		
2.2	Environmental Hazards: Definition and types - Causes effects and control of environmental hazards and its remedial measures.		
2.3	Environmental problems at global, regional and local levels - Problems at global level: Global Warming and Glacier Erosion; e-Waste and its Management; Loss of Habitat and Biodiversity; Ozone Depletion and CFCs. Problems at Regional and Local Level: Solid and Liquid Waste Management; Destruction of Mangroves; Shrinkage of Back Water; Changing Crop pattern and Land Use; Quarrying and Sand Mining; Ecological Hot Spot; Environmental Conflicts.		
3	Conservation of Environment	15 hrs	4,7
3.1	Conservation of Nature and Natural. Resources. Role of educational awareness, attitude, motivation, and commitment to improving environmental quality. Preservation of Environmental Heritage. Environmental Literacy.		
3.2	Ecology, Concept of Ecosystem, Food chain, Food web, factors affecting Food chain and Food web, Energy Flow, Bio-Geo Chemical cycles In Nature- Carbon cycle, Nitrogen cycle, Water cycle and Phosphorous cycle.		



Environmental Education

3.3	International Conferences For Environmental Protection: Stockholm Conference (1972), Rio Conference (1992) and Johannesburg Conference (2002). United Nations Agencies for Climatic Changes and Environmental Programme (UNEP) IPCC AND UNFCCC – Objectives & Functions		
4	Environmental planning and management	15 hrs	4,7,8
4.1	Concept and Need of Environmental Planning. Salient features of environmental awareness through education - Environmental ethics: Environmental Management: concept, need, function, and characteristics of Environmental Management. Environmental Audit – Steps, tools and process.		
4.2	Natural and Environmental Issues and policies in India. Environmental Movements - Chipko, Silent Valley, Narmada Bachao. Role of Environmental Movements in Environmental Conservation. International efforts for Environmental Protection		
4.3	Issues Related to Environmental Planning. Environment Management. Information System. Organic farming. Family farming		
5	Integrating Environmental Education in Curricula	15 hrs	4,6
5.1	Environmental Education curriculum: Objectives and need - Role of the Teacher and Schools in Environmental Education. Agencies for Environmental Education. Contributions of Social Activists, Clubs, NGOs in environmental education.		
5.2	Teaching methods, strategies and techniques for environmental education - traditional method and progressive methods. Approaches to Teaching: Interdisciplinary, Multidisciplinary and Problem Solving Approaches. Eco-psychological Perspectives - Relationship between environment and human being. Research Trends.		
5.3	Emerging Environmental concepts: Ecotourism; Earth summit; Eco-feminism; Green living; Eco-footprint		
6	Disaster Management and sustainable development	15 hrs	7,8
6.1	Disaster Management – natural and anthropogenic disasters. Role of National Disaster Management Authority; National Disaster Response Force. Plans for mitigation and preparedness: Risk and Vulnerability Analysis, Disaster Preparedness and Response, Rehabilitation, Reconstruction and Recovery. Applications of Science and Technology for Disaster Management		
6.2	Sustainable Development: Meaning, Principles and Need. Sustainable Practices - Reduce, recycle, reuse, redistribute, revalue and restructure. Education for Sustainable Development.		



Environmental Education

6.3	Conservation of Medicinal Herbs, Crop Genetic Resources, Animal Genetic Resources and Useful Micro-organism. Guiding Principles of Forest Policy and Interdependence between Tribal's and Forest		
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PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare a report based on conservation strategies adopted in your locality. 2. Preparation of Biological Album/ Digital Diary/ Blog for enhancing awareness on environmental protection. 3. Conduct a survey on environmental awareness/pro-environmental behaviour of any social groups. 4. Survey of water pollution at the local level and submit the report. 5. Visit an industry/ factory and prepare an environmental audit report. 6. Conduct an interview of a renowned environmental activist and prepare the report 7. Study any one of Recent Disasters (at local, state and national level) and prepare a Disaster Risk Management Plan
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brainstorming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, Nature camps, peer coaching, flipped learning, blended learning</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <ol style="list-style-type: none"> 1. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. 2. End Semester Examination

REFERENCES

1. Bell, F. et al. (1996). *Environmental Psychology*, New York: Harcourt College Publishers
2. Jones, M. A. (1997). *Environmental Biology*, New York: Routledge Introduction To Environmental Series
3. Yearly, S. (1996). *Sociology, Environmentation Globalization*, London: SAGE publication
4. Elliot, D. (1997). *Energy, Society And Environment*, London, Routledge Introduction To Environmental Series
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2. Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd.
3. Jagbir Singh, Disaster Management : Future Challenges and Opportunities, K W Publishers Pvt. Ltd.
4. J. P. Singhal, Disaster Management, Laxmi Publications.
5. Shailesh Shukla & Shamna Hussain, Biodiversity, Environment and Disaster Management, Unique Publications
6. C. K. Rajan & Navale Pandharinath, Earth and Atmospheric Disaster Management : Nature and Manmade, BS Publication



Inclusive Education

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Course Name	Inclusive education				
Type of Course	Elective				
Course Code	PSM21E02				
Course Summary & Justification	The course provides an advanced knowledge on the concepts and principles of inclusive education; its significance in catering to individual differences. Identifying children with diverse needs prevalence, types , characteristics and educational needs of diverse learners: intellectual, physical and multiple disabilities. The course will throws light on to Gender issues and educational concerns of LGBT and highlights the policies frameworks of collaboration, teacher empowerment perspectives and research priorities with respect to inclusive education.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisite	Awareness on general education and special education.				

COURSE OUTCOME

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Define meaning and scope of inclusive education.	U	1,3,5,7
2	Identify the needs of differently abled learners and their current educational practices	U,An,I	3,6,8,10
3	Discuss various suggestions given by different commissions on inclusive education	An,E	1,4,8
4	Explore pedagogical approaches that can support students with a variety of learning profiles	A,C,I	1,3,4,5
5	Design teacher empowerment strategies for inclusive classrooms	C,I,At	4,5,7,9,10
6	Initiate various activities for children with disabilities	I,At,Ap	1,3,6,7,8
7	Develop ICT practices for strengthening inclusive classrooms	C,I	1,2,3,5
8	Critically analyse issues and problems of LGBTs	An,E	6,8,10
9	Build a social perspective on inclusive education	C,A,At	1,2,4,5,10
10	Delinate the research priorities on inclusive education	Ap,I	2,7,8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Meaning, genesis and scope of inclusive education	15 hrs	1,6,9



Inclusive Education

1.1	Inclusive Education: Conceptual Analysis: a) Concept and significance of inclusive education. b) Evolution of special education to inclusive education in India c) Social, psychological and educational contexts of inclusion		
1.2	Inclusion and Special Education: Conceptual analysis a) Classification of Disabilities based on ICF Model b) Prevalence, types, characteristics and educational needs of diverse learners: intellectual, physical and multiple disabilities c) Causes and prevention of disabilities		
1.3	a) Socially disadvantaged sections in India: Conceptual Framework – linguistic, religious and cultural b) Addressing educational issues of socially disadvantaged sections c) Status of education of socially disadvantaged sections in India		
2	Policies and frameworks facilitating inclusive education	15 hrs	3,5
2.1	a) International Declarations: Universal Declaration of Human Rights (1948), World Declaration for Education for All (1990) b) International Conventions: United Nations Convention of Rights of Persons with Disabilities (UNCRPD) (2006) c) International Frameworks: Salamanca Framework (1994), Biwako Millennium Framework of Action (2002) d) Constitutional Obligations; RCI Act 1992; PwD 1995 and NTA 1999; RTE-SSA and RPD Act. 2016.		
3	Understanding student diversity in inclusive classrooms	15 hrs	2,3,8
3.1	Needs of students with different Labels of Disability including Autism, Learning Disabilities, Learning Difficulties, ADHD, Speech & Hearing Disability, Blindness, and Intellectual Disabilities in an inclusive classroom.		
3.2	Needs of Gifted and Creative Children in an inclusive classroom.		
3.3	Identifying diverse learners - Methods, Techniques and Tools		
3.4	Interpretation of Evaluation Reports, Educational Implications		
3.5	Therapeutic interventions.		
4	Inclusive education for gender equality and sensitivity	15 hrs	4,8
4.1	Gender issues, gender inequality - status and problems in education		
4.2	LGBT – issues and concerns		
4.3	Gender Sensitivity - issues and trends.		
5	Frameworks, support and collaboration for inclusive education	15 hrs	5,7



Inclusive Education

5.1	Universal Design for Learning: Multiple Means of Access, Expression, Engagement		
5.2	Differentiated Instruction, Assistive Technology, Devices for Inclusive education and Assessment		
5.3	Capacity Building of Teachers for Inclusive Education		
6	Inclusion: practices and research priorities	15 hrs	3,9,10
6.1	a) Multidisciplinary Approach for Inclusion b) Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices c) Curricular Adaptations for Diverse Learners		
6.2	a) Collaborative Practices in inclusion. Parent-Professional Partnership: Role of Parents, Peers, Professionals, Teachers, School Management, Community, NGOs b) Teacher Competencies in Collaborative Practices c) Professional Ethics and Professional Development		
6.3	1. Research priorities and Inclusive Education in India 2. Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational 3. Ethical Issues in Inclusive Education		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Conduct a survey on the inclusive practices of few social institutions in your locality, with special reference to the barriers and facilities to learning and participation and recommendations for inclusive practices. 2. Preparation of case report of any three differently-abled groups. 3. Conduct an Awareness Programme /Campaign on 'Inclusive educational Practices'. 4. Compare inclusive educational practices in India with any other nation.
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brainstorming lecture, Explicit Teaching, E-learning.... Interactive Instructions: Active co-operative learning, Seminar, Group Assignments, Authentic learning, Library work and Group discussion.... Presentations: teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based and on extended answer type b) Film review – every students to view the Film: "Preschool in Three Cultures" and write a review as a seminal work and submit a report c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar d) Field visit report – each student shall individually or in group visit an institution with demonstrated experience during Field Immersion and prepare a report B. Semester End examination



Inclusive Education

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Non-Formal Education

SchoolName	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Course Name	Non-Formal Education				
Type of Course	Elective				
Course Code	PSM21E03				
Course Summary & Justification	The course develops an understanding of the Conceptual framework of Non-formal education, internalise the importance of Non-formal education in learners of all age groups and at all levels according to their needs and aspirations. The course also gives an overview of the philosophical, sociological and psychological perspectives of Non-formal education, the recent trends in Non-formal education for social transformation and enhancing quality of life. It helps to internalize the learning process and strategies of Non-formal education and make learners acquainted with the mode of monitoring, evaluation and research in Non-formal education.				
Semester	2				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisite	Awareness of contemporary issues in the different types of Education – formal, non-formal and informal.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Discuss the need and importance of NFE	<u>U,An</u>	<u>4,8,9</u>
2	Analyse the philosophical, sociological and psychological foundations of NFE	<u>An,I,At</u>	<u>1,3,5,6</u>
3	Explore efforts made by the Government and NGOs in non-formal and adult education	<u>A,I,At</u>	<u>7,9,10</u>
4	Elucidate the concept and evolution of lifelong learning in India and the globe	<u>U,E,Ap</u>	<u>1,3,5,10</u>
5	Demonstrate the required skills relating to planning, implementation and evaluation of NFE	<u>S,I</u>	<u>4,5,7</u>
6	Evaluate non-formal and adult learning in the context of the education system in the country	<u>E,I,At,Ap</u>	<u>4,6,10</u>
7	Critically evaluate the functions of different governmental and non-governmental agencies of NFE	<u>E,C,I,Ap</u>	<u>4,6,9,10</u>
8	Build a research perspective on NFE	<u>A,C</u>	<u>2,5,6</u>
9	Perform the required skills for professional practice in different levels of NFE	<u>A,S,I</u>	<u>1,3,5,6,7</u>
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			



Non-Formal Education

COURSE CONTENT

Unit	Content	Time	CO No
1	Introduction to Non-formal education	15 hrs	1,2,3
1.1	Nature, need, aims, objectives and importance of non-formal education, principles, characteristics and scope of non-formal education.		
1.2	Origin and development of non-formal education with special reference to Faure report (1972) and Delor's Report (1996).		
1.3	Target groups of Non-formal education. Non-formal education within educational sector - ECCE, Literacy, and Continuing education		
2	Philosophical, Sociological and Psychological background of Non-formal education	15 hrs	2,6
2.1	Philosophical principles governing Non-formal education – Major Educational theories - Liberal, Progressive, Behavioural and Humanistic. Contributions of Educational thinkers - Paulo Freire, Ivan Illich and J. P. Naik		
2.2	Sociological bases of Non-formal education- Socio-economic inequalities, Poverty, Social mobility, Social stratification, and Social resistance. Social change- Sociological, technological and cultural factors.		
2.3	Psychological principles with special reference to Achievement motivation, Learning span, Factors facilitating adult learning		
3	Agencies and programmes for Non-formal education	15 hrs	3,4,7
3.1	Family, community and religion. Modern trends in Non-formal education in India and abroad		
3.2	Governmental and Non-governmental agencies, Open Schools and Open Universities; International level – UNESCO, UNICEF, ICAE National level – BNFE, UGC, NIOS and IGNOU State level agencies – SNGOU, SCOLE Kerala, KSLMA LSG - panchayats, blocks, municipalities and corporation.		
3.3	Programmes - FFLP, RFLP, MPFL, NAEP, NLM, Each one teach one, Total Literacy Campaign (TLC). Ongoing Continuing Education programme in India – Samagra Siksha, EQP, IGP, QLIP, IIPP and Open learning System,.		
4	Learning process, materials, media and strategies	15 hrs	3,5,7
4.1	Learning process - Expository, Participatory - workshops, seminars, discussions, peer coaching		
4.2	Use of media – Print – Pamphlets, SLMs; Electronic aids, Improvised aids, Folk and popular art forms, CAL, Virtual learning		
4.3	Strategies – Guided learning and self-directed learning; On-line learning; Learning Management Systems, Digital educational initiatives of Govt. and Non govt. Organisations		



Non-Formal Education

5	Monitoring, Evaluation and Research in Non-formal education	15 hrs	6,7,8
5.1	Context evaluation, Input evaluation, Process evaluation, Product evaluation, and Participatory Evaluation		
5.2	Principles and modus operandi of NFE - SWOC Analysis		
5.3	Research in Non-formal education Programmes; Types of research - Action research and Ex-post facto research; Case studies of Non-formal education programmes		
6	Issues and challenges of Non-formal education	15 hrs	1,3,7,9
6.1	Implementation of target specific programmes considering individual difference and requirements; Issues of women and rural population		
6.2	Obstacles in the structure of the society; Resource problems; Problem of inertia		
6.3	Management of NFE institutions – accreditation of institutions; recognition and equivalence of programmes.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. SWOC Analysis of any one institution offering NFE 2. A case study of any one institution offering NFE such as IGNOU/ NIOS/ KSLMA 3. A status report of a centre offering NFE with respect to aspects such as Admissions/ Graduation/ Student Progression 4. Review of materials – print and non-print – for Non-Formal Education 5. An assessment report of the skill development programme functioning in the locality of your choice
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit Teaching, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Seminar, Group Assignments, Authentic learning, Library work and Group discussion....</p> <p>Presentations: teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based and on extended answer type b) Film review – every students to view the Film: "Preschool in Three Cultures" and write a review as a seminal work and submit a report c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar d) Field visit report – each student shall individually or in group visit an institution with demonstrated experience during Field Immersion and prepare a report <p>B. Semester End examination</p>

REFERENCES



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Education of the Marginalised

Name of School	School of Pedagogical Sciences					
Programme	M.Ed					
Scheme	Year	I	Semester		II	
Name of Course	Education of the Marginalised					
Course Code	PSM21E04					
Type of Course	Elective					
Course Description (Summary & Justification)	The main objective of this course is to acquire an understanding of the role of education in improving the status of the marginalized groups. Understanding marginalization is regarded as one of the conditions for overcoming it. There have been initiation of a number of measures and programs, which are focusing on the up-gradation of themarginalised individuals and groups. This course will discuss the major problems and challenges that directly influence the livesof people leading to social exclusion and aggravate marginalization and what measures and programmescan improve their status.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practicum	Others	Total Hours
	40	20	20	10		90
Pre-requisites	The basic knowledge of the social structure of Indian society will be beneficial for the learners to have a better understanding of the topics detailed.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the concept of marginalisation	<u>U</u>	2,6,7
2	Elucidate the socio-economic indices of marginalisation	<u>U</u>	2,4,6,7
3	Discuss the significant issues related to marginalised sections in contemporary Indian education	<u>C,I</u>	1,3,6,7,8
4	Discuss the areas like gender, human rights, UEE, Child Rights and Reservation Policy of Govt. of India	<u>C,I,Ap</u>	1,3,6,7
5	Critially evaluate the policies and programmes for the marginalised	<u>E,I,Ap</u>	1,3,7,10
6	Critically analyse the challenges in implementation of policies and programmes for the marginalised	<u>An,E,I</u>	2,4,6,8,9
7	Explore the current social problems and issues of the marginalised in Indian educational scenario	<u>An,E,C,I</u>	1,4,5,7,8
8	Build research perspectives on the issues and challenges faced by the marginalized	<u>A,C,I</u>	1,2,3,10



Education of the Marginalised

9	Debate on major national social, cultural and ethical issues of marginalisation and role of education in mitigating the issues	<u>A,C,I</u>	1,4,5,8,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Concept of marginalization and its socio-economic indices	15 hrs	1,2,6
1.1	Definition and meaning of marginalization. Characteristics of the Marginalised groups - Scheduled castes, Scheduled tribes, educationally backward, minorities - linguistic, regional, cultural and religion, women, children from rural areas, slum children, and persons with special needs.		
1.2	Indicators used for identifying marginalized groups: Poverty, relative isolation, deprivation, exploitation, discrimination, educational backwardness, inequality; untouchability – historical and social roots.		
1.3	International perspectives - Dakar framework of action (2000), Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), Vision in NEP 2020		
2	Perspectives and policies on marginalisation	15 Hrs	3,6,7
2.1	Western and eastern perspectives on marginalization - Ideologies: Karl Marx, Paulo Freire, Mahatma Gandhi, Dr.B. R. Ambedkar and Swami Vivekananda; Renaissance in Kerala - influence of Sreenarayana Guru and Ayyankali		
2.2	Factors behind emergence of marginalization- Equality, power, Ethnicity, Caste and geographical area; Rights of marginalized groups – Right to exist, non discrimination, Protection of their identity, participate in public life and decision making. Other educational, cultural, religious and linguistic rights.		
2.3	Policies and its impact on marginalized communities: Forest, land and revenue policies; Development impact on tribals with special reference to Kerala; Scheduled caste and Scheduled tribes – Policies - Role of Panchayati Raj institutions.		
3	Problems and challenges faced by marginalized groups	15 hrs	3,4,5,7
3.1	Problems and challenges: Social, environmental, political, educational, and economic exploitation; Child abuse, child labour, child soldiering; sexual abuse; forced labour		
3.2	Social and educational inclusion - Government schemes and policies; Multi-cultural education and multi-grade teaching in rural context. Organisation and management of schools to address socio-cultural diversity.		



Education of the Marginalised

3.3	Teaching learning process and support materials, addressing language issues; bias in text books; curriculum and curricular activities for meeting diverse needs of children; hidden curriculum		
4	Constitutional provisions and recommendations	15 hrs	4,7
4.1	Constitutional provisions for the empowerment of marginalized groups		
4.2	Recommendations of various commissions - Mandal commission report, Protection of Civil Right Act (1976), Prevention of Atrocities Act (1989), National Commission Report for SC/ST (2000), Kothari Commission Report, National Policy of Education (1986), POA (1992), National Curriculum Framework (2005), Sachar Committee Report (2006), Vision NEP 2020.		
4.3	Educational provisions for SC/ST, OBC, OEC, Women, and other backward classes, PwD Act 1995, 2019; Reservation and opportunities for Education and Vocation		
5	Empowering marginalized groups	15 hrs	4,5,9
5.1	Role of various agencies UNDP, UNICEF, UNESCO, NGOs, Self help groups, ICDS, and ECCE, Grampanchayats		
5.2	Programmes for women empowerment – Mahila Samakhya, Kishori Shakti Yojana, and Rajiv Gandhi Scheme for empowerment of adolescent girls.		
5.3	Community based programmes; sustainable livelihood practices; Minority Scholarships – Govt. and NGO		
6	Research priorities	15 hrs	5,8
6.1	Evaluation of centrally sponsored schemes for education of SCs, STs, girls and minorities.		
6.2	Status study of education of SCs, STs, girls, minorities and other marginalized groups,		
6.3	Study of teaching - learning practices and social inclusion; Case studies on innovative institutional practices - Navodaya Vidyalaya Samithi, Kasturba Gandhi Balika Vidyalaya (KGBV), Maulana Azad National Foundation, Madrasahs etc.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Conduct an action research based on any problem faced by marginalised group 2. Convene a seminar on the empowerment of marginalized groups 3. Prepare a report on any recent problem faced by marginalized groups 4. Conduct a survey on the educational provisions given to marginalized group by visiting any two tribal / Minority schools .
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Education of the Marginalised

	5. News analysis – collect newspaper reports and/or features and illustration drawn on issues of marginalisation from the state/ region and write a review
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit Teaching, E-learning.... Interactive Instructions: Active co-operative learning, Seminar, Group Assignments, Authentic learning, Library work and Group discussion.... Presentations: teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based and on extended answer type b) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar B. Semester End examination

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Educational Planning and Management

SchoolName	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Course Name	Educational Planning and Management				
Type of Course	Elective				
Course Code	PSM21E05				
Course Summary & Justification	This course will introduce the students to emerging thoughts and practices in the field of educational administration and management. Educational Administration has a vast area of operation vis-a-vis, leadership, planning, direction, co-ordination, supervision, execution, budgeting and making educational process functional. This course has suggested certain key areas where there is a new opportunity to address planning and management of education.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisite	Awareness about educational planning and management.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Examine the concept and need of educational planning and management	U,E	1,3,5
2	Assimilate the principle and challenges in the field of educational administration and supervision.	A,C	3,4,5,7
3	Develop a reflective perspective on the theories of planning and management.	An,E,I,Ap	2,6,8
4	Critiquing the different styles of leaderships	An,E,I,At	6,7,8
5	Designing plans for educational supervision of higher education institutions	C,I	4,9
6	Acquire and implement TQM skills in educational planning and management	U,A,S,I	5,7,10
7	Discuss supervision as a service activity	C,S,At	4,5,6
8	Improve the individual performance as educational managers and leaders.	S,I,At	1,2,3,7
9	Generate own patterns of educational management	C,I,At,Ap	2,7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			



COURSE CONTENT

Unit	Content	Time	CO No
1	Educational management and administration	15 hrs	1,2
1.1	Educational management and administration - meaning, nature, scope and functions. Difference between management and administration.		
1.2	Centralized and decentralized administration. Problems involved and educational administration at central and state government levels - education as a concurrent subject.		
1.3	Current practices of administration in educational institution in India. Educational administration as educational leadership, managerial, political and educational roles of heads of the institution.		
2	Management theories and practices in education	15 hrs	3,4
2.1	Theories of Urwick, McGregor's, Taylor. Bureaucratic Management, Scientific Management, Behavioural Management, Systems Management and Human Relations Management theories.		
2.2	Management of different levels of schooling - elementary, secondary, higher secondary, higher education		
2.3	The modern concept of educational management - leadership, planning, direction, coordination, supervision, execution, budgeting and making educational process functional		
3	Educational Supervision	15 hrs	2,5,6
3.1	Meaning and nature of educational supervision. Meaning and nature of educational supervision, meaning and importance of quality in Higher Education		
3.2	Supervision as a service activity, supervision as process and function, supervision and educational leadership. Planning and controlling as service training, functions of a supervisor, defects in existing system of supervision		
3.3	New trends and techniques - Digital assessment practices, Use of web tools, Webcasting, Virtual visits, Geo-mapping, Geo-tagging, Digital surveillance and monitoring		
4	Educational Leadership	15 hrs	3,4,7
4.1	Leadership – meaning, concept, definitions, need, nature and scope. Role of leadership in educational management and administration. Styles of leadership.		
4.2	Chief characteristics of effective leadership, Leading and managing – educational change and improvement, developing leadership and management skills.		
4.3	Values and principles in educational leadership		
5	Educational Planning and Institutional Building	15 hrs	3,7,8,9



Educational Planning and Management

5.1	Educational planning – meaning, nature, need, objective characteristics and principles of educational planning. Types of planning – micro-macro; strategic planning – operational, perspective, institutional, and manpower planning		
5.2	Different approaches to Educational planning - a) Social demand approach, b) Manpower approach, c) Return of investment approach d) Systems approach.		
5.3	Institutional building - definition, scope and functions; Organisational culture, Organizational climate - types and dimensions		
6	Quality Management in Education	15 hrs	5,6
6.1	Total Quality Management in Education (TQM). E-Governance in education.		
6.2	Assessment and accreditation concept – Meaning and parameters – criteria and benchmark quality enhancement and sustenance. Role of NAAC & NBA		
6.3	Principles of educational financing; Education as investment and as consumption; Problems of educational financing; internal and external		

PRACTICUM (Any one)	<ol style="list-style-type: none"> 1. Conduct a SWOC analysis of an educational institution. 2. Critically review an assessment criteria for accrediting educational institutions 3. Visit an eminent educational institution and prepare a report on best practices 4. Case Study on the trends in Educational Planning in India with special reference to 5-year plans
Teaching Learning Approach	Mode of transaction Direct Instruction: Brain storming lecture, Explicit Teaching, E-learning, interactive Instruction:, Active co-operative learning, Seminar, Group Assignments Authentic learning, Library work and Group discussion, Presentation by individual student/ Group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based and on extended answer type b) Book review – every students to review a seminal work on Alternative Education and submit a report c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar d) Field visit report – each student shall individually or in group visit an institution with demonstrated experience of alternative thoughts and prepare a report B. Semester End examination

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Economics of Education

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Name of Course	Economics of Education				
CourseCode	PSM21E06				
Type of Course	Elective				
Course Description (Summary & Justification)	As social engineers and policy makers, the professionals of education need to familiarize with the basic ideas of the relationship between education and economics. This course analyses the differentiated economic aspects of educational interventions in a global perspective thereby develop in learners an understanding of the role of education in economic development. The present course shares the perspective on education as an investment and consumption and describes the sources and resources of financing of education. The learners are prompted to identify the need, scope and purpose of educational planning; understand the principles and approaches to educational planning and analyze the cost-benefit aspects of education. The awareness provided by the course on the linkages and roles of various local, district and state level functionaries of education and the innovative practices of education help the learners to keep abreast with the global trends in the economic scenario for societal transformation.				
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisites	A basic idea regarding components of economics and education.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Discuss the role and functions of economics of education	U,A,At	1,4,5
2	Analyse education - as a commodity and a service	A	3,5,7
3	Elucidate the intricacies of education and economic development	Ap	4,5,6
4	Forecast changes in education based on emerging development perspectives	A,An,C	2,6,8,9
5	Suggest new models of education for making it socially relevant and economically productive	A,An,S,I,C	3,4,7,10
6	Assess and determine the contribution of education sector to Gross National Product (GNP) of a country	E,An,At	6,9,10



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7	Critically examine Education as an Industry - 'input', 'output' and 'throughput' of Education and role of Teacher as an Entrepreneur	A,E,An,At	3,6,7
8	Describe distinguishing features of Human Capital Formation, Human Resource Development and Human Development Index.	U,A,I,Ap	1,2,3,4,6
9	Explain Cost Analysis of Education - Factors determining different Costs of Education.	U,An,At	4,5,6
10	Build a perspective on Direct (social & private) and indirect benefits of education (spill-over and externalities)	An,E,C	1,2,4,5
11	Appraise the Research Perspective in Economics of Education	A,E,At	2,6,7

COURSE CONTENT

Unit	Content	Time	CO No
1	Economics of education – meaning and scope	15 hrs	1,2
1.1	Concept, meaning, definition, scope and importance of Economics of Education. Education as – 'good', 'consumption' and 'investment'. Education - a commodity or a service.		
1.2	Emergence of 'Economics of Education' as a field of study. Nexus between Education and Economics.		
1.3	Economics of Restructuring; Eco-Economics in sustainable development; Realization of MDGs (Millennium Development Goals - UN) and SDGs (Sustainable Development Goals - UN) in relation to knowledge construction and skill development.		
2	Education and economic development	15 hrs	3,4,5,8
2.1	Education - a pre-requisite and a tool to accelerate Economic Development – Growth parameters of Education - Education for Economic Growth and Development. Liberalisation, Privatisation and Globalisation (LPG) in education.		
2.2	Education as an Industry - 'input', 'output' and 'throughput' of Education. The economic value of Education - 5Es of Economics of Education - Ecology, Environment, Energy, Education and Engineering.		
2.3	The concept of Human Capital Formation - flow and framework concepts. Knowledge capital. Human Resource Development - Human Development Index. Teacher as an Entrepreneur. Edupreneurship. Underemployment. Public-Private Partnership (PPP). GDP and GNP.		
3	Costs of Education	15 hrs	2,9,10
3.1	Concept of Costs of Education – Cost Analysis of Education - Factors determining different Costs of Education. Types of Educational Costs - direct cost, indirect cost, private cost, social cost and opportunity cost		



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3.2	Unit Cost of Education: its estimation at different levels - primary, secondary, higher secondary, graduate and postgraduate.		
3.3	Cost-effectiveness of Higher Education with special reference to vision NEP-2020		
4	Benefits of Education	15 hrs	2,6,7
4.1	Direct (social & private) and indirect benefits of education (spill-over and externalities).		
4.2	Approaches to measuring the benefits of education: Cost-Benefit Analysis, Correlation approach, Rate of returns approach, Residual approach, Manpower forecasting approach, Wage differential approach.		
4.3	Non-monetary benefits of Education. Productivity of Education. Inclusion of Persons with Disability and the marginalised- Economic benefits of ICT Integration in Education.		
5	Educational Planning, Manpower Planning and Finance	15 hrs	3,4
5.1	Concept of Educational Planning - Principles and approaches of educational planning, Problems of educational planning in India. Institutional Planning and Budgeting.		
5.2	Concept of Manpower Planning - Approaches to manpower planning. Manpower Planning in India. Manpower Forecasting - Techniques of Manpower Forecasting - Employer Opinion Method - Density Ratio Method – Incremental Labour Output Ratio (ILOR) - International Comparison Method - Limitations of manpower forecasting.		
5.3	Concept of Educational Finance - Principles and sources of Educational Finance, Problems of Educational Finance, Role of centre, state and panchayath raj institutions in Educational Finance. Mobilization and allocation of Resources. Role of Self Help Groups (SHGs) and MicroFinance.		
6	Research Perspective in Economics of Education	15 hrs	10,11
6.1	An introduction to Research in Economics of Education – Need and Importance. Education as Knowledge Economy.		
6.2	Areas of research in Economics of Education – Recent Trends. Review of research studies in Economics of Education. GATS and Education, Role of WTO and World Bank in Education;		
6.3	Education and Unemployment - Causes of Educated Unemployment - Role of Education in solving the problems of Unemployment - Effects of Educated Unemployment on the economy - Various remedies and schemes for Employment. The Question of Unemployability. The dignity of labour. Brain drain and Brain gain.		



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PRACTICUM (Any One)	<ol style="list-style-type: none">1. Conduct a field survey in 10 households on their private cost of education.2. Write a report on the contribution of education sector to Gross National Product (GNP) of a country3. Prepare abstracts of studies in Economics of Education conducted in Kerala (Five studies).4. Construct an Age-Education-Earnings Profile for a specified group based on sex/community/employment/place of residence (sample minimum 20).5. Prepare a report on enrolment, and dropout at any level of education in the state of Kerala (Refer: Economic Review, State Planning Board).
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brainstorming lecture, Explicit presentations, E-learning Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative.
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in a group publish a Research paper/article. B. Semester End examination

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Quality Assurance in Education

Name of School	School of Pedagogical Sciences				
Programme	M.Ed				
Scheme	Year	I	Semester	II	
Name of Course	Quality Assurance in Education				
Course Code	PSM21E07				
Type of Course	Elective				
Course Description (Summary & Justification)	This course critically analyse the knowledge and understanding of quality concerns like quality assurance, quality enhancement, the quality cycle, policies and procedures for maintaining benchmarks and standards. For this, the learners are exposed to discussions on quality frame work and the role of Indian, international agencies and higher educationinstitutions in Quality Maintenance and Sustenance and help them to acquaint with Quality concerns and standards of education.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisites	Awareness on quality parameters set by various assessment and accreditation agencies in education.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No
1	Discuss the conceptual framework of quality	U,A,I	1,3,4
2	Elucidate the strategies for quality assurance	A,E	1,6,7
3	Apprise the quality-related interventions of various national/ global accreditation bodies	E,I	4,6,9,10
4	Deliberate on various emerging concepts and theories on quality	A,I,At	3,5,7,8
5	Develop quality assurance tools	C,S,I	5,9,10
6	Analyse the concept of Total Quality Management.	A,E	1,3,5
7	Elucidate the stages of quality management system	U,A	1,3,4
8	Critically examine the features of quality audit	E,An,Ap	6,8,10
9	Describe distinguishing features of different quality measurement tools and techniques.	U,An,I,Ap	3,7,8
10	Build a research perspective on the concerns of quality	C,At	2,5,6,9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
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Quality Assurance in Education

1	Conceptual Framework of Quality	15 hrs	1,3
1.1	Dimensions and characteristics of quality. Definition and complexity in identifying quality education. Indian and International perspectives. Quality education – micro and macro view. Factors influencing quality in education - quality learning environment, quality teaching, quality learners, quality processes, quality curriculum.		
1.2	Assessment and accreditation: meaning, objectives, interrelationship; Benchmarking quality standards in education. Evolution of quality: Inspection, quality control, quality assurance, quality audit - types, procedures.		
1.3	Quality Gurus: Waltr Shewart, Edward Deming, Joseph Juran, Philip Crosby, C.K. Pralhad, Subir Chowdhury		
2	Strategies for quality assurance	15 hrs	2,6,7
2.1	Building effective quality structure; Strategic Planning: Leadership, identifying the mission, creating a vision, generating quality culture, establishing goals and objectives		
2.2	Concept of Total Quality Management (TQM). Improving quality: Kaizen approach, Management by Facts, Systems thinking. Essential competencies: Creative thinking, Critical thinking and Interpersonal skills		
2.3	Models of Evaluation: Kemmi's Participatory and Stufflebeam's CIPP Evaluation model. Six Sigma. Quality Circles: Structure, Implementation, Operations and Benefits.		
3	Unit 3: Controlling Quality	15 hrs	8,9
3.1	Quality management systems: International organization for standardization (ISO), Integrated Management System, NIRF, World University Rankings, Times Higher Education, Shanghai Rankings		
3.2	Quality management systems: Types, quality policy, quality objectives, quality manuals, quality procedures and instructions Quality data management, Internal quality processes, Improvement opportunities, Quality testing and analysis.		
3.3	Rewards and Recognition: EQFI's Indian Education Awards, Malcolm Baldrige Awards in Education, UGC's Institutions of National Importance and Institutions of eminence		
4	Quality Measurements (15 hrs)	15 hrs	3,4,7,9
4.1	Tools: Control chart, Fishbone diagram (cause and effect diagram), Pareto diagram		
4.2	Techniques: Benchmarking, Root Cause Analysis (RCA) – 5 Whys Technique, Failure Mode and Effect Analysis (FMEA)		
4.3	Cost of Quality: Appraisal costs, Failure costs, and Preventable costs.		
5	Quality Maintenance and Sustenance	15 hrs	2,3,5,9



Quality Assurance in Education

5.1	Agencies of Education: Objectives, Functions, Roles and Initiatives		
5.2	National level : National Assessment Accreditation Council (NAAC): Performance Indicators Quality Control of India (QCI) National Accreditation Board of Education Training (NABET) International level: Institutional Network for Quality Assurance Agencies in Higher Education (INQAHEE)		
5.3	Establishment and Monitoring of the Internal Quality Assurance Cells (IQACs) in Higher Education Institutions: Structure, Composition, Goals, Functions and Benefits.		
6	Concerns for Quality	15 hrs	4,8,10
6.1	Factors influencing quality: Economic factors like General Agreement on Trade in Services (GATS) Liberalization, Privatization, Globalization (LPG)		
6.2	Quality crisis in education. Public Private partnership in India, Corporatization		
6.3	Research concerns for quality enrichment in higher education		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare a self-study report based on the procedures adopted by the NAAC for the maintenance and sustenance of quality in the Higher Education Institutions of India. 2. Compare self-study reports of any two institutions differently Graded/ Ranked by agencies such as NAAC / NIRF 3. Prepare a tool for controlling the quality of any one of the following aspects - curriculum transactions, learning environment, teachers & learners. 4. Use any one technique for quality control and assess the prevailing situation in your institution or any other Higher Education institution.
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. <p>B. End Semester Examination</p>

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SUGGESTED READING

1. Stella, A. & Gnanam, A. (2003): Making the most of accreditation, Concept Publishing Company, New Delhi.
2. Stella, A. & Gnanam, A. (2003): Foundations of External Quality Assurance in Indian Higher education, Concept Publishing Company, New Delhi.



Quality Assurance in Education

3. Stella, A. (2001): Quality Assessment in Indian higher Education: Issues of Impact and future Perspectives, Allied Publishers Limited, New Delhi
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Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Name of Course	Human Rights and Value Education				
Course Code	PSM21E08				
Type of Course	Elective				
Course Description (Summary & Justification)	Education is a forceful tool for cultivation of social and moral values. The Elective course on Human rights and value education tries to analyse concepts, aims and objectives of human rights and value education in order to develop skills to analyse human rights in the present social context and curriculum, appreciate and practice the dimensions of human rights, develop the attitude to appreciate the role of human rights movements and contributions of international and national organizations, analyse the models of Conflict Resolutions for effective value education, critically evaluate the role of Parents, Teachers, Society and Government in protecting human rights and fostering values. This course enables the learners to apply the practical approaches to human rights education and conflict resolution.to effectively handle human rights issues related to the aged, women and children, differently abled including child abuse and child labour. Also, the course prompts the learners to critically evaluate the issues and prospects of Human Rights and Value Education at Institutional and Society level and helps to develop positive attitudes towards sustenance of human rights, peace and values.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisites	A comprehensive idea regarding Human rights in Indian Constitution and Constitutional Values of India				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the concepts, aims and objectives of human rights and value education.	U	1,4,5
2	Analyse different theories of Human Rights.	A	3,5,7
3	Elucidate the Traditional and Contemporary vision of value Education in India.	Ap	4,5,6
4	Critically examine the features of different approaches and Models of Human Rights and Value Education.	A	3,6,7



Human Rights and Value Education

5	Describe the role of Parents, Teachers, Society and Government in protecting human rights and fostering values.	U	1,2,3
6	Critically evaluate the issues and prospects of Human Rights and Value Education at Institutional and Society level.	E	4,5,6
7	Build a perspective on the role of human rights movements and contributions of international and national organizations	C	1,4,5
8	Appraise and apply the practical approaches to human rights education and conflict resolutions effectively.	E	2,6,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE OUTLINE

Unit	Content	Time	CO No
1	Human Rights and Value Education	15 hrs	1,2,3
1.1	Human Rights – Meaning, Nature and Characteristics – Need and significance of Human Rights Education. Values and Value Education – Meaning and Significance – Aims and objectives at school and higher education levels – Value Processing Skills.		
1.2	Theories of Human Rights – Natural Rights Theory – Historical Theory – Legal Theory – Social Welfare Theory – Idealistic Theory.		
1.3	Human Rights and Indian Constitution - Constitutional Values of India – Promotion of social justice and human welfare – Indian Culture and values.		
2	Historical Perspectives of Human Rights Education	15 hrs	3,4,7
2.1	UN Charter (1945) – UN Declaration of Human Rights (1948) – International Covenant on Economic, Social and Cultural Rights (1966).		
2.2	Human Rights violations - International Court of Justice – Protection of Human Rights – Human Rights and Marginalised sections.		
2.3	Aims and vision of value Education in India – Traditional and Contemporary – Values reflected in the Commission reports and Documents after independence. Value Education at primary, secondary and higher education levels – Priority areas.		
3	Methodology of Human Rights and Value Education	15 hrs	5,6,8
3.1	Approaches and Models of Human Rights and Value Education – Cognitive Moral Development – Social Interaction - Value Clarification – Value Discussion – Value		



Human Rights and Value Education

	Analysis. Techniques - Storytelling, Dramatization, Episode writing, Identification of values in all topics/subjects.		
3.2	Value Processing – Consequence Analysis - Conflict Resolution Models - Dual Concern Model: assertiveness and empathy - Styles: - Competitive, collaborative, compromising, Accommodating and Avoiding.		
3.3	Value education through curricular and co-curricular activities - Field Trip, Sports, NSS, NCC, Scouts. Value and Moral Education – Role of NCERT and SCERT; vision of NEP-2020		
4	Human Rights and Value Education in the Inter-national, National and Local Contexts	15 hrs	5,7
4.1	UN Decade for Human Rights Education – Human Rights organizations at International levels – Amnesty International.		
4.2	National Human Rights Commission – State Human Rights Commission – National and State Commissions for Women, Scheduled Castes and Scheduled Tribes, Backward classes, Minorities and CwSN.		
4.3	Human Rights and Values - Contributions of religions and Non-governmental organisations.		
5	Human Rights and other Issues	15 hrs	3,6,8
5.1	Human Rights issues related to the Aged, Women and children, Differently abled – Child abuse and Child Labour.		
5.2	Measures to prevent Ragging, Eve-teasing, Rape, Genocide and Euthanasia, Female Infanticide, Drug abuse – Role of Educational Institutions and Teachers.		
5.3	Developing Morality - Truthfulness, self control, trust, honesty and integrity. Role of Family, Peer group, Religious and social organizations, media in protecting human rights.		
6	Human Rights and Value Education at Institutional and Society level	15 hrs	3,6,8
6.1	Human Rights and Values in the context of Family life Education - WHO and Life Skills.		
6.2	Human Rights violations in educational institutions, workplace and society. Human Rights of the Migrants – Problems and Prospects		
6.3	Education for Human Rights and Values in the context of National Integration and Communal harmony.		

**PRACTICUM
(Any One)**

1. Conduct a study on the constitutional values of India and the school activities for upholding those values.
2. Prepare two lesson plans using value analysis and value discussion models and conduct a class at any educational institution.
3. Conduct a study on child abuse/child labour/drug abuse in your locality.
4. Conduct a debate/seminar/panel discussion on a human rights violations and the society.



Human Rights and Value Education

Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit presentations, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, debate/seminar/panel discussion on a human rights violations and the society. Presentations: Expert/teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish aResearch paper/article. B. Semester End examination

REFERENCES

1. Adans, D. (Ed). (1997). UNESCO and a culture of peace, promoting a global movement. Paris: UNESCO Publication.
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Entrepreneurial Education

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	I	Semester	II	
Name of Course	Entrepreneurial Education				
Course Code	PSM21E09				
Type of Course	Elective				
Course Description (Summary & Justification)	Formerly, entrepreneurship was considered the lot of a talented few. Today, an entrepreneurial mindset has to be considered essential preparation for the future life and career spaces. The current course is designed to introduce the new generation learners on the intricacies of an entrepreneurial education, where the learners shall be transformed into autonomous and lifelong learners, who are able to make entrepreneurial transformation to the seed ideas that they could pick up based on their sensitivity towards the signs of times. The course aims at equipping the learners with the skills necessary for facilitating in this urgent transformation in education.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisites	Understanding of the preliminary concepts of education will be beneficial for the learners.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the evolution of entrepreneurial education in tune with the educational outcomes defined at a global level.	U	1,6,7
2	Analyse the theoretical foundations of an entrepreneurial pedagogy by reviewing the existing theories of learning and pedagogies	A	2,8
3	Elucidate the techniques that fosters creative thinking skills and innovation, essential for entrepreneurial education	Ap	2,3,
4	Critically examine the problems and challenges of intellectual formation in modern times, in the wake of Information and Digitalization Revolution underway	A	1,2,3
5	Describe the praxis-oriented pedagogy of the digital natives-the entrepreneurial pedagogy	U	3,4,8
6	Explain the salient features of the entrepreneurial pedagogy	U	2,4,6
7	Design a concept map about entrepreneurial pedagogy by updating the research insights	C	5,6,7



Entrepreneurial Education

8	Discuss the research priority areas on entrepreneurial pedagogy	E	7,8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude(At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Historical Context of Entrepreneurial Education	15 hrs	1,2
1.1	History of inclusive education in India. Buddhist Revolution in Education in India. History of International Buddhist Universities like Nalanda, Taksasila, etc., Salient features of Buddhist pedagogy.		
1.2	Meaning of uniquely Indian concepts of intrinsic motivations for learning, like <i>Jignasa/Darsana-driven education, Aananda/Siddhi -driven education, Nirvana/Atmasashatkara-driven education, Tarka/Yugma-driven education, Swadharma/Nishkamakarma -driven education, etc.(NEP 2020 Goal 1: “To develop a global best education system rooted in Indian ethos”).</i>		
1.3	Global Educational Outcomes: Four Pillars of Education (Jacques Dolors), UN Sustainable Development Goal 4: Quality Education, 21st Century Skills, Universal Career Spectrum, PISA Learning Outcomes, Influence of VUCA world on conduct of education in modern times. Need for an entrepreneurial transformation of education. UNESCO concept of Quality Education as a Universal Common Good. (NEP2020 Goal 2: “Universal access to quality education.”)		
2	Theoretical Foundations of Entrepreneurial Education	15 hrs	2,5,6
2.1	Behaviorist Theory (Ivan Pavlov), Theory of Multiple Intelligences (Howard Gardner), Cognitive Theory of Learning (Jean Piaget), Constructivist Theory (Jerome Bruner), Social Learning Theory (Albert Bandura), Social Constructivist Theory (Lev Vygotsky), Constructionist Theory (Seymour Papert), Humanistic Theory (Abraham Maslow), Pragmatic Theory (John Dewey)		
2.2	Taxonomy of Educational Objectives (Benjamin Bloom)		
2.3	Connectivist Theory (George Siemens), Transformative Learning Theory (Jack Mezirow), Maieutic Pedagogy (Socrates, Plato) Montessori Pedagogy (Maria Montessori), Pedagogy of the Oppressed (Paulo Freire).		
3	Creative Thinking Skills	15 hrs	3,7
3.1	<i>Characteristics of a creative mind:</i> Fluency, Flexibility, Originality and Elaboration. (Joy Paul Guilford), Torrance Test for Creativity (Ellis Paul Torrance)		



Entrepreneurial Education

3.2	<i>Paradigm Preserving Techniques:</i> Brainstorming (Alex Faickney Osborn in his 1953), Mind Mapping (Leonardo da Vinci), Lotus Blossom (Yasuo Matsumura). <i>Paradigm Stretching Techniques:</i> Synectics Thinking (George M Prince & William J J Gordon), Six Thinking Hats (Edward de Bono), Storyboarding (Walt Disney)		
3.3	<i>Paradigm Breaking Techniques:</i> Unconscious Thinking (Michael Michalko), Assumption Smashing (Michael Michalko), Problem Reversal (Michael Michalko).		
4	New Aspects of Intellectual Formation	15 hrs	2,4,8
4.1	<i>Unique Requirements of Digital Natives:</i> Impacts of Information Revolution and Digitalization Revolution on human thinking; Need for Collaboration with Intelligent Machines.		
4.2	<i>Analytical Thinking:</i> Principle of Causality, Syllogistic Theory: Deductive, Inductive and Abductive reasoning; Computational Thinking; Fuzzy thinking. <i>Holistic Thinking:</i> Sensual Thinking, Aesthetic Thinking, Symmetrical Thinking, Fractal Thinking, Systems Thinking, Visionary Thinking, Sustainability Thinking. <i>Infinitesimal Thinking:</i> Lateral Thinking, Chaotic Thinking, Divergent Thinking, Nonlinear Thinking, Horizontal Thinking, Associative Thinking, Network Thinking. <i>Mutual Thinking:</i> Additive Thinking, Yin-Yang Thinking, Maieutic Thinking, Rebuttal Thinking, Negotiative Thinking, Dialectic Thinking, Synergetic Thinking		
4.3	<i>Figurative Thinking:</i> Stuporous Thinking, Ignorant Thinking, Nonsensical Thinking, Simile Thinking, Analogical Thinking, Metaphorical Thinking, Paradoxical Thinking. <i>Imaginative Thinking:</i> Unconscious Imagination, Emotional Imagination, Anamnestic Imagination, Acoustic Imagination, Strategic Imagination, Aesthetic Imagination, Progressive Imagination. <i>Intuitive Thinking:</i> Instinctual Intuition, Physical Intuition, Relational Intuition, Intellectual Intuition, Teleological Intuition, Vocational Intuition, Spiritual Intuition.		
5	A Pedagogy for Entrepreneurial Education	15 hrs	5,6
5.1	<i>Intrinsic Motivations of Learning-</i> An Overview; Taxonomy of Intrinsic Motivations; Self-determination theory; Intrinsic Motivations of the Digital Natives: Quest for Creation, Quest for Self-expression, Quest for Self-Realization, Quest for Synergy, Quest for Swadharma.		
5.2	Entrepreneurial Pedagogy		
5.3	Entrepreneurial Learning Event: Creation, Celebration, Challenge, Collaboration, Campaign; Entrepreneurial		



Entrepreneurial Education

	Teaching Event. (Hands-on development of 10 Events for Entrepreneurial Education).		
6	Emerging Aspects of Entrepreneurial Education	15 hrs	5,7,8
6.1	<i>Desirable Characteristics of a typical Entrepreneurial Education</i>		
6.2	Appetizer for education; New Generation education; Family-based education; Zero-waste education; Autonomous education; Ownership-based education; Playful education; Nature-inspired education; 360 (+)-degree education; Outcome-based education.		
6.3	<i>Updates on the research insights on entrepreneurial education</i> (Student Project)		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare a survey tool for skill gap analysis 2. Conduct a survey for skill gap analysis with special focus on MSME women entrepreneurs 3. Visit a successful startup and prepare a report
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit presentations, E-learning. Interactive Instructions: Active co-operative learning, Group practice, Individual practices, debate/seminar/panel discussion on a human rights violations and the society. Presentations: Expert/teacher, individual student, group representative.
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based and on extended answer type b) News Analysis – every students to collect Newspaper reports and/or features and illustration drawn from the state/region and write a review as a seminal work and submit a report c) Seminar Presentation – a theme is to be discussed and identified to prepare a paper and present in the seminar B. Semester End examination

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Suggested Readings:

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SEMESTER III						
Course Code	Course type	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21C10	Core <i>Specialisation</i>	Context and Challenges of Foundational and Preparatory Education	4	40	60	100
PSM21C11	Core <i>Tool</i>	Advanced Research Methodology and Statistics	4	40	60	100
PSM21C12	Core <i>Educational Research</i>	Dissertation & Viva-voce	8	150	150	150*
				--	50	50
PSM21E10	Elective <i>Thematic Cluster B: Current Practices in Education</i> <i>[Select any One Course]</i>	Educational Evaluation	4	40	60	100
PSM21E11		Educational Technology	4	40	60	100
PSM21E12		Guidance and Counselling	4	40	60	100
PSM21E13		Knowledge and Learning Management	4	40	60	100
PSM21E14		Comparative Education	4	40	60	100
PSM21E15		Instructional Design	4	40	60	100
PSM21E16		Early Childhood Care and Education	4	40	60	100
PSM21E17		Higher Education	4	40	60	100
PSM21E18		Instructional Communication	4	40	60	100
Total			20	270	380	500
* Average of External and Internal Marks						



Context and challenges of foundational and preparatory education

Name of School	School of Pedagogical Sciences					
Programme	M. Ed.					
Scheme	Year	II	Semester		III	
Name of Course	Context and challenges of foundational and preparatory education					
Course Code	PSM21C10					
Type of Course	Core Specialisation					
Course Description (Summary & Justification)	India's new National <i>Education</i> Policy (NEP) 2020 is set to restructure the 10+2 pattern with a 5+3+3+4 design. This core course gives insight into what the new pedagogical structure means, its various stages and impact on existing teacher education and quality education. This course focuses on getting the students acquainted with the curricula and pedagogical structure from the existing 10 years + 2 years to a more inclusive foundational to secondary stage transition.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practice	Others	Total Hours
	30	20	15	-	25	90
Pre-requisites	An understanding of the curricular and pedagogical structure of the existing schooling system in India.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Discuss the conceptual perspectives of foundational and preparatory schooling.	U,C,I,At	1,4,6
2	Critically analyse the history, vision and development of the structure of school education in pre-independent and post-independent India.	An,I,Ap	3,4,8
3	Debate on the requirements for institutions concerning structures and initiatives for foundational and preparatory education in India.	An,C,E,At	4,5,6



Context and challenges of foundational and preparatory education

4	Critically examine the role of different education bodies at national, state and regional levels in maintaining quality education at foundational and preparatory stages.	An,E,I,At	3,6,7
5	Analyse the pivotal issues of contemporary India concerning the implementation of foundational and preparatory education (NEP2020) and prepare action plans	U,An,E	1,2,3
6	Discuss the curriculum and evaluation process in foundational and preparatory education	U,An,E	4,5,6
7	Build a perspective on the international trends in foundational and preparatory education and the national initiatives as per NEP 2020	An,C,	1,4,5
8	Design quality enhancement programmes and initiatives at foundational and preparatory stages of schooling with special emphasis on ICT implementation, teacher training and media influence	E,S,I	2,6,7,9,10

COURSE CONTENT

Unit	Content	Time	CO No
1	Foundational and preparatory stages of education: concept and perspectives	15 hrs	1,2
1.1	Conceptual framework and terminology – Functions, Objectives and Scope		
1.2	Psychological and sociological perspectives of foundational education – vision for an Indian child – objectives of foundational education- Rationale for foundational schooling.		
1.3	A critical evaluation of the development of the preparatory stage of education in India with special reference to Kerala		
1.4	Constitutional provisions for children under 14 years of age and their implications		
1.5	Priority to vocationalisation in Education and its implications		
2	Development and structure of school education in the pre-independent and post-independent india	15 hrs	4,5,6
2.1	Historical evolution of school education in India - pre independence period		
2.2	Historical evolution of school education in India – post independence period		
2.3	National Curriculum Framework 2005, Kerala Curriculum Frame Work 2007, NEP2020.		
2.4	Programmes and initiative for school Education – Critical evaluation of the Flagship programmes of Government of India - SSA and RMSA; NIOS, SCOLE Kerala and KSLMA		


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2.5	Universalisation of Education in India with special reference to Kerala.		
3.	Institutions, systems and structures for school education	15 hrs	2,3,4
3.1	Institutions and systems of school education at national, state and local levels.		
3.2	Different school systems managed by government and private sectors – Quality perspective		
3.3	Quality concerns in school education – Responsibilities and challenges of Ministry of Education - GoI, NCERT, SCERT and DIETs – Role of NGOs.		
3.4	Role and Responsibilities of Ministries of Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs, DPI and other government agencies in the foundational and preparatory stages of schooling		
3.5	Local and Global resources for Quality enhancement foundational and preparatory stages of schooling; Planning and Allocation of Funds – NITI Ayog		
4	Issues and concerns at foundational and preparatory stages of schooling	15 hrs	
4.1	Coping with Multiculturalism, multilingualism especially among pre schoolers. Concerns of children of immigrants		
4.2	Identifying and teaching children with disabilities/ Divyang children at the foundational and preparatory stages of schooling		
4.3	Problems and challenges of preparatory stage school education – Practices and remediation to the issues of - Computer/ Internet game Addictions, Identity crisis, Anxiety, Maladjustment, Neglect, Rejection and Discrimination.		
4.4	Problems and Strategies of Inclusive Education - Disabilities and difficulties in Learning		
4.5	Economic-Social-Emotional issues of students in different school systems – suggestions and remedies		
5	Transforming curriculum and assessment for student development	15 hrs	6,7,8
5.1	Curriculum Development for ECCE – Principles and Approaches.		
5.2	Skills Development among preparatory school stage students - Life Skills - Additional Skills Acquisition Programme - Role of teachers, Professionals, Management and PTA.		
5.3	Competency-based Education and Curriculum, Outcome based approaches		
5.4	Classroom testing and Assessment - Quantitative and Qualitative Perspectives - Recent trends in evaluation - CCE, Online testing, Performance/ Outcome-based evaluation and Collaborative Evaluation.		



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5.5	Stage appropriate Tools and Techniques of Evaluation; Online evaluation initiatives and trends.		
6	Contemporary trends in quality improvement in foundational and preparatory stages of education	15 hrs	5,7,8
6.1	Quality enhancement through ICT - Integrating Technology at foundational and preparatory stage - Role of IT in handling Pandemic situation– Contribution of IT@School Project – National Programme for Technology Enhanced Learning (NPTEL) - E-patasala - Sakshat - National Repository of Open Educational Resources - National Mission on Education through ICT (NMEICT)		
6.2	Technology based learning models – Visual models – Problem based learning – Virtual Learning – Web based Learning. Type of Media and Interactive Technologies – Multimedia – Teleconferencing - Video Conferencing - Web conferencing.		
6.3	Quality and Qualification of Teachers - Teacher Education for pre-primary stage and preparatory stage– Recent Initiatives of NCERT, SCERT and NCTE		
6.4	Evidence for environmental values, gender issues and social concerns in a foundational and preparatory curriculum		
6.5	Research trends in foundational and preparatory education in the context of NEP 2020		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare a report of the First Bell and Second Bell online classes for the preparatory stage initiated by KITE victers. 2. Survey of the accessibility of school facilities for universalisation of education. (compare the public and private sector). 3. Conduct a debate/seminar/panel discussion on the socio-emotional issues of the Children at the preparatory stage. 4. Conduct a case study identifying a child having any one issues discussed here and submit a report 5. Prepare an action plan for quality enhancement of preparatory schools.
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative....</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article.



B. End Semester Examination

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Name of School	School of Pedagogical Sciences					
Programme	M.Ed					
Scheme	Year	II	Semester		III	
Name of Course	Advanced educational research and statistics					
Course Code	PSM21C11					
Type of Course	Core					
Course Description (Summary & Justification)	The primary purpose of this course is to provide an orientation to research including aspects of documentation, discovery, interpretation, and development of methods and systems for the advancement of human knowledge. This course is designed to evaluate the significance of research in education and provide an in-depth approach of qualitative and quantitative research, the Sampling procedures, Tools and Techniques of Research, Analysis and Data Interpretation, Report Writing and Evaluation, Inferential Statistics - Parametric and Non-parametric Tests. Approaches to research also depend on epistemologies, which vary considerably both within and between humanities and sciences. In this course, students will be given an orientation about the nature, purpose, scope of research in education. This course develops ability to interpret the results, formulate conclusions and generalisations					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practical	Others	Total Hours
	30	20	15	-	25	90
Prerequisites	Learners are exptect to know the fundamentals of research and basic statistics.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Select appropriate designs for research studies	A,E,I,At	1,3,4
2	Use suitable statistical techniques for data analysis	A,C,S,I,	3,4,6
3	Demonstrate the ability in selecting suitable techniques of sampling	A,S,I	1,5,7
4	Illustrate different tools and techniques for data collection	U,A,I	1,2,5,7



Advanced educational research and statistics

5	Adopt appropriate inferential statistics in educational research	A, An,C,S	1,5,8,10
6	Analyze the data collected and interpret the results following research ethics	A,An,S,I,At	5,6,8,9
7	Correlate the results of research in the light of related studies	An,E,S,I,At	4,6,8,9
8	Draw generalization based on the research study giving thrust to research ethics	An,E,C,At	1,2,8,9
9	Develop proficiency to prepare and design a project/ dissertation	A,C,Ap	7,8,9,10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Design of Educational Research	15 hrs	1,9
1.1	Research Design - meaning, purpose, characteristics, elements, types - Historical and Experimental Research – Survey, causal-comparative, correlational, case study, longitudinal, cross-sectional, Ex-post Facto design.		
1.2	Perspectives on Educational Research - Quantitative and Qualitative Research		
1.3	Mixed-Method and Multi-method Research-Product development Research (learning package, e-content, web tools etc.)		
1.4	Historical Research – meaning, scope and steps - defining a research problem and types of historical enquiry, searching for historical sources, summarizing and evaluating historical sources and presenting pertinent facts within an interpretive framework - Type of historical sources, external and internal criticism of historical sources		
1.5	Experimental Design – Principles of experimental design, pre-experimental design, true experimental design, Quasi-experimental design, factorial design. Internal and external experimental validity- threats to internal and external validity.		
2	Sampling	5 hrs	3
2.1	Meaning, importance, purpose, characteristics. Sampling techniques – probability and non-probability sampling		
2.2	Sample size - Rationale for fixing sample size.		
2.3	Sampling in Quantitative Research - Methods of sampling – simple random sampling, stratified random sampling and cluster sampling, systematic sampling. Non-random sampling – convenience sampling, purposive sampling, quota sampling		


Advanced educational research and statistics

2.4	Sampling in Qualitative Research – intensity sampling, homogeneous sampling, criterion sampling, snowball sampling, random purposive sampling		
2.5	Sampling Errors and Bias – its control		
3.	Tools and Techniques of Research	15 hrs	4
3.1	Tools: checklist, rating scale - attitude, questionnaire, opinionnaire, inventories - personality, sociogram, cumulative record, rubrics. Online tools Techniques: observation, interview, sociometry, projective techniques		
3.2	Tests: achievement tests, intelligence tests, aptitude tests and value tests. Types: Norm-Referenced Test (NRT), Criterion-Referenced Test (CRT).		
3.3	Standardization procedures - Reliability, Validity and Generalisability		
3.4	Collecting Quantitative Data - Procedures		
3.5	Collecting Qualitative Data – Procedures - Primary and Secondary data		
4	Analysis and Data Interpretation	15 hrs	5,6,7
4.1	Processing of data, Analysis of data – qualitative and quantitative analysis		
4.2	Testing of Hypothesis – statistical inferences, interpretation and generalization of quantitative data		
4.3	Statistical softwares for data analysis - Quantitative - MS Excel, SPSS, R, STATA		
4.4	Statistical softwares for data analysis - Qualitative - ATLAS, Word Cloud Analysis		
4.5	Significance of discussion of results - linking review of literature with interpretation		
5	Report Writing and Evaluation	10 hrs	6,7,9
5.1	Research report – Format and composition, pagination, title page, chapterisation, style of writing, preparing tables for the presentation of data, Use of abbreviation, bibliography, appendices		
5.2	Style manuals – APA, MLA, Chicago.		
5.3	Characteristics of a good research report		
5.4	Evaluation of a research report – criteria for evaluation - appropriateness of title and abstract, problem and hypothesis, review of related literature, methodology, results, discussion, reference, materials and overall writing.		
5.5	Ethical issues in educational research. Plagiarism checking software – Urkund, Turnitin, Plagiarism Checker X		
6	Inferential Statistics - Parametric and Non-parametric Tests	30 hrs	1,2,8,9



6.1	Parametric Tests – concept and uses of parametric tests, the concept of population, sample, parameter, statistics, sampling error, standard error of mean, standard deviation, percentage and correlation, degrees of freedom, estimation of parameters, levels of significance, confidence levels and confidence intervals		
6.2	Tests of significance – concept, null hypothesis and testing of null hypothesis Alternate hypothesis: directional (one tailed) and non-directional (two-tailed) test of significance, significance of Mean, Type I error and Type II error		
6.3	Test of significance of the difference between the statistics for independent and correlated samples (large and small samples): Means, standard deviations, correlation coefficients and percentages – concepts and application.		
6.4	Analysis of variance (ANOVA) and Analysis of Co-variance (ANCOVA) – one way and two way, factorial design- concept, basic assumptions and uses.		
6.5	Non-parametric tests – concept, chi-square test, Mann Whitney U test – concept, use and application.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare a sample research article for a journal 2. Illustrate any two situations where parametric and Non-parametric tests are used. 3. Choose a research problem of your choice and state the directional, non-directional and null hypotheses, including the design of the study 4. Make an analysis of data of any research study using SPSS and derive conclusions based on the hypotheses of the study.
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brainstorming lecture, Explicit presentations, E-learning Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done b) Report/ publication – each student shall individually or in a group publish a Research paper/article. B. End Semester Examination

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Educational Evaluation

Name of School	School of Pedagogical Sciences					
Programme	M.Ed					
Scheme	Year	II	Semester		III	
Name of Course	Educational Evaluation					
Course Code	PSM21E10					
Type of Course	Elective					
Course Description (Summary & Justification)	Assessment and evaluation are crucial aspects of any educational system, and rarely can they have been so central to educational policy-making and educational reforms as at present. Serious thinking about and around assessment and evaluation continues to flourish and develop with initiation to this course by the learners. The present course provides theoretical background of educational evaluation, make them aware about the various functions of evaluation and helps to understand the different models of evaluation. This would enable the learners to prepare quality test items and to develop competence in construction and standardization of various measuring instruments.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practice	Others	Total Hours
	30	20	-	20	20	90
Pre-requisites	A comprehensive idea regarding different types of tests and examinations, construction of test items and blue print.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the strategies of a good evaluation system.	U	1,4,5
2	Analyse different types of tests.	A	3,5,7
3	Elucidate the requirements for preparing different kinds of quality test items	Ap	4,5,6
4	Critically examine the various functions of evaluation .	A	3,6,7
5	Describe the distinguishing features of different models of evaluation.	U	1,2,3
6	Explain the steps in the construction and standardization of various measuring instruments.	U	4,5,6



Educational Evaluation

7	Build a perspective on the theoretical background of educational evaluation	C	1,4,5
8	Appraise role of test instruments in educational evaluation	E	2,6,7

COURSE CONTENT

Unit	Content	Time	CO No
1	The measurement and evaluation process	15 hrs	1,3,4
1.1	Concept of measurement and evaluation - meaning and definitions, Taxonomy of educational objectives - revised version of Bloom's Taxonomy, Different approaches to formulating objectives and special learning outcomes, Mc Cormack and Yager's Classification of Objectives.		
1.2	Need and scope of measurement, and evaluation. Functions of evaluation -Placement, classification, feedback and motivation, prognosis, diagnosis, certification and assessment, interrelationship between measurement and evaluation in education. Differences among measurement assessment and evaluation, scales of measurement.		
1.3	Types of evaluation - Formative Vs Summative, Diagnostic Vs Prognostic, Criterion referenced Vs Norm referenced, Administering the evaluation programme - (Rapport, scheduling various types of evaluation, student participation in evaluation) Competency based instruction and evaluation-		
2	Models of evaluation in education	15 hrs	1,4,5
2.1	Evaluation as a model for change, concept of models of evaluation, Need for evaluation Models.		
2.2	Types of evaluation Models: Goal Attainment model, Goal free model, Kirkpatrick Model (Advanced level of evaluation - results level, performance level, Basic level of evaluation - Training level, Reaction level); CIRO Model (Context evaluation, Input evaluation, Reaction evaluation, outcome evaluation)		
2.3	Stufflebeam's CIPP Model (Context evaluation, input evaluation, Process evaluation Product evaluation)		
3.	Tools and techniques of measurement and evaluation	15 hrs	3,6,8
3.1	Tools of evaluation - tests (Intelligence, aptitude, creativity, performance tests), scales (different types), checklist, inventory, questionnaire, schedule - meaning and uses		
3.2	Techniques of evaluation - Interview, Observation, Self-reporting, projective techniques – meaning and Uses.		
3.3	Evaluation Instruments as a basis for staff development – Peer observation, Curriculum Delivery systems, Making staff development work.		
4	Development of scholastic instruments	15 hrs	3,6,8



Educational Evaluation

4.1	Developing achievement tests - Test items - Objective items (different types), descriptive items (short answers and essay type).		
4.2	Guidelines for preparing various types of items, merits and demerits of each type of test items.		
4.3	Classification of tests - oral Vs written, individual Vs group, Achievement Vs Diagnostic, Standardized Vs teacher made'		
5	Construction and standardization of evaluation instruments	15 hrs	5,6,8
5.1	Characteristics of good evaluating instruments: Reliability - methods of finding reliability, factors affecting reliability, validity - methods of finding validity, factors affecting validity, objectivity, adequacy, usability, practicability, economy, and norms.		
5.2	Steps in the construction and standardization of tests and scales (Planning, designing, item writing, scrutinizing and editing; preliminary trout and item analysis, selection of items for the final form, establishing reliability, validity and norms — age, gender, locale, grade norms.)		
5.3	Steps in Administering tests to Groups of pupils, interpreting test results and other evaluative data, factors and precautions to be considered in the interpretation and use of evaluative data.		
6	Modern trends in educational evaluation	15 hrs	2,4,7
6.1	Grading - concepts, types, merits and demerits, issues in grading.		
6.2	Semester system - concepts, merits and demerits; Continuous internal assessment; Continuous and comprehensive evaluation - concepts, merits and problems		
6.3	Question Bank — steps in the preparation, merits and demerits		
6.4	Open book examination Online examination, web based assessment, uses of computers in various phases of evaluation, electronic portfolios.		
6.5	Conferencing in educational evaluation - Targets, determining the purpose, preconference, post-conference, goal-setting conferences, confrontational conferences, follow up conference, improve conference skill and improve evaluation		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare an assignment on recent researches in Educational Testing and Measurement. 2. Prepare and standardize any one evaluation tool 3. Prepare an e-portfolio 4. Prepare a soft copy of Question Bank on any topic of your choice
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Educational Evaluation

Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit presentations, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative....
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. B. End Semester Examination

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2. Fitzpatrick, J.L.; Sander, J.R. & Worthen, B.R. (2004). programme Evaluation: Alternative Approaches and practical Guidelines (3rd ed.) Boston: Pearson
3. Kirkpatrick, D.L. & Kirkpatrick, J.D. (2005). Transferring Learning to Behaviour: using the four levels to improve performance. San Francisco: Berrett-Koehler.
4. Stufflebeam, D. L. (2003). The CIPP Model for evaluation. In D.L. Stufflebeam & T. Kellaghan (Eds.). The International Handbook of Educational Evaluation (Chapter 2). Boston, MA: Kluwer Academic publishers.
5. Stufflebeam, D.L. & Shinkfield, A.J. (2007). Evaluation Theory, models and applications. San Francisco CA: Jossey-Bass.
6. Manning, R.C. (1988). The Teacher Evaluation Handbook. step by step Techniques and Forms for Improving Instruction. New Jersey: Prentice Hall.



Name of School	School of Pedagogical Sciences					
Programme	M.Ed					
Scheme	Year	II	Semester		III	
Name of Course	Educational Technology					
Course Code	PSM21E11					
Type of Course	Elective					
Course Description (Summary & Justification)	The course provides information about a large number of topics within educational technology, including pedagogical strategies, research methodologies, current tools, open problems, and broader issues. It is designed so that the course will provide learners a comprehensive idea about the relevant technological inputs to strengthen the pedagogical strategies or theories of learning, the current popular tools for teaching and learning, and open problems that need to be addressed.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practice	Others	Total Hours
	10	5	-	8		23
Pre-requisites	A comprehensive idea regarding use of audio visual learning aids in teaching and learning.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the various forms of electronic and digital technology in teaching-learning Process	U	1,4,5
2	Analyse the meaning, nature scope and significance of using educational technology in teaching and learning and its important components in terms of hardware of software.	A	3,5,7
3	Elucidate the requirements for preparing innovative modern instructional practices and the development of packages based on Audio Visual Technology..	Ap	4,5,6
4	Critically examine effective utilization of technology in education	A	3,6,7
5	Describe distinguishing features communication and instruction.	U	1,2,3
6	Explain the different types of ICT oriented assessment tools in the evaluation process.	U	4,5,6



Educational Technology

7	Build a perspective on basic theories pertaining to the use of educational technology.	C	1,4,5
8	Appraise role of the principles of systems approach in Education, in classroom communication and in Flander's Interaction Analysis Category System (FIACS) and Verbal Interaction Category Systems(VICS).	E	2,6,7
9	Analyze and predict future trends in media and technology	E, C	1,5, 7

COURSE CONTENT

Unit	Content	Time	CO No
1	Introduction to educational technology	15 hrs	1,2,7
1.1	Concept of educational Technology – Product Vs Process; Forms of Educational Technology – teaching technology, instructional technology, behaviour technology.		
1.2	Transactional usage of educational technology: complementary, supplementary, stand alone (independent).		
1.3	Systems Approach to education and its components; Goal settings, Task analysis, content analysis and evaluation strategies.		
1.4	Future of media and technology in learning environment.		
1.5	Application of learning theories of skinner, Gagne, Bruner and Piaget in Educational Technology; Scope of Educational Technology in Evaluation.		
2	Communication technology	15 hrs	2,4,5,8
2.1	Concept, Nature, Component, Types of Classroom communication; Effectiveness of communication in instructional system, Communication- modes; Barriers and Process of Communication.		
2.2	Communication approach: Development communication approach, development support communication approach.		
2.3	Education and training: Face-to –face, Distance and other alternatives modes. Observation Schedules of interaction- FIACS, VICS, OSCAR, BLAS.		
3.	Instructional design, strategies and approaches	15 hrs	3,4
3.1	Instructional Design: Concept, views; Process and stages of Development of Instructional design.		
3.2	Overview of Models of Instructional design- ADDIE Model, Instructional design for Competency Based Teaching.		
3.3	Teaching Strategies: Meaning, Nature, functions and Types; Model of Teaching: elements, family of Models-Inquiry training model, synetics, Contingency model, jurisprudential Inquiry model.		



Educational Technology

3.4	Individualized instruction – Meaning, Origin, Principles, Programmed Instruction and Types- linear and branching.; Audio Tutorial approach, Learning Kits, Keller plan.		
3.5	Modification of Teaching Behaviour – Micro Teaching, Simulation, Competency based Teacher education (CBTE). Memory, Understanding and reflective levels of Teaching.		
4	Media technology	15 hrs	3,6,9
4.1	Meaning, Nature, functions; Application of Educational Technology in formal, non-formal and informal education, distance education, Open Learning Systems.; Audio- visual media- various forms.		
4.2	Emerging trends in Educational Technology – Tele – conferencing , Video conferencing , CCTV, INSAT, ETV, Satellite Instruction- EDUSAT, Media forums; Multimedia approach- Concept and significance; Scope and challenges in using new technologies.		
4.3	Resources Centres for Educational Technology- CIET, SIET, UGC, IGNOU, NOS, State ET cells, EMMRC (AVRC), EMRC and MCRC), NIST – involvement of resource centres in the improvement of teaching and learning		
5	Information technology and functional introduction to computers	15 hrs	3,6,9
5.1	Definition, recent trends, scope of ICT in education - using technology to enhance learning; Educational informatics and E-learning		
5.2	Parts and Peripherals : CPU, Memory, various types of input – output devices, modes of computer operation, mass storage devices – tapes, discs, pen drives		
5.3	Basic principles and functions of computers; Different computer languages; Data information and knowledge.		
5.4	Computer Assisted Instruction: Development and Validation of computer packages; Computer Managed Instruction; Web based instruction, online education, virtual education, web based assessment – e portfolio.		
5.5	Application of Internet in education, Creating E-mail ID, Browsing E-journals - Media knowledge and skills.		
6	New horizons of educational technology	15 hrs	3,6,9
6.1	Recent innovation in the area of ET interactive video – Hypertext, video texts, optical fiber technology – laser disc, computer conferencing web conferencing, web 2.0 and web 3.0 tools and mobile learning and 3G/4G mobile technology applications etc. Role of National Mission in ICT in Schools. And KITE-Victers.		
6.2	Procedure and organization of Technology/ Interactive video experiences of institutions, open schools and open universities.		



Educational Technology

	Recent experiments in the third world countries and pointers for India with reference to education.		
6.3	Recent trends of Research in educational Technology and its future with reference to education; Future trends in digital technology and learning applications.		
6.4	Computer and assessment – using computers for assessment constructing, printing, administering and scoring tests, electronic portfolios, record keeping, web based assessment.		
6.5	Course designing – steps & approach		


PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Observation of classroom interaction using FIACS, VICS etc. 2. Seminar on any one new trend in E.T. 3. Preparation of Radio and T.V. lessons (one each) 4. Developing computer software for instruction
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning.</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.</p> <p>Presentations: Expert/teacher, individual student, group representative .</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. <p>B. End Semester Examination</p>

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4. Good, Linda (2009). Teaching and Learning with Digital Photography. London: Corwin Press.



Guidance and Counselling

Name of School	School of Pedagogical Sciences					
Programme	M. Ed.					
Scheme	Year	II	Semester		III	
Name of Course	Guidance and Counselling					
Course Code	PSM21E12					
Type of Course	Elective					
Course Description (Summary & Justification)	This course will enable learners to acquire knowledge and to develop effective skills in guidance and counselling such as identify the problems in educational setting and to take initiative in planning and organising various guidance service in educational institutions. This course will provide advanced tools and techniques including new technology in guidance and counselling					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practice	Others	Total Hours
	40	20	10	-	20	90
Pre-requisites	Interest to enter into the field of guidance and counselling.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the evolution of guidance and counselling.	U	1,4,5
2	Analyse characteristics of guidance and counselling requirements for children with special needs.	A	3,5,7
3	Elucidate the stages in planning a guidance programme.	Ap	4,5,6
4	Critically examine the strategies to impart guidance.	A	3,6,7
5	Describe the tools and techniques of guidance programme	U	1,2,3
6	Explain the qualities of a good counsellor.	U	4,5,6
7	Build a perspective to impart good counselling service	C	1,4,5



Guidance and Counselling

8	Appraise role theories in counselling.	E	2,6,7
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COURSE CONTENT

Unit	Content	Time	CO No
1	Introduction to guidance and counseling	15 hrs	1,4,7
1.1	Evolution of guidance: Meaning, nature and scope and principles of guidance. Need, significance, and scope for guidance at various levels of education; Role of teachers.		
1.2	Characteristics of guidance. General, individual, and social needs of guidance, Misconceptions of guidance, Objectives of guidance, Sociological and Philosophical bases of guidance.		
1.3	Guidance as an integral part of education, school guidance, a team approach of school and community, planning of guidance programme in schools.		
2	Guidance in schools	15 hrs	3,4
2.1	Types of guidance: Educational, Vocational, Personal guidance, Meaning, need and importance.		
2.2	Strategies to impart educational, vocational, and personal guidance. Individual vs. group guidance; Concept advantages and limitations.		
2.3	Group guidance activities - Class talk, Career talk, Career Conference, Career fair, Socio drama, Psychodrama and Role play.		
2.4	Career development needs, Theories of Ginzberg and Super.		
2.5	Need of career development and factors affecting it. Tools and techniques of guidance - Psychological tests, Sociometric tests, interviews, rating scale, cumulative records, achievement records, anecdotal records, and personality assessment.		
3.	Types of guidance services	15 hrs	5,7
3.1	Orientation service, pupil inventory service, placement service, and follow up service.		
3.2	Objectives of various guidance services; Activities of guidance service for different levels of education; Implementation models of guidance programme.		
3.3	Evaluation of guidance programme: need for evaluation, steps of evaluation, methods of evaluation.		
3.4	National and state level guidance services; National Employment Service and State Employment Service.		
3.5	Recent research trends and issues in area of guidance.		
4	Counselling in school	15 hrs	6,7,8
4.1	Meaning, nature, and scope of counselling and basic principles of counselling. Characteristics of counselling.		



Guidance and Counselling

	Counselling and related field: Psychotherapy Advice, Instruction, Guidance.		
4.2	Objectives and approaches of counselling based on theory- Behaviourist, Gestalt, Psychoanalytic, Connectives, Humanistic, The transactional analytic steps adopted based the above said theories		
4.3	Types of counselling: Directive, non-directive, and eclectic counselling; Areas of counselling: Family Counselling, Parental Counselling, Counselling Adolescents; Counselling of girls, Counselling of Children belonging to different socio-economic groups and Peer Counselling. Counselling Techniques, Relaxation Techniques, Rational Emotive Behaviour Therapy, Systematic Desensitization.		
4.4	Roles and functions of personnel involved in the counselling programmes in school, and out of school resources; Qualities of an effective counsellor; Counselling and Technology. Tele counselling and Internet counselling.		
4.5	Recent research in the area of counselling		
5	Guidance and counselling for children with special needs	15 hrs	2
5.1	Concept of Children with Special Needs (CwSN),		
5.2	Guidance and counselling for gifted, creative, differentially abled, slow learner, socially disadvantaged children, and problem children.		
5.3	Modern trends and Techniques in guidance and counselling: Neuro-linguistic programme, Life skills training, Art therapy; Yoga and meditation in counselling.		
6	Role of guidance and counselling in the educational scenario	15 hrs	6,7
6.1	Teacher as an agent of change – Role of teacher as a counsellor in classrooms for improving academic performance. Ethical considerations of guidance and counselling.		
6.2	Problems and issues in schools at different levels – Educational, social, physical , psychological, spiritual and cultural and career aspect.		
6.3	Role of various stake holders in guidance and counselling. parents, community, and professional		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Conduct a survey of the problem that are most prevalent in course which need immediate attention of a guidance worker and prepare a brief report. 2. Prepare a plan for any career information activity for secondary and higher secondary school students. 3. Conduct a mock counselling and prepare report. 4. Prepare a detailed outline career talk in any institution
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**Guidance and Counselling**


Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit presentations, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish research paper/article. B. End Semester Examination

REFERENCES

1. Anastasi, Anne (1982).Psychological testing, New York, Mac Millan
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Knowledge and Learning Management

Name of School	School of Pedagogical Sciences					
Programme	M.Ed					
Scheme	Year	II	Semester		III	
Name of Course	Knowledge and learning management					
Course Code	PSM21E13					
Type of Course	Elective					
Course Description (Summary & Justification)	The course discusses knowledge, its creation, acquisition, representation, dissemination, use and re-use, and management of knowledge in teaching and learning, how to apply and integrate appropriate components of knowledge generation, engineering, and transfer, and in the representation, organization, and exchange of knowledge, the use of ICT in knowledge generation, engineering, and transfer, and in the representation, organization, and exchange of knowledge. This deals with the methods, strategies and techniques of Knowledge Management, identify the need and significance of research in Knowledge Management and evaluate current trends in Knowledge Management and their manifestation in learning organizations.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practice	Others	Total Hours
	40	20	10	-	20	90
Pre-requisites	A comprehensive idea regarding the fundamental concepts of knowledge.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the aims and objectives of teaching Knowledge Management in Teacher Education.	U	1,4,5
2	Analyse the Pitfall of global Knowledge Management System and problems of cross-border issues in Knowledge Management in India.	A	3,5,7
3	Elucidate the different perspectives of knowledge management.	Ap	4,5,6



Knowledge and Learning Management

4	Critically examine the features of knowledge management process.	A	3,6,7
5	Describe the methods and strategies for organizing, capturing, evaluating, sharing, storing and presenting knowledge in a Teacher Education Institution.	U	1,2,3
6	Analyse the techniques of knowledge management. Discuss the Problems, issues and challenges of a learning organization	U, A	4,5,6
7	Build a perspective from research trends in knowledge management	C	1,4,5
8	Appraise role of style manuals in writing research papers on Knowledge management	E	2,6,7

COURSE CONTENT

Unit	Content	Time	CO No
1	Conceptual framework of knowledge management	15 hrs	1,2,3,4
1.1	Concept, nature, need , significance and scope of Knowledge Management - Aims and objectives of teaching Knowledge Management in Teacher Education		
1.2	Knowledge Management as an interdisciplinary subject. Teacher as a knowledge worker, empowering teachers to manage knowledge. Personal qualities and professional competencies of a Teacher. Code of Professional ethics for teachers.		
1.3	Knowledge Management for the 21 century- prevailing status attached to Knowledge Management in the perspective of sustainable development. Pitfall of global Knowledge Management System and problems of cross-border issues in Knowledge Management in India.		
2	Different perspectives on knowledge	15 hrs	3,4,6
2.1	Contemporary notions of 'knowledge' in Knowledge Management - Nature of knowledge, Difference between data, information and knowledge, Types of knowledge.		
2.2	Managing knowledge from ancient times to today. Philosophical Perspectives on Knowledge - Burrell and Morgan's knowledge framework on philosophical paradigms .		
2.3	How humans create knowledge? – Constructivism in Knowledge Management, Gowin's view for the construction of knowledge.		
2.4	Preserving and Applying Human Expertise: Knowledge-Based Systems, Using Past History Explicitly as Knowledge: Case-Based Systems, Knowledge Elicitation: Converting Tacit Knowledge to Explicit		



Knowledge and Learning Management

2.5	Theories of knowledge: Evolutionary modes of knowledge, Numerical model, Big Bang theory of knowledge.		
3.	Knowledge management process	15 hrs	5,7
3.1	Process of Knowledge Management , Attributes of Knowledge Management , Production of Knowledge, Knowledge Management Cycle, Knowledge Matrix, Knowledge Discovery, Knowledge Management Models.		
3.2	Views of Ikujiro Nonaka, Boisot, Choo, and Wiig regarding Knowledge Management. Integrated approach of Knowledge Management Process.		
3.3	Methods and strategies for organizing, capturing, evaluating, sharing, storing and presenting knowledge in a Teacher Education Institution.		
4	Techniques of knowledge management	15 hrs	3,4,6
4.1	Knowledge Management Techniques: Meta cognition, personal interview, focus group discussion, concept mapping, Mind Mapping, Ubiquitous learning, M-learning		
4.2	Use of ICT in Knowledge Management : Knowledge engineering, knowledge networking, educational informatics, Collaborative 3D learning environment, E- resources, Data mining, E-portfolio, Intelligent Tutoring System, , Satellite Instruction, E-learning, Virtual reality, Blended Learning		
4.3	Programs for Knowledge Management – seminars, symposiums, workshops, webinar, conferences, panel discussions, focus group discussions, paper presentations, publishing papers, refresher courses, orientation programs.		
4.4	Evaluation of Knowledge Acquisition: Competency Based Evaluation, Continuous and Comprehensive Evaluation; Formative and Summative Evaluation. Modern assessment methods: Rubrics, Portfolios, Projects, Examinations, Open Book and Online Examinations.		
4.5	Best practices in knowledge management.		
5	Knowledge management and learning organisations	15 hrs	6,8
5.1	The nature of organizational culture, Factors influencing Knowledge Management in a learning organization. The role of organizational culture in knowledge conversion and creation processes.		
5.2	Leadership in knowledge organization, scientific utilization of intellectual capital in knowledge organizations. Intellectual capital as a long term investment. Brain Drain in learning organizations.		
5.3	Holistic Quality enhancement of a learning organization through systematic Knowledge Management. Knowledge Management Assessment of an Organization, Organizational Impacts of Knowledge Management, Role of NAAC, UGC,		



Knowledge and Learning Management

	NCTE, NCERT, SCERT, NIE in Knowledge Management. Problems, issues and challenges of a learning organization		
6	Research perspectives in knowledge management	15 hrs	7,8
6.1	Research areas in Knowledge Management; Need and significance of research in Knowledge Management; Thrust areas of research; Code of Ethics for conducting research Knowledge Management .		
6.2	Publishing Research Papers - Basic elements of writing a research paper in Knowledge Management.		
6.3	Style Manuals: APA rules of research writing and style of References – the danger of plagiarism and Para phrasing – use of computer software to detect and avoid plagiarism.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare an Institutional portfolio of a Teacher Education Institution. 2. Conduct an action research in a school related to knowledge management issue. 3. Conduct a survey and prepare a brief report regarding the organisational culture of a neighbourhood school. 4. Prepare a learning package for creating awareness about Knowledge Management among the secondary school teachers.
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit presentations, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching Presentations: Expert/teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. B. End Semester Examination

REFERENCES

1. Amrit Tiwana (2002). *The Knowledge Management Toolkit: Orchestrating IT, Strategy, and Knowledge Platforms* (2nd Edition). Prentice Hall.
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Comparative Education

Name of School	School of Pedagogical Sciences					
Programme	M. Ed.					
Scheme	Year	II	Semester		III	
Name of Course	Comparative Education					
Course Code	PSM21E14					
Type of Course	Elective					
Course Description (Summary & Justification)	Comparative education involves comparing features in one system of education with those of another system. This will provide insight as well as assist learners to understand their educational systems better. This course helps learners to become familiar with what is being done in some countries and why it is done. Taking the learners through the determinants of different National Education Systems will help the learners to identify the factors that can help in the formulation of education policy that will better address the educational issues of the day.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practical	Others	Total Hours
	30	20	20	-	20	90
Pre-requisites	Basic knowledge of the historical development of Education of different countries across the world.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate conceptual frame work of Comparative education	U	3,4
2	Analyse the historical evolution of Comparative education.	A	2,3
3	Elucidate the methods of comparative education.	Ap	2,3,7
4	Critically examine the management of education in schools and higher education levels.	A	2,3,4
5	Describe national and Inter-national initiatives in comparative education.	U	6,8,9
6	Explain pivotal issues and concerns of comparative education.	U	5,6,7,8



Comparative Education

7	Build a perspective on comparative education based on researches on Innovative educational practices	C	1,2,10
8	Appraise policy perspectives of different nations to evaluate our national policy.	E	1,3,4,7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Comparative education: conceptual framework	15 hrs	1,2
1.1	Comparative Education– Meaning, Scope and Present status. Major Concepts in Comparative Education: Juxtaposition – Area Studies – Comparative Statistics – Comparative dynamics – International Education and International studies.		
1.2	Purpose of Comparative Education – Better understanding of educational issues – Formulation policies and Reforms – Planning and Development.		
1.3	Values of Comparative Education – Intellectual – Practical – Social – Economic - Reformatory – Humanitarian.		
2	Historical development of comparative education	15 hrs	2,5
2.1	Historical Approach to Comparative Education – Nicholas Hans and Kandel.		
2.2	Phases in the development of comparative education- descriptive stage, predictive stage and scientific stage-Factors influencing the educational theory and practice of any country		
2.3	Educational Development at Primary and Secondary level from 1950 onwards – India, USA and UK		
2.4	Aims and vision of education in BRICS nations (Brazil, Russia, India, China and South Africa) - role of education in promoting development through knowledge exchange- PISA results, interpretations and insights- country specific overviews.		
2.5	Vocationalisation of Education – India and China – Gender concepts in Education		
3.	Methodology in comparative education	15 hrs	3,4,6
3.1	Classification of Methods – Discipline based – Purpose based – Higson’s categorization.		
3.2	Methods of Comparative Education – Historical – Cross disciplinary – Quantitative (statistical) and Problem Approach.		
3.3	Comparative education as a Social Science - Comparative studies and Decision making – Strategic and Tactical		
4	Institutions, structures and financing of education in different countries	15 hrs	5,7,8
4.1	Structure of pre-primary to higher education – India, France, China and USA.		



Comparative Education

4.2	Management of Education in School and Higher levels – Inclusion of CWSN in India and China.		
4.3	Priorities in Expenditure for different stages of Education – India, China, UK and USA.		
4.4	Grant-in-aid Policies and Centre State relationship in financing of education in a federal set up – India and USA.		
5	Teacher education, research and initiatives in comparative education	15 hrs	5,8
5.1	Pre-Service Teacher Education at various stages of education and in-service practices –India, UK and USA.		
5.2	Researches on Innovative Educational Practices at school level in India from an inter- regional perspective; International research and experience in promoting gender equality in and through education.		
5.3	National and International initiatives in Comparative Education.		
6	Pivotal issues and concerns of comparative education	15 hrs	6,8
6.1	Universalisation of Elementary Education – India, China and UK.		
6.2	Access, Equity and Quality in Higher Education – India, USA and Thailand.		
6.3	Education of the Marginalised – India, USA and Brazil		
6.4	Education for Economic growth and Modernisation – India, Philippines and Nigeria.		
6.5	Comparison of National policies in Education of OECD countries.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Conduct a study on the Socio-Economic background of the student community and the enrolment trends in School education in India and any two neighbouring countries. 2. Conduct a Quantitative and Qualitative analysis of the Literacy rates of any three countries (Developed, Developing and Underdeveloped). 3. Debate on any contemporary educational issue in the Asian countries. 4. Conduct a comparative study on the role of school for promoting gender equity in India. 5. Compare the industrial development in China in the context of their vocationalisation of education
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>

**Comparative Education**

Assessment Types	Mode of Assessment
	A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. B. End Semester Examination

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Instructional Design

Name of School	School of Pedagogical Sciences					
Programme	M. Ed.					
Scheme	Year	II	Semester		III	
Name of Course	Instructional Design					
Course Code	PSM21E15					
Type of Course	Elective					
Course Description (Summary & Justification)	The purpose of this course is to introduce students and teachers adapt to the systematic design of instruction. Learners are expected to learn how to plan, develop, and analyze the instructional design process effectively. The course covers various elements of Instructional and Material Design, Designing and Development of Instructional Materials, Instructional Design skills and competencies, Modes and models of Instructional Design, Designing and developing e-learning materials and teaching as Design. This course is also usefully designed for schools and university instructors to enhance their skills in integrating instructional design for classroom instruction.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practical	Others	Total Hours
	30	20	20	-	20	90
Pre-requisites	The prerequisite of the Course in Instructional Design are Bachelor's degree from any recognized Indian or Foreign University OR Completed Diploma / Degree in Teacher Education from any State.					

COURSE OUTCOMES (CO)

Sl. No.	Expected Course Outcome	Learning Domains	PSO No.
1	Analyse the history and evolution of Instructional Design	A	1,2,3,5,6
2	Critically examine the principles and characteristics of the design and development of instructional material	A	2,3,4,5
3	Describe the design and development of e-learning materials.	U	2,3,4,5,7
4	Explain the modes and models of Instructional design.	U	1,2,3,4,5,7
5	Build various competencies and skills in instructional design.	C	3,4,5,6,7,8
6	Appraise the role of teacher as an effective designer.	E	1,2,6,8,9,10



Instructional Design

***Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

COURSE CONTENT

Unit	Content	Time	CO No
1	Instructional design - concept, meaning, theories and components	15 hrs	1,5
1.1	Historical Perspective- Meaning, concept, principle- Instructional Design process –		
1.2	System Approach to instructional Design		
1.3	Theories on Instructional Design- Information Processing- Components of Instructional Design.		
2	Instructional design - instructional objectives: learning & teaching style; methods, models and strategies	15 hrs	2,3
2.1	Instructional objectives (Blooms Taxonomy)		
2.2	Learning and teaching styles in instructional design		
2.3	Instructional Method, Strategy and Models of Teaching.		
3.	Instructional design - e content development	15 hrs	3,4
3.1	Modes of Instructional Design- Computer Assisted Instruction- Principles and characteristics of instructional and material design.		
3.2	Learning material design: designing and development- Learning Environment -Design- content structuring- niceties of language writing- writing Styles.		
3.3	Designing e-content and materials.		
4	Instructional design - information and communication technology	15 hrs	4,5
4.1	Communication-computer mediated communication-hand held technologies; Communication tools for e-learning- e-learning and instructional design		
4.2	Approaches and components of e-learning- Types of e-learning: synchronous and asynchronous.		
4.3	Pedagogical design for e-learning-Interactive e-lesson and interactive multimedia in instructional design.		
5	Instructional design - models of instructional design and classroom practices	15 hrs	4,5
5.1	Class management -Assessment and assessment practices-- feedback and instructional design- planning a design.		
5.2	Models of instructional design-ADDIE, ASSURE , The Dick and Carey		
5.3	Design and development of course or unit		
6	Instructional design - teacher and teaching	15 hrs	2,6
6.1	Teaching as design: Historical perspective, Interpreting teaching as design		



Instructional Design

6.2	Pedagogical design capacity- Instructional design for humanities and science teaching		
6.3	Ethical issues in instructional design-teacher Vs technology		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Develop an e-learning content on a unit of your choice at secondary level 2. Prepare an interactive instructional material of two hours duration. 3. Develop an instructional design based on ADDIE mode 4. Develop a blended learning package for B.Ed students based on Optional subject.
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Both Online and offline Instruction, e contents, Discussion forums, Quizzes, Assignments
Assessment Types	Mode of Assessment A. Formative Assessment at the end of each module B. Subjective assignments C. End Semester examination

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Early Childhood Care and Education

Name of School	School of Pedagogical Sciences					
Programme	M. Ed.					
Scheme	Year	II	Semester		III	
Name of Course	Early Childhood Care and Education					
Course Code	PSM21E16					
Type of Course	Elective					
Course Description (Summary & Justification)	<p>Early Childhood Care and Education (ECCE) aims to develop a child's emotional, social, and physical needs for a firm, wide-ranging foundation and attaining full potential for lifelong well-being. ECCE is responsible for building capable future citizens. The time of remarkable brain development in children at its peak occurs from birth to eight years old as they are highly influenced by factors, environment, and people surrounding them.</p> <p>The course on ECCE develops understanding about Early childhood care and Education, Nature of human growth & development and also about the strategies of development of early childhood. Also the course helps in developing skills knowledge, attitude necessary to work with young children and enables them to manage and organize childcare centres such as preschool, nursery school, kindergarten, and day-care centres. The duration of this diploma course is for a year.</p>					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practical	Others	Total Hours
	30	20	20	-	20	90
Pre-requisites	<p>Learners are required to have a certain skill set to approach and develop a child that will enable them to motivate and work while finding success and joy each day.</p> <ul style="list-style-type: none">• Enthusiasm and love for children• Patience and humour• Creativity and flexibility• Respect of differences as each child is unique in their learning style and personality.					

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Analyse the fundamentals of early childhood care and education	<u>U,An,I</u>	<u>1</u>
2	Discuss the different concepts and characteristics of child development and child rearing practices	<u>A,U,Ap</u>	<u>3</u>



Early Childhood Care and Education

3	Reflect on various organization and administrative structure of early childhood care and education	<u>E,I,Ap</u>	<u>2,3</u>
4	Create awareness on various child guidance and counseling services.	<u>U,A</u>	<u>4,5</u>
5	Critically analyse the recent trends in early childhood care and education.	<u>A,E,I</u>	<u>4,6,7</u>
6	Develop skill in applying information technology used in early childhood care and education	<u>U,S,I</u>	<u>1,3,8</u>
7	Organise different types of pre-school curriculum.	<u>A,S,I</u>	<u>1,4,6</u>
8	Construct learning and play materials for early childhood	<u>C,S,I</u>	<u>3,5,7</u>
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Evolution and progress in early childhood care and education	15 hrs	1,2
1.1	Meaning – Need and significance - Aims and objectives.		
1.2	Historical perspective of early childhood care and education in Western countries and India with special reference to Kerala.		
1.3	Contribution of Indian and Western educationists to Early childhood care and education – Rousseau, Pestalozzi, Froebel, Montessori, Mahatma Gandhi, Tagore.		
2	Understanding early childhood care and education	15 hrs	1,2
2.1	Nature of human growth & development in the prenatal, postnatal and early childhood.		
2.2	Developmental tasks, Risk factors, Nature – nature issues, different phases of early childhood development – Physical, mental, emotional and intellectual.		
2.3	Psychological needs and problems of early childhood.		
2.4	Contributions of - Jean Piaget, Kohl Berg, Lev Vygotsky, Jerome S. Bruner, M. Gagne towards child development		
3.	Development of early childhood care and education	15 hrs	3,4
3.1	Education For All (EFA), Yashpal Committee Report, NCF, 2005, UEE Article 39 (f), Article 42, Article 45, Article 47, The constitution (86 th Amendment) Act, 2001.		
3.2	Agencies in the field of early childhood care and education – Government, Local Bodies and Private agencies.		
3.3	Administrative structure of early childhood education, Role of MHRD, MOHFW, SCERT, ICCW, KSCCW, DWCD, MHRD, MOHFW, SCERT.		
3.4	Quality improvement of ECCE – empowering the parents, the family and the community - Parental role and responsibility in		



Early Childhood Care and Education

	early childhood care and education – Role of PTA and MTA in child care and education.		
3.5	Role of IT in early childhood care and education.		
4	Programmes and strategies of early childhood care and education	15 hrs	2,4,7
4.1	Role of early childhood institutions in the State of Kerala – Anganwadies, Balawadies, Kindergarten, Montessori.		
4.2	Support service for women and girls.		
4.3	Nutrition and health education programmes – Nutritional supplementations, Diseases, immunization, pre-school education, child care, prevention and early detection of disabilities - Role of teachers , parents and community.		
4.4	Guidance and counseling services for various early childhood problems.		
4.5	ICDS, ‘Fixed Monthly Early Childhood Care and Education Day’ – purpose and activities.		
5	Curriculum for early childhood care and education	15 hrs	7,8
5.1	General principles to curricular approaches - developmentally appropriate, activity based and related to child’s needs, interests and abilities (according to the age)- (play and art as the basis of learning, recognition of special features of children’s thinking, primacy of experience, mix of formal and informal interaction, blend of cultural and textural materials, use of local materials – art and knowledge, health –well being – healthy habits.)		
5.2	Curriculum for school readiness – physical, cognitive and socio-emotional dimensions.		
5.3	Different types of preschool curriculum like Montessori, Kindergarten, Balawadi Support of workforce: Teachers’ helpers, parents and community support in functioning of ECCE.		
5.4	Resources for ECCE – finance, human resource, teaching and learning materials (commercial collected and created) – Resource allocation – preparation and use of learning and play materials – principles and characteristics.		
6	Training, research and evaluation in early childhood care and education	15 hrs	5,6,8
6.1	Need and significance of personnel involved in ECCE programme		
6.3	Developing awareness through guidance and counseling among parents and society.		
6.4	ECCE programmes – Current status – a critical evaluation – issues, concerns and problems		



Early Childhood Care and Education

Teaching Learning Approach	<ol style="list-style-type: none"> 1. Prepare a report on the present status of ECCE in State/Region/District 2. Case study of behaviorual problems of a child (at early childhood) 3. Develop a model curriculum for any one course of teacher education (at early childhood level). 4. Conducting a survey of child rearing practices in different cultures.
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. c) Subjective assignments <p>B. End Semester examination</p>



Higher Education

Name of School	School of Pedagogical Sciences					
Programme	M. Ed.					
Scheme	Year	II	Semester		III	
Name of Course	Higher Education					
Course Code	PSM21E17					
Type of Course	Elective					
Course Description (Summary & Justification)	This course explores the organizational structure, current issues and problems of higher education and its role within our society. The pattern of administration, planning and management of higher education and the recent trends and future initiatives for development in knowledge management in higher education are delineated in the course. This course also presents the goals, norms, and practices of university and discusses the issues, problems and perspectives of universities in the changing global scenario.					
Pre-requisites	A comprehensive idea regarding pattern of education system envisaged in different national policies.					
Total Student Learning Time (SLT)	Lecture	Tutorial	Seminar	Practice	Others	Total Hours
	10	5	-	8		23

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PSO No
1	Illustrate the recent trends and developments in Higher education.	U	1,4,5
2	Analyse the issues. Problems and challenges in higher education	A	3,5,7
3	Elucidate the requirements for man power requirements and technology adoption in higher education.	Ap	4,5,6
4	Critically examine the features of different systems of evaluation-semester, credit and semester etc..	A	3,6,7
5	Describe the features of different agencies for assessment and accreditation of higher education institutions.	U	1,2,3



Higher Education

6	Explain the concept of autonomy in higher education and Models of knowledge management.	U	4,5,6
7	Build a perspective on the administrative system of Universities.	C	1,4,5
8	Appraise policy of internationalization of higher education in India	E	2,6,7

COURSE CONTENT

Unit	Content	Time	CO No
1	Higher education in India	15 hrs	1,5
1.1	The concept of Higher Education, The Indian System of Higher Education: vision, mission, objectives and functions of higher education in India.		
1.2	Agencies responsible for higher education; Higher education as envisaged in the various reports of education commission and policies.		
1.3	The role of Higher Education in Indian context; Recent trends and developments in higher education system; Constitutional provisions related to higher education.		
2	The issues, problems and challenges of higher education in india	15 hrs	2
2.1	Burning Issues and Problems in higher education. Solutions for problems in higher education with special reference to NEP-2020.		
2.2	The Challenges of higher education as a result of liberalization, privatization and globalization.		
2.3	Manpower Planning: meaning, need, importance. Manpower requirements for the expansion of higher Education. Manpower planning process- strategic manpower forecasts. Problems of manpower planning in India.		
2.4	Equality of opportunities in higher education– issues, problems and tendencies.		
2.5	Brain Drain- Causes and consequences of brain drain.		
3.	University administration	15 hrs	4,7
3.1	The concept of University- types of universities. Basic functions of University.		
3.2	Structure of University administration: Role of Act, Statute, Ordinance, Regulation– Responsibilities of Senate, Syndicate, Academic Council, Board of studies. Statutory authorities of the University: Chancellor, Pro-Chancellor, Vice-Chancellor, Pro-Vice-Chancellor		
3.3	Evaluation system: Marking/Grading system, Semester system, Credit and Semester system; latest trends in evaluation.		



Higher Education

3.4	Changing roles of Universities in Teaching, Research, and Extension in the context of social and economic development.		
3.5	Issues, problems, and challenges of Indian Universities.		
4	Autonomy and knowledge management in higher education	15 hrs	3,6
4.1	The concept of autonomy in higher education: meaning, significance, scope, merits and demerits.		
4.2	Autonomous Universities, Autonomous Colleges, Deemed University; Autonomy within the university – Academic, Administrative and Financial Autonomies, Autonomy to the teaching departments		
4.3	The relevance and application of Knowledge Management in higher education; Creating a Learning Organization for Knowledge Workers. Models of knowledge management		
4.4	Effective use of ICT for Knowledge Management.		
4.5	Future of knowledge management in a 21st Century Knowledge-Based organization.		
5	Quality management and financing in higher education	15 hrs	5,6
5.1	Quality management in Indian higher education. Need for quality enhancement in higher education Authorities, Teachers and Students as partners in quality management, Minimum qualification for the appointment of teachers in higher education. UGC regulations for the appointment of a teacher. Performance appraisal for teachers and administrators.		
5.2	Assessment & Accreditation of institutions of Higher Education – CABE, NAAC, NCTE, NUEPA, UGC: its functioning; Financing in higher education, source of fund for higher education. Financial accountabilities of universities.		
5.3	Central Grants to the universities, and colleges, Grants in aid to the state universities and colleges from the state governments. Self – financing institutions		
6	Internationalization of higher education in india	15 hrs	8
6.1	Internationalization of higher education in India: rationale, approaches, strategies and organization models for internationalization of higher education. Maintenance of international standards in higher education.		
6.2	Academic network and alliances with foreign universities. Comparison of higher education system in India, USA and UK. Competition from the emergence of foreign higher education institutions in India.		
6.3	The Changing Nature of Research in higher education. Need for research in higher education. Internationalization of higher education: A research area.		



Higher Education

6.4	Internationalization of higher education in India: rationale, approaches, strategies and organization models for internationalization of higher education. Maintenance of international standards in higher education.		
6.5	Academic network and alliances with foreign universities. Comparison of higher education system in India, USA and UK. Competition from the emergence of foreign higher education institutions in India.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Conduct a diagnostic study on the performance of any one higher educational institution in promoting soft skills. 2. Analyze the problems of higher education in India through a survey and give suggestions to solve the problems. 3. Critical appraisal of administrative hierarchy of a professional institution of your choice. 4. Conduct a SWOT analysis about the performance of a higher education institution in your locality
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. <p>B. End Semester Examination</p>



Instructional Communication

Name of School	School of Pedagogical Sciences				
Programme	M.Ed.				
Scheme	Year	II	Semester	III	
Course	Instructional communication				
Course Code	PSM21E18				
Type of Course	Elective				
Course Summary & Justification	This course has been designed with the purposes of giving an overview of instructional communication as an area of study and research within the field of education. The course investigates theoretical and practical implications of instructional communication. Exposes the learners to communication principles and practices of teaching and addressing the public on different occasions.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisite	Awareness about instructional communication and need for effective communication for attainment of goals of education.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1.	Develop understanding about instructional communication and its conceptual framework	U, A, An	1, 4, 5, 6, 7
2.	Develop the skills in digital tools of creative expression and technologies of communication	A, An, C, S	6, 8, 9, 10
3.	Analyse Theories and principles of instructional Communication	U, A, An,	1, 2, 3, 4
4.	Analyse Models of Instructional Communication and its application in the classroom	U, A, An,	1, 2, 3, 5
5.	Acquire Communication skills and strategies for effective instructional communication	An, E, A	2, 3, 5, 6, 7
6.	Develop competencies for evaluating instructional communication and preparing tools and techniques for communication	S, C, A	3, 5, 6, 8



Instructional Communication

7.	Comprehend types of communication and its relevance in instructional setting	U, A, E	3, 4, 5, 6, 7, 9, 10
8.	Familiarise theories and principles of public communication	A, E	1, 2, 3, 6, 7, 9, 10
9.	Analyse the relevance of Multimedia and Mass Media in instructional communication	U, A, C	2, 3, 8, 9, 10
10.	Acquire the ability to adopt effective strategies for Mass Communication.	An, C, S	6, 8, 9, 10
11.	Familiarise the application of Recent Online and offline tools for mass communication in teaching and learning	U, A, S, I	1,5,7
12.	Critically examine Barriers in Effective Classroom communication	E, R, U,	3, 5, 6

**Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) Attitude (At), and Appreciation (Ap)*

COURSE CONTENT

Unit	Content	Time	CO No
1	Introduction to Instructional Communication	15 hrs	1,2,5
1.1	Instructional Communication: Meaning, Definition, Process and Purpose. Characteristics, Features, Functions and objectives of Instructional Communication		
1.2	Elements of Communication and Communication Cycle; Gender and culture in communication. Technologies of communication: Imitation, Symbols, Language, Print, Motion Pictures, Broadcasting		
1.3	Introduction to digital tools of creative expression (use of specific software and hardware including operating systems, media editing programmes, authoring and software utilities)		
2	Theories of Classroom Communication	15 hrs	3,4,5
2.1	Stages, Phases of Classroom Communication. Effective classroom Communication Strategies. Principles of effective classroom communication		
2.2	Theories of classroom Communication: Mathematical theory, Information theory, Free press and social responsibility theory.		
2.3	Theories and Models of Instructional Communication: Keller's Model of Instructional design, French and Raven's Instructional influence theory, Information processing theory, Social cognitive/learning theory.		
3	Instructional Communication Skills	15 hrs	1,3,6



Instructional Communication

3.1	LSRW (Listening, Speaking, Reading, Writing). Developing Communication skills: strategies and techniques		
3.2	Principles to develop effective presentations for public and professional settings integrating appropriate technology		
3.3	Rubrics for assessment of communication skills. Evaluation of Instructional Communication Skills: Tools and Techniques		
4	Types of Communication (15 hrs)	15 hrs	7,6
4.1	Verbal Communication & Non-verbal Communication: Features, Characteristics, importance, Merits and Demerits, elements of influencing communication		
4.2	Oral and written communication: Features and elements. Kinesics, Paralanguage/ Vocalics. Formal and informal communication: Uses and importance		
4.3	Theories and principles of public communication like methods of persuasion, critical analysis, speaker-listener coordination in public and online setting and measurement of effective public communication.		
5	Mass Communication	15 hrs	9,10,11
5.1	Multimedia and Mass Media in Education: Need and cotemporary relevance. Effective strategies for Mass Communication.		
5.2	Review of mass communication and media theory. Recent Online and offline tools for mass communication in teaching and learning		
5.3	Social media for mass communication, Web based education, MOOC, SWAYAM, SWAYAM PRABHA		
6	Barriers in Effective Classroom Communication	15 hrs	11,12
6.1	Hinders in the process of communication at various level of communication. Aspects or conditions that interfere effective communication. Intercultural communication in a multicultural society.		
6.2	Types of barriers: Physical, Perceptual, Emotional, Cultural, language, gender, organisational barriers.		
6.3	Strategies to overcome barriers to communication, Ways to make classroom communication effective		

PRACTICUM (Any One)	1. An article / write-up on any recent mass media tool for classroom communication 2. Hands on experience of online / offline tool for communication
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Instructional Communication

	3. Preparation of rubrics for evaluating classroom communication 4. Survey on the effectiveness any social media application for classroom communication
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit presentations, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative....
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. B. End Semester Examination

REFERENCES

1. Bloome, D. (1984). Gaining access to and control of reading and writing resources: K-8, (Final report submitted to the NCTE Research Foundation) Urbana, IL: National Council of Teachers of English.
2. Brunswick, NJ: Transaction Books. Downs, V. C., Javidi, M., & Nussbaum, J. F. (1988). An analysis of teachers' verbal communication within the college classroom: Use of humor, self-disclosure, and narratives. *Communication Education*, 37, 127–141.
3. Burns, C. & Myhill, D. (2004). Interactive or inactive? A consideration of the nature of interaction in whole- class instruction. *Cambridge Journal of Education*, 34(1), 35-49.
4. Cazden, C. (2001). *Classroom discourse: The language of teaching and learning*, 2nd edition. Westport, CT: Heinemann.
5. Collins, J. & Michaels, S. (2006). Speaking and writing: Discourse strategies and the acquisition of literacy. In J. Cook-Gumperz (Ed.), *The social construction of literacy*, 2nd edition, 245-263. New York: Cambridge University Press.
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7. DeStefano, J., Pepinsky, H. and Sanders, T. (1982). "Discourse rules for literacy learning in a first grade classroom". In *Communicating in the classroom*, Edited by: Wilkinson, L.C. 101–130. New York: Academic Press.
8. Neill, S. (1991). *Classroom nonverbal communication*. New York: Routledge.
9. Woolfolk, A. and Galloway, C. (1985). Nonverbal communication and the study of teaching. *Theory Into Practice*.

SUGGESTED READING

**Instructional Communication**

1. <https://www.oxfordbibliographies.com/view/document/obo-9780199756841/obo-9780199756841-0177.xml>
2. <https://www.encyclopedia.com/media/encyclopedias-almanacs-transcripts-and-maps/instructional-communication>
3. https://www.researchgate.net/publication/248968092_Instructional_Communication_Competence_Lessons_Learned_from_Award-Winning_Teachers
4. <https://www.highspeedtraining.co.uk/hub/communication-skills-for-teachers/>
5. https://www.researchgate.net/publication/338253705_EFFECTIVE_CLASSROOM_COMMUNICATION
6. <https://www.tandfonline.com/doi/abs/10.1080/00405848709543245?journalCode=htip20>
7. <https://uwgedpsych.pressbooks.com/chapter/the-nature-of-classroom-communication/>
8. https://us.corwin.com/sites/default/files/upm-binaries/33574_8.pdf
9. <https://web.asc.upenn.edu/gerbner/Asset.aspx?assetID=370>
10. <https://study.com/academy/lesson/ginotts-congruent-communication-theory-in-classrooms.html>
11. <https://www.ukessays.com/essays/education/theories-communication-education-3147.php>
12. <http://www.egyankosh.ac.in/bitstream/123456789/7981/1/Unit-2.pdf>
13. <https://www.k12academics.com/pedagogy/edutainment/fundamental-communication-education-theories-pedagogy-used-field>
14. <https://pdfs.semanticscholar.org/95bc/2f60546bfbe0003c979016678b3680655e18.pdf>
15. https://www.researchgate.net/publication/324083054_Classroom_Communication_Techniques_A_Tool_for_Pupils'_Participation_in_the_Learning_Process_across_the_Curriculum
16. <https://methods.sagepub.com/reference/the-sage-encyclopedia-of-communication-research-methods/i6601.xml>

SEMESTER IV						
Course Code	Course type	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21C13	Core <i>Specialisation</i>	Context and Challenges of Middle and Secondary Education	4	40	60	100
PSM21C14	Core <i>Teacher Education</i>	Policy Perspectives and Innovations in Teacher Education	4	40	60	100
PSM21C15	Core <i>Field Internship - 1</i> <i>[Two Weeks: 10 - 14 days]</i>	Field Internship in PPTTI/ TTI/ DIETs (Min. 5 lessons) & visit to an educational Institution like SIET, SCERT, SIEMAT etc. as an Intern	3	75	--	75
PSM21C16	Core <i>Field Internship - 2</i> <i>[Two Weeks: 10 - 14 days]</i>	Field Internship in Secondary Teacher Education Institutions and field sites (Secondary and Senior Secondary Schools) relevant to the area of specialisation opted from Thematic Cluster C	3	75	--	75
PSM21C17	Core <i>Field Immersion</i> <i>[One Week: 5 - 7 days]</i>	Field Immersion: Visit to CRC/ BRC/ SRC/ RIE/ NCERT/ Other Institutions of National Importance etc./ Training programmes - Pre-service/ Seminar/ Workshop	2	50	--	50
PSM21E19	Elective	English Education	4	40	60	100

SEMESTER IV						
Course Code	Course type	Course Name	Credits	Internal Marks	External Marks	Total Marks
PSM21E20	<i>Thematic Cluster C: Emerging Practices in Secondary Education for Professionalising</i> <i>[Select any One Course]</i>	Malayalam Education	4	40	60	100
PSM21E21		Hindi Education	4	40	60	100
PSM21E22		Sanskrit Education	4	40	60	100
PSM21E23		Arabic Education	4	40	60	100
PSM21E24		Mathematics Education	4	40	60	100
PSM21E25		Science Education	4	40	60	100
PSM21E26		Social Science Education	4	40	60	100
PSM21E27		Commerce Education	4	40	60	100
PSM21E28		Information Technology and Computer Science Education	4	40	60	100
Total			20	320	180	500



Context and Issues of Middle and Secondary Education

Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Context and issues of middle and secondary education				
Course Code	PSM21C13				
Type of Course	Core				
Course Summary & Justification	This course develops an understanding of Middle and Secondary Education. The functions, objectives, scope and vision of these stages are enlisted in the course. Besides, the Psychological and sociological perspectives of secondary education – Socio- emotional competencies of the adolescents and role of Secondary education are discussed. Constitutional provisions for secondary education and Articles related to education and their implications are also included in the course.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Practical	Others	Total
	40	20	20	10	90
Pre-requisites	Awareness about institutions and systems of secondary education at national, state and local levels and different school systems at government and private sectors .				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Discuss the concept and perspectives of middle and secondary education	U,An,I	1,4,5
2	Critically evaluate the development of secondary and higher secondary education in the post-independence period	An,E,Ap	1,4,6
3	Debate on the development of Middle and secondary education in Kerala	An,C,E,At	5,6,7,8
4	Critically examine the underlying principles of curriculum development and evaluation at the middle and secondary stage	An,E,Ap	1,3,4
5	Design curriculum in accordance with the contemporary Trends in Middle and Secondary Education	A,S,I	4,6,9,10
6	Discuss the concept, objectives, rationale, challenges, and extent of success of Universal Secondary Education	U,An,I	1,3,6,7



Context and Issues of Middle and Secondary Education

7	Organize skill development programmes for middle and secondary school students	A,C,S,I	3,5,7
8	Develop insights on digital initiatives suitable for middle and secondary school students	A,E,Ap,	1,3,5
9	Assess the role of different regulatory and monitoring agencies of Middle and secondary education at national and state levels	U,E,An	2,4,8,9
10	Estimate the impact of quality enhancement programmes and initiatives at Middle and secondary levels	An,E,C,Ap	3,5,8,9
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Middle and Secondary Education: Concept and Perspectives	15 hrs	1,3
1.1	Middle and Secondary Education – Functions, Objectives, Scope and Vision.		
1.2	Psychological and sociological perspectives of middle and secondary education		
1.3	Socio-emotional competencies of the adolescents – Role of Secondary education		
1.4	A critical evaluation of the development of secondary education in India with special reference to Kerala		
1.5	Constitutional provisions for secondary education – Articles related to education and their implications. Legislative provisions – National and State		
2	Development of Secondary & Higher Secondary Education in the Post Independence Period	15 hrs	2,5,9,10
2.1	Aims, Objectives and Concerns prioritised in Commissions and Documents on Secondary Education – Secondary Education Commission 1953, Indian Education Commission 1966, National Policy on Education 1986, Yashpal Committee 1993		
2.2	National Curriculum Framework 2005, Kerala Curriculum Frame Work 2007, Vision NEP 2020		
2.3	Programmes and Initiative for Secondary Education – Critical evaluation of the Government initiatives; SSA and RMSA, Samagra Siksha, Samagra Siksha Kerala (SSK), Madhyamic Siksha Karmasuchi (MSK)		
2.4	School Education and its administration in Kerala		
2.5	Planning and Allocation of Funds for school education		
3.	Institutions, Systems and Structures at Secondary & Higher Secondary Level	15 hrs	9,10


Context and Issues of Middle and Secondary Education

3.1	Institutions and systems of secondary education at national, state and local levels		
3.2	Different school systems at government and private sectors – Quality perspectives.		
3.3	Quality Secondary and Higher Secondary Education – Responsibilities and challenges of Ministry of Education GoI, NCERT, SCERT and DIETs		
3.4	PPP in education, Role of NGOs and other agencies in private sector		
3.5	Local and Global resources for Quality enhancement at the secondary and higher secondary level		
4	Problems and Challenges at Secondary & Higher Secondary level	15 hrs	3,6
4.1	Problems and challenges at secondary and higher secondary level – Practices and remediation to the issues of Addictions, Identity crisis, Anxiety, Maladjustment, Neglect, Rejection and Discrimination		
4.2	Economic-Social-Emotional issues of secondary school students in different school systems – Suggestions and Remedies		
4.3	Problems and Strategies of Inclusive Education, Disabilities and difficulties in Learning. Equalisation of Educational Opportunities – Gender equity		
4.4	Vocationalisation of secondary education – concept and concerns		
4.5	Universalisation of Secondary Education in India with special reference to Kerala		
5	Curriculum and Assessment in Middle and Secondary Education	15 hrs	4,5,7,10
5.1	Curriculum Development for Middle and Secondary Education – Principles and Approaches		
5.2	Skills Development among secondary and higher secondary school students – Life Skills – Additional Skills Acquisition Programme – Role of teachers, Professionals, Management and PTA.		
5.3	Classroom testing and Assessment – Quantitative and Qualitative Perspectives – Recent trends in evaluation – CCE, Online testing, Performance based evaluation and Collaborative Evaluation.		
5.4	Competency based Education and Curriculum – Tools and Techniques of Evaluation at the secondary level		
5.5	Development of leadership and citizenship among middle and secondary school students – NSS, SPC, Scouts and Guides		
6	Contemporary Trends in Quality Improvement in Middle and Secondary Education	15 hrs	5,8,10



Context and Issues of Middle and Secondary Education

6.1	Quality enhancement through ICT – Integrating Technology at Middle and Secondary level		
6.2	Digital initiatives in middle and secondary level education at National, State and Local levels		
6.3	Technology-based learning models – Visual models – Problem-based learning – Virtual Learning – Web-based Learning – Augmented Learning and Cloud-based Learning		
6.4	Type of Media and Interactive Technologies – Multimedia – Teleconferencing – Video Conferencing – Web conferencing, Learning Management System (LMS)		
6.5	Quality and Qualification of Teachers – Teacher Education at Middle and secondary level – Teacher Eligibility Tests – National and State Level – Recent Initiatives of CBSE, NCERT and NCTE		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Conduct a cyber awareness security campaign and submit a report 2. Prepare an instructional package on life skills and conduct a training programme for middle and secondary school students 3. Develop remedial package to the issues of Addictions for adolescents 4. Critically examine the questions of any one teacher eligibility test 5. Conduct a Case study on “Hero-worship” practices among secondary school students.
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. <p>B. Semester End examination</p>



Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Policy perspectives and innovations in teacher education				
Course Code	Core				
Type of Course	PSM21C14				
Course Summary & Justification	This course helps to develop an understanding of the existing teacher education system, national and state level policies on teacher education, management of teacher education and emerging trends in research in teacher education. Besides the course discusses the need and significance of professional ethics and accountability of teacher educators and the ways of appraising quality assurance in teacher education. The discussion of problems, issues, and challenges in teacher education in the light of the NCTE regulation and NEP 2020 vision document are also included in the course.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisite	Awareness on the role of teacher education and influence of teachers in Society.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Elucidate the perspectives and practices of teacher education in India.	U	1
2	Discuss the role of different organizations and agencies of teacher education and describe their functions and management.	A	3
3	Analyze the factors infecting the quality of in and pre service teacher education program in India	Ap	2,3
4	Describe general structure and quality initiatives of teacher education in India.	U	4,5
5	Predict new trends of research in teacher education	E	4,6,7
6	Use modern instructional strategies, models of teaching and ICT in teacher education.	A	1,3,8



Policy Perspectives and Innovations in Teacher Education

7	Explain the issues related to enhancing teacher competencies, commitment & performance	E	1,4,6
8	Explore the paradigms for research in teacher education	C	3,5,7
9	Identify priority areas of research and experimentation in teacher education.	An	1,4,6
10	Develop competencies through practical experiences to become an effective teacher educator	A	1,4,6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Teacher Education Systems and Practices	15 hrs	1,5,6
1.1	Theoretical and practical aspects of the teacher education programme and its duration; Evaluation - internal and external		
1.2	Modern teaching strategies for addressing issues like gender, access, diversity and inclusiveness of classroom. Knowledge Management Strategies. Use of AI in knowledge management		
1.3	Skill development and Instructional methods in teacher education. Micro-teaching, FIACS, VICS. Lecture cum Discussion/Demonstration, Seminars, Workshops, Symposiums, Group discussion, Supervised study, Collaborative/Cooperative Learning Strategies, Virtual and e-mode		
1.4	Models of Teaching - General Principles, Families of Models. Advance Organizer Model, Concept Attainment Model, Cognitive Growth Model, Inquiry Training Model, Jurisprudential Inquiry Model, Synectic Model, Direct Instruction Models		
1.5	Innovative Instructional Practices: Blended Learning, Flipped Learning, Augmented Reality, Learning Cycle Models - 5E, 7E; e-learning model - Gilly Salmon's Five Stage Models		
2	Teacher Development: Approaches, Policies and Programmes	15 hrs	3,6,7
2.1	Teacher development - Concept; Personal and contextual factors influencing teacher development		
2.2	Berliner's stages of development of a teacher; Approaches to teacher development - self-directed development, cooperative or collegial development, change-oriented staff development		
2.3	Professional development of teachers – Avenues, Agencies – Pre-service and In-service. Scheme of Pandit Madan Mohan Malaviya National Mission Mission on Teachers and Teaching		



2.4	A review of National and State Policies on teacher education, post-independence developments in teacher education in India.		
2.5	The Justice Verma Committee (JVC) on Teacher Education, 2012; NEP-2020 vision on Teacher education		
3.	Management of Teacher Education	15 hrs	2,4,7
3.1	Management, Structure and functions of teacher education Colleges; Universalisation of Secondary Education, NCF 2005, KCF 2007, NCFTE 2009 and RTE Act 2009 its implications on Teacher Education		
3.2	Vertical mobility of school teacher - avenues; teacher empowerment programmes for horizontal and vertical organisational learning and positional mobility of school teachers		
3.3	Professional ethics and accountability of teachers - professional empowerment of teachers to teach in diverse classrooms; role and quality of pre-service and in-service teacher education programmes.		
3.4	Competency Based Teacher education: competencies of the modern teacher - 21 st century instructional skills and teacher competencies		
3.5	Professional growth; teachers' pedagogical culture; pedagogical innovations. Types of TEIs: NCERT RIE, IASE, CTE, DIETs, TTI		
4	Paradigms for Research in Teacher Education	15 hrs	5,8,9
4.1	Contributions of Gage, Doyle and Shulman; Research on effectiveness of teacher education Programme		
4.2	Methodological issues of research in teacher education; Emerging trends of research in teacher education.		
4.3	Problems and issues in professional development of teachers.		
4.4	Barriers in enhancing teacher competence, commitment and teacher performance		
4.5	Challenges in linking teacher education institutions between School, Community, Government agencies, Universities, NGOs and teacher training institutions.		
5	Quality Assurance In Teacher Education	15 hrs	3,4
5.1	Quality and excellence in teacher education-major initiatives of the Government of India in its plans		
5.2	Total Quality Management (TQM) in teacher education		
5.3	Role of Teachers in Promoting Quality - teacher quality, teacher learning, and teacher improvement; Qualities of Good Teacher; Concept and strategies for making teachers as reflective practitioners.		
5.4	Impact of privatization and Globalization in Teacher Education; Autonomy in Teacher Education		
5.5	Benchmarking in teacher education-concept		



Policy Perspectives and Innovations in Teacher Education

6	Challenges of ICT Integration in Teacher Education	15 hrs	6,10
6.1	New Positions for Teachers; Networking Teacher Education; Integrating ICT Skills and Curriculum Design During Pre-Service Teacher Education		
6.2	Considering the strengths of web-based collaboration; strength of web-based collaboration		
6.3	A Lifelong Learning Perspective; Barriers, and Future Recommendations		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Review of a few recent research studies in teacher education with reference to design, findings and policy implications 2. Study of the annual reports of SCERT/RIE/NCERT/NUEPA to identify the various programmes for professional development of teacher educators 3. Develop a rubric for observing and rating teaching competencies of teacher educators 4. Identify the challenges in management of teacher education system and suggest remedies
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. <p>B. Semester End examination</p>

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Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	English Education				
Course Code	PSM21E19				
Type of Course	Elective				
Course Summary & Justification	Language is always regarded as the means of communication. Among all the foreign languages English is worldwide accepted as the international language. It has been the window on the world through which we peep into the world to grasp international information on trade, education, health, politics etc. In this connection we need to strengthen our efficiency in English language to present ourselves in the market of education as a skilled person. Basically, in teaching and learning, English language deals with different modes of transaction, language skills. It enables a teacher to follow variety of methods of teaching of prose & poetry, grammar; and enables to prepare the lesson plan and scheme of lessons. As a teacher educator, one needs to learn role and anatomy of English language, methods of teaching and developing language skills, phonetics etc which are reflected in this course.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisite	An understanding of the nature of language				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Analyse the linguistic, psychological and social processes underlying learning of language	U	1
2	Elucidate the various aspects and dimensions of teaching English as a Second Language in the schools and colleges in Kerala.	A	3
3	Build a perspective on the theories of language acquisition	Ap	2,3
4	Differentiate the approaches, methods and strategies for English language teaching	A	4,5
5	Describe various skills involved in teaching English	A	4,6,7



6	Apply the acquired skills in actual classroom situations	U	1,3,8
7	Appreciate the technique of teaching language and literature	Ap	1,4,6
8	Examine the various aspects related to assessment and evaluation.	A	3,5,7
9	Survey the various aspects related to teacher empowerment.	U	1,4,6
10	Analyse the various areas of research in language education.	An	1,4,6
11	Enlist the various traditional and technological resources.	R	1,4,6
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			


COURSE CONTENT

Unit	Content	Time	CO No
1	English Language Learning and Curriculum Development	15 hrs	1,4
1.1	Objectives of Teaching /Learning English as first, second and foreign language		
1.2	Factors and problems in second language acquisition		
1.3	Scope of English language education – at school and college levels; at under graduate and post graduate teacher education programmes		
1.4	Principles of language curriculum construction		
1.5	Types – structural, skill based, situational, notional–functional, communicative, discourse based		
2	Theoretical Bases and Policies for English Language Learning	15 hrs	3,7
2.1	Behaviourism; Cognitivism – Chomsky’s LAD, Universal Grammar, TG Grammar		
2.2	Constructivism – Social Constructivism – Bandura, Vygotsky		
2.3	English Language Policies in India		
3.	English Language Instruction	15 hrs	4,5,6,7
3.1	Approaches and Methods – Communicative Approach, Humanistic Approaches, CAI, E–learning, M–Learning		
3.2	Strategies and Techniques – Dramatization, Narrative Discourses and analysis, Conversation analysis, Mind mapping, Brain storming, Ability grouping, Group work and pair work, Techniques for individualization – differentiated assignments, classroom tasks, personalized system of instruction, self-directed learning and understanding individual project		
3.3	Models of Teaching: Synectics, Jurisprudential Inquiry, Role play, Concept Attainment, and Advance Organizer		
4	Teaching Language and Literature	15 hrs	2,5,6,7,11
4.1	Aims and Objectives of Teaching Language and Literature		




4.2	Developing Language Skills (basic, intermediate, advanced) – activities and assessment		
4.3	Innovative techniques for teaching vocabulary, grammar, literature – prose, poetry, drama and fiction		
4.4	Developing lesson designs based on constructivist principles		
4.5	Resources for language learning – books, periodicals, libraries, community resources, virtual libraries, Smart classrooms, digitalized language laboratories, EDUSAT, web tools – blogs, podcasts		
5	Teacher Empowerment Practices	15 hrs	1,8,9
5.1	Pre-service and in-service training; Professional organizations and online Teacher networks		
5.2	Reflective Teaching		
5.3	Teacher Portfolio		
5.4	Coping with Professional Stress		
5.5	Developing Communicative Competence and Soft Skills		
6	Assessment and Research Perspectives in Language Education	15 hrs	8,10
6.1	Types of test – teacher made, achievement test, diagnostic test and standardized test		
6.2	Trends in Assessment – Performance based assessment – Portfolio assessment, rubrics, and online assessment		
6.3	Research Trends in English Language Education with special reference to instructional strategies and instructional materials; Action Research in English Language Education		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Preparation of lesson designs for Secondary school students. 2. Conduct of action research based on problems faced by students in learning English at Secondary level. 3. Development of observation schedule for assessing language skills in English. 4. Preparation of video learning programme for broadcasting in an educational channel.
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit presentations, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. B. Semester End examination

	MAHATMA GANDHI UNIVERSITY	200
	English Education	

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	MAHATMA GANDHI UNIVERSITY		201
	English Education		

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Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Malayalam Education				
Course Code	SPSMPE20				
Type of Course	Elective				
Course Summary & Justification	This course develops understanding about Nature, origin and, growth, Development and characteristics of Malayalam language- level of structure-language learning. Relevant theories- the aims of teaching Mother tongue- Mother tongue as the 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.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisite	Aware about Principles and theories of language learning and theories of language acquisition				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1.	Develop an awareness about the significance of teaching Malayalam language and literature at various levels of education	R,U	1,3,4
2.	Develop skills and competencies in teaching of Malayalam.	C,S,I	3,4,5,
3.	Acquaint with the pedagogy of Malayalam language and appropriate strategies of teaching and evaluation	U,I	4,5,7
4.	Master various areas of research in Malayalam language education	An,E,I	3,6,
5.	Debate on the various aspects in relation to teacher empowerment	An,Ap	9,10
6.	Develop concepts on various traditional and technological learning resources	C,I,Ap	2,3



7.	Associate the theories of language with teaching and its various aspects	U,An,Ap	2,3
8.	Select suitable models of teaching for Malayalam classrooms	An,E	4,6,7
9.	Summarise the principles and modern trends in curriculum construction in Malayalam language education	U,E,Ap	1,3,8
10.	Develop professional competency in teaching and using ICT in Malayalam language learning	C,S,I,At	4,5,7,8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Theoretical Bases of Malayalam Language Education	15 hrs	1,4
1.1	Nature, origin and, growth, Development and characteristics of Malayalam language- level of structure-language learning. Relevant theories- the aims of teaching Mother tongue- Mother tongue as the 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		
1.2	The Indian tradition: contribution of Panini, Patanjali and Bhartruhari, A.R. Rajaraja varma, Kuttikrishna marar, Sgeshagiri Prabhu, Ezhuthachan- songs, stories, folklore – Influence of media- The western tradition- behaviouristic approach- cognitive approach- constructivist approach- social constructivist approach- communicative approach- contributions of Dr. Hermen Gundert, Chomsky, Vygotsky- Generative grammar. Psycho linguistic approach- principles and psychology of language-learning. Physiological, sociological and philosophical bases of language learning- State Institute of languages- Role and significance in developing as medium of instruction		
2	Curriculum Development	15 hrs	2,6,7,
2.1	General principles- foundations of curriculum- philosophical- Psychological sociological- Different types of curriculum- structural- skill based-situational- Notional- Functional- Communicative- Discourse based. The curriculum process and stages- selection of aims, goals and objectives. Role of curriculum in effective teaching and learning- role of teachers in curriculum development- Nature of Language curriculum, basic considerations in curriculum planning- modern trends in curriculum construction.		
2.2	Review of National School Curriculum (2000)- NCF (2005)- NCF (2007)- Modern trends in curriculum construction-Critical		



	analysis of Malayalam curriculum and textbooks newly implemented in Kerala.		
2.3	Learning Resources:Text books- objectives- Principles of text book preparation- evaluation and improvement- Text book analysis procedure-supplementary reading materials- school library- its organization and use- selection of periodicals including journals- Use of community resources. Electronic dictionaries and grammars..		
2.4	E-learning- M-learning- U-learning- Multimedia equipments- EDUSAT- Tele conferencing- virtual learning- virtual libraries- smart classrooms – web tools- Blogs- Podcasts- Moodle- Digitalized language laboratories- scope and functions of Victors channel in Kerala- Barriers in utilizing visual media in language education		
3.	Instructional practices in Malayalam Education	15 hrs	3,7,8,9
3.1	Principles and theories of language learning. Theories of language acquisition – Environmentalist theory, Nativist theory, Interactionist theory. Critical pedagogy and other relevant theories regarding current practices at secondary and higher secondary level.		
3.2	Detailed study of multiple intelligence theory and its classroom implications with special reference to language education. Suitable models of teaching for Malayalam language- Syntetics and Concept attainment Model.		
3.3	Bloom's taxonomy of Educational objectives- Developing language skills: Basic, Intermediate and Advanced.		
4	Methods of teaching Malayalam Language and Literature	15 hrs	3,8
4.1	Teaching of prose - Aims of teaching prose lessons- language aspects, skills, vocabulary, Grammar, social aspects, language for instruction, language for cultural transmission, language and intellectual growth.		
4.2	Teaching different forms of literature - appreciation and development of creativity- composition of different forms of literature in Malayalam - Poetry, Story, Drama, Biography, life sketch, Diary, Auto biography, Screen play- travelogue- preparation of reports.		
4.3	Teaching of Poetry - aims of teaching poetry-methods of teaching poetry-Teaching of Grammar-place of grammar in language learning- Teaching fundamental and functional grammar- different methods of teaching grammar- Developing language skills- Teaching methods- oral approach-direct method- indirect method- structural method- inductive and deductive method- play way method- Activity oriented method- heuristic method.		



4.4	Techniques of Teaching - Questioning- Co-operative learning –Collaborative learning- Brain storming- Peer tutoring- Role play- Dramatization- Computer assisted instruction- Workshop-Symposia- Mastery learning- Buzz session- Debates- Method of Individualized assignments-reflective learning. The concept of techno-pedagogic content knowledge analysis (TPCKA)- E-twinning for professional growth/instructional growth. Practice teaching and internship programmes.		
5	Evaluation of learning outcomes	15 hrs	3,4
5.1	Evaluation- Formative, Summative CCE, Grading, CBCSS- Performance based assessments- portfolio assessment- Types of tests- Teacher made, Standardized tests – diagnostic tests, Achievement tests, diagnosis and remedial teaching. Different steps for standardization of an Achievement test. Variables of language testing- Elements and skills. Revised Bloom's taxonomy.		
5.2	Evaluation techniques in Malayalam language skills- Modern trends- evaluation projects, seminars, group discussions, symposia, assessment using portfolio, rubrics- online assessment. Different assessment techniques used for discourses.		
5.3	Evaluation of Language skills including listening, speaking, reading and writing-literature- music-Dance forms Folklore- Drama- techniques of self learning- Distance learning- Self directed learning- Tele conferencing- e-learning-Assessment of different skills		
6	Empowering the Malayalam Teacher	15 hrs	3,4,5,10
6.1	Pre-service training, In-service training–Different modalities, Role of professional organizations like NCERT, SCERT and voluntary organizations and various Medias. Self developed routine practices using various electronic Medias and computer based resources,		
6.2	Online teacher networks- Reflective teaching- Teacher portfolio- strategies of coping with personal and professional stress. Professional traits of a teacher- Need for professional development of teachers. Professional organizations- Teacher portfolio.		
6.3	e-learning, m-learning, virtual libraries, web tools, blogs, podcasts, EDUSAT, Micro teaching, practicing various skills-developing teaching competencies- linking ICT enabled skills-developing criteria for evaluating teaching competence-practicing team teaching		
6.4	Research perspectives - A survey of recent research trends available which can be applied in Malayalam language		



	education- Relevant areas of research in Malayalam education with special emphasis on curriculum revisions, pedagogy, testing and assessment, development of innovative techniques- Research gaps in Language education. Identification of research topics and preparation of research designs. Research journals- undertaking research publications- research on reflective teaching- action research- practitioner research- constructive research paradigm.		
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PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Preparation of lesson transcripts in Malayalam based on Synectics Model 2. Preparation of lesson transcripts in Malayalam based on Concept Attainment Model 3. Critically analyze a course book in Malayalam at Secondary/Higher secondary level 4. Prepare a lesson design based on any one modern instructional strategy 5. An action research on the problems faced by Malayalam learners at secondary level 6. Critically analyze the existing trends and techniques of evaluation 7. Prepare a multimedia learning package on any topic for developing communicative skill in Malayalam 8. Produce a short film in Malayalam 9. Publish a Malayalam periodical in weekly or monthly basis
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. <p>B. End Semester Examination</p>



Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Hindi Education				
Course Code	Elective				
Type of Course	PSM21E21				
Course Summary & Justification	This course develops understanding about Historical perspectives of Hindi Language Education . Types of Curriculum evaluation modes. Instructional Dynamics of Hindi Education.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisite	Awareness of Multi-lingual context in India – Language policies of India – Three Language Formula .				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1.	Develop an awareness about the significance of teaching Hindi language and literature at various levels of education	<u>R,U</u>	<u>1,3,4</u>
2.	Develop skills and competencies in teaching of Hindi.	<u>C,S,I</u>	<u>3,4,5,</u>
3.	Acquaint with the pedagogy of Hindi language and appropriate strategies of teaching and evaluation	<u>U,I</u>	<u>4,5,7</u>
4.	Master various areas of research in Hindi language education	<u>An,E,I</u>	<u>3,6,</u>
5.	Debate on the various aspects in relation to teacher empowerment	<u>An,Ap</u>	<u>9,10</u>
6.	Develop concepts on various traditional and technological learning resources	<u>C,I,Ap</u>	<u>2,3</u>
7.	Associate the theories of language with teaching and its various aspects	<u>U,An,Ap</u>	<u>2,3</u>
8.	Select suitable models of teaching for Hindi classrooms	<u>An,E</u>	<u>4,6,7</u>
9.	Summarise the principles and modern trends in curriculum construction in Hindi language education	<u>U,E,Ap</u>	<u>1,3,8</u>



10.	Develop professional competency in teaching and using ICT in Hindi language learning	<u>C,S,I,At</u>	<u>4,5,7,8</u>
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Historical perspectives of Hindi Language Education	10 hrs	1,3,4
1.1	Nature and scope of Hindi		
1.2	General Principles of language learning		
1.3	Psychological and Sociological factors associated with language development		
1.4	Behaviourist, Cognitivist and Constructivist views of language learning (Theories of Skinner, Bruner, Piaget and Vygotsky)		
1.5	Chomskyan theory of language acquisition – LAD – Universal Grammar		
1.6	Theory of Multiple Intelligence –Its importance in language education		
1.7	Aims and Objectives of teaching Hindi – Objective Based Instruction- Bloom’s Taxonomy of Instructional Objectives		
1.8	Multi-lingual context in India – Language policies of India – Three Language Formula – Hindrances in teaching Hindi – Ways to remove obstacles		
2	Curriculum and Learning Resource development	25 hrs	6,9
2.1	Meaning- Definition and foundations		
2.2	Curriculum planning – factors – Phases Curriculum and Syllabus		
2.3	Principles of curriculum development – Approaches to Curriculum development		
2.4	Approaches to curriculum organization (Topical, Concentric, Spiral, Progressive and Regressive)		
2.5	Activity oriented, Child centred, Subject centred, Community based, Core and Hidden curriculum		
2.6	Differentiated curriculum to meet individual differences (catering the needs of gifted, creative and slow learners)		
2.7	Types of Curriculum evaluation modes: Teacher evaluation of students, student evaluation of teachers, evaluation of learning outcomes and materials.		
2.8	Curricular reforms and revisions with reference to NCF, KCF and NCERT – Critical analysis of the existing curriculum of schools and revised B.Ed syllabi of different Universities in Kerala		
2.9	Learning resources – Text books – Principles of Text book preparation – Evaluation and improvement – Text book analysis – Supplementary reading materials – Selection of		



Hindi Education

	books – Journals – School library and its use – Different types of Audio-visual aids – Preparation of low cost teaching learning aids.		
2.10	Importance of e - learning- m-learning - virtual library - smart classrooms - web tools - blogs- video conferencing – podcasts - digitalized language laboratory		
3.	Instructional Dynamics of Hindi Education	10 hrs	6,8
3.1	Methods, strategies and approaches of teaching Hindi - Direct method – Structural approach - Communicative language teaching – Co-operative language teaching – Collaborative language teaching – Brainstorming – Buzz sessions – Computer Assisted Instruction – Concept mapping – Brain based learning – Self - directed learning – Reciprocal teaching – Graphic organizers – Cognitive apprenticeship - Portfolio writing – Experiential learning- Reflective practices		
3.2	Models of teaching – Introduction– Families of Models – Definition – Importance and features of Synectics model – Concept Attainment model – Inquiry Training model.		
4	Methods of teaching different forms of literature and grammar	10 hrs	2,3,7
4.1	Teaching of prose: Aims of teaching prose lessons – Linguistic aspects – Development of language skills – Vocabulary and grammar – Ideational part – Cultural and Aesthetic growth.		
4.2	Methods of teaching different forms of prose – drama, short story, biography, autobiography, preparation of reports, screenplays and development of different types of discourses.		
4.3	Teaching of poetry: Aims of teaching poetry – Appreciation and development of creativity.		
4.4	Teaching of grammar - Place of grammar in language learning - Different methods of teaching grammar.		
4.5	Developing language skills – Different methods involved.		
5	Evaluation of educational outcomes in Hindi	10 hrs	5,6
5.1	Analysis of objectives and specifications relevant to Hindi instruction – Evaluation techniques – Continuous and comprehensive evaluation		
5.2	Importance of achievement tests – Steps involved in the preparation of question papers – Teacher made and standardized tests.		
5.3	Modern trends in evaluation process – projects, seminars, group discussion, peer assessment, self- assessment, portfolio, rubrics and on-line assessment.		
5.4	Importance of educational diagnosis and remedial teaching.		
6	Empowering the Hindi teacher	25 hrs	2,5,10
6.1	Professional development – Meaning and significance		



6.2	Ways and means of developing professional competency-Pre-service and In-service courses		
6.3	Continuous professional development – Need, effectiveness and stages – On-line teacher net -works- Podcasts-Virtual libraries-EDUSAT		
6.4	Teacher as a Reflective practitioner		
6.5	Agencies for professional development of teachers		
6.6	Professional ethics of a teacher		
6.7	Research perspectives – Recent research trends in Hindi language education – Undertaking of Action research.		

PRACTICUM (Any One)	<ol style="list-style-type: none">1. Observe national hindi divas.2. Conduct of action research based on problems faced by students in learning Hindi at Secondary level.3. Development of observation schedule for assessing practice teaching class and preparing reports.4. Preparation of video learning programme for broadcasting in an educational channel.
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit presentations, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative....
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none">a. Internal Test – One MCQ based on the practices done.b. Report/ publication – each student shall individually or in group publish a Research paper/article.

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2. SaphayaReghunath. (1998). Hindi Shikshan. Jalandhar: Punjab
3. Tiwari, Bholanadh. (1974). BhashaVigyan. Allahabad: KitabMahal.
4. Thompson Linda. (1996). The teaching of Poetry. London: Red wood books.
5. Vygotsky, L. (1986). Thought and Language.MIT Press. Cambridge: Mass.
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Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Sanskrit Education				
Course Code	Elective				
Type of Course	PSM21E22				
Course Summary & Justification	This course develops understanding about education on a discipline and field of study. It includes discussions on the implication of education in the context of social phenomena and a social practice. The course also examines the vision of education in India reflected in the policies and programs of Government.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisite	Awareness about Institutions and systems of secondary education at national, state and local levels .Different school systems at government and private sectors .				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Develop an awareness about the significance of teaching Sanskrit language and literature at various levels of education	<u>R,U</u>	<u>1,3,4</u>
2	Develop skills and competencies in teaching of Sanskrit.	<u>C,S,I</u>	<u>3,4,5,</u>
3	Acquaint with the pedagogy of Sanskrit language and appropriate strategies of teaching and evaluation	<u>U,I</u>	<u>4,5,7</u>
4	Master various areas of research in Sanskrit language education	<u>An,E,I</u>	<u>3,6,</u>
5	Debate on the various aspects in relation to teacher empowerment	<u>An,Ap</u>	<u>9,10</u>
6	Develop concepts on various traditional and technological learning resources	<u>C,I,Ap</u>	<u>2,3</u>
7	Associate the theories of language with teaching and its various aspects	<u>U,An,Ap</u>	<u>2,3</u>
8	Select suitable models of teaching for Sanskrit classrooms	<u>An,E</u>	<u>4,6,7</u>
9	Summarise the principles and modern trends in curriculum construction in Sanskrit language education	<u>U,E,Ap</u>	<u>1,3,8</u>



10	Develop professional competency in teaching and using ICT in Sanskrit language learning	C,S,I,At	4,5,7,8
<i>*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

COURSE CONTENT

Unit	Content	Time	CO No
1	Historical and theoretical Basis of Sanskrit Language and Learning	12 hrs	1,3,7
1.1	Nature and scope of Sanskrit Education. Origin and Development of Sanskrit Language – Linguistic structure of Sanskrit - Sanskrit as the mother of all Indian languages – Influence of Sanskrit on various sciences and languages - Nature and relevance of Sanskrit Education - Aims objectives and values of learning Sanskrit at different levels from primary to higher education – Relevance of Sanskrit Education in the Modern era – Status of Sanskrit Education in India and foreign countries – Issues in Sanskrit Education – Multilingual context in India – Constitutional provisions regarding language education and their impact - language policies in Indian Education – Three language formula and Sanskrit.		
1.2	Theoretical Basis of Sanskrit Learning. General principles of language learning – Stages of language development - Psychological and sociological factors in language development –Individual differences in learning of Sanskrit – Identifying catering the needs of gifted, slow learners, low achievers and under achievers – Learner factors in second language acquisition (age, sex, intelligence , aptitude, motivation, personality disposition, cognitive style and attitude) Motivational techniques in teaching of Sanskrit – Learner centered approach.		
2	Curriculum Development	16 hrs	9
2.1	Language Curriculum Construction. General Principles – Foundations of curriculum – Philosophical – Psychological – sociological - Different types of Curriculum – Structural – Skill based –Situational – Notional – Functional – Communicative – Discourse based Review of National school curriculum (2000) – NCF (2005) – KCF (2007) – Modern trends in curriculum construction – Critical analysis of Sanskrit curriculum and textbooks newly implemented in Kerala		
2.2	Learning Resources. Text books – objectives –Principles of text book preparation – evaluation and improvement – Text book analysis procedure – Supplementary reading materials- school library – its organization and use – selection of books		




	journals and other periodicals – Use of community resources. E-learning – M-learning - Virtual libraries – Smart classrooms- Web tools –Blogs – podcasts –Digitalized language laboratories – EDUSAT – Scope and functions of Victors channel in Kerala – Barriers in utilizing Visual Media in education.		
3.	Instructional Dynamics of Language Education	16 hrs	3,8
3.1	Direct method, Bilingualism and multilingualism, Communicative approach, Humanistic approach. Language games , role play, dramatization, collaborative learning, ability grouping, group work and pair work, learning through narratives and discourses, Brain storming, C.A.I , mind mapping, portfolio writing, graphic organizers.		
3.2	Models of teaching – families – Elements – synectics, Jurisprudential inquiry model, Advance Organizer model, Group investigation model		
3.3	Blooms Taxonomy of Educational objectives – Developing language skills: basic, Intermediate Advanced		
4	Methods of Teaching Sanskrit Language and Literature	16 hrs	3,9,10
4.1	Teaching of prose – Aims of teaching prose lessons – language aspects, skills , vocabulary, Grammar, social aspects, language for instruction, language for cultural transmission, language and intellectual growth.		
4.2	Teaching different forms of literature – appreciation and development of creativity - composition of different forms of literature in Sanskrit - Poetry, Story, Drama, Biography, life sketch, Diary, Auto biography, , Screen play – travelogue - preparation of reports.		
4.3	Teaching of Poetry – aims of teaching Poetry – methods of teaching poetry,		
4.4	Teaching of prosody – teaching of meter.		
4.5	Teaching of Teaching of grammar – place of grammar in language learning – teaching fundamental and functional grammar – different methods of teaching grammar. Developing language skills –Teaching methods – Oral approach –direct method – indirect method – structural method – inductive and deductive method- playway method- Activity oriented method – heuristic method		
4.6	Techniques of teaching Questioning, Co-operative learning- Collaborative learning - Brain storming - Peer tutoring - Role play- Dramatization - Computer assisted instruction, Workshop - symposia -mastery learning, Buzz session, Debates, method of Individualized assignments - reflective teaching		
5	Evaluation of Learning outcomes	15 hrs	2



5.1	Evaluation techniques in Sanskrit language skills. Modern trends – evaluating projects, seminars, group discussions, symposia, assessment using port folio, rubrics, -online assessment.		
5.2	Assessment Practices – Formative, summative, continuous and comprehensive evaluation (CCE) – Grading direct – indirect – CBCSS – Performance based assessments- portfolio assessment		
5.3	Types of tests – teacher made , Standardized tests – diagnostic tests, achievement test, diagnosis and remedial teaching - Evaluation of Language skills –literature –music –Dance forms Folklore –Drama – techniques of self learning – Distance learning , Self directed learning, Tele conferencing e-learning		
6	Teacher Empowerment	14 hrs	4,5,6,10
6.1	Pre service Training , In service training, -Role of Professional organizations like N.C.E.R.T., S.C.E.R.T. and voluntary organizations and various medias. Self developed routine practices using various electronic medias and computer based resources. <ul style="list-style-type: none"> On line teacher networks, Reflective teaching, Teacher portfolio, Strategies of coping with professional stress, Developing communicative competence in Sanskrit using various resources and spoken Sanskrit classes. e-learning, m-learning, virtual libraries, webtools, blogs , podcasts, Edusat Micro teaching – practicing various skills -developing teaching competencies – linking ICT enabled skills – developing criteria for evaluating teaching competence – Practicing team teaching 		

PRACTICUM (Any One)	<ol style="list-style-type: none"> Develop and e-content in Sanskrit and prepare a handbook for the same. Conduct an Action Research based on any problem faced in Sanskrit teaching and learning. Prepare a multimedia learning package on any topic for developing communication skill in Sanskrit. Visit a Sanskrit related place like a Sanskrit village, Sanskrit University etc. and prepare a feature for Sanskrit news paper
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>

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Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. B. End Semester Examination
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13. Harinarayanan K. R. Dr. (2015) *Keraleeya Samskrutadhyanaavidhaya* (Methods of teaching Sanskrit in Kerala)

SUGGESTED READING

1. The Teaching of Sanskrit – D.G Apte
2. The Problems of Sanskrit Teaching - Hupanikar
3. *Sanskrita Sikshanavidhi* – Praghunatha Saphay
4. *Sanskrita Adhyaparva* – Viswanatha Sarma
5. *Sanskrita Siksha* – Ramasuklapandya
6. Methods of Teaching Sanskrit – Professor Rama Varma
7. Principles of Language Teaching – Palmer
8. Language in Education –Michael West
9. On Teaching Poetry – Haddon
10. Practical Sanskrit Grammar – PRD Sarma

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11. History of Sanskrit Literature – Keith
12. History of Sanskrit Literature – Macdonel
13. *Rasa* and *Dhvani* – Dr. A. Sankaran
14. *Kuvalayananda* – Appayyadikshita
15. *Laghusidhanta Kaumudi*



Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Arabic Education				
Course Code	Elective				
Type of Course	PSM21E23				
Course Summary & Justification	This course develops understanding about the Nature and Scope of Arabic Education .Theoretical Basis of Arabic Education. General principles of Curriculum construction- Foundations of curriculum- Philosophical – Psychological- sociological- Different types of curriculum and Instructional Dynamics of Arabic Education				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total
	40	20	20	10	90
Pre-requisite	Awareness about Institutions and systems of secondary education at national, state and local levels .Different school systems at government and private sectors .				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1.	Discuss various aspects and dimensions of teaching Arabic in the Schools and colleges of Kerala	<u>U,C,An</u>	<u>1,3,5,9</u>
2.	Familiarise with the linguistic, psychological and social processes underlying learning of Arabic	<u>U,I</u>	<u>3,5</u>
3.	Debate on various dimensions of curriculum and its relationship with the aims of arabic education	<u>An,E,At</u>	<u>7,9,10</u>
4.	Critically analyse the innovative instructional practices in Arabic curriculum transaction	<u>An,E,Ap</u>	<u>1,2</u>
5.	Get an idea about the various traditional and technological learning resources in Arabic	<u>U,E,C</u>	<u>1,3,5</u>
6.	Examine the various aspects related to assessment and evaluation in Arabic education	<u>E,S,I</u>	<u>1,9,</u>
7.	Examine various areas of research in Arabic language and education	<u>E,A,Ap</u>	<u>1,2</u>
8.	Develop professional competency and use ICT in teaching and learning of Arabic language	<u>S,I,At</u>	<u>1,5</u>



****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)***

COURSE CONTENT

Unit	Content	Time	CO No
1	Historical and Theoretical Basis of Arabic Language Education	15 hrs	1,3,7
1.1	Nature and Scope of Arabic Education. Nature, origin and, growth and characteristics of Arabic language-First language, second language and foreign language-Arabic as a second language- Linguistic structure of Arabic- Influence of Arabic on various sciences and languages- Nature and relevance of Arabic Education –Aims, objectives and values of learning Arabic at different levels from primary to higher education-scope of Arabic language education at different levels of schooling and higher education- problems of teaching Arabic as a language- suggestive measures to overcome problems of learning Arabic-Relevance of Arabic in Modern era- status of Arabic Education in India and foreign countries- Issues in Arabic education- Multilingual context in India- constitutional provisions regarding language education and their impact-language policies in Indian education- psychological and social processes that underlie learning of language		
1.2	Theoretical Basis of Arabic Education. General principles of Language learning- stages of language development-psychological and sociological factors in language development-Individual differences in learning of Arabic-Identifying the needs of gifted, slow learners, low achievers and under achievers- Learner factors in second language acquisition (age, sex, intelligence, aptitude, motivation, personality disposition, cognitive style and attitude)- Motivational techniques in teaching of Arabic-Learner centered approach-Theories of Arabic language acquisition- Cognitivism-Behaviourism- Constructivism- Social constructivism-Psycho linguistic theories-Chomskian concept of language development-Arabic language: phonology, morphology, syntax and semantics-Arabic language policies in India- Theory of Multiple Intelligence of Howard Gardener- Blooms taxonomy of Educational objectives.		
2	Curriculum Development	15 hrs	2,3
2.1	Language Curriculum Construction. General principles of Curriculum construction- Foundations of curriculum-Philosophical – Psychological- sociological- Different types of curriculum- structural, skill based situational, national, functional communicative- discourse based- Topical-		




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	Concentric- Spiral- Review of National School Curriculum (2000)- NCF (2005)- NCF (2007)- Modern trends in curriculum construction-Critical analysis of Arabic curriculum and textbooks newly implemented in Kerala		
2.2	Learning Resources. Text books- objectives- Principles of text book preparation- evaluation and improvement- Text book analysis procedure-supplementary reading materials- school library- its organization and use- selection of periodicals including journals- Use of community resources		
3.	Instructional Dynamics of Arabic Education	15 hrs	5
3.1	Direct method- communicative approach- Humanistic approach – Constructivist approach- Issue based approach. Teaching methods- direct method, indirect method, inductive-deductive, play way, activity oriented, project, problem-based, heuristic, dramatization, self directed learning, co-operative learning, collaborative learning, reflective learning, brain based learning. Language games- role play- dramatization- ability grouping- group work and pair work- learning through narratives and discourses- Brain storming- CAI- Mind mapping- portfolio writing- graphic organizers		
3.2	Models of teaching- families- Elements- Synectics, Jurisprudential inquiry model, Advance organizer Model, Group Investigation model		
3.3	Blooms taxonomy of Educational objectives- Developing language skills(Basic, Intermediate and Advanced)- Activities for developing skills- Evaluation of skills- Mentoring skills		
4	Methods of Teaching Arabic Language and Literature	15 hrs	4,5
4.1	Teaching of prose- Aims of teaching prose lessons- language aspects, skills, vocabulary, Grammar, social aspects, language for instruction, language for cultural transmission, language and intellectual growth.		
4.2	Teaching different forms of literature- appreciation and development of creativity- composition of different forms of literature in Arabic- Poetry, Story, Drama, Biography, life sketch, Diary, Auto biography, Screen play- travelogue- preparation of reports.		
4.3	Teaching of Poetry- aims of teaching poetry-methods of teaching poetry-Teaching of Grammar-place of grammar in language learning- Teaching fundamental and functional grammar- different methods of teaching grammar- Developing language skills- Teaching methods- oral approach-direct method- indirect method- structural method- inductive and deductive method- play way method- Activity oriented method- heuristic method		



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4.4	Techniques of Teaching. Questioning- Co-operative learning – Collaborative learning- Brain storming- Peer tutoring- Role play - Dramatization- Computer assisted instruction- Workshop-Symposia- Mastery learning- Buzz session- Debates- Method of Individualized assignments-reflective learning. The concept of techno-pedagogic content knowledge analysis (TPACK) - E-twinning for professional growth/instructional growth. Practice teaching and internship programmes		
5	Evaluation of Learning Outcomes	15 hrs	6
5.1	Evaluation techniques in Arabic language skills. Evaluation- Formative, Summative CCE, Grading, CBCSS- Performance based assessments- portfolio assessment- Types of tests- Teacher made, Standardized tests – diagnostic tests, Achievement tests, diagnosis and remedial teaching		
5.2	Evaluation techniques in Arabic language skills- Modern trends- evaluation projects, seminars, group discussions, symposia, assessment using portfolio, rubrics- online assessment		
5.3	Evaluation of Language skills-literature-music-Dance forms Folklore- Drama- techniques of self learning- Distance learning- Self directed learning- Tele conferencing- e-learning.		
6	Teacher Empowerment	15 hrs	7,8
6.1	Pre- service training, In service training – Role of professional organizations like NCERT, SCERT and voluntary organizations and various medias. Self developed routine practices using various electronic medias and computer based resources,		
6.2	Online teacher networks- Reflective teaching- Teacher portfolio- strategies of coping with professional stress- Developing communicative competence in Arabic using various resources and spoken Arabic classes.		
6.3	e-learning, m-learning, virtual libraries, web tools, blogs, podcasts, EDUSAT, Micro teaching, practicing various skills- developing teaching competencies- linking ICT enabled skills- developing criteria for evaluating teaching competence- practicing team teaching		
6.4	Research perspectives . Recent research trends in Arabic language education- Research journals- undertaking research publications- research on reflective teaching- action research- practitioner research- constructive research paradigm. Review of latest research studies on Arabic Language Education with special emphasis on curriculum revisions, pedagogy, testing and assessment, development of innovative techniques- Research gaps in Language education		

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	Arabic Education		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Critically analyze a course book in Arabic at Secondary/Higher secondary level 2. Prepare a multimedia learning package on any topic for developing communicative skill in Arabic 3. Action research on the problems faced by Arabic learners at secondary level 4. Critically analyze the existing trends and techniques of evaluation
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brain storming lecture, Explicit presentations, E-learning.... Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. B. End Semester Examination



Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Mathematics Education				
Course Code	Elective				
Type of Course	PSM21E24				
Course Summary & Justification	This course develops understanding about the nature and objectives of teaching mathematics: strategies of teaching mathematics, mathematics curriculum development, evaluation in mathematics, professional development of a mathematics teacher, research perspective in mathematics education.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisite	Awareness of methodological and pedagogical practices in mathematics and a basic knowledge in school mathematics curriculum.				

COURSE OUTCOMES (CO)

Sl No.	Expected Course Outcome	Learning Domains	PSO
1	Explain the structure of mathematics	U,An	1,4,
2	Explain mathematics curriculum development methods	A,An	1,3,5
3	Describe values of teaching mathematics	E,Ap,At	8,9
4	Explain the meaning and purpose of professional development of a mathematics teacher	A,S,I,At	1,5,9
5	Analyse causes of student backwardness and prepare remedial tasks	A,An,S	6,7
6	Appreciate the specific nature of Mathematics and its development as a science	U,An,Ap	1,2,3
7	Use appropriately the constructivist, behaviourist, process oriented approaches to Mathematics education, as well as the methods and technique of teaching mathematics	A,S,I	1,3,5,7
8	Critically examine the implications of theories of Piaget, Bruner, Gagne, Vygotsky and Gardner in teaching of Mathematics	E,A,An,S,I	5,8,10
9	Develop suitable technology based teaching-learning materials/ platforms for learning Mathematics	C,S,I,At	1,2,5,10
10	Design standardised achievement test, diagnostic test and remedial measures and informal assessment strategies	E,C,S,I	1,6,9



	for summative and formative assessment as well as criterion referenced and norm referenced assessment		
11	Debate on the research trends in Mathematics education	C,S,I,At	6,7,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			


COURSE CONTENT

Unit	Content	Time	CO No
1	Nature, Objectives of Teaching Mathematics	10 hrs	1,3,6,8
1.1	Abstractness of Mathematics; Distinction between Mathematics and Science; Distinction roles of Pure and Applied Mathematicians; Mathematization; Aesthetic aspect of Mathematics; Historical development of Mathematical concepts with some famous anecdotes such as Gauss, Ramanujan, etc; Teaching of Mathematical Modelling		
1.2	Aims and Objectives of teaching Mathematics at various levels of school mathematics; Instructional objectives in teaching mathematics;		
1.3	Psychological approach in Mathematics Education-Motivation and Transfer of learning in Mathematics classrooms- Contributions of Piaget, Burner, Gagne, Vygotsky, Ausubel, Richard Suchman and Gardner for Mathematics Education and learning		
2	Strategies of Teaching Mathematics	15 hrs	7,9
2.1	Methods of teaching Mathematics-Inductive and Deductive methods, Analytic and Synthetic methods; Problem Solving Skills-stages in problem solving techniques to improve problem solving skills (Polya method); Competence based approach to teaching mathematics; constructivist approach in teaching of Mathematics; Computer based instructions;		
2.2	Models- Information Processing Models, Concept Attainment Model Advance Organizer Model Inquiry Training Model Inductive Thinking Model Cognitive Growth Model		
3.	Structure of Mathematics	20 hrs	1,6
3.1	Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them; Types of Theorems such as Existence and Uniqueness theorems etc; Types of Proofs-Direct proofs, Indirect proofs, Proof by Contradiction Proof by Exhaustion, Proof by Mathematical Induction and distinction between Induction and Mathematical Induction, Role of Examples, Counter Examples and Non-examples in Mathematics ;Conjectures; Scope and limitations of Intuition in Mathematics, Sets and Venn Diagrams as a representative of Mathematical properties and their relations.		
4	Mathematics Curriculum	15 hrs	2,10



4.1	Curriculum Development- Approaches and Patterns-Criteria for selection and organization of contents		
4.2	New trends in the development and transaction of mathematics curriculum Different curricula-Horizontal curricula- Horizontal and Vertical Acceleration- Enrichment Programmes-individualized instruction		
5	Evaluation in Mathematics	15 hrs	10
5.1	Concept of Evaluation in Teaching –Learning process(Formative, Summative, Criterion, Diagnostic);Role of Evaluation in Teaching –Learning process; Types of mistakes in Mathematics, their identification and analysis with a purpose of preventing and remedial measures; Types of Test items in Mathematics-Long answer type, Very Short answer type and objective type; Construction of unit test (Blue print, construction of items, administration, scoring & interpretation);		
6	Professional Development of Mathematics Teacher	15 hrs	4,5,11
6.1	Research in Mathematics education (focusing on Problem-Solving Ability & diagnostic studies);Action Research in Mathematics; Use and preparation of teaching aids; Development of Mathematics Laboratory and Organizing Mathematics Club; Ethics of teaching profession; Need for recurrent education; Types of in-service programs; Role of mathematics teacher association; Professional growth-participation in seminars/ orientation/ conference/ workshops; Professional forums and associations (Online & Offline); Journals.		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Construct and standardise an achievement test in mathematics 2. Prepare a diagnostic test and plan a remedial instruction 3. Conduct a survey among mathematics teachers relating to their professional development needs 4. Prepare a journal article based on new strategies/developments in teaching mathematics
Teaching Learning Approach	CLASSROOM PROCEDURE (MODE OF TRANSACTION) Direct Instructions: Brainstorming lecture, Explicit presentations, E-learning Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching.... Presentations: Expert/teacher, individual student, group representative....
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) <ol style="list-style-type: none"> a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article.

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	B. Semester End examination
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REFERENCE

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2. Butler, C. H., & Wren, F. L. (1965). The teaching of secondary Mathematics, New York: McGraw- Hill Book Company.
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SUGGESTED READING

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2. Cooney T.J and Others (1975), Dynamics of Teaching Secondary School Mathematics Boston; Houghton Mifflin
3. Gronlund, N. E. (1990). Measurement and Evaluation in Teaching. New York; Macmillan.
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5. Sreeraman, B. & English, L. (Eds.) (2009). Theories of mathematics education: Seeking new frontiers. Springer.
6. Polya, G. (2014). How to Solve it: A new aspect of mathematical method. (6th edition) Garden City, N.Y: Doubleday and Company.

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	Mathematics Education	

7. Polya,G. (1981). Mathematical Discovery on Understanding, Learning and Teaching Problem Solving. John Wiley & Sons.



Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Science Education				
Course Code	PSM21E25				
Type of Course	Elective				
Course Summary & Justification	This course develops understanding about the nature and objectives of teaching mathematics: strategies of teaching mathematics .Undefined Terms and Axioms; Proofs and Verification in Mathematics and distinction between them; Types of Theorems such as Existence and Uniqueness theorems .				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total
	40	20	20	10	90
Pre-requisite	Awareness of methodological and pedagogical practices in science and a basic knowledge in school science curriculum.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1.	Delebrate on the evolution of science and science education	U,An,I,Ap	1,3,6
2.	Debate on various modes of curriculum development in science	A,E,S,At	1,4,5
3.	Discuss the relevance of science education in school curriculum	U,E,Ap	2,3,6
4.	Take part in hypothetico deductive reasoning and formulate scientific hypotheses	A,C,S,Ap	5,7,8
5.	Explore the different psychological theories and their bearing on science teaching and learning	A,An,I	1,2,3,4
6.	Evolve modern pedagogical practices in teaching science.	A,C,S,I,At	1,5,8,9
7.	Design ICT integrated pedagogy and IT resources of teaching science	A,E,C,I	1,3,5,6,7
8.	Develop different evaluation tools for science education	A,C,S	1,2,10
9.	Identify novel research areas in science education	An,E,At	2,3,5,10
10	Build perspectives on the changing roles and responsibilities of science teachers	An,E,At	1,4,6,8,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			



COURSE CONTENT

Unit	Content	Time	CO No
1	Nature and Objectives of Science Education	10 hrs	1,3
1.1	Evolution of Science and Science Education over the centuries.		
1.2	Social significance of Science Education		
1.3	Goals and Trends in Science education - at national and international level.		
1.4	Goals given by various National education Commissions - National Curriculum Framework.		
1.5	Relevance of Science Education at Primary, Secondary and Tertiary levels.		
1.6	Taxonomy of Educational Objectives- Bloom, Anderson and Krathwohl, Simpson, Dave, Harrow, Mc Comark & Yager.		
1.7	Integrating the Taxonomies for Science Education		
2	Science Curricula	20 hrs	2,5
2.1	Curriculum: concept and types of curriculum		
2.2	Curriculum planning - Science Curriculum planning, Issues in Science Curriculum planning.		
2.3	Basic considerations of Curriculum Development - Content driven curriculum, Objective driven curriculum, Process driven curriculum. Different Approaches - Discipline wise, Unified, Interdisciplinary, Condensed, integrated and correlated curriculum- Hidden Curriculum.		
2.4	Assessment of Science curriculum: content, cognitive, process, historical, environmental, ethical. Taxonomy for curriculum development in Science Education.		
2.5	Curricular Innovations and interventions in India - Reforms by NCERT, SSA, DPEP, NCF, reforms by KCF in Kerala. Study of various curricular projects in science in abroad -PSSC, HPP,CHEM study, CBA,SAPA, BSCS, Nuffield Sciences.		
2.6	Science syllabus revision in Kerala - from Primary to Higher Secondary level.		
3.	Psychological Bases of Science Education	15 hrs	5
3.1	Psychological approach in Science Education- Approaches to Teaching-learning, Behaviouristic approach, Systematic approach; Cognitivistic approach, Constructivist approach.		
3.2	Learning as construction of knowledge; meta cognition, socio-cultural mediation, experimental learning, cognitive negotiability, understanding constructivist nature of knowing, doing and practicing in classroom/field.		
3.3	Critical appraisal of the contributions of Piaget, Bruner, Gagne, Ausubel and Vygotsky with reference to Science Education. Importance of individual differences-concept of multiple intelligence-Gardner, Sternberg.		
4	Instructional Dynamics of Science Education	25 hrs	4,9,10




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4.1	Constructivist paradigm and its implications for Science learning.		
4.2	Approaches to science learning: Process and product approach, enquiry approach, stable and fluid enquiry approach, pure and guided discovery approach, inductive - deductive approach, Conceptual - Factual approach, environmental Approach, Issue based approach and Investigatory approach.		
4.3	Strategies of Science Instruction- Concept Mapping , Mind Mapping, Blended Strategies, meta cognitive strategies , problem solving strategies- Brain Based learning, co operative and collaborative learning, problem based learning, Activity based learning.		
4.4	Strategies for deformalisation of Science instruction – PSI, PLM, Learning Modules/packages , contact learning, autolecture, tapping the hidden curriculum. Use of local knowledge and children's out of school experience in science learning. Co-curricular activities in science teaching for meeting diverse needs of children.		
4.5	Models of teaching- Cognitive growth model, Concept Attainment model, Advance Organizer, Inquiry training Model, Inductive Thinking Model, Tobin Capie Process model, 5 E, 7E learning Cycle Model, ADDIE model, Generative learning model. Modern trends in Models of Teaching.		
4.6	ICT based Science Education- Impact of ICT in science education, Broadcast and audio recordings - Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference. Use of Television and CCTV in instruction and Training, Teleconferencing, Video Conferencing, countrywide classroom project and Satellite based instructions, Gyandarshan and SIET programmes. Use of animation films for the development of children's imagination. Use of Audio-Visual Media in Education by CIET, IGNOU, SIET, UGC-CEC, EDUSAT and other institutions. Utilizing major services of the internet- Search engines for Science learning, Virtual learning, M learning,U learning, E- Journals, E- books, E-projects, web based learning.		
5	Evaluation of Educational Outcomes/ Assessment in Science Education	10 hrs	7,8,
5.1	Internal and external evaluation, formative and summative evaluation, continuous and comprehensive evaluation, diagnostic tests, teacher made tests, standardised tests, criterion referenced and norm referenced tests.		
5.2	Changing trends in assessment: from paper-pencil tests to authentic assessment: from single attribute to multidimensional assessment, from individual assessment to		



	group assessment, from learning outcome to learning experiences, performance based assessment of Projects, models, activities and investigative skills. Assessment during teaching, designing good test items, open book examination, self-assessment and feedback, shorter examination. Shift from content based testing to problem solving, logical thinking, critical thinking. Teacher observation and reflective discussion in a group. Online assessment- Cyber coaching. Assessment using Portfolios/Rubrics.		
5.3	Assessment of Content knowledge through Activities and Experiments, assessment of Projects, Seminars , Symposia and Group discussions.		
6	Science Teacher	10 hrs	6,10
6.1	The changing profile; changing roles and responsibilities of Science teachers.		
6.2	Reflective teaching: concept and strategies for making teachers reflective practitioners.		
6.3	Teacher Educators: Roles and responsibilities of teacher educators. Provisions for the continuing education of teacher educators, Extension activities for science teachers		
6.4	Professionalism of the Science teacher and teacher educator- Professional ethics, commitments, dedication, accountability, autonomy and academic freedom. Teacher's ability to integrate pedagogical knowledge with the content knowledge of Science. Classroom management , coping strategies for teachers' stress, burnout.		
6.5	Developing Research attitude: Research Journaling, Science Education areas in which more research is needed		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Observe at least three B. Ed practice teaching classes in science and prepare a report. 2. Identification and application of group learning and self-learning strategies for learning science following constructivist approach. 3. Identification of learning difficulties of the student in science through administration of diagnostic test and development of remedial instruction. 4. Organise Focus Group Discussion with the science teachers at secondary school level on modern teaching strategies and prepare a report. 5. Prepare a review of any one journal article / book on science education
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brainstorming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>

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Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a. Internal Test – One MCQ based on the practices done. b. Report/ publication – each student shall individually or in group publish a Research paper/article. B. End Semester Examination
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1. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
2. Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
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4. Beck, Clive & Clark Kosnik Albany (2006): Innovations in Teacher Education: A Social Constructivist approach. State University of York.
5. Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
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12. Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books.
13. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.

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1. Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Dandapani, S. (2001) Advanced educational psychology, (2nd edition), New Delhi, Anmol publications pvt Ltd.
3. Eason, M.E. (1972). Psychological foundation of education, N.Y. Holt, Rinehart and Winston, Inc.
4. Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.
5. NCTE (1998): Policy Perspectives in Teacher Education. New Delhi.



Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Social Science Education				
Course Code	PSM21E26				
Type of Course	Elective				
Course Summary & Justification	This course develops understanding about the Epistemological Frames of Social Science, Componential Convergence in Social Science and Assessment in Social Science Education.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisite	Awareness of methodological and pedagogical practices in social science and a basic knowledge in school social science curriculum.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Discuss the meaning, nature, theoretical imperatives, and componential convergence of the concept of social science in relation with education and curriculum.	U,An,E,I	1,3,4,5
2	Deliberate on the aims and objectives of teaching social science in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.	U,An,I,At	3,5,6
3	Explain the principles and techniques of organisation of social science curriculum.	U,An,E	2,3,6
4	Explore the nature and importance of inter-disciplinary approaches to teaching social science.	A,An,I,Ap	4,5,8
5	Examine the psychological considerations of social science instruction.	An,E,I	1,5,9
6	Use modern instructional strategies and models in the teaching and learning of social science.	A,C,S,I	4,6,7
7	Debate on the nature, scope and use of technology in Social Science education.	An,S,I,Ap	1,4,6
8	Identify various resources for learning social science and use the different media, materials, and resources for teaching Social Science.	A,An,C,S,I	3,5,9,10
9	Construct and administer appropriate assessment tools of evaluation and interpret results.	A,C,S,I	1,3,4,7,8



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10	Identify priority areas of research and experimentation in Social Science education.	U,An,E,At	2,3,4,8,10
11	Take part in actual classroom teaching to become an effective teacher educator in social science.	A,An,S,I,At	2,3,6,7,8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	
1	Epistemological Frames of Social Science	10 hrs	1,2,4
1.1	Phenominology and Social Science. Emergence of theories - Karl Popper (Evolutionary Epistemology), Kress (Multi modality theory), Max Weber (Social Action), Scott and Prell (Social Network Analysis), George Simmel (Conflict theory), Daisaku Ikeda (Peace Education). NCF (2009, 2014).		
1.2	Positivism, Anti Positivism and Post Positivism.		
1.3	Construction, De-construction and Re-construction.		
1.4	Growth, Development and De-growth.		
2	Componential Convergence in Social Science	20 hrs	3,4
2.1	Geo-political understanding about Society- Critical geo-political inquiry, Geo-political Economy.		
2.2	Social adaptation and Community living - Economic Restructuring and Living Standards. Values and Culture.		
2.3	Eco-habitation – Eco friendly living, effective use of resources, scarcity issues, population related issues.		
2.4	Citizenship and Obligations to the State.		
2.5	Human Rights Education and Dignity of Human being.		
2.6	Language Mediation in Society.		
2.7	Historico-pedagogic sources of Knowledge Generation.		
2.8	Resource base for Social Science.		
3.	Pedagogical Applications of Social Science discipline	10 hrs	3,5
3.1	Conceptual background of Social Science Pedagogy.		
3.2	Pedagogical analysis of Social Science		
3.3	Pedagogical Principles.		
3.4	Pedagogical Approaches - fusion, integration and correlation approach.		
3.5	Integrated Vs Disciplinary emphasis of Social Science.		
4	Strategies for Social Science Instruction	25 hrs	6,7,8
4.1	Psychological considerations of Social Science Instruction- behaviourist, cognitivist, constructivist and humanistic theories.		
4.2	Inclusive Classrooms- Essentialities		
4.3	Skill Development - Micro Teaching, Peer Tutoring, Macro Teaching, Team Teaching.		



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4.4	ICT Integration – Online Learning, E-Learning, M-Learning, Open and Distance Learning (ODL), Virtual Learning, Teleconferencing		
4.5	Scaffolding Strategies		
4.6	Modular Explorations – Developing Learning Packages.		
4.7	Models of Teaching – Group Investigation Model, Social Inquiry Model.		
5	Social Science Teacher Educator	10 hrs	10,11
5.1	Pedagogic priorities: Innovative practices, exploring creativity		
5.2	Reflective Teaching: Concepts and strategies for making Social Science Teachers reflective practitioners.		
5.3	Teacher Educators: Roles and Responsibilities		
5.4	Professional Development of Social Science Teacher Educators: Understanding the learner (Teacher Educand), Continuing Education for Teacher Educators, Professional Ethics.		
5.5	Teacher Educator as a Techno-Pedagogue		
5.6	Teacher Educator as a Curriculum Designer		
5.7	Teacher Educator as a Researcher: Development of research potential		
6	Assessment in Social Science Education	10 hrs	9,11
6.1	Designing Learner Evaluation: Class room Assessment Techniques (CATs), Port folios, Rubrics, Self reflection, Peer evaluation.		
6.2	Grading: principles of grading, grade inflation.		
6.3	Assessing Student Performance: Internal Evaluation, student progression, quality, innovation, leadership, internship and involvement in community.		
6.4	Examination as a Feedback mechanism: Open book examination, On-line Tests		

PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare an e-content based on any one of the subject areas of your choice. 2. Develop a meta-narrative about changing communities (observe, explain, witness, and elaborate the changes occurring in a particular community and develop thick descriptions) 3. Identify some archeological materials (minimum 5 items) in the locality and prepare a report on these items emphasizing the educational and historical significance. 4. Prepare a rubric for assessing the teacher trainees in teaching Social Science during their teaching practice
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p>



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	Presentations: Expert/teacher, individual student, group representative
Assessment Types	Mode of Assessment A. Continuous Internal Assessment (CIA) a) Internal Test – One MCQ based on the practices done. b) Report/ publication – each student shall individually or in group publish a Research paper/article. B. Semester End examination

REFERENCE

1. Angelo, T.A. & Cross K.P. (1993). *Classroom Assessment Techniques: A Handbook for College Teachers*. San Francisco: Josey-Bass Publishers.
2. Bining, A.C. & Bining, D.H. (1969). *Teaching Social Studies in Secondary Schools*. New York: Mc Graw Hill Book Co.
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12. Schultz, T.W. (1963). *The Economic Value of Education*. New York: Columbia University Press.
13. Talla, M. (2012). *Curriculum Development Perspectives, Principles & Issues*. Delhi: Pearson Pvt. Ltd.

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1. Banerjee, A.C. & Sharma S.R. (1999). *Sociological and Philosophical issues in Education*. Jaipur: Book Enclave.
2. Burrell, G. & Morgan, G. (1979). *Sociological Paradigm and Organizational Analysis*. London: Heinemann Educational.
3. Dobkin, S.W. (1985). *A Handbook for the Teaching of Social Studies*. Massachusetts: Allyn and Bacon.
4. Leon, A. & Leon, M. (2012). *Internet for Everyone*. New Delhi: Vikas Publishing House.
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7. Sharma, S.P. (2011). Teaching of Social Studies. New Delhi: Kanishka Publishers Distribution.



Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Commerce education				
Course Code	PSM21E27				
Type of Course	Elective				
Course Summary & Justification	On completion of this course, the student will be able to make sense of the aims, objectives and skills of teaching Commerce, conceptualize the ideology of psychological theories in Commerce teaching, explore the distinctive features of varied instructional approaches, techniques and methods of teaching Commerce, entwine models of teaching in effectual instructional practices of Commerce education, gain a perspective on the principles and approaches of curriculum construction in commerce, outfit prospective teachers in up surging skills for effectual teaching in Commerce, acquaint with practices of feedback mechanisms and online assessment tools and techniques, acquaint with concept of techno pedagogy and understand the role of the teacher as a techno-pedagogue, boost up the levels of teaching competence by synchronizing IT in teaching Commerce, and conscientize with the recent research trends in Commerce education				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisite	Awareness of methodological and pedagogical practices in commerce and a basic knowledge in commerce curriculum at higher secondary school level.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Examine and apply various concepts of commerce in real life situations.	U,A,An,E,I	1,3,4,5,8
2	Discourse the meaning, nature, theoretical imperatives, and componential convergence of the concept of Commerce in relation with education and curriculum.	U,An,E,I	1,3,4,5



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3	Deliberate on the aims and objectives of teaching Commerce in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.	U,An,I,At	3,5,6
4	Explain the principles and techniques of organisation of curriculum in Commerce.	U,An,E	2,3,6
5	Explore the nature and importance of inter-disciplinary approaches to teaching of Commerce.	A,An,I,Ap	4,5,8
6	Examine the psychological considerations of learning Commerce.	An,E,I	1,5,9
7	Use modern instructional strategies and models in the teaching and learning of Commerce.	A,C,S,I	4,6,7
8	Debate on the nature, scope and use of technology in Commerce education.	An,S,I,Ap	1,4,6
9	Identify various resources for learning Commerce and use the different media, materials, and resources for teaching Commerce.	A,An,C,S,I	3,5,9,10
10	Construct and administer appropriate assessment tools of evaluation and interpret results.	A,C,S,I	1,3,4,7,8
11	Identify priority areas of research and experimentation in Commerce education.	U,An,E,At	2,3,4,8,10
12	Take part in actual classroom teaching to become an effective teacher educator in Commerce.	A,An,S,I,At	2,3,6,7,8
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Conceptual background of Commerce	15 hrs	1,2,3
1.1	Meaning-Definition - Scope of Commerce in Higher Secondary curriculum-Paradigm shift in the nature of discipline-Role of commerce in the technological era -Historical Background of Commerce education- -.		
1.2	Aims and objectives of Teaching Commerce -Revised Bloom's taxonomy- Competency Based instruction and Competency based evaluation		
1.3	Interdisciplinary Nature of Commerce-Development of skills and competencies needed for the 21st century- Entrepreneurship education		
2	Curriculum Development	20 hrs	4,5
2.1	Meaning- definition of Curriculum.-Modern trends in the construction of curriculum. Curriculum mapping- Approaches		



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	and Principles of Curriculum Construction- Types of Curriculum- Curriculum implementation and renewal: critical evaluation of the present Higher Secondary Commerce Curriculum		
2.2	Conceptual analysis of Constructivism- Theories of Multiple Intelligence - Emotional Intelligence –implications in Commerce Education -Brief sketch about NCF/KCF		
2.3	Techno pedagogic Content Knowledge- Scope and challenges of Techno Pedagogic Content Knowledge		
3.	Approaches for Teaching Commerce	10 hrs	4,5
3.1	Approaches to Instruction: Experiential learning- Reflective learning- Modular approachconcept mapping- Problem Based Learning.		
3.2	Approaches of teaching Accountancy: Journal approach, Ledger approach, Balance sheet approach, Equation approach, Spiral development approach, Complete cycle approach		
3.3	Methods of Teaching Commerce: Lecture- Socialized methods- Project method- Problem solving method- Inductive and Deductive- Analytic and Synthetic- Case study- Source Method - Community Resources and its utilization-Current affairs and scope in commerce		
3.4	Techniques of Teaching Commerce: Drill –Review- Exposition- Buzz- Brainstorming- Role play- simulation. Models of Teaching: Families of Models of Teaching -Advance Organizer Model- Concept attainment Model- Jurisprudential Inquiry Model		
4	Technology in Commerce Education	25 hrs	7,8,9
4.1	Technology for instruction: CAI-CMI- Concept of e-learning- m-learning- need and importance -role in Commerce learning-		
4.2	IT enabled instructional resources: significance of videos- YouTube resources- animations- film clippings- e-journals- educational blogsC.D's		
4.3	Online learning: Virtual classroom -Video conferencing and Tele conferencing in teaching of commerce- Teacher as a Techno-Pedagogue		
5	Assessment in Commerce education	10 hrs	6,7,8,10
5.1	Assessing student performance: Formative and Summative Evaluation -Criterion Referenced and Norm Referenced Test - Continuous and Comprehensive Evaluation		
5.2	Recent trends in Evaluation- Grading-Portfolio assessment- Standardization of Achievement test in Commerce -Evaluation of projects and seminar		
5.3	E-assessment: computer assisted assessment – Online assessment tools -online quizonline test.		
6	Research trends in Commerce education	10 hrs	11,12



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6.1	Research in Commerce Education- Need and importance - Recent researches in Commerce learning with special emphasis to instructional strategies - Researches on teaching students with diverse learning needs: novel modes- Researches on Capacitating Technology in Commerce learning		
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PRACTICUM (Any One)	<ol style="list-style-type: none"> 1. Prepare a report on the critical analysis of any one textbook in commerce at Higher Secondary level of your choice 2. Analyze the content of any one unit from business studies or Accountancy of Std. XI/XII of CBSE/ICSE/STATE syllabus and upload a self designed innovative lesson design of your choice 3. Prepare a report on the critical analysis of the existing Higher Secondary Curriculum based on the curriculum reforms. 4. Preparation and use of animation films/video clippings in teaching of Commerce.
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brainstorming, Lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <ol style="list-style-type: none"> a. Internal Test – One MCQ based on the practices done. b. Report/ publication – each student shall individually or in group publish a Research paper/article. <p>B. Semester End examination</p>

REFERENCE

1. Aggarwal, J.C. (1996). Teaching of Commerce: A Practical Approach. New Delhi : Vikas Publishing House Pvt Ltd.
2. Anderson,W,L and Krathwohl,D,R. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Boston : Allyn & Bacon.
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4. Borich, Gary D (2012). Effective teaching methods: Research based practice. New Delhi: Pearson Education
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14. Rao, Seema. (1995). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.
15. SCERT. (2007). Kerala Curriculum Framework. Trivandrum: SCERT.

SUGGESTED READING

1. Angelo, T.A. & Cross K.P. (1993). *Class room Assessment Techniques: A Handbook for College Teachers*. San Francisco: Josey-Bass Publishers.
2. Leon, A. & Leon, M. (2012). *Internet for Everyone*. New Delhi: Vikas Publishing House.
3. Ronis, D. (2007). *Brain Compatible Assessments*. California: Corwin Press, Sage Publications.
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5. Willard, N. E. (2009). *Computer Ethics, Etiquette and safety for the 21st century student*. New Delhi: Viva Books.



Name of School	School of Pedagogical Sciences				
Programme	M. Ed.				
Scheme	Year	II	Semester	IV	
Course	Information technology and computer science education				
Course Code	PSM21E27				
Type of Course	Elective				
Course Summary & Justification	On completion of this course, the student will be able 1. to gain an analytical perspective on different conceptual versions of IT and Computer science. 2. to attain the advanced versions of IT in teaching - learning process. 3. to frame and evaluate the research trends in IT and Computer Science Education. 4. to develop the practical skills in the use of IT enabled instruction materials. 5. to capacitate the teacher educand to integrate and make use of IT and Computer Science for Curriculum transaction. 6. to internalize the reflections on the use of IT in latest teaching styles. 7. to develop awareness and insight in the significant values, ethics of computer and communication devices. 8. to develop an awareness about IT and Computer Science in Open and Distance Education.				
Student Engagement (SE) in Hrs.	Lecture	Tutorial	Seminar	Others	Total Hours
	40	20	20	10	90
Pre-requisite	Awareness of methodological and pedagogical practices in Information technology and computer science and a basic knowledge in ICT curriculum at school level.				

COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains	PSO No.
1	Work with ICT tools, software applications, and digital resources in day to day teaching-learning situations.	U,A,S	1,5,7
2	Deliberate on various issues of the integration of ICT in education	S,I,At,E,Ap	1,3,6,10
3	Analyse the emerging changes and challenges in the field of ICT	A,An,At	5,7,8



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4	Elucidate the theoretical, practical, and application of technology integration.	U,An,Ap	2,3,5
5	Explore the implications of ICT enhanced education for educational policy and planning	A,An,C	1,3,5
6	Discuss the various features of teacher education in the context of emerging ICT	A,An,E	1,3,8,9
7	Use ICT for making classroom processes more inclusive and to address the issue of diverse learning abilities.	A,I,S	1,4,6
8	Engage in setting up digital knowledge resources/ repositories of the educational institution and organize them fittingly in cyberspace.	C,S,I,At	3,5,7
9	Utilise the potentials of a virtual classroom environment and open-source software that could be successfully integrated into the curriculum.	A,An,S,I	4,5,8
10	Critically analyse the professional role of teachers in the era of ICT	U,A,An,E,I	1,5,7,8,10
11	Work with ICT tools, software applications, and digital resources in ODL.	U,A,C,S,At	1,5,7,10
*Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I), Attitude (At) and Appreciation (Ap)			

COURSE CONTENT

Unit	Content	Time	CO No
1	Information Technology and Computer Science – An Overview	15 hrs	1,2,4
1.1	IT Basics – Evolution of IT, Nature and scope of IT, Advantages and Limitations of IT; Role of IT in Education with reference to Classroom, school management, Professional development.		
1.2	Computer Science Education - Aims and objectives of teaching Computer Science; Computer fundamentals – Definition, Functions of computers; Operating System- Different types, Free and Proprietary softwares; Programming languages- Procedure and Object Oriented languages; DBMS – SQL – DDL,DML.		
1.3	Difference between IT and Computer Science.		
2	Advances in Computing and its applications in Education	20 hrs	2,4,5,6
2.1	Introduction to Educational Softwares – Ubuntu based softwares in School Curriculum; Artificial Intelligence; Man Machine Communication; Natural Language Processing; Mobile based Learning.		
2.2	E-learning and E-contents - Introduction, Concept & Nature,		


Information Technology and Computer Science Education

	Need, Types: synchronous and asynchronous; On-line and blended learning - Creating Online Learning Environments.		
2.3	Communication on the web - e-mail, chat, newsgroups, blog, discussion forum, Social networks, Web conferences, Tele/Videoconferencing by using 3G Mobile technology; Impact of Internet as a Communication medium in education - Advantages and disadvantages of communication on the Internet		
2.4	Learning Legal & Ethical issues - copyright, Hacking Netiquettes, Student safety on the Net (Net safely); Cyber Security; Cyber ethics; Cyber Laws – Introduction, importance and awareness: Role of teacher.		
3.	Research trends in IT education	10 hrs	3,5
3.1	IT based Resources: Online books and journals, ERIC database, online thesis and dissertations, online conferences related to research, web casting, online surveys of educational research; Arrangement of e-resources - e-textbooks, e- journals, digital library – INFLIBNET,NLIST; Computer science educational research – latest trends; Significance of report writing; E-source for problem identification, review, methodology.		
4	IT and Computer Science mediated Education	25 hrs	3,7,10
4.1	Concept, Importance, Meaning and Nature of IT and Computer Science; Need of IT and Computer Science in Education; Paradigm shift in Education due to IT; Challenges in integrating IT and Computer Science in school education; Affordable IT equipped classrooms - Interactive white board and virtual classroom; Computer for instruction; Use of IT in developing instructional material; Computer Aided/Assisted Instruction(CAI) – methods of CAI, role of teacher in CAI, advantages and limitations of CAI.		
5	Curriculum, Monitoring and Evaluation of IT and Computer Science in Education	10 hrs	8,9
5.1	Importance of IT in Curriculum framework; The impact of IT in Curriculum planning, Curriculum Development, Curriculum change and Curriculum delivery; IT and Computer Science in primary, secondary, higher secondary and collegiate education. Challenges of Introducing IT and computer science into the Curriculum. IT and Computer Science capability across the Curriculum.		
5.2	Monitoring and Evaluation of IT in Education – Introduction and scope, Use of IT in diagnostic test, remedial teaching; Computerized Test Construction and Administration - Concept, meaning and importance; Computerized Question Bank; Computer based testing; online examination; Pros and cons of evaluation using IT		



6	IT in Open and Distance Education	10 hrs	8,10,11
6.1	Open and Distance Education - A Conceptual Framework, Innovations in Distance Education; Open Universities; Implications of IT in Open and Distance Education ;Security in open distance learning, The challenging issues of IT infrastructure setup in Open and Distance Education; Virtual Education – nature and concept of virtual education, virtual classroom problems with conventional education, effectiveness of virtual education, limitations and challenges of virtual education/environment; Tele/Videoconference and Role of EDUSAT in open and distance education		

PRACTICUM (Any One)	<p>5. Develop a unit for Higher Secondary class on a selected topic which can be transacted with Computer Aided Learning(CAL).</p> <p>6. Develop an e-content based on any topic in collegiate education.</p> <p>7. Prepare a lesson design based on IT enabled instruction strategy.</p> <p>8. Prepare a 20 min. long script for a video/audio lesson on any topic from Secondary/Higher Secondary curriculum.</p>
Teaching Learning Approach	<p>CLASSROOM PROCEDURE (MODE OF TRANSACTION)</p> <p>Direct Instructions: Brain storming lecture, Explicit presentations, E-learning....</p> <p>Interactive Instructions: Active co-operative learning, Group practice, Individual practices, Workshops, peer coaching....</p> <p>Presentations: Expert/teacher, individual student, group representative</p>
Assessment Types	<p>Mode of Assessment</p> <p>A. Continuous Internal Assessment (CIA)</p> <p>a) Internal Test – One MCQ based on the practices done.</p> <p>b) Report/ publication – each student shall individually or in group publish a Research paper/article.</p> <p>B. Semester End examination</p>

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4. Cavanaugh, C. (2004). Development and Management of Virtual Schools. London: Information science publishing.
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SUGGESTED READING

1. Angelo, T.A. & Cross K.P. (1993). *Class room Assessment Techniques: A Handbook for College Teachers*. San Francisco: Josey-Bass Publishers.
2. Leon, A. & Leon, M. (2012). *Internet for Everyone*. New Delhi: Vikas Publishing House.
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