MAHATMA GANDHI UNIVERSITY
KOTTAYAM, KERALA

TWO YEAR
BACHELOR OF EDUCATION (B.Ed.)
REVIEWED DEGREE PROGRAMME

CREDIT AND SEMESTER SYSTEM WITH GRADING

(Reviewed with effect from July 2018)

Mount Carmel College of
Teacher Education for Women
Kottayam

2020

BOARD OF STUDIES (PASS)

PREFACE

As per the NCTE regulations 2014 a two year B.Ed curriculum was structured and implemented in 2015. Two batches have passed out since the implementation and a need was thus felt among the teaching and student community for minor modifications with regard to the content in the syllabus of theory and practicals. It is at this juncture that the Board of Studies (UG) initiated this venture to review the two year B.Ed curriculum.

As an initial step, a review sub-committee was formed with Dr. Sunila Thomas as convener and Dr. Anitha S M, Dr. Shaiju Francis and Mr. Pramod Thomas George as members. The review committee invited feedback and suggestions from students, teachers and stakeholders via mail. For reviewing the syllabus, several meetings of BOS members were arranged. As workshop was arranged from 22/5/18 to 24/5/18 with teachers of various training colleges and members of Board of Studies as conveners for various courses. Based on the suggestions and recommendations from subject experts, the syllabus was reviewed with minor modifications.

We deeply acknowledge with gratitude the whole hearted cooperation rendered by honorable Vice Chancellor Dr. Babu Sebastian, Pro Vice Chancellor Dr. Sabu Thomas, Registrar Prof. M R Unni, Dean, faculty of education, Dr. T V Thulaseedharan, Syndicate Members and subject experts from various training colleges.

	Dr. Varghese K Cheriyan
	Chairman
Kottayam	Board of Studies in Education (UG)
18/06/2018	Mahatma Gandhi University

CONTENTS

CURRICULUM VISION

Enrichment of the new generation teachers with values and life skills, equip them to be professionally competent, adaptable and socially committed to meet the challenges of tomorrow and to become the transmitters, inspirers and promoters of children's eternal quest for knowledge

The Vision Highlights

· Facing the challenges of Education in the modern world.
· Development of Teacher Competence, Sensitivity and Teacher Motivation.
· Laying importance on professional preparation.
· Making conformity with the values enshrined in the constitution.
· Moulding teachers to be technologically competent.
· Knowing of ICT enabled curriculum and e-learning.
· Realizing the importance of inclusive education and gender issues.
· Imbibing Yoga, Health and Physical Education for future life styles.
· Knowing about the 'nature' and measures for environmental sustainability.
· Nurturing children's creativity and aesthetic sensibilities.
· Realizing the importance of evidence based performance assessment.
· Experiencing life skill training.

GENERAL OBJECTIVES

Structuring of the curriculum for two year B Ed programme is designed to enable the student teacher to:

1. uphold the value system based on the cultural, social, political and moral bases of Indian society.
2. identify and solve the prevalent major social and environmental issues / challenges and equip the classroom learner to face those challenges.
3. develop teacher competence, sensitivity and teacher motivation.
4. get ready for professional preparation.
5. become technologically competent and realize the importance of ICT

and e- learning.

6. apply the theoretical and practical information to get a holistic understanding about the importance of nurturing positive attitudes, skills and healthy behavior for living in the present and future.

7. imbibe the aptitude for understanding the principles and practices related to the varied psychological, sociological and philosophical areas to facilitate productive cognition.

8. focus on communicative English which will help the student teachers to communicate well in diverse settings and groups.

9. conceptualize different formal and informal evidence based performance assessment strategies and develop ability to evaluate the continuous intellectual, social and physical development of the learners.

10. enhance drama and art education to nurture children's creativity and aesthetic sensibilities.

11. enhance the critical thinking skills through strategies that encourage precise approach to inquiry, collaboration and active participation in the classrooms.

12. acquire the right attitude with qualitative commitment using multiple levels of tools and techniques.

CURRICULUM REGULATIONS, 2015
(WITH EFFECT FROM 2015 ADMISSIONS)

1. TITLE

These regulations shall be called "Regulations for the Two Year B.Ed. Programme" under Credit and Semester System with Indirect Grading, 2015.

2. SCOPE

Applicable to Regular B.Ed. programme conducted by Mahatma Gandhi University, Kottayam with effect from 2015-2017 Admissions.

The Programme conducted in distance /off campus and private registration shall not come under the purview of this regulation.

The provisions herein supersede all the existing regulations for the regular B.Ed. programme to the extent herein prescribed.

3. DEFINITIONS

Programme: - Programme means a patterned combination and sequences of courses in the discipline education spreading over four semesters, according to the regulations, the successful completion of which would lead to the award of the degree.

Semester: Semester means a term consisting of a minimum of 600 contact hours distributed over 100 working days exclusive of admission and examination days within 20 academic weeks.

Academic week: Academic week is a unit of five working days in which distribution of work is organized from day one to day five, with six contact hours on each day. A sequence of 20 such academic weeks constitutes a semester.

Credit: Credit is a unit of input measured in terms of student's study hours devoted to various aspects of the teaching-learning process. One credit for the B.Ed. programme is deemed equivalent to 20 study hours. Students can earn and accumulate credits on the basis of the number and types of tasks, they have successfully completed. All the tasks that carry credits are compulsory.

Course: Course means a complete integrated series of instructional content/ lessons which are identified by a common title and will be taught and evaluated within a semester.

Core course: Core course means a course that comes under the category of courses which is compulsory for all students undergoing B. Ed. Programme.

Pedagogic Course: - Pedagogic Course means a course in the subject of specialization within the B.Ed. Programme.

Associate Course: Associate Course means a course which would enrich B.Ed. Programme.

College Coordinator: College Coordinator is a teacher nominated by the college staff council to coordinate the continuous evaluation undertaken by various course coordinators within the college. He/ She shall be nominated

to the college level monitoring committee.

Course coordinator: Course coordinator is a teacher nominated by the college to coordinate the continuous evaluation undertaken in that course.

Staff Council: Staff Council means the body of all teachers of the college.

Faculty Advisor: Faculty Advisor means a teacher from the college nominated by the staff council who will advise the students in the academic matters.

Grace Marks: Grace Marks shall be awarded to candidates as per the University Orders issued from time to time.

Grade: Grade means a letter symbol (eg: A, B, C, etc.) which indicates the broad level of performance of a student in a Course/ Semester/ Programme.

Grade Point: Grade point is the numerical indicator of the percentage of marks awarded to a student in a course.

Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the University Act and Statutes.

4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS:

Eligibility for admission, Norms for admission and Reservation of seats for B.Ed. Programme shall be according to the rules framed by the University and Government from time to time.

5. DURATION

Duration of B.Ed. programme shall be 4 semesters spread over two years.

The duration of odd semester shall be from June to October and that of even semesters from November to March. There shall be three days semester break after each semester and two months vacation during April and May in every academic year.

A student may be permitted to complete the programme, on valid reasons within a period of three years from the date of admission to the programme.

Re-admission: Those candidates who discontinue the course can be given the provision of readmission if otherwise eligible as long as the same scheme exists. If there is a change in the scheme any time later, candidate will have

to join the course as a fresh entrant, if otherwise eligible.

Transitory regulations: Whenever a course/ scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus/ scheme. Failed candidates or candidates who could not appear for these examinations have to attend classes for the new course, according to the changed syllabus/ regulations.

6. REGISTRATION

The strength of students for the programme shall be in accordance with the NCTE Regulations, Government rules and orders and University rules

Each student shall register for the course in the prescribed registration form in consultation with the faculty advisor within two weeks from the commencement of each semester. Faculty adviser shall permit registration on the basis of the preferences of the students and availability of seats.

The number of courses/ credits that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of credits permitted.

A student can opt out of a course/ courses registered subject to the minimum credits requirement within seven days from the commencement of the semester.

The college shall send a list of students registered for B.Ed. Programme in each semester giving the details of courses registered including repeat course to the University in the prescribed form within 20 days from the commencement of the semester.

7. MEDIUM OF INSTRUCTION

The medium of instruction shall be English for all courses. However, in case of Languages, instruction may be given partly in the language concerned. Medium of examination shall be English/ Malayalam.

8. ATTENDANCE

A student shall be considered to have satisfactory attendance to appear the examination if he/she attends not less than 80% of the working days for all the theory courses and practicum and 90% of the working days for 20 weeks (4+16) School Internship. Condonation of shortage of attendance

shall be as per existing University statutes and rules. Candidates with shortage of attendance beyond the condonable limit will not be eligible to register for End Semester University Examination. In such cases the candidate has to repeat the programme/course by taking re-admission with the concurrence of the University. Condonation of attendance shall be limited to once during the entire programme.

All the courses carrying credits/grades should be compulsorily attended by all the candidates for the successful completion of the programme. Only such candidates are permitted to register for the End Semester University Examination.

Candidates who register his/her name for the End Semester University Examination for a semester will be eligible for promotion to the next semester.

A student who has completed the entire curriculum requirement, but could not register for the semester examination can register notionally for getting eligibility for promotion to the next semester subject to the concurrence of University.

All the practical works (Engagement with the field) related to all the courses have to be compulsorily completed by all the students to be eligible for appearing for the practical examination of the External Practical Board.

Students who are eligible/have attended the practical examinations of the External Practical Board, alone will be permitted to register for theory examinations.

9. EXAMINATION

The evaluation of each theory course shall contain two parts.

(a) Internal or In Semester Assessment (ISA)

(b) External or End Semester Assessment (ESA)

The evaluation of practical course shall be conducted by internal or In Semester Assessment. Standardization of the assessment shall be done by external examination board constituted by the University.

There will be no supplementary examinations. For reappearance / improvement, the students can reappear along with the next batch.

A candidate who has not secured minimum marks/ credit in internal examinations can re-do the same in concurrence with the University. They should register and reappear for external examination along with the subsequent batch.

A candidate who has not secured minimum marks/ grades in external examinations in any of the course/ courses can reappear for the same within the specified period mentioned in 5.3.

A candidate who has secured minimum marks/ grades in external examinations in all the courses and fails to get semester minimum has to reappear for all the courses within the specified period mentioned in 5.3.

A candidate who failed to secure minimum grade points in any of the courses of B.Ed. programme, can re-do the same with the ensuing batch in concurrence with the University.

All courses shall have unique alphanumeric code. Each teacher working in affiliated institutions shall have a unique identification number and this number is to be attached with the codes of the courses for which he/she can perform examination duty.

10. CREDIT POINT AND CREDIT POINT AVERAGE

Credit Point (CP) of a course is calculated using the formula,

CP = C x GP, Where C= Credit, G P = Grade Point

Credit Point Average (CPA) of a Semester / Programme is calculated using the formula,

$$CPA = \frac{TCP}{TC},$$ Where TCP = Total Credit Point

TC = Total Credit

Semester Credit Point Average shall be denoted as SCPA and Cumulative Credit Point Average as CCPA.

Cumulative Credit point Average (CCPA)

$$= \frac{SCPA\ I + SCPA\ II + SCPA\ III + SCPA\ IV}{4}$$

where, SCPA is Credit Point Average (CPA) of a Semester

For all courses (Theory and Practical), grades are given on a 7 point scale based on the total percentage of marks as given below. For theory courses total mark is calculated by adding internal and external marks. For practical courses total mark is calculated by considering the internal assessment of each component during 1st semester and that of 2nd ,3rd and 4th semesters are calculated by considering internal marks and the standardization procedure executed by the respective external examination boards.

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C - Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	4

Note: Decimals are to be rounded to the next whole number

Overall grade and Semester grade for the B. Ed. Programme is calculated on a 7 point scale. Grades for the different semesters and overall programme are given based on the corresponding **CPA** as shown below.

Grades for the different semesters and overall programme based on the corresponding CPA

CPA	Grade
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B -Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D – Satisfactory
Above or equal to 5, but below 6	E –Adequate
Below 5	F – Failure

For a pass in the examination of B.Ed. programme, a candidate should secure a minimum of E Grade (CPA= 5) in aggregate for each semester with a minimum of E Grade (40% marks) in each theory course and D Grade (50% marks) for each practical course (Engagement with the field) and viva-voce. A separate minimum of 30% marks each for internal and

external assessment of all individual theory courses is required for pass for a course.

11.   GRIEVANCE REDRESSAL MECHANISM

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

Level 1: Dept. Level: The department cell chaired by the College Coordinator; and the Course Coordinator and the Faculty advisor, as members.

Level 2: **College Level**: A committee with the Principal as Chairman, College Coordinator; Course Coordinator and Faculty advisor, as members.

Level 3: **University Level**: A Committee constituted by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener - Syndicate sub-committee on Students Discipline and Welfare, Chairman- Board of Examinations as members and the Controller of Examinations as member-secretary.

12.   INTERNAL ASSESSMENT

The internal assessment of all components of theory courses are to be published before the University Examinations and are to be acknowledged by the candidates. All the details of internal assessment are to be kept in the college for two years after the end of the programme and shall be made available for verification by the University if needed. All the documents and records pertaining to the practical courses shall be made available before the External Examination Board constituted by the University. The responsibility of internal assessment is vested on the course coordinator. If any irregularities are found in the matter of examination, it shall be reported to the University.

13. MARK CUM GRADE CARD

The University under its seal shall issue to the students a MARK CUM GRADE CARD on completion of each semester, which shall contain the following information:

(a) Name of the University

(b) Name of the College

(c) Title of the Programme

(d) Name of the Semester

(e) Name and Register Number of the student

(f) Code, Title, Credits and Max. Marks (Int., Ext. & Total) of each course opted in the semester.

(g) Internal, External and Total Marks awarded, Grade, Grade point and Credit point in each course opted in the semester

(h) University Average of the External Exam in each course.

(i) The total credits, total marks (Max. & Awarded) and total credit points in the semester

(j) Semester Credit Point Average (SCPA) and corresponding Grade.

(k) Cumulative Credit Point Average (CCPA) corresponding to Core courses, Pedagogic Courses and Associate Courses (separately and together) and whole programme, as the case may be.

(l) The final Mark Cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the final semester examination and shall include the final grade/marks scored by the candidate from **I to III** Semesters, as the case may be, and the overall grade/marks for the total programme.

14. There shall be **3 level monitoring committees** for the successful conduct of the Programme. They are:

Level 1: Dept. Level: The department cell chaired by the College Coordinator; and the Course Coordinator and the Faculty advisor, as members.

14

Level 2: **College Level**: A committee with the Principal as Chairman, College Coordinator; Course Coordinator and Faculty advisor, as members.

Level 3: **University Level**: A Committee constituted by the Vice-Chancellor as Chairman and Pro-Vice-Chancellor, Convener - Syndicate sub- committee on Students Discipline and Welfare, Chairman- Board of Examinations as members and the Controller of Examinations as member-secretary.

15.   TRANSITORY PROVISION

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

16.   PROVISION

The CBCSS Regulations 2014, now in force are applicable to programme offered by the University to admissions made up to and including the academic year 2014-2015.

MAHATMA GANDHI UNIVERSITY
Priyadarshni Hills P.O.

Section:
Student ID:
                                                                    Kottayam
                                                                    Date:

MARK CUM GRADE CARD

Name of the Candidate   :
Name of the College   :
Permanent Register Number (PRN) :   Degree : Bachelor of Education
Programme   :   B.Ed
Stream   :   English Education
Name of Examination   :   First Semester Examination November 2015

Course Code	Course Title	Credits (C)	External Awarded (E)	External Max	Internal Awarded (I)	Internal Max	Total Awarded (E+I)	Total Max	Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average	Result
	CORE COURSES													
EDU 101	Contemporary India and Education	5	62	80	15	20	77	100	B	8	40	34.32	28.48	Pass
EDU 102	Childhood and Growing up	5	46	80	16	20	62	100	C	7	35	29.34	27.89	Pass
EDU 103	Development and Resources in Educational Technology.	3	37	50	6	10	43	60	B	8	24	18.09	12.34	Pass
	PEDAGOGIC COURSES													
EDU 104.11	Understanding the Discipline of English	3	46	50	6	10	52	60	A	9	27	22.46	20.45	Pass
EDU 105.11	Learning to function as English teacher	3	48	50	7	10	55	60	A+	10	30	26.89	20.34	Pass
	ASSOCIATE COURSES													
EDU 106	Elective	3	38	50	8	10	46	60	B	8	24	16.90	21.98	Pass
	PRACTICAL COURSES													
EDU 107.1	Core	2	-	-	30	40	30	40	B	8	16	12	13	Pass
EDU 107.2	Pedagogic	4	-	-	70	80	70	80	B	8	32	30	29	Pass
EDU 107.3	Health& Physical Education	1	-	-	15	20	15	20	B	8	8	6	5	Pass
EDU 107.4	Drama & Art in Education	1	-	-	15	20	15	20	B	8	8	6	5	Pass
	TOTAL	30						600			244			Pass
	SCPA I : 8.06; SG : B													

Annexure 1b :   Model Mark Cum Grade Card (IISem)
MAHATMA GANDHI UNIVERSITY

Section: Priyadarshni Hills P.O.

Student ID: Kottayam
                                                                     Date:

MARK CUM GRADE CARD

Name of the Candidate   :
Name of the College   :
Permanent Register Number (PRN) :   Degree : Bachelor of Education
Programme   :   B.Ed
Stream   :   EnglishEducation
Name of Examination   :   Second Semester Examination November 2015

Course Code	Course Title	Credits (C)	External Awarded (E)	External Max	Internal Awarded (I)	Internal Max	Total Awarded (E+I)	Total Max	Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average (UA)	Result
	CORE COURSES													
EDU 201	Knowledge and Curriculum	5	62	80	15	20	77	100	B	8	40	34.32	28.48	Pass
EDU 202	Learning and Teaching	5	60	80	16	20	76	100	B	8	40	39.34	37.89	Pass
EDU 203	Assessment for Learning	3	40	50	6	10	46	60	B	8	24	18.09	22.34	Pass
	PEDAGOGIC COURSES													
EDU 204.11	Pedagogical Dimensions of English	3	46	50	6	10	52	60	A	9	27	22.46	20.45	Pass
EDU 205.11	Curriculum and Resource Development in English Education	3	48	50	7	10	55	60	A+	10	30	26.89	30.34	Pass
	PRACTICAL COURSES													
EDU 206.1	Core	4	-	-	75	80	75	80	B	8	32	30.9	31.98	Pass
EDU 206.2	Pedagogic	5	-	-	91	100	91	100	A+	10	50	42.90	40	Pass
EDU 206.3	Health & Physical Education	1	-	-	15	20	15	20	B	8	8	7	6	Pass
EDU 206.4	Drama & Art in Education	1	-	-	15	20	15	20	B	8	8	7	5	Pass
	TOTAL	30						600		259				Pass
	SCPA II 8.63; SG : B													

MAHATMA GANDHI UNIVERSITY

Section: Priyadarshni Hills P.O.

Student ID: Kottayam

Date:

MARK CUM GRADE CARD

Name of the Candidate   :
Name of the College   :
Permanent Register Number (PRN) :   Degree : Bachelor of Education
Programme   :   B.Ed
Stream   :   EnglishEducation
Name of Examination   :   Third Semester Examination November 2015

Course Code	Course Title	Credits (C)	External Awarded (E)	External Max	Internal Awarded (I)	Internal Max	Total Awarded (E+I)	Total Max	Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average	Result
	ASSOCIATE COURSE													
EDU 301	Language Across the Curriculum	3	42	50	8	10	50	60	A	9	27	24.3	18.48	Pass
	PRACTICAL COURSES													
EDU 302.1	Core	4	-	-	72	80	72	80	A	9	36	34.5	27.89	Pass
EDU 302.2	Pedagogic	18	-	-	300	360	300	360	B	8	144	133.13	123.34	Pass
EDU 302.3	Health& Physical Education	2	-	-	36	40	36	40	A	9	18	18.017	10.45	Pass
EDU 302.4	Drama & Art in Education	1	-	-	17	20	17	20	A	9	9	9.1	8.6	Pass
	Viva-voce	2	-	-	35	40	35	40	A+	10	20	18	17	Pass
	TOTAL	30						600			254			
	SCPA III : 9; SG : A													

Annexure 1d   :   Model Mark Cum Grade Card (IVSem)

MAHATMA GANDHI UNIVERSITY

Section: Priyadarshni Hills P.O.

Student ID: Kottayam
                                                     Date:

MARK CUM GRADE CARD

Name of the Candidate   :
Name of the College
Permanent Register Number (PRN) :   Degree : Bachelor of Education
Programme   :   B.Ed
Stream   :   EnglishEducation
Name of Examination   :   Fourth Semester Examination November 2015

Course Code	Course Title	Credits (C)	External Awarded (E)	External Max	Internal Awarded (I)	Internal Max	Total Awarded (E+I)	Total Max	Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	Institution Average (IA)	University Average (UA)	Result
	CORE COURSES													
EDU 401	Gender, School and Society	5	62	80	15	20	77	100	B	8	40	54.32	48.48	Pass
EDU 402	Personality Dynamics in Education	5	46	80	16	20	62	100	C	7	35	49.34	47.89	Pass
	PEDAGOGIC COURSE													
EDU 403	Professional Development of English teacher	3	41	50	6	10	47	60	B	8	24	58.09	52.34	Pass
	PRACTICAL COURSES													
EDU 404.1	Core	7	-	-	130	140	130	140	A	9	63	62	53	Pass
EDU 404.2	Pedagogic	6	-	-	110	120	110	120	A	9	54	30	29	Pass
EDU 404.3	Health& Physical Education	1	-	-	15	20	15	20	B	8	8	6	5	Pass
EDU 404.4	Drama and Art in Education	1	-	-	10	20	15	20	B	8	8	6	5	Pass
EDU 404.5	Communicative English	2	-	-	30	40	30	40	B	9	18	17	16	Pass
	TOTAL	30						600			250			

SCPA IV : 8.16, SG : B SCPA III :9, SG :A SCPA II :8.63, SG :B SCPA I :8.06, SG :A											
CCPA OF PROGRAMME	8.46	G:B									

Annexure - Reverse side of the Mark Cum Grade Card (common to all semesters)

Description of the Evaluation Process

Grade and Grade Point

Grades and Grade Points are given on a 7-point Scale based on the percentage of Total Marks as given in Table 1

Table 1

%Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C - Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	4

Overall grade and Semester grade for the B. Ed. Programme is calculated on a 7 point scale. Grades for the different semesters and overall programme are given based on the corresponding **CPA** as shown below.

CPA	Grade
Above or equal to 9.5	A+ - Outstanding
Above or equal to 9, but below 9.5	A - Excellent
Above or equal to 8, but below 9	B -Very Good
Above or equal to 7, but below 8	C - Good
Above or equal to 6, but below 7	D – Satisfactory
Above or equal to 5, but below 6	E –Adequate
Below 5	F – Failure

Credit point (**CP**) of a Course is calculated using the formula
CP = C x GP , where **C = Credit, GP = Grade Point**

Credit Point Average (**CPA**) of a **Semeste**r is calculated using the formula

$$\textbf{SCPA} = \frac{\textbf{TCP}}{\textbf{TC}}$$

Where **TCP = Total Credit Point;**
      TC = Total Credit

MAHATHMA GANDHI UNIVERSITY, KOTTAYAM

CURRICULUM DESIGN OF TWO YEAR B.Ed. PROGRAMME- 2015

The Board of Studies in Education (U.G.) proposed the Curriculum Design of Two Year B.Ed. programme in tune with the guidelines of NCFTE (2009), NCTE (2014), and NCERT. The restructured programme shall be implemented with effect from 2015-17 academic year. The layout of the new programme is conceived as comprising of three broader areas as follows:

A.PERSPECTIVES IN EDUCATION - Learner Studies, Contemporary Studies, Educational Studies

B.CURRICULUM AND PEDAGOGIC STUDIES - Curriculum Studies and Pedagogic Studies

C. ENGAGEMENT WITH THE FIELD - Professional capacities, Teacher sensibilities and skills. (School Internship)

I. PROGRAMME FRAMEWORK

Semester	Working Days	Working Hours	Marks		Credits		Total	
			Theory	Practical	Theory	Practical	Marks	Credit
I	100	600	440	160	22	8	600	30
II	100	600	380	220	19	11	600	30
III	100	600	60	540	3	27	600	30
IV	100	600	260	340	13	17	600	30
Total	**400**	**2400**	**1140**	**1260**	**57**	**63**	**2400**	**120**

II. COURSE STRUCTURE OF THE PROGRAMME

A. Theory Courses :

Courses	Sem I	Sem II	Sem III	Sem IV
Core Courses	EDU 101 EDU 102 EDU 103	EDU 201 EDU 202 EDU 203		EDU 401 EDU 402
Pedagogic Courses	EDU 104 EDU 105	EDU 204 EDU 205	------	EDU 403
Associate Courses	EDU 106	----	EDU 301	

B. Engagement with the field (Practical): Comprised of College Based, School Based and Community Based Practicals

Courses	Semester I	Semester II	Semester III	Semester IV
Core-EPC1,EPC2,EPC3,EPC4	EDU 107.1	EDU 206.1	EDU 302.1	EDU 404.1
Pedagogic-EPC1,EPC2EPC3,EPC4	EDU 107.2	EDU 206.2	EDU 302.2	EDU 404.2
Health & Physical Education, EPC4	EDU 107.3	EDU 206.3	EDU 302.3	EDU 404.3
Drama and Art in Education-EPC2	EDU 107.4	EDU 206.4	EDU 302.4	EDU 404.4
Communicative English-EPC 1	------	------	-------	EDU 404.5

NB: EPC-Enhancing Professional Capacities

- EPC 1-Reading and Reflecting on Texts
- EPC 2-Drama and Art in Education
- EPC 3-Critical Understanding of ICT
- EPC 4- Understanding the Self

III.SEMESTER WISE PROGRAMME FRAME

Semester 1

Category	Course Code	Course Name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU101	Contemporary India and Education	100	80	20	100	5
	Core EDU102	Childhood and Growing Up	100	80	20	100	5
	Core EDU103	Development and Resources in Educational Technology	60	50	10	60	3
	Pedagogic EDU104	Understanding the Discipline of ----- Education	60	50	10	60	3
	Pedagogic EDU105	Learning to function as…..teacher	60	50	10	60	3

	Associate-EDU 106	Elective	60	50	10	60	3
Practical/ Engagem ent with the field	EDU 107.1	Core- **EPC1, EPC2, EPC3, EPC4**	40	--	40	40	2
	EDU 107.2	Pedagogic-**EPC1, EPC2, EPC3, EPC4**	80	--	80	80	4
	EDU 107.3	Health& Physical Education-**EPC4**	20	--	20	20	1
	EDU 107.4	Drama and Art in Education- **EPC2**	20	--	20	20	1
Semester Total			**600**	**360**	**240**	**600**	**30**

Semester II

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU201	Knowledge and Curriculum	100	80	20	100	5
	Core EDU202	Learning and Teaching	100	80	20	100	5
	Core EDU203	Assessment for learning	60	50	10	60	3
	Pedagogic EDU204	Pedagogical Dimensions of… ……	60	50	10	60	3
	Pedagogic EDU205	Curriculum and Resource Development in….Education	60	50	10	60	3
Practical/ Engagement with the field (Includes School	EDU206.1	Core-**EPC1,EPC2,EPC3,EPC4**	80	--	80	80	4
	EDU206.2	Pedagogic-**EPC1,EPC2, EPC3,EPC4**	100	--	100	100	5
	EDU206.3	Health& Physical Education-**EPC4**	20	--	20	20	1
	EDU206.4	Drama and Art in Education- **EPC2**	20	--	20	20	1
Semester Total			**600**	**310**	**290**	**600**	**30**

Semester III

Category	Course Code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	EDU 301	Language Across the Curriculum	60	50	10	60	3
Practical/ Engagement with the field(Includes School Internship- Phase II)	EDU302.1	Core- **EPC1,EPC2,EPC3,EPC4**	80		80	80	4
	EDU302.2	Pedagogic- **EPC1,EPC2, EPC3,EPC4,**	360		360	360	18
	EDU302.3	Health& Physical Education,**EPC4**	40		40	40	2
	EDU302.4	Drama and Art in Education-**EPC2**	20		20	20	1
		Viva-voce	40	40	----	40	2
Semester Total			**600**	**90**	**510**	**600**	**30**

Semester IV

Category	Course code	Course name	Instructional Hours	Marks			Credit
				External	Internal	Total	
Theory	Core EDU401	Gender, School and Society	100	80	20	100	5
	Core EDU402	Personality Dynamics in Education	100	80	20	100	5
	Pedagogic EDU403	Professional Development of….. Teacher	60	50	10	60	3
Practical/ Engagement with the field	EDU404.1	Core- **EPC1,EPC2, EPC3,EPC4**	140	--	140	140	7
	EDU404.2	Pedagogic- **EPC1,EPC2, EPC3,EPC4,**	120	--	120	120	6
	EDU404.3	Health& Physical Education- **EPC4**.	20	--	20	20	1
	EDU404.4	Drama and Art in Education-**EPC2**	20	--	20	20	1
	EDU404.5	Communicative English- **EPC 1**	40		40	40	2
Semester Total			**600**	**210**	**390**	**600**	**30**
Programme Total			**2400**	**970**	**1430**	**2400**	**120**

IV. SCHEME OF ASSESSMENT

A . Internal evaluation of theory courses

a. Theory Courses with Credit 5

Title	No of Tasks @ course	Marks	Total Marks
Internal Test	2	10	20
Practicum	1	10	

b. Theory Courses with Credit 3

Title	No. of Tasks @ course	Marks	Total marks
Internal Test	2	5	10
Practicum	1	5	

NB: A detailed report of the Practicum is to be prepared by each student teacher for each course.

B. External evaluation of Theory Courses

Semester 1

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	Internal	Total
Core EDU 101	Contemporary India and Education	3	80	20	100
Core EDU 102	Childhood and Growing up	3	80	20	100
Core EDU 103	Development and Resources in Educational Technology	2	50	10	60
Pedagogic EDU 104	Understanding the Discipline of ----- Education	2	50	10	60
Pedagogic EDU 105	Learning to function as --------------- Teacher	2	50	10	60
Associate EDU 106	Elective	2	50	10	60

Semester II

Course Code	Course name	Duration of examination External (Hrs)	Marks		
			External	Internal	Total
Core EDU 201	Knowledge and Curriculum	3	80	20	100
Core EDU 202	Learning and Teaching	3	80	20	100
Core EDU 203	Assessment for Learning	2	50	10	60
Pedagogic EDU 204	Pedagogical Dimensions of ……Education	2	50	10	60
Pedagogic EDU 205	Curriculum and Resource Development in……Education	2	50	10	60

Semester III

Course code	Course title	Hours	External marks	Internal marks	Total marks
Associate Course EDU 301	Language Across the Curriculum	2 hours	50	10	60

Semester IV

Course code	Course name	Duration of examination-External (Hrs)	Marks		
			External	Internal	Total
Core EDU 401	Gender, School and Society	3	80	20	100
Core EDU 402	Personality Dynamics in Education	3	80	20	100
Pedagogic EDU 403	Professional Development of …….Teacher	2	50	10	60

C. Pattern of Questions

Form of questions	Number of questions		Total marks	
	Courses with Credit 5	Courses with Credit 3	Courses with Credit 5	Courses with Credit 3
Very short answer	10	10	10	10
Short answer	8/12	5/6	16	10
Short Essay/Problem Solving	6/9	5/7	24	20
Essay/Higher Order Thinking	2/4	1/2	30	10
Total	**35**	**25**	**80**	**50**

I. LIST OF COURSES A.CORE COURSES

EDU 101 Contemporary India and Education
EDU 102 Childhood and Growing up
EDU 103 Development and Resources in Educational Technology
EDU 201 Knowledge and Curriculum
EDU 202 Learning and Teaching
EDU 203 Assessment for Learning
EDU301 Language Across the Curriculum
EDU401 Gender, School and Society
EDU402 Personality Dynamics in Education

B. PEDAGOGIC COURSES

EDU 104.1 1   Understanding the Discipline of English Education
EDU 104.1 2   Understanding the Discipline of Malayalam Education
EDU 104.1 3   Understanding the Discipline of Hindi Education
EDU 104.1 4   Understanding the Discipline of Sanskrit Education
EDU 104.1 5   Understanding the Discipline of Arabic Education
EDU 104.1 6   Understanding the Discipline of Mathematics Education
EDU 104.1 7   Understanding the Discipline of Physical Science education

27

EDU 104.1 8   Understanding the Discipline of Natural Science Education
EDU 104.1 9   Understanding the Discipline of Social Science Education
EDU 104.20   Understanding the Discipline of Commerce Education
EDU 104.21   Understanding the Discipline of IT and Computer Science Education
EDU 105.11   Learning to function as English teacher
EDU 105.1 2   Learning to function as Malayalam teacher EDU 105.1 3 Learning to function as Hindi teacher
EDU 105.1 4   Learning to function as Sanskrit teacher
EDU 105.15   Learning to function as Arabic teacher
EDU 105.1 6   Learning to function as Mathematics teacher
EDU 105.1 7   Learning to function as Physical Science teacher
EDU 105.1 8   Learning to function as Natural Science teacher
EDU 105.1 9   Learning to function as Social Science teacher
EDU 105.20   Learning to function as Commerce teacher
EDU 105.21   Learning to function as IT and Computer Science teacher
EDU 204.11   Pedagogical Dimensions of English
EDU 204.12   Pedagogical Dimensions of Malayalam
EDU 204.13   Pedagogical Dimensions of Hindi
EDU 204.14   Pedagogical Dimensions of Sanskrit
EDU 204.15   Pedagogical Dimensions of Arabic
EDU 204.16   Pedagogical Dimensions of Mathematics
EDU 204.17   Pedagogical Dimensions of Physical Science
EDU 204.18   Pedagogical Dimensions of Natural Science
EDU 204.19   Pedagogical Dimensions of Social Science
EDU 204.20   Pedagogical Dimensions of Commerce
EDU 204.21   Pedagogical Dimensions of IT and Computer Science
EDU 205.11   Curriculum and Resource Development in English Education
EDU 205.12   Curriculum and Resource Development in Malayalam Education
EDU 205.13   Curriculum and Resource Development in Hindi Education

EDU 205.14 Curriculum and Resource Development in Sanskrit Education

EDU 205.15 Curriculum and Resource Development in Arabic Education

EDU 205.16 Curriculum and Resource Development in Mathematics Education

EDU 205.17 Curriculum and Resource Development in Physical Science Education

EDU 205.18 Curriculum and Resource Development in Natural Science Education

EDU 205.19 Curriculum and Resource Development in Social Science Education

EDU 205.20 Curriculum and Resource Development in Commerce Education

EDU 205.21 Curriculum and Resource Development in IT and Computer Science Education

EDU 403.11 Professional Development of an English teacher EDU 403.12 Professional Development of Malayalam teacher EDU 403.13 Professional Development of Hindi teacher

EDU 403.14 Professional Development of Sanskrit teacher EDU 403.15 Professional Development of Arabic teacher EDU 403.16 Professional Development of Mathematics teacher

EDU 403.17 Professional Development of Physical Science teacher EDU 403.18 Professional Development of Natural Science teacher EDU 403.19 Professional Development of Social Science teacher EDU 403.20 Professional Development of Commerce teacher

EDU 403.21 Professional Development of IT and Computer Science teacher

C. ASSOCIATE COURSE –ELECTIVE

EDU 106.11 Health and Physical Education

EDU 106.12 Guidance and Counselling EDU 106.13 Elementary Education

EDU 106.14 Environmental Education EDU 106.15 Special Education

VI PROCEDURE OF ASSESSMENT

The performance of student teachers shall be evaluated by both external and internal assessment mechanisms. A student teacher portfolio showcasing all practical and practicum and its internal assessment shall be maintained by every student teacher. It shall be duly signed by course coordinator, college coordinator, and the principal and shall be made available for verification. A separate certificate for Competency Profile together with a college certified digital copy of the best class presented by the student teacher shall be given to him/her along with the University Certificate.

Competency Profile shall be prepared by the institution. The following competencies may be considered for preparing competency profile.

- Knowledge management
- Communication
- Instructional Designing
- Class room Management
- Instructional Management
- Student Assessment
- Student Diagnosis
- Professionalism

A. EXTERNAL EVALUATION:

i. **External evaluation of all theory courses** shall be done by End Semester Examinations conducted by the university.

ii. **External evaluation of practical courses** in the III and IV semesters shall be done by the examination board constituted by the University from time to time. There shall be no external examination for practical courses in the I and II semesters. The present practice of appointing Zonal Examination Boards on the basis of existing norms shall be continued. In addition, each Zonal Examination Board shall have one expert from the stream of core or associate courses. The examination board of the IV semester shall comprise of the Zonal chairperson and one expert from the stream of Core or Pedagogic courses. The examination board of the III semester shall comprise of the Zonal chairperson and experts from the stream of Pedagogic Courses and

Health and Physical Education. The examination board shall evaluate the teaching competence of each student teacher by observing the classroom teaching in the III semester. The examination board shall evaluate all the documentary evidences in the form of records, reports, materials and soft copies in respect of the student teacher portfolio in the respective semesters. The standardization process of internal assessment shall be done by estimating the average of internal and external assessment marks assigned by the Institution and External Board respectively. The institution shall hand over the internal assessment marks only to the Zonal Chairperson/Coordinating Chairperson. It is the duty of the Zonal Chairperson to compile the internal assessment and external assessment marks. If there exists a difference of 20% or above between internal and external assessment, a third evaluation by the Zonal chairperson shall be done. The decision of the Zonal chairperson shall be the final. If any discrepancies are observed in the matter of documental evidences, it shall be reported to the University. A minimum of 16 school students are to be present for conducting classes for practical examination.

B. INTERNAL EVALUATION

i. **Internal evaluation of theory courses** shall be done by class tests and the related practicum. Two class tests and one practicum shall be done by all students for every course. The detailed report of internal assessment shall be maintained in the college and shall be produced if needed.

ii. **Internal evaluation of practical courses** shall be done by means of appropriate instruments and suitable criteria designed and developed by teacher educators or by means of standardized instruments. Details in this regard are given below:

SEMESTER I

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 107.1	Core:	Project on socially/educationally relevant issue **(Edu 101)**	Community	Project report	**Report writing (10 pages)** **-9 Marks** • Relevance of the topic -2Marks • Creativity /Novelty -4 Marks • Procedure adopted -3 Marks **Timely Submission** **-1 Mark**	10		
		Preparation of a material for a theme on any one adolescent problem **(Edu102)**	College	Record & Evidence	**Theme** **- 2 Marks** **Learning Material** **- 5 Marks** **Report** **- 2 Marks** **Timely Submission** **- 1 Mark**	10		
		Creation of blog and uploading of any learning material in the blog **(Edu 103)**	College	Report & Hard copy of the blog page	**Creation of blog** **- 6 marks** **Learning material** **- 2 Marks** **Hard Copy** **-1 Mark** **Timely Submission** **- 1 Mark**	10	40	2
	Associate: Elective	Study on prevailing practices of respective elective course in schools/community	College	Report	**Report writing (10-15 pages)- 9 Marks** • Identification of Essential Components /Prevailing practices in school/community - 4 Marks • Depth of analysis -3 Marks • Suggestions/recommendations -2 Marks **Timely Submission** **-1 Mark**	10		
EDU 107.2	Pedagogic :	Micro teaching lesson plans-3 skills for each student	College	Record	**Lesson Plan** **- 2 Marks** **Skill components** **-3 Marks** **Total - 5x3 (skills)** **=15Marks**	15		

32

Code	Subject	Activity	Venue	Record	Criteria	Marks	Total	Credit
		Micro teaching class – 1 skill by each student complete cycle(preferably video record)	College	Record & Reflective journal	Lesson plan -3 Marks Incorporation of skill components -5 Marks Completion of cycle -2 Marks Teaching Competence -3 Marks Reflective journal -2 Marks	15	80	4
		Link Practice- lesson plan and class@1	College	Record	Lesson Plan -5Marks Integration of skills -5 Marks Teaching Competence -5 Marks	15		
		Development and presentation of learning resource materials for school pupils-ICT supported materials, and the like (school based topic) - Extension Activity	College	Report and evidence	Relevance of the resource material -5 Marks Quality of the resource material -10Marks Innovation and creativity -5 Marks Report -4 Marks Timely Submission -1 Mark	25		
		Student teacher Portfolio (Practical and Practicum of all courses)	College	Portfolio	Experiences with report and evidence -4 Marks Meaningful reflection -2 Marks Comprehensiveness and neatness -3 Marks Timely Submission -1 Mark	10		
EDU 107.3	Health and Physical Education	Demonstration of various Yogic Asanas/Meditation by Student (Any two asanas)	College	Record	Demonstration of asanas -6Marks Record with evidence -3 Marks Timely Submission -1 Mark	10	20	1
		Demonstration of first aid (any two)	College	Record	Demonstration of first aid -6Marks Report with evidence -3 Marks Timely Submission -1 Mark	10		

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 107.4	Drama and Art in Education(EPC2)	Theatre Practice - Participation in workshop/training	College	Record & Evidence	**Attendance** - 1Mark **Script writing** -2 Marks **Performance** - 3 Marks **Report writing** - 3 Marks **Timely Submission** - 1 Mark	10		1
		SUPW- Service-1 & Product -1	College	Record & Evidence	**Involvement in service** - 3 Marks **Quality of the product Report** - 3 Marks **Report** - 3 Marks **Timely Submission** -1 Marks	10	20	
				Semester Total		160	160	8

SEMESTER II

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT

EDU 206.1	Core :	School Profile and practices (student support systems like P.T.A., Alumni, various forums and Clubs, NCC/NSS, SPC, JRC, Scouts and Guides, School Assembly and the like) **(Edu 201)**	School	Record & Reflective journal	**Report Writing(10-15pages)- 25 Marks**
					• Details of School profile and practices
					  -10 marks
					• Description of all practices
					  -10 Marks
					• Concluding remarks - 3Marks
					• -Presentation style - 2Marks
					Reflective Journal Writing -4 Marks
					Timely Submission - 1 mark
						30		

Code	Type	Activity	Venue	Record	Assessment Criteria	Marks	80	4
		Awareness class on adolescent problems (based on the learning material prepared in first semester) **(Edu 202)**	School	Record & Supervision diary cum Reflective journal	**Lesson Plan** –5Marks **Report** -2Marks **Supervision diary cum Reflective Journal** -2Marks **Timely Submission** -1Mark	**10**	80	4
EDU 206.1	Core :	Critical Analysis of the status of exceptional children in the school (Statistics of Children with special needs and their characteristics) **(Edu 202)**	School	Record & Reflective journal	**Report Writing(10-15 pages) -15Marks** • Identifying the exceptional children using appropriate psychological test - 5Marks • Analysis and Interpretation of the test -7Marks • Sociogram -3 Marks **Reflective Journal -4Marks** **Timely Submission -1 Mark**	20		
		Analysis of prevailing assessment practices in schools **(Edu 203)**	School	Record & Reflective journal	**Report writing (5-10 pages) - 7 Marks** • Identifying the prevailing assessment practices in school - 2 Marks • Analysis and interpretation -3 Marks • Comprehensiveness of the report - 2Marks • **Reflective journal - 2 Marks** **Timely submission -1 Mark**	10		

Code	Component	Venue	Record	Criteria	Marks	Total	
	Student teacher portfolio (practical and practicum of all courses)	College	Portfolio	**Experiences with report and evidence -4 Marks** **Meaningful reflection - 2 Marks** **Comprehensiveness and neatness -3 Marks** **Timely submission -1 Mark**	10		
	Discussion lesson plans -5	College	Record	**Attendance - 2 Marks** **Involvement in discussion -2 marks** **Lesson plan - 5 Marks** **Timely submission -1 Mark**	**10**		
	Demonstration class observation -5	College	Record	**Attendance - 2 Marks** **Observation report -2 marks** **Lesson Plans - 5 Marks** **Timely Submission -1 mark**	10		
EDU 206.2	Pedagogic : Criticism Lesson Plans, class observation and evaluation -5 Criticism class@1	College	Record	**Attendance - 2 Marks** **Criticism Class observation and Report -10 Marks** **Lesson Plan -5 Marks** **Teaching Competence -2 Marks** **Timely Submission -1 Mark**	**20**	100	5
	Class room teaching during school induction@ 5 classes	School	Record and Supervision diary cum reflective journal (as per format attached)	**Lesson Plan - 25 Marks** **Teaching competency -25 Marks** **Supervision Diary cum Reflective journal(*one journal entry for five classes*) - 10 Marks**	**60**		

Course	Area	Activity	Venue	Evidence	Assessment Criteria	Marks	Total	Credit
EDU 206.3	Health and Physical Education	Credible participation in games and sports	College	Record and Certificate of the events participated	Participation -5 Marks; Prize - 2Marks; Report -2 Marks; Timely Submission -1 Mark	10	20	1
		Organising sports meet and rules and regulations of long jump and shot put	College	Record & Evidence	Role in committee -2 Marks; Report on sports meet -3 marks; Record on rules, regulations and diagrams -4 Marks; Timely submission -1 mark	10		
EDU 206.4	Drama and Art in Education (EPC2)	Interview a local folk artist and prepare a report on the local community art forms	Community	Record & Evidence	Preparation of interview schedule -2Marks; Conducting Interview - 2 Marks; Report on the interview -2Marks; Report on local community art form -3 Marks; Timely Submission -1 Mark	10	20	1
		Preparation of criteria for evaluating different art forms–Drawing, Painting, Dance, Music, Drama, Creative Writing (any 2)	College	Record	Description of criteria of any two art forms - 5 Marks; Report writing - 4 Marks; Timely submission - 1 Mark	10		
		Semester total				220	220	11

SEMESTER III

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
		Value education class @2 (Focus on values like honesty, cleanliness, punctuality, etc.) **(Edu 101 & 201)**	School	Record & supervision diary cum reflective journal(as per format attached)	**Relevance of value selected-4 Marks** **Lesson Plans - 5 Marks** **Resources used - 4 Marks** **Transmission of value - 4 Marks** **Reflective Journal (one journal entry for two class - 2 Marks** **Timely Submission -1 Mark**	20		
EDU 302.1	Core :	Case study based on learning problems of school pupils **(Edu 102 & 202)**	School	Report and reflective journal	**Report Writing(15 to 20 pages)** **-25 Marks** Identification of the case - 5 Marks • Characteristics of the case -5 Marks • Tools and techniques used -5 Marks • Analysis and interpretation -5 Marks • Suggestions and recommendation -5 Marks **Reflective Journal - 4 Marks** **Timely Submission -1 Mark**	30	80	4
		Action research @1 **(Edu 203)**	School	Report and reflective journal	**Report Writing (15 to 20 pages)- 25 Marks** • Relevance of the problem - 5 Marks • Action Hypothesis - 5 Marks • Action plan - 5 Marks • Analysis and Interpretation- 5 Marks • Suggestions and recommendation -5 Marks **Reflective Journal - 4 Marks** **Timely Submission -1 Marks**	30		

Code	Activity	Venue	Record	Criteria	Marks	Total	
	Unit Plan @1	College	Record	**Steps** -4 Marks **Originality** -2 Marks **Comprehensiveness** -2 Marks **Neatness** -1 Mark **Timely Submission** -1 Mark	10		
	50 Lesson plans 50 classes – Teaching competence	School	Record& supervision diary cum reflective journal(as per format attached)	**Lesson Plans** -100 Marks **Teaching competency** -100 Marks **Supervision Diary cum Reflective journal** *(one journal entry for five classes)* - 50 Marks	250		
EDU 302.2	Pedagogic : Lesson plan and Classes Based on language Across the Curriculum @2	School	Record& supervision diary cum reflective journal (as per format attached)	**Lesson Plans** - 4Marks **Teaching competency** -4 Marks **Supervision Diary cum Reflective journal** *(one journal entry for two classes)* - 2 Marks	10	360	18
	Subject Club/Forum activities	School	Record & Reflective journal	**Club formation** -1 Mark **Activities** -2 Marks **Evidences** -2 Marks **Report Writing** -2 Marks **Reflective Journal** -2 Marks **Timely Submission** -1 Mark	10		
	Improvised teaching aids- charts and models @2each (Institution shall conduct workshop for the preparation of the Teaching aids)	College	Record and evidence	**Participation in workshop** -3 Marks **Preparation of Aids** -12 Marks **Report Writing with evidence** - 5 Marks **Timely Submission** - 2 Marks	20		

Task	Venue	Evidence	Assessment Criteria	Marks
Self Assessment Tool among the school pupils to assess learning performance in the subject Preparation and administration	School	Record & Evidence	Self Assessment Tool -2 Marks Analysis and Interpretation -3 Marks Report -2 Marks Evidence -2 Marks Timely Submission -1 Mark	10
Peer evaluation of classes @ 2 any subject	School/college	Record - Peer review report	Observation and Analysis of Peer Class -2 Marks Observation Report -2 Marks Timely Submission -1 Mark Total -5x2 =10 Marks	10
Achievement test and analysis and interpretation @ 1	School	Record	Design of the test - 5 Marks Question Paper and marking Scheme - 6 Marks Test Analysis and Interpretation -4 Marks Comprehensiveness of the Record -4 Marks Timely Submission -1 Mark	20
Diagnostic test analysis and interpretation @ 1 Remedial Programme- Preparation and administration	School	Record	Diagnosis of problem area -2 Marks preparation of test items -6 Marks Analysis of the result -3 Marks Remedial teaching -6 Marks Comprehensiveness of the Record -2 Marks Timely Submission -1 Mark	**20**

Course Code	Course	Activity	Place	Record	Criteria	Marks	Total	No.
EDU 302.3	Health and Physical Education	Physical Education Lesson Plan and class @ 3	School	Record& supervision diary cum reflective journal (as per format attached)	**Lesson Plans - 6Marks** / **Teaching competency - 6 Marks** / **Supervision Diary cum Reflective journal (one journal entry for three classes)** - 3 Marks	15	40	2
		Health Education Lesson Plan and class@2	School	Record Supervision diary cum reflective journal(as per format attached)	**Lesson Plans - 4Marks** / **Teaching competency - 4 Marks** / **Supervision Diary cum Reflective journal (one journal entry for two classes)** - 2 Marks	10		
		Yoga Lesson Plan and Class@ 3	School	Record Supervision diary cum reflective journal(as per format attached)	**Lesson Plans - 6Marks** / **Teaching competency - 6 Marks** / **Supervision Diary cum Reflective journal(one journal entry for three classes)** - 3 Marks	15		
EDU 302.4	Drama and Art in education	Class on different Art Forms and cultural heritage of India	School	Record and evidence	**Learning materials used** - 3 Marks / **Class** - 4 Marks / **Comprehensiveness of the record** - 3 Marks	10	20	1
		Organize an activity among students to conscientise National integration/ patriotism/ universal brotherhood	School	Record and evidence	**Relevance of the activity** - 2 Marks / **Organization Skill** - 4 Marks / **Report with evidence** - 3 Marks / **Timely Submission** - 1 Mark	10		

		NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
					...(2022 competition seminar/ exhibition etc.)			
Viva-voce & Student teacher Portfolio		Student teacher portfolio (Practical and Practicum of all courses)	College	Portfolio (sem1 to sem 3)	Experiences with report and evidence -6 Marks Meaningful reflection -4 Marks Comprehensiveness and neatness -4 Marks Oral presentation -6 Marks	20	40	2
		Viva -voce	College	Work done in 3rd semester	Subject competence -5 Marks Communication skill -5 Marks Genuinety of evidences -10 Marks	20		
Semester total						540	540	27

SEMESTER IV

COURSE CODE	COURSE NAME	NAME OF PRACTICAL	FIELD	DOCUMENTS TO BE MAINTAINED	CRITERIA FOR ASSESSMENT	MARK DISTRIBUTION	TOTAL MARKS	CREDIT
EDU 404.1	Core	Community citizenship training camp**(Edu 401)**	College /other premise	Record and evidence	Attendance -5 Marks Group Coordination -4 Marks Involvement in various committees -10 Marks Initiative Ability - 5 Marks Comprehensiveness of the report with evidence - 25 Marks	50		

Activity	Location	Mode	Criteria	Marks		
			Timely Submission -1 Mark		140	7
Conduct an interview with an eminent teacher or educationist of your locality on the vision & mission of education (Edu 401)	Community/school	Record and evidence	Preparation of Interview Schedule Report with evidence - 12 Marks Timely Submission -1 Mark -7 Marks	20		
Documentary/short film presentation on student abuse in school campus and pocso rules (Edu 402)	Community	Record and evidence	Relevance of the theme -3 Marks Script -10 Marks Creativity -3 Marks Message to the society -3 Marks Timely Submission -1 Mark	20		
Study tour (Edu 402)	Community	Record and evidence	Attendance -3 Marks Group Coordination -2 Marks Involvement in various Phases of the tour -5 Marks Initiative Ability -3 Marks Comprehensiveness of the report with evidence -6 Marks Timely Submission -1 Mark	20		
Extension Activities @ 2 (Edu 402)	Community	Record and evidence	Attendance -2 Marks Group Coordination -2 Marks Involvement in activities -6 Marks Initiative Ability -3 Marks Comprehensiveness of the report with evidence - 6 Marks Timely Submission -1 Mark	20		
Student teacher portfolio (Practical & Practicum of all	College	Portfolio	Experiences with report and evidence -4 Marks Meaningful reflection - 2 Marks	10		

EDU 404.2	Pedagogic	courses) EDU 401, 402			Comprehensiveness and neatness **-3 Marks** **Timely submission** **-1 Mark**		120	6
		Developing vision and mission as a teacher- SWOT Analysis	College	Record	**Identification of SWOT -12 Marks** **Preparation of template -8 Marks** **Vision Mission Statement -7 Marks** **Comprehensiveness of the report -12 Marks** **Timely Submission -1 Mark**	40		
		Educational journal review (5 research article)	College	Record and evidence	**Report Writing (15-20 pages)** **-29 Marks** • Need and Significance -5 Marks • Brief Overview of the journal - 5 Marks • Review of articles -15 Marks • Comprehensiveness of the report- 4 Marks • **Timely submission - 1Mark**	30		
		Project on any topic of pedagogic relevance	College	Project Report	**Report Writing(15to 20 pages)** **- 29 Marks** • Relevence of the topic - 4 Marks • Procedure adopted -10 Marks • Analysis and interpretation - 6Marks • Summary and conclusion -5 Marks • Comprehensiveness of the report - 4 Marks **Timely Submission -1 Marks**	30		

Course	Course Name	Task	Venue	Record and evidence	Criteria	Marks	Total	Credit
		Preparation and Uploading of self designed article of pedagogic relevance in the Blog	College	Record and evidence	Preparation of article -10 Marks, Uploading of article -2 Marks, Comprehensiveness of the report -5 Marks, Hard copy of the material uploaded -2 Marks, Timely Submission -1 Mark	20		
EDU 404.3	Health and Physical Education	Credible Participation in games and sports -minimum 2 events	College	Record and Certificate of the events participated	Participation -5 Marks, Prize -2Marks, Report -2 Marks, Timely Submission -1 Mark	10	20	1
		Rules and regulations of Volleyball and shuttle badminton	College	Record	Comprehensiveness of the report -9 Marks, Timely Submission -1 Mark	10		
EDU 404.4	Drama and Art in Education (EPC 2)	Film review	College	Record	Relevance of the film selected -2 Marks, Comprehensiveness of the report – -2 Marks, Timely Submission -1 Mark	5	20	1
		Credible Participation in Arts fest minimum 2 events	College	Record and Certificate of the events participated	Participation -5 Marks, Prize -2Marks, Report -2 Marks, Timely Submission -1 Mark	10		
		Script on Street Play	College	Record	Relevance of the theme -1 Marks, Script -3Marks, Timely Submission -1 Mark	5		
EDU 404.5	Communicative English	Internal test –	College	Answer Script	Written Examination	20	40	2

					17
					63
Written					
Oral	College	Score sheet	Oral Examination	10	
Practical in accordance with the syllabus @1 item	College	Report and evidence	**Comprehensiveness of the report - 4 Marks** **Evidence - 5 Marks** **Timely Submission - 1 Mark**	10	
Semester total				340	**340**
Programme total				1260	**1260**

46

VII SCHOOL INTERNSHIP

The B.Ed. Programme envisages school internship of 20 weeks duration spreading over two phases, first phase of four weeks during II semester and 16 weeks during III semester. It shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities teacher sensibilities and skills among the prospective teachers. In the first phase, there shall be four week of school engagement. In the second phase, there shall be a minimum of 16 weeks intensive school internship and one week observation of a regular class room with a regular teacher. During the internship student teachers shall work as a regular teacher and participate in all school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. School internship shall be undertaken in the schools within the purview of 30 kilometers from the Institution and shall be with the concurrence of the institution.

VIII SUPERVISION OF SCHOOL INTERNSHIP

The supervision of Practice Teaching is a joint responsibility of the Training Colleges and Practice-Teaching Schools. Continuous observation and briefing is essential for developing the teaching skill of the novice teacher. The subject teachers have to observe all the lessons of student-teachers and enter their suggestions in the supervision diary maintained by the student-teacher. The Teacher Educators have to observe the maximum number of practice lessons of the student-teacher. Observation of one lesson during the first phase of internship and three lessons (probably at the beginning, middle and at the end of Practice Teaching) during the second phase of internship by the Pedagogic course coordinators is mandatory. The course coordinators of all courses shall evaluate the respective practical courses during the period of induction and internship. Assessment of Practice Teaching shall be done on the basis of the proforma for assessment of teaching.

IX COMMUNITY LIVING CAMP/CITIZENSHIP TRAINING CAMP

The camp shall be organized with a view to sensitize the participants on 'Civic sense and social skills" prescribed in the Indian constitution and to be more aware of the rights and duties of a good citizen.

All the colleges have to organize a residential Community Living Camp/ Citizenship Training Camp in a convenient location of their choice or in institution for minimum of 5 days. The major goals are:

i.   developing social responsibility.

ii.   imbibing social, moral and cultural values.

iii. learningto plan and execute community service.

iv.   learning to live together, sharing duties and responsibilities.

v.   developing personal and social skills.

vi . practising democratic living and managing events.

vii. practising division of labour, dignity of labour, community work.

A record mentioning all the activities have to be prepared and submitted by each Student-Teacher. Community Living Camp can be organized by the institution at their convenience in a convenient location or in the institution, keeping certain formalities and following a well planned time table.

Organization of the camp: Select a main theme related to Education, Society, Culture and Environment for each year by each institution for the Community Camp. Objectives should be framed on the basis of the theme and prepare a module for the camp. The common objectives of the camp shall be in tune with the common goals of the camp.

Programme suggested for community living camp:

1. Speeches in Social and Educational issues

2. Introduction of writers, actors, artists, film directors etc.

3. Visit to social institutions to study their functioning

4. Visit to culturally important places

5. Visit to schools and residence of differentially abled children

6. Visit to old age homes, orphanages and hospitals

7. Social services like constructing roads and buildings

8. Taking part in cooking, serving and cleaning

9. Experiencing the life in a different community - SES

Assessment of participation in Community Living Camp has to be done on the basis of the Assessment Schedule prepared by the institution. The schedule shall include the following criteria viz.

1. Attendance
2. Active participation
3. Responsibility
4. Teamwork
5. Discipline

X STUDY TOUR

It is a trip to a place of educational or historical importance. The expected outcome includes:

i. providing a platform for the student-teachers to learn and get acquainted with the process of organizing /conducting a study tour/field work.

ii. getting an understanding about the environment around.

A Report of tour has to be prepared by all student-teachers. The report should highlight the objectives of the tour, identification of the spot, detailed plan, execution of the plan, benefits derived from the tour, problems faced and suggestions. The Study tour can be organized by the institution at their convenience as a general programme/Optional requirement, for duration of minimum 3 working days. It can be conducted either as a three day study tour or one day study tour and two one-day field visits.

SEMESTER I

CORE COURSES

EDU 101: CONTEMPORARY INDIA AND EDUCATION

NO.OFCREDITS   **:5**
CONTACT HOURS   **:100**
MARKS   **:100** (External 80 + Internal20)
DURATION OF EXAMINATION   **:3 hours**

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- appreciate the Educational Heritage of India
- understand the nature of education as a discipline and its correlation with other disciplines.
- comprehend the basic features of Indian constitution and its implication in education
- critically examine the pivotal issues of contemporary India.
- analyse vision, aims of education and recommendations of various commissions after independence in shaping the present education system of India.
- evaluate the basic concepts/issues of education with reference to NCF (2005) and NCFTE (2009).
- discuss the emerging dimensions of teacher education and professional growth of teachers

MODE OF TRANSACTION

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

COURSE OUTLINE

Module 1 – Education   (30 hours)

    1.1   Indian and Western Concept of Education - Aims - Functions of Education in Individual, Social, National, and global levels.

    1.2   Educational heritage of India with special reference to Vedic, Buddhist and Medieval periods-Significance of Upanishad in maintaining world peace and sustainable development – Educational Implications of Bhagavad Gita.

1.3   Western system of education in India with special reference to Macaulay's Minutes and Wood's Despatch

1.4   Elementary education system in India

1.5   Types of Education–Formal, informal, and non-formal

1.6   Education as Investment – Human Resource Development

1.7   Education as a discipline – Its correlation with other disciplines–History, Philosophy, Psychology, Sociology and Science.

Module 2 – Indian Constitution and Education (10 hours)

2.1   Indian Constitution – Preamble- Fundamental Rights and Directive principles

2.2   Duties of citizens

2.3   Universalisation of Elementary Education-Right to Education Act 2009.

Module 3 – Features and Issues of Indian Society (30 hours)

3.1   Multiculturalism-Unity in diversity

3.2   Inequality and marginalization

3.3   Impact of Liberalisation, Privatisation and Globalisation on Indian Society

3.4   Educational Problems of Contemporary India-wastage and stagnation,   Educated unemployment

3.5   Population Education and Inclusive Education

Module 4 -Education Commissions in India (10 hrs)

4.1   Radhakrishnan Commission (1949)

4.2   Mudaliyar Commission (1953)

4.3   Kothari Commission (1966)

4.4   National Policy on Education (1986&1992)

4.5   National Curriculum Framework for Secondary Education (NCFSE) 2005

4.6   National Curriculum Framework for Teacher Education (NCFTE) 2009

Module 5 – Recent Trends/Initiatives in Indian Education (20 hours)

5.1   District Primary Education Programme (DPEP)

5.2   Sarva Shiksha Abhiyan (SSA)

5.3   Rashtriya Madhyamic Shiksha Abhiyan (RMSA)

5.4   Rashtriya Uchathar Shiksha Abhiyan(RUSA)

5.5   Role of various organisations/Agencies in Education - UGC, NCTE, NCERT, SCERT, NUEPA, NAAC, DIET, General

Awareness on KER and KSR

5.6   Professional Growth of Teachers – Pre-service and In-service Teacher Education

PRACTICUM (any one)

1. Documentation on current challenges of Indian education based on Newspaper, Journals and Magazine.
2. Critical analysis of education policies of central and state government.
3. Prepare a dramatic script for eradicating various inequalities of Indian society

REFERENCES

Aggarwal J. C. (1998). *Theory and principles of education, Philosophical and Sociological bases of education*, New Delhi: Vikas Publishing House.

Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Plüddemann (Eds.), *Multilingual education for South Africa* (pp. 3– 7). Heinemann Educational Books.

Apple, M.W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, *3*(3), 239–261.

Carini, P.F. (2001). Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165–181). New York: Teachers College Press.

Carr, D. (2005). *Making sense of education: An introduction to the philosophy and theory of education and teaching.* Routledge.

Castells, M. (2011).*The rise of the network society: The information age: Economy, society, and culture* (Vol. I, II & III).John Wiley & Sons.

Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, *58*(3), 280–299.

Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), *Curriculum, syllabus design and equity: A primer and model.* Routledge.

Freire, P. (1998). *Pedagogy of freedom: Ethics, democracy, and civic courage.* Rowman& Littlefield.

Ghosh, S.C. (2007). *History of education in India.*Rawat Publications.

Glaser, R., Chudowsky, N., & Pellegrino, J.W. (Eds.). (2001). *Knowing*

what students know: The science and design of educational assessment. National Academies Press.

GOI. (1966). *Report of the education commission: Education and national development.*

New Delhi: Ministry of Education.

GOI.(1986). *National policy of education.* New Delhi: Ministry of Education.

GOI.(1992, 1998).National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf

GOI.(2011). Sarvashiksha abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009.GOI. Retrieved from http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf

Govinda, R., & Josephine, Y. (2004).*Para teachers in India: A review.* New Delhi: National Institute of Educational Planning and Administration.

Hall, C., & Hall, E. (2003).*Human relations in education.*Routledge.

Heathcote, D., & Bolton, G. (1994).*Drama for learning: Dorothy Heathcote's mantle of the expert approach to education.* Portsmouth. NH: Heinemann Press.

Hindustani TalimiSangh. (1938). *Basic national education: Report of the ZakirHussain committee.* Sagaon, Wardha: Hindustani TalimiSangh.

Hodson, D. (1987). Science curriculum change in Victorian England: A case study of the science of common things. In I. Goodson (Ed.), *International perspectives in curriculum history.*Croom Helm.

Krishnamurti, J.(1992).Education and world peace. In *Social responsibility.*Krishnamurti Foundation.

Kumar, K. (2013). *Politics of education in colonial India.* India: Routledge.

Mathew, T. K. (2013). Teacher education to contemporary learning.Changanacherry,Lilly Publishing House.ISBN 978 - 81-922911 - 6-1

Mishra, A. (2007). Everyday life in a slum in Delhi.In D. K. Behera (Ed.), *Childhoods in South Asia.* New Delhi: Pearson Education India.

Montuschi, E. (2003). *Objects of social science*. London: Continuum Press.

Mukunda, K.V. (2009). *What did you ask at school today? A handbook of child learning*. Harper Collins.

Naik, J.P. (1982). *The education commission and after*. APH Publishing.

Nambissan, G.B. (2009). *Exclusion and discrimination in schools: Experiences of dalit children*. Indian Institute of Dalit Studies and UNICEF.

NCERT.(2006a). *Position paper-National focus group on education with special needs (NCF 2005)*. New Delhi: NCERT.

NCERT.(2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.

NCERT.(2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.

NCERT.(2006d). *Position paper-National focus group on teaching of Indian language (NCF 2005)*. New Delhi: NCERT.

Nirantar. (2010). *Textbook regimes: A feminist critique of nation and identity*. New Delhi.

Olson, D.R., & Bruner, J.S. (1996).Folk psychology and folk pedagogy. In D.R. Olson &

N. Torrance (Eds.), *The handbook of education and human development* (pp. 9– 27). Blackwell.

Parekh, B.C. (2000). *Rethinking multiculturalism: Cultural diversity and political theory (pp. 213-230)*. Palgrave.

Pathak, A. (2013). *Social implications of schooling: Knowledge, pedagogy and consciousness*. Aakar Books.

Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of constructivism.

Educational Researcher, 5–12.

Ravikumar, K.V.(2014).Education in emerging Indian society, Ernakulam: VasuPublishers.

Sternberg, R.J. (2013). Intelligence, competence, and expertise.In A. J. Elliot & C. S. Dweck (Eds.), *Handbook of competence and motivation* (pp. 15–30).Guilford Publications.

Stiggins, R. (2005). From formative assessment to assessment for learning: A path to success in standards-based schools. *Phi Delta Kappan*, 324–328.

Sykes, M. (1987).*The story of NaiTalim*.Wardha: NaiTalimSamiti.

Tagore, R. (2003). Civilization and progress.In *Crisis in civilization*

and other essays. New Delhi: Rupa& co.

UNESCO.(1989). *UN convention on the rights of the child.*UNESCO.

UNESCO.(2006). *United Nations convention on the rights ofpersonswith disabilities.*

UNESCO.

UNESCO.(2009). *Policy guidelines on inclusion in education.*UNESCO. Brown, Francis J. (1947). *Educational Sociology.* New York: Prentice Hall.

Brubacher John S. (1962) *Modern philosophies of Education.*New Delhi: Tata McGraw- Hill publishing Co. Pvt. Ltd.

Dewey John (1900). *The School and Society*. Chicago: The university of Chicago Press. HumayunKabir (1959). *Education in new India,* London: George Allen &Unwin Ltd.

Jacob Mani (2002). *Resource Book for Value Education*. New Delhi: Institute of Value Education.

Valerian Rodrigues.(2002). Democracy. In *The essential writings of B. R. Ambedkar*

(pp. 60–64). New Delhi: Oxford University Press.

JagannathMohanty (1995). *Adult and non-formal education*, New Delhi: Deep and Deep Publications.

James S. Ross. (1952). *Ground works of educational theory* - George G. Harrap& Co.Ltd.

John. S. Brubacher (1969). M*odern Philosophies of education* New Delhi: Tata Mc.

Graw, Hill Publishing Co.

Kalam Abdul, A.P.J. (1998). *India 2020 – A Vision for the New Millennium,* Penguin Books India Ltd.

Mary Joseph & Thomas, P.J (2010) Philosophical and Sociological Bases of Education.

Mathew, T. K. (2013). Teacher education to contemporary learning.Changanacherry,Lilly Publishing House.ISBN 978 - 81- 922911 - 6-1

NathPrem (1979). *The Bases of Education.A Philosophical and Sociological Approach.*New Delhi: S. Chand & Company Ltd.

NCTE (1998).*Gandhi on Education*, New Delhi:

NCTE (2000) *Human Rights and Indian Values*, New Delhi.

Oommen, N. M.(2015).An epitome of ideal teaching:JesusChrist,Tiruvalla,TitusIITeachers College, ISBN 978-81-930097 -1 -0.

Oommen, N. O. (2015).Paulo Freire:A humanistic visionary, Tiruvalla, Titus II Teachers Colleg. ISBN 978 - 81 -930097 -8 -9

Ozmon Howard A & Craver Samuel M. (1986). *Philosophical foundations of Education*.

Columbus: Merril publishing Company.

Payne, E. George (1928). *Principles of Educational Sociology An Outline.* New York: NY New York U.P.

Peters, R. S. (1967). *The Concept of Education*. New York: Humanities Press. Robert. B.

Wagner (1989). *Accountability in Education*. London: Routledge. Ruhela, S. P. (1968). *Human Values and Education*. New Delhi: SterlingPublishers.

SatyaPriya Gupta (1979). *The in-service educational needs of Secondary teacher educators,* New Delhi: NCERT.

Sharma R. A. (1993). *Teacher education, Theory, Practice and Research.*Meerut: International Publishing house.

Singh L. C. (1990). *Teacher education in India*.N.C.E.R.T.

SivadasanPillai K., (1998). Vidyabhyasam, Trivandrum, Kalanikethan.

Taneja, V. R. (2003). *Educational Thoughts and Practice*. New Delhi: Sterling Publishers.

Thankachan T.C., (2009) Philosophical and Sociological Bases of Education, V. Publishers.

Thankachan T.C., (2010) Development and Management of Education in India, Prakash Publishers.

Yati, NityaChaithanya (2002) ParivarthanonmughaVidhyabhyasam, Kottayam; Current Books.

EDU 102: CHILDHOOD AND GROWING UP

NO. OF CREDITS   **: 5**
CONTACT HOURS   **: 100**
MARKS   **: 100 (**External 80 + Internal 20**)**
DURATION OF EXAMINATION   **: 3 hours**

OBJECTIVES

On completion of the course, the prospective teachers would be able
       to

- understand the basic concepts and principles of Educational Psychology
- understand the characteristics of human growth and development in childhood and adolescence and the developmental process of the individual in different dimensions.
- help adolescents in better adjustment and development
- understand the nature of motivation in learning as relevant to classroom management
- understand the mental processes of learners
- apply psychological principles in the teaching learning process effectively
- understand the concept of intelligence
- acquaint with various tests related to intelligence
- understand the strategies for enhancing effective memorization in children

MODE OF TRANSACTION

Lecture –cum-demonstrations, Seminars, Assignments, Peer learning strategies, Community visit, Brain storming , Debate, Group discussion, Problem-solving , Scenario-based learning strategies and survey method. ICT based teaching and learning

COURSE OUTLINE

Module 1 - Psychology, Education and Emerging Learner (25 hours)

1.1   Psychology- General and Applied- Definitions
1.2   Schools of Psychology – Brief description of Behaviorism, Structuralism, Functionalism, Psycho- analysis, Humanism, Gestalt Psychology, Nativism, Constructivism, Cognitive Neuro Science and Positive Psychology.
1.3   Meaning, nature and functions of educational psychology,

Relevance of educational psychology to teachers, learners, teaching and learning

14   Methods and tools of Educational Psychology-Introspection, Observation, Interview, Questionnaire, Case study, Survey, Sociometry, Checklist, Rating scale, Cumulative record and Anecdotal record

1.5   Concepts, Principles and Stages of Growth and development

1.6   Dimensions of Growth and Development-Physical, Intellectual, Social, Emotional and Language Development.

1.7   Erickson's view of Psycho Social Development - Kohlberg's view of Moral Development

1.8   Psychological needs and Behavioral problems of children.

Module 2 - Complexities in Adolescence (20 hours)

2.1   Characteristics of adolescents

2.2   Needs of Adolescents

2.3   Problems of adolescents (Information overloading, substance abuse, suicidal tendencies, depression, sex abuse etc)

2.3   Management of adolescent problems – role of teacher

2.4   Helping adolescents for better adjustment

2.5   Stress and coping Strategies

Module 3 - Cognitive Processes (20 hours)

3.1   Concepts of sensation, perception, attention, concept formation and problem solving

3.2   Thinking – types- Convergent thinking, Divergent thinking and Creative thinking (steps) – Developing creative thinking in learners, Meta-cognition

3.3   Forgetting- Causes of forgetting

3.4   Memory – Information processing – Atkinson-shriffrin model of information processing

3.5   Strategies for improving effective memorization

Module 4 – Intelligence as a Cognitive Variable in Learning (20hours)

4.1   Intelligence – meaning and definition –Emotional Intelligence and spiritual intelligence. Concept of IQ, EQ and SQ. Strategies for promoting EQ and SQ.

4.2   Brief description of theories of intelligence – Two factor theory (Spearman), Primary Mental Abilities (Thurston)

Structure of Intellect (Guilford) and Multiple Intelligence (Howard Gardner).

    4.3   Categories of Intelligence tests – uses and limitations of intelligence testing

Module 5 - **Motivating the learner (15 hours)**

    5.1   Motivation – meaning and significance
    5.2   Types of motivation, Achievement motivation
    5.3   Strategies for enhancing motivation in learners
    5.4   Maslow's theory of motivation

PRACTICUM (any one)

1. Visit an Anganwadi or a Primary School and prepare a report on the facilities   provided and strategies adopted for the progress of the society.
2. Prepare a report on the current issues of Indian Adolescents.
3. Conduct a survey on stress and coping strategies among peers.

REFERENCES

Alison, Clarke- Stewart, Susan, Friedman, & Joanne Koch. (1985). Child development – Atropical approach. New York: John Wiley & Sons, Inc.

Anita Woolfolk - (2004) Educational Psychology - The Ohio State University – PearsonEducation

Ausubel, David, P, Joseph. D Novak & Helen Hanesian. (1968). Educational psychology: Acognitive view. Holt, Rinchart and Winston In

Bichler, R.F., & Snowman, J. (1993). Psychology Applied to Teaching (7th ed.) Boston:Houghton Mifflin Co.

Brunner, J. S. (1986). Actual minds, possible worlds. Cambridge, Mass: Harward UniversityPress.

Cronbach, L.J. (1969). Essentials of psychological testing (3rd ed.). New York: Harper and Row.

Dandapani, S. (2000). Advanced Educational Psychology. New Delhi: Annmol Publications Pvt.Ltd.

Dandekar, W.N. & Sanyogtala, Makhiya. (2002). Psychological foundations of education (3rded.). Mc. Millan India Ltd.

Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). Strategies for teachers, informationprocessing model in the classroom. New Jersey: Prentice Hall Inc.

Gagne, R.M. (1965). The conditions of learning. New York: Holt, Rinehart and Winston Inc.

Gagne, R.M. (1985). The cognitive psychology of school learning. Boston: Little George, A (2008). Learning Strategies. New Delhi: Common Wealth

Guilford, J.P. (1965). Fundamental statistics in psychology and education. New York: Mc Graw Hill Hill INC.

Hal, R. Arkes, & John, P. Garske. (1977). Psychological theories of motivation.

California:Wordsworth Publishing Company Ltd.

Herman, T.M. (1977). Creating learning Environments: The Behavioural approach to education. Boston: Allyn and Bacon.

Hilgard, E.R., & Bower, G.H. (1977). Theories of learning. New Delhi: Prentice Hall of India Pvt.Ltd.

Hurlock, Elizabeth, B. (1990). Developmental Psychology- A life Span approach.

New York: Mc Grow Hill Inc.

Illich, I. (1970). De schooling Society. New York: Harper and Row.

Joyce, Bruce, & Weil, Marsha (1997). Models of teaching (5th ed.). New Delhi: Prentice Hall of India. Ltd.

Kolesnik, Walter, B. (1970). Educational psychology (2nd, ed.) New York: Mc. Graw Hill Book Co.

Laura, Berk, E. (2001). Child Development (3rd ed.). New Delhi: Prentice Hall Co.

Morgan, Clifford. T. (1986). Introduction to Psychology. New York: MC. Graw-Hill Books Co.

Shaffer, David, R. (1996). Developmental psychology- childhood and adolescence (4th ed.)USA. Brooks/Cole Publishing Co.'

Sibichen K.K (2010). An Introduction to Psychological bases of Education, Mannanam,Kottayam, St.Joseph's Training College.

Sousa A David (2009). How the Brain influences Behaviour. California, Corwin Press.

Sousa, A David (2001). How the Brain Learns. California, Corwin Press, INC. Sylvester, Robert (2007). The Adolescent Brain. California, Corwin Press

Thomas, Good, L., & Jene, Brophy, E. Looking in classrooms (5th ed.) Harper CollinsPublishers.Brophy, E. Looking in classrooms (5th ed.) Harper CollinsPublishers.

EDU 103: DEVELOPMENTS AND RESOURCES IN EDUCATIONAL TECHNOLOGY

NO.OF CREDIT   **:3**
CONTACT HOURS   **:60**
MARKS   **: 60** (External 50 + Internal10)
DURATION OF EXAMINATION **: 2 hours**

OBJECTIVES
On completion of the course, the prospective teachers would be able to
- understand the nature, scope and various forms of educational technology.
- know the modes of development of self learning material
- develop the ability for critical appraisal of the audio-visual media
- develop basic skills in the production of different types of instructional material
- know the recent innovations and future perspectives of Educational Technology
- blend the merits of multimedia in the process of teaching and learning
- develop an awareness about the application of information technology in the process of learning
- recognize the importance of effective communication and interaction in classroom
- apply appropriate instructional approaches in teaching and learning

MODE OF TRANSACTION
Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

Module 1 - Educational Technology- Concept, Approach and Scope (12 Hrs)
    1.1   Concept, meaning, definition, significance and approaches of educational technology-hardware, software and systems approaches. Multi sensory and Multimedia approach.
    1.2   Audio-visual aids: Educational significance of audio-visual aids, its merits and demerits, classifications and Edgar

Dale's cone of experience

1.3   Resource centers for Educational Technology, CIET, SIET, AVRC, EMRC, SITE, CEC, EDUSAT, IT@SCHOOL- their role in the improvement of teaching and learning.

Module 2 - Individualized and Mass Instructional Strategies (10 hrs)

2.1   Individualised instruction, Individualised instructional strategies: programmed instruction, personalized system of instruction (PSI), modular instruction, language laboratory.- brief outline

2. 2   Mass media in education - ETV, radio, news papers, journals, movies, internet, social media

Module 3: Communication and Classroom Interaction (8 hrs)

3.1   Communication - concept, components, types of communication, steps in communication, communication cycle, factors affecting communication, barriers of communication

3.2   Classroom climate - teacher behavior, Flanders' Interaction Analysis Category System (FIACS) - categories, procedures and interpretation.

Module 4: Instructional Technology- Principles and Approaches (10hrs)

4.1   Instructional technology- meaning, principles and maxims of teaching, phases   and levels of teaching.

4.2   Micro teaching - teaching skills, micro teaching cycle, micro teaching steps, phases in micro teaching, link practices, simulation

4.3   Models of teaching – meaning, basic elements of a model and families of models

Module 5: ICT in Education (20 hrs)

5.1   ICT in education – meaning, scope and role of ICT in education, Blended Learning - Role of Teacher and learner.

5.2   Education through ICT: Computer assisted instruction (CAI), Power point - presentation, prezi presentations.

5.3   Free and Open source software – Introduction to Linux and Ubundu Educational Software – conceptual overview

5.4   E-learning : concept, modes, characteristics and benefits, e-learning materials: e-textbooks, e-journals; Digital library, e-content - fundamentals

5.5   Web based learning, online learning, virtual learning, online labs, massive open online course (MOOC) - SWAYAM, e-communication: Internet Forums, blogs, bulletin boards, Webinar – brief outline.

5.6   Flipped Classrooms, Learning Management Systems (LMS) and Moodle – brief outline

5.7   Cyber crime and Cyber ethics

PRACTICUM (any one)
1. Prepare a script for an educational video.
2.   Construct an interaction matrix of a class and analyse the classroom events using FIACS
3. Prepare a programmed instructional material using branching programme

REFERENCES

Aggarwal J.C. (2006).Essentials of Educational Technology-Teaching Learning- innovations in Education. New Delhi. Vikas Publishing House .

Alexis, Leon & Others (1999).Fundamentals of Information Technology. New Delhi: VikasPubllishing House Pvt. Ltd.

Alexey Semenov, UNESCO, (2005): Information and Communication Technologies inSchools: A Handbook for Teachers.

Aoki, K (1994). Virtual communication in Japan: Pacific Telecommunications. Allen, D. W. (1992). School for a new country, New York.

Andal, N. (1998). Communication Theories and Models.Mumbai : Himalaya PublishingHouse.

Anderson, L.W. International Encyclopedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.

BattachaarjeeShymali, (2007). Media and Mass communication.An introduction.

NewDelhi: Kanishka Publishers.

Bharihoke, Deepak(2000). Fundamental of Information Technology. New Delhi: Pentagon Press

Bhatia R. L. and Ahuja B. N. (1994).Principles of Educational Technology and their approach. New Delhi :Surject Publications.

Chadha, Gaurav S.M.&Kumail, Nafay (2002) E-Learning: An Expression of the Knowledge Economy, Tata McGraw-Hill

Publication.

Chandra Ramesh, (2005). Teaching and Technology for human development. New Delhi;KalpakaPublishers.

Chaudhary,Jagdeesh&Pathak, R.P. (2012). Educational Technology.Dorling Kindersly (India) Pvt.Ltd.

Chauhan,S.S.(1983).Innovations in Teaching Learning Process. New Delhi:Vikas Publishing HousePvt.Ltd.

Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press. Dale, EA 1969). Audio-visual Methods in Teaching New York: Holb, Reinchart and Winston.

Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt.Ltd.

Evaut, M. The International Encyclopaedia of Educational Technology.Flanders, NA ( ) Analysing Classroom Behaviour, Addison Wesley.

Gardner,John&Holmes,Bryn.(2006). e-learning-concepts and practice. New Delhi: Sage Publications Pvt. Ltd.

Harasim, L. (1993) Global Networks Computers and International CommunicationCambridge; NIT Press 5.

Henson, Kenneth.T(1978): Curriculum development for Education reform. Harper Collins College publishers.

Hoole H.S. Ratnajeevan&HooleDushyanthi.(2005). Information and communicationtechnology. New Delhi: Foundation Books PVT. LTD.

Horton, W (2001): Designing web-based Training John Wiley & Sons.

Jain, Madhulika& et.al.(2000). Information Technology Concepts. New Delhi: BPB Publications.

John T and Lalitha R (1995) In search of virtual class : Education in an information society. London :Routledge.

Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapmanand Hall, London.

Khan, BoH (1997) Web-based Instruction. Englewood Cliffs: Educational TechnologyPublications.

Kopp, Kathleen(2012). Using Interactive Whiteboard in the Classroom. Shell Education

Krishnamurthy, R.C.(2003). Educational Technology: Expanding Our Vision. New Delhi: Authors Press.

Kulkarni.S.S(1986) Introduction to Education Technology, Oxford and IBH Publishing

Kumar K. L. (1981). Mass Communication in India.Delhi :Jaico Publishing House. Kumar, K.L.(2008).Educational Technology. New Delhi: New Age International Publishers.

Leon A & Leon M (2000).Information Technology.Channai :Vikas Publishing House Pvt. Ltd.

Madhukumar Indira. (2005). Internet based distance learning . New Delhi: Global Network.

Mayer Richard E(2001); Multimedia Learning, Cambridge University Press, UK.McDonald&Evans Ltd. 1975

Merrill, Paul F.; Reynolds, Peter L.; Christensen, Larry B.(1995) Computers in Education, Allyn& Bacon.

Michael W. Allen, Michael Allen (2002), Guide to E-Learning, Wiley Publication, 2002.

Mohanty, Jagannath (1997). Educational Technology. New Delhi : Deep and Deep Publications.

MohanthyLaxman&VohraNehrika, (2006) ICT Strategies for school.A guide for school Administrators. New Delhi: State Publishers.

Morison, R. Gary &Lowlher, L. Deborah &DeMeulle Lisa. (1995). Integrating computertechnology in the class room. New Jersey: Prentice Hall.

Mukopadhyay, M (1990) Educational Technology Challenging Issues New Delhi :SterlingPublishers Pvt. Ltd.

Oliver, Ron, Reeves, Thomas C. & Herrington, Jan (2010). A Guide to Authentic e- learning, New York: Routledge.

Phillips. R (1997) Interactive Multimedia London: Kogan Page.

Prasad Janardan, (2007). Audio Visual education.Teaching innovative technique.

NewDelhi: Kanishka Publishers..

Progrow S (1983). Education in the Computer Age.Sage Publications.Baverly Hills, CA.

Rajesekaran S. (2007) Computer Education and Educational Computing, New Delhi: NeelKamal Publishing Pvt. Ltd.

Roblyer, M.D. (2008).Integrating educational technology into teaching. New Delhi: Pearson.

Rosenberg, M.J. (2001) e-learning New York: McGrawHill.

Rosenberg, Marc Jeffry(2006).e-learning: Strategies for Delivering Knowledge in the Digital Age. New Delhi: McGraw Hill India PvtLtd.

Sampath,K.&Paneerselvam A.(2006).Introduction to Educational

Technology. New Delhi: Sterling Publishers Pvt. Ltd.

Schank, R.C. (2001) Virtual Learning McGraw Hill.

Singh,P.P.& Sharma, Sandhir (2005), E-Learning: New Trends and Innovations, New Delhi: Deep & Deep Publications.

Srinivasan, T.M. (2002), Use of Computers and Multimedia in Education, Horton. Sutherland, R., Robertson,S.& Peter John.(2009). New Delhi: Improving Classroom Learning with ICT.Routledge.

Vanaja, M.(2006). Educational Technology. Hyderabad: Neelkamal Publication Pvt.Ltd.

Vaughan, T. (1999) Multimedia making it work, New Delhi: Tata McGraw Hill [Fourth Edition].

William H. Dutton, Malcolm Peltu(1996) Information and Communication Technologies: Visions and Realities

PEDAGOGIC COURSES

EDU 104.11: UNDERSTANDING THE DISCIPLINE OF ENGLISH EDUCATION

NO.OF CREDITS   **: 3**
CONTACT HOURS   **: 60**
MARKS   **: 60 (External 50 + Internal 10)**
DURATION OF EXAMINATION : 2hours

OBJECTIVES
On completion of the course, the prospective teachers would be able to:
- justify the relevance of English language learning and teaching.
- develop authentic classroom practices based on theoretical underpinnings.
- apply an integrated approach in developing the four-fold language skills.
- develop the ability for self-study.

MODE OF TRANSACTION
Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue and ICT based teaching and learning.

COURSE OUTLINE

Module I – Historical background of English Education in India (10 hrs)
    1.1   Historical development of English in India (Charter Act, East-West controversy, Macaulay's Minutes, Downward Filtration Theory, Three-language Formula)
    1.2   General aims of teaching English in India (cultural, literary, and utility-based)
    1.3   Present Status of English in India (Medium of instruction, Associate Official Language)

Module 2 – Conceptual background of English (10 hrs)
    2.1   Language: relevance and linguistic principles
    2.2   Nature and scope of English language

2.3 Importance of English language(International language, link language, library language, language of scientific research)

2.4 Conditions under which English is taught in schools today.

Module 3 - Development of Language Skills (15 hrs)
3.1 Listening skill -sub-skills, developmental activities, types of listening (casual, focused, intensive, extensive)

3.2 Speaking skill- sub-skills, developmental activities

3.3 Reading skill– sub-skills, developmental activities, types of reading (intensive, extensive, loud, silent, individual, choral, literal, interpretive, critical, creative)

3.4 Writing skill– sub-skills, developmental activities, characteristics of good handwriting, Capitalization and punctuation.

3.5 Evaluating the four-fold skills (Analytical &Holistic marking scheme).

Module 4 - Developing Study Skills (10 hrs)
4.1. Importance of developing study skills

4.2 Locating & gathering information (skimming & scanning)

4.3. Storing Information (note-taking, note-making, summarizing)

4.4 Developing reference skills (using the Dictionary &Thesaurus)

4.5 Retrieving information using technology & computers.

Module 5-Educational Objectives of teaching English (15hrs)
5.1 Aims & objectives of teaching English at elementary, secondary and higher secondary levels

5.2 Bloom's taxonomy of Educational objectives-Revised Taxonomy and its implications

5.3 Objective-based instruction & objective based evaluation

5.4 Competency-based instruction & competency-based evaluation

5.5 Tri-polar relationship- Objective, Learning Activity, Evaluation

PRACTICUM (any one)
1. Summarize a Journal article on any education-related topic.
2. Identify five activities that can help to integrate the language skills.
3. Prepare a report on the condition in which English is taught in

State syllabus and in schools following the ICSE/CBSE syllabus

REFERENCES

Arora, V.N. & Chandra, Lakshmi.(1993). Improve your writing. New Delhi: Oxford University Press.

Agnihotri, R.K. and Khanna, A.L. (1994). Second language acquisition: Socio- cultural and linguistic aspects of English in India. New Delhi: Sage Publications.

Baker, Joanna &Westrup, Heather. (2008). The English Language Teacher's Handbook. London: Continuum International Publishing Group.

Bloomfield, Leonard. (1969). Language. London: George Allen&Unwin Ltd. Cook, Vivian.(1991). Second language learning and language teaching. NewYork:

Chapman and Hall Inc.

Cook, V.J. &Newson, Mark. (2007). Chomsky's Universal Grammar: An Introduction. UK: Blackwell Publishing.Crystal, David (1997). Cambridge Encyclopaedia of Second Language Education.

United Kingdom: Cambridge University Press.

Culpeper, J.(2001). Language and characterisation: People in playsand other texts.

Harlow; Longman.

Ellis, Rod .(1987). Understanding second language acquisition, Oxford: Oxford University Press.

Gardner,H. (1983). Frames of Mind: The theory of multiple intelligences. New York: Basic Books Inc. Publishers.

Kincheloe, J. (2008). Critical Pedagogy (2 ndEdn.). New York: Peter Lang. Lyons,John. (2003). Language and Linguistics. Cambridge: Cambridge University Press.

Shanahan,Dan.(2007). Language, feeling and the brain. New Jersey: Transaction Publishers.

Tickoo, M.L. (2003). Teaching and Learning English. New Delhi: Orient Longman Pvt. Ltd.

Underhill, Nick. (1987). Testing spoken language. A handbook of oral testing techniques. Cambridge: Cambridge University press.

EDU 105.11: LEARNING TO FUNCTION
AS AN ENGLISH TEACHER

NO.OFCREDITS　　　　　**: 3**
CONTACT HOURS　　　　**: 60**
MARKS　　　　　　　　　**: 60** (External 50 + Internal 10)
DURATION OF EXAMINATION : 2 hours

OBJECTIVES

On completion of the Course, the prospective teachers would be
　　　able to:

* use appropriate strategies to develop the target skills or sub-
  skills.
* understand the important contribution of the various methods in
  enriching language.
* create a positive learning environment by ensuring involvement
  of all the learners.
* apply relevant strategies to develop the target language.
* use English appropriately when explaining, instructing, prompting,
  eliciting, conveying meaning, and motivating learners.
* monitor learners and provide feedback on language and tasks,
  including oral or written correction.

MODE OF TRANSACTION

Lecturing, Discussion, Debates, Investigative learning, Problem-
based learning, Web-based learning, Cooperative learning, Seminars,
Debates, Assignments, Peer group discussion, Interaction with
community, Case study, Survey, Dialogue, ICT based teaching and
learning

COURSE OUTLINE

Module 1: Maxims, Approaches and Methods of Teaching
　　　English (10 hrs)

1.1.　Maxims of teaching English (simple to complex, known to
　　　unknown, particular to general, concrete to abstract)
1.2.　Approaches in teaching English (Structural-oral-situational,
　　　Communicative, Suggestopedia, Discourse-oriented
　　　pedagogy).
1.3.　Methods of teaching English (Grammar Translation, Direct,
　　　Bilingual)

Module 2: Techniques and strategies of teaching English (15hrs)
  2.1.   Techniques: Questioning, brain-storming, seminar, workshop, symposium, role-play, debate, self-directed learning (SDL)
  2.2   Strategies: Team teaching, peer-tutoring, co-operative learning, collaborative learning, brain-based learning, mapping strategies (concept mapping & mind mapping)
  2.3   Language Games: importance and types (vocabulary games, spelling games)

Module 3: Training in Teaching Skills (15hrs)
  3.1   Micro-teaching: characteristics and phases of teaching
  3.2   Micro-teaching skills: Skill of reinforcement, skill of fluency in questioning, skill of stimulus variation
  3.3   Link Practice: Integration of skills

Module 4-Pedagogical Skills Development (10 hrs)
  4.1   Meaning and significance of: Pedagogy, Pedagogical Knowledge and Pedagogical Competence
  4.2   Pedagogical Skills: Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment

Module 5- Teaching literature, vocabulary and grammar (10 hrs)
  5.1   Aims of teaching literature
  5.2   Vocabulary and grammar: importance, types, principles of selection and gradation
  5.3   Techniques of presenting vocabulary
  5.4   Different methods of teaching grammar - inductive and deductive methods

Practicum (any one)
1. Conduct a debate /workshop/symposium based on any relevant topic of social concern by following the rules and regulations.
2. Make any three language games to teach spelling/vocabulary.
3. Create a Dictionary of 50 words selected from the English textbook prescribed for upper-primary students and specify the meaning, form, pronunciation, synonyms and antonyms.

REFERENCES

Bhatnagar, Nitin & Bhatnagar, Mamta. (2012). Effective communication and soft skills: Strategies for success. New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Jones, Lee. (2000). Cambridge Advanced English Teacher's Book. Cambridge: Cambridge University Press.

Kumar, Sanjay &Lata, Pushp. (2012). Communication Skills. New Delhi: Oxford UniversityPress.

Larsen, D.F. (2000). Techniques and principles of language teaching. Oxford:Oxford UniversityPress.

Lyons, T. (2002).Language and linguistics : An Introduction. Cambridge : Cambridge University Press .

Naiman, N. Frohlic, M. et al. (1978).The good language learner. Toronto: Ontario Institute for Studies in Education.

NCERT.(1992). Fifth Survey of Educational Research. New Delhi: NCERT.

Reid, J. (1998). Understanding learning styles in the second language classroom. New York: Prentice-Hall.

Rutherford, Andrea J. , Thorpe, Edgar et al. (2011). Communication Skills. New Delhi: Dorling Kindersley (India) Pvt. Ltd.

Silver, H.E. & Hanson, J.R. (1998). Learning styles and strategies(3rd ed.).Woodbridge, NJ: The Thoughtful Education Press.

Sheorey, Ravi. (2006). Learning and teaching English in India. New Delhi: Sage Publications India Pvt Ltd.

Tomlinson, Brian. (1998). Material development in language teaching. United Kingdom: Cambridge University Press.

Thomas, Malamah. (1987).Classroom interaction. Oxford: Oxford University Press. Ur, Penny. (1991). A Course in Language Teaching: Practice and Theory. UK:Cambridge University Press.

Wenden, A. (1987). Learner strategies in language learning. Englewood Cliffs: N.J.: Prentice Hall.

EDU 104.16: UNDERSTANDING THE DISCIPLINE OF MATHEMATICS EDUCATION

NO. OF CREDITS : 3
CONTACT HOURS : 60
MARKS : 60 (External 50 + Internal 10)
DURATION OF EXAMINATION : 2 hours

OBJECTIVES

On the completion of this course, the prospective teachers would be able to

- inquire into the contribution of eminent mathematicians
- appreciate the significance of Mathematics as a Discipline.
- get a perspective on scope of Mathematics
- make sense of the, aims, objectives and skills of teaching Mathematics.
- internalize the values of teaching mathematics
- gain an insight of the Interdisciplinary Nature of Mathematics
- endow with the significance of Taxonomy of instructional objectives of teaching Mathematics

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE

Module 1 - Historical Background of Mathematics(10 hours)

1.1 Contribution of Mathematicians - Indian and western-Aryabhatta, Bhaskaracharya, Brahmagupta, Ramanujan, Pythagorus, Rene Descarte, , Euclid
1.2 New Math movement
1.3 Relevance of learning History of mathematics-

Module 2 - Conceptual Background of Mathematics (10 hours)

2.1 Nature of Mathematics - Meaning and Characteristics .
2.2 Language and Symbols of Mathematics
2.3 Paradigm shift in the nature
- Pure and applied

- - Empirical to rational
  - - Induction, Intuition, and logical
  2.4 Scope of mathematics in the 21st century

Module -3 - Inter and Intra disciplinary nature of Mathematics Education (10 hours)
  3.1 Correlation with Life
  3.2 Correlation with different subjects-Science, Social sciences, I C T, Languages, Arts, Music,
  3.3 Correlation with Different branches and topics

Module 4- Aims and values of Teaching mathematics(15 hours)
  4.1 Aims and Values- Utilitarian, Disciplinary, Cultural, Vocational, Aesthetic
  4.2 General Objectives of teaching mathematics at different stages- Primary, Secondary, Higher secondary

Module 5 - Educational Objectives   (15 hours)
  5.1 Aims and objectives-meaning and distinction
  5.2 Blooms Taxonomy of Educational objectives. Revised Bloom's taxonomy- conceptual overview.
  5.3 Objective Based Instruction and Objective based evaluation – based on Bloom's Taxonomy (cognitive, affective, psychomotor domain)
  5.4 Competence Based Instruction and Competence based evaluation
  5.5 Tri polar relation - Objective, Learning experience, Evaluation - Competence, Learning Activity, Evaluation

PRACTICUM (any one)
1. Prepare a document based on any one value of teaching mathematics
2. Present an album on contributions of mathematicians
3. Prepare a report on ancient mathematical numerals

REFERENCES
Aiyankar, Kuppuswami. The Teaching of Mathematics.

Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from   http:// www.andersonresearchgroup.com/tax.tyml.

Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley

Longman, Inc.

Andrews, J.J.W, Saktofski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.

Apple, M.V. (2000). Mathematics reform through conservative modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.

Artz, A.G., & Armour -Thomas, E. (2001) .Becoming a reflective mathematics teacher: A guide for observations and self-assessment. Mehweh, N.L. Lawrence Erlbaum Associates

Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press. Barrows, H.S. (1986). A taxonomy of problem based learning methods. Medical

Education, 20, 481-486.

Bella, N.J. (2004). Reflective analysis of student work. Thousand Oaks: CA. Corwin Press.

Bellard, P.B. Teaching the Essentials of Arithmetic

Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms. Thousand Oaks, CA: Corwin press.

Burke, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin press.

Butler and Wren (1965). The teaching of Secondary School Mathematics, London. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics,

Deepka,E.(2007).Designing assessment for mathematics.(2ndEd).Thousand Oaks,CA:Corwin Press.

Eves, Howard (1963). The History of Mathematics, New York: Holt Rineheart and Winston.

Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics.

Iglewiez, Boris and Stoyle, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.

Korner, S. The Philosophy of Mathematics, New York; Herper Torch Books, the science Library

Malhotra,V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.

Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana: R.P. Fadon Prakash brothers.

Merrilyn goods,Ggloria Stillman and Colleen vale .Teaching secondary school mathematics-Researches and practices for the 21st century

NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.

NCERT. A Text Book of content – cum – methodology of Teaching Mathematics, New Delhi: NCERT.

NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy Prehttp://www.edel.edu/pbl

Paul Chambers .Teaching mathematics-developing as a reflective secondary teacher Rai, B.C. Methods of Teaching Mathematics.

Schultze, A. The Teaching of Arithematics in Secondary School.

Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book. Shah, G. B., New Dimensions in the Teaching of Mathematics.

Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi: Sterling Publications Pvt. Ltd.

Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum: State Institute of Language (Kerala).

Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics. Sundarajan. S. Theory and Practice of Teaching School Mathematics.

EDU 105.16: LEARNING TO FUNCTION AS MATHEMATICS TEACHER

NO. OF CREDITS   : 3
CONTACT HOURS   : 60
MARKS   : 60 (External 50 + Internal 10)
DURATION OF EXAM : 2 hours

OBJECTIVES
On completion of the course, the prospective teachers would be able to:
- explore the distinctive features of varied instructional approaches, techniques and methods of teaching Mathematics
- equip with innovative strategies of mathematics teaching
- entwine models of differentiated teaching in effectual instructional practices of Mathematics education.
- fine-tune themselves as innovative pedagogic practitioner.

MODE OF TRANSACTION
Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

COURSE OUTLINE
Module 1 – Maxims, Approaches and Methods of Teaching Mathematics (15 hrs)
   1.1   Maxims of learning-simple to complex-Known to unknown- Particular to general- concrete to abstract
   1.2   Approaches-Teacher centered vs Learner centered,
   1.3   Methods- Heuristic Method-Lecture method-Inductive Deductive method-Analytic and synthetic method -Problem Solving method-Project method
Module 2 - Techniques of Developing Mathematical skills (10 hrs)
   2.1   Development of Mathematical skills: Computational skills, Geometrical skills, Drawing and interpretation of Graphs and Charts
   2.2   Mathematical creativity

2.3   Techniques of developing   Speed and accuracy in mathematics

2.4   Techniques of teaching Mathematics: Ability grouping, Gradation, Questioning, Brain storming, Seminar, Simulation, Assignment, Supervised study.

2.5   Motivational Techniques in teaching of Mathematics

Module 3- Innovative Strategies (12 hours)

3.1   Peer tutoring, Team teaching, Co-operative learning, Problem based learning

3.2   Differentiated strategies for inclusiveness: Think pair share, Flexible Grouping.

3.3   Brain based learning- Characteristics and principles

3.4   Concept mapping- Characteristics

3.5   Reflective Journaling – Gibb's Model

Module 4 - Training in Teaching Skills (15 hrs)

4.1   Micro teaching: Characteristics and phases

4.2   Skills and   its components. -Stimulus Variation, Questioning, using   Black Board/White Board, Set Induction, Reinforcement

4.3   Link Practice-Integration of skills

Module 5- Pedagogical Skill Development (8 hrs)

5.1   Pedagogy-Pedagogical   Knowledge-Pedagogical Competence-meaning and significance

5.2   Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment

PRACTICUM (any one)

1. Prepare concept map on any unit of Mathematics
2. Prepare a report on any mathematical game that fosters mathematical creativity among learners
3. Prepare a digital programme for motivating learners at secondary/Hr. secondary level

REFERENCES

Aiyankar, Kuppuswami. The Teaching of Mathematics.

Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from http://www.andersonresearchgroup.com/tax.tyml.

Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of

educational objectives (Abridged). New York: Addison Wesley Longman, Inc.

Andrews, J.J.W, Saktofski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.

Apple, M.V. (2000). Mathematics reform through conservative modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.

Artz, A.G., & Armour -Thomas, E. (2001) .Becoming a reflective mathematics teacher: A guide for observations and self-assessment. Mehweh, N.L. Lawrence Erlbaum Associates

Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press. Barrows, H.S. (1986). A taxonomy of problem based learning methods. Medical

Education, 20, 481-486.

Bella, N.J. (2004). Reflective analysis of student work. Thousand Oaks: CA. Corwin Press.

Bellard, P.B. Teaching the Essentials of Arithmetic

Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms. Thousand Oaks, CA: Corwin press.

Burke, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin press.

Butler and Wren (1965). The teaching of Secondary School Mathematics, London. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics, Dash,B.N.(2005). Psychology of Teaching Learning Process, New Delhi: Dominant

Publishers and Distributors.

Deepka,E.(2007).Designing assessment for mathematics. (2ndEd). Thousand Oaks, CA:Corwin Press.

Gardner, H. (1983) Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.

Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics. Goleman, D. (1995). Emotional Intelligence. New York McGraw Hill Joyce, Bruce; Weil, Mursha (2003). Models of Teaching,

Kincheloe, J. (2008). Critical Pedagogy (2nd Edn). New York: Peter Lang.

Korner, S. The Philosophy of Mathematics, New York; Herper Torch Books, the science Library

Malhotra,V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.

Malhotra,V. (2006). Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corporation.

Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana: R.P. Fadon Prakash brothers.

Merrilyn goods,Ggloria Stillman and Colleen vale .Teaching secondary school mathematics-Researches and practices for the 21st century

NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.

NCERT. A Text Book of content – cum – methodology of Teaching Mathematics, New Delhi: NCERT.

NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy Prehttp://www.edel.edu/pbl

Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics. Sundarajan. S. Theory and Practice of Teaching School Mathematics.

Tiwari.D.(2007). Encyclopaedia of Modern methods of Teaching , New Delhi: Crescent Publishing Corporation.

Pandey,S,K and Sharma, R.S (2008). Encyclopaedia of Modern Techniques of Teaching, New Delhi: Commonwealth Publishers.

Paul Chambers .Teaching mathematics-developing as a reflective secondary teacher Rai, B.C. Methods of Teaching Mathematics.

Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book. Shah, G. B., New Dimensions in the Teaching of Mathematics.

Sharma. R. A. Teaching Learning Strategies and Mathematical Creativity.

Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi: Sterling Publications Pvt. Ltd.

Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum: State Institute of Language (Kerala).

EDU 104 .17: UNDERSTANDING THE DISCIPLINE OF PHYSICAL SCIENCE EDUCATION

No. OF CREDITS : **3**
CONTACT HOURS : **60**
MARKS : **60** (External 50 + Internal 10)
DURATION OF EXAMINATION : **2 hours**

OBJECTIVES
On completion of the course, the prospective teachers would be able to
- acquaint with the history of Science as a discipline
- inquire into the contribution of eminent Scientists
- appreciate the conception and significance of Science as a Discipline.
- get a perspective on scope of Science
- make sense of the, aims, objectives and skills of teaching Physical Science in order to adopt a holistic Approach at Primary, Secondary and Higher Secondary levels.
- internalize the values of teaching Physical Science
- gain an insight of the Interdisciplinary Nature of Physical Science and Correlate it with other subjects for effective classroom teaching.
- endow the significance of taxonomy of instructional objectives of teaching physical science.

MODE OF TRANSACTION
Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

COURSE OUTLINE
Module 1 - Historical Background of Science (10hrs)
1.1   History of Science - origin, recent developments- relevance
1.2   Branches of Science-Fundamental and New   branches- Interdisciplinary subjects
1.3   Contribution of Eminent Scientists- Indian and western – C. V. Raman, Subrahamanyan Chandrasekhar, Homi Jehangir Bhabha, A.P.J. Abdul Kalam, Einstein, Newton,

Madam Curie, Mendeleev, Stephen Hawking

Module 2 - Conceptual Background of Science (10hrs)

2.1 Nature of Science- Meaning, Definitions and Characteristics.

2.2 Paradigm shift - Product to Process- Interdependency of Product and Process

2.3 Scope of Science
- Science as a social endeavor
- Science for sustainable Development

Module 3 - Inter and Intra disciplinary nature of Physical science Education (10)

3.1 Concept of Correlation-Incidental and Systematic

3.2 Correlation with different Branches of Physical science

3.3 Correlation with other disciplines

3.4 Correlation with Life Situation

Module 4 - Aims and Values of Teaching Physical Science (10hrs)

4.1 Aims and Values- Meaning and Differences

4.2 General Aims of teaching Physical science at primary. Secondary and higher secondary level

4.3 Anticipated outcomes of teaching Physical Science – Scientific Attitude, Scientific Temper, Scientific Literacy, Scientific Creativity

Module 5 - Educational Objectives (20hrs)

5.1 Aims and objectives-meaning and distinction

5.2 Blooms Taxonomy of Educational objectives. revised Bloom's taxonomy- conceptual overview.

5.3 Objectives and specifications-Objective Based Instruction and Objective based evaluation, Tripolar relation- Objective, Learning experience, Evaluation,

5.4 Competence Based Instruction and Competence based evaluation, Tripolar relation- Competence, Learning Activity, Evaluation

5.5 Classification of educational objectives -Yager and Mc Cormak

PRACTICUM (any one)

1 Prepare of a digital album or short film on the life and contributions of a scientist.

2. Prepare an artistic document on 'Science in Life'

3. prepare a report on evolutionary aspect of science.

REFERENCES

Arons, A.B. (1983) Achieving wider scientific literacy. Daedalus, 112, 91-122.

Bhatt, B. D., 7 Sharma S.R. (1996). Methods of teaching science. Delhi: Kanishka Publishing House.

Bloom, B. S. (Ed.) (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook 1 : Cognitive Domain. New York: David Mekay Company.

Bloom, B.S(Editor) 1956. Taxonomy of Educational Obectives: Hand book I: Cognitive domain. New York: David Mc key company, Inc.

Bloom, B.S. (1968). Taxonomy of educational objectives: handbook1. Cognitive domain, New York: David Mc key company, Inc.

Bloom, B.S.; Hastings, J.T. and Madaus,G.F. (1971). Hand book on formative and summative evaluation of student learning. New York: Mc-Graw Hill.

Das, R.C. (1985). Science teaching in schools. New Delhi: Sterling Publishers. Fitzpatrick, F.L. (1959). The Science Man power project, Science Education, vol. 43, issue 2, pp.121-125.

G.   Sarton(1927). "Introduction to the history of science," Williams and Wilkins, Baltimore,

Ghosh,B.N. (1986). Lectures on scientific method. New Delhi: Sterling Publishers Pvt. Ltd.

Gupta, S. K. (1983). Teaching of physical science in secondary schools.New Delhi: Sterling Publications (Pvt.) Limited.

Joseph, T. T. (1982). Modern trends in science education. (2nd ed.) Kottayam,Kerala : Author.

Kohli, V. K. (1986). How to teach science. Ambala City, Haryana: Vivek Publishers.

Llewellyn, D. (2007). "Inquire within – implementing Inquiry based Science standards in Grades 3 -8, Corwin Press, CA: Thousand Oaks.

Maitra, K. (1991). Teaching of physics. New Delhi: Discovery Publishing House.

Mathew , T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.

Mill, J.S (1949). A system of Logic (8th ed.), London, Longmans,

Green and Co. Mohan, R.(1995). Innovative science teaching for physical Science. New Delhi:Prentice

Hall. T. (1989). Instructional objectives of school subjects. New Delhi: N.C.E.R.T.

Rajan, K. M., Sindhu, B.S., Josen George, Sibu G. Netto & Sajan , R.K. (2010).Teaching of Physical science: Theory, Perspectives & Practice (2nd rev. ed.).Kottayam: St. Joseph's Training College, Mannanam.

Rajan, K.M. (1999). Perspectives in physical scienceteaching. Kottayam: Vidyarthi Mithram.

Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons. Suresh K.P. and Joseph, Celene (2012). Teaching and Testing Science Process skills .

New Delhi: Shipra Publications .

Thurber, W. A., & Collette, A. T. (1964). Teaching science in today's secondary school. New Delhi; Prentice Hall Of India Limited.

EDU 105.17 : LEARNING TO FUNCTION AS PHYSICAL SCIENCE TEACHER

NO. OF CREDITS   **: 3**
CONTACT HOURS   **: 60**
MARKS   **: 60** (External 50 + Internal 10)
DURATION OF EXAMINATION : 2 hours

OBJECTIVES
On completion of the course, the prospective teachers would be
       able to
- explore the distinctive features of varied instructional approaches, techniques and methods of teaching Physical Science
- equip with innovative strategies of Physical Science teaching
- interweave models of differentiated teaching in effectual instructional practices of Physical Science education.
- fine-tune themselves as innovative pedagogic practitioner.
- develop an understanding about individual difference and its remediation.
- outfit prospective teachers in up surging skills for effectual teaching in Physical Science

MODE OF TRANSACTION
Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational survey, ICT based teaching and learning

COURSE OUTLINE

Module 1 –Maxims, Approaches and Methods of teaching Physical Science (10hrs)
     1.1   Maxims of learning-simple to complex-Known to unknown-Particular to general-   Concrete to Abstract
     1.2   Approaches-Teacher centered vs Learner centered, Inductive and Deductive, Analytic and synthetic , Process and Product, Inquiry-Discovery
     1.3   Methods-Lecture method, Lecture-Cum-Demonstration Method, Heuristic method, Problem Solving method, Project Method, Scientific Method- Steps- Elements of Scientific method: Logical and Technical

Module 2 - Techniques of Teaching Physical Science (10 hrs)

2.1 Techniques: Questioning ,Brain storming, Drill work, Seminar, Debate, Simulation, Assignment, Supervised study

Module 3 - Innovative Strategies of Teaching Physical Science (15 hrs)

3.1 Peer tutoring, Team teaching, Co-operative learning, Problem based learning, Brain based learning

3.2 Concept mapping, – characteristics

3.3 Reflective Journaling: Brief outline

3.4. Differentiated strategies for inclusiveness: Think pair, Flexible Grouping.

Module 4– Training in Teaching Skills (15 hrs)

4.1 Micro Teaching – Characteristics, Phases

4.2 Micro Teaching skills - Stimulus variation, questioning, Set Induction

4.3 Link practice - Integration of skills

Module 5 - Pedagogical Skills Development (10 hrs)

5.1 Pedagogy-Pedagogical Knowledge-Pedagogical Competence-meaning and significance

5.2 Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment

5.3 Motivational Techniques in teaching Physical Science

PRACTICUM (any one)

1. Prepare concept map on any unit of Physical Science
2. Prepare a digital programme for motivating learners at Secondary/Hr. secondary level
3. Prepare a report on Brainstorming/Debate activity on any topic in physical science

REFERENCES

A guide to the seminar method. Agora foundations. http://www. Greatbook sojai.com/The_Agora_Foundation-the_Guide_to_the_Seminar_Method_6-16-09. pdf

Alvermann, D.E., Dillon, D.R., & O'Brien, D.G. (1987). *Using discussion to promote reaching comprehension*. Neward, DE: International Reading Association.

Banathy, B. (1968). *Instructional Systems*. Palo Alto, California: Fearon Publishers.

Barrett, T. (2010). The problem-based learning process as finding and being in flow. Innovations in Education & Teaching International, 47(2), 165-174. doi:10.1080/14703291003718901

Bhatt, B. D., 7 Sharma S.R. (1996). Methods of teaching science. Delhi: Kanishka Publishing House.

Carin and Bass (2000). Activities of teaching science as inquiry. http://www.pearson highered .com/educator/product/ methods for teaching science as inquiry.

Carin, A.A. & Sund, Robert, B. (1970). Teaching modern science. Columbus, Ohio: Charles E. Merrill Publishing Company. A Bell & Howell Company.

Cooperative learning in technical courses: procedures, pitfalls, and payoffs", Richard M. Felder, North Carolina State University & Rebecca Brent, East Carolina University

Das, R.C. (1985). Science teaching in schools. New Delhi: Sterling Publishers. Dash,B.N.(2005). Psychology of Teaching Learning Process, New Delhi: Dominant

Publishers and Distributors.

Gupta, S. K. (1983). Teaching of physical science in secondary schools.New Delhi: Sterling Publications (Pvt.) Limited.

Holt, Larry C. and Kysilka, Marcella (2006). Instructional patterns: Strategies for maximizing student learning. New Delhi: Sage Publications.

Johnson, D.W., & Johnson, R.T., Holubec, E.J. (1987). *Structuring cooperative learning: Lesson plans for teachers*. Edina, MN: Interaction Book Company.

Johnson, D.W., & Johnson, R.T., Holubec, E.J. (1988). *Cooperation in the classroom*

(rev. ed.). Edina, MN: Interaction Book Company.

Johnson, S. M. (1990). Teacher at work. New York: Basic Books Inc. Publishers.

Joseph D. Novak & Alberto J. Cañas (2006). "The Theory Underlying Concept Maps and How To Construct and Use Them", Institute for Human and Machine Cognition. Accessed 24 Nov 2008.

Joseph, T. T. (1982). Modern trends in science education. (2nd ed.) Kottayam,

Joyce, B., & Weil, M. (2000). Models of teaching (6th ed.). Boston: Allyn and Bacon

Kohli, V. K. (1986). How to teach science. Ambala City, Haryana: Vivek Publishers. Krathwohl, Bloom and Masia (1964). Educatiopnal Objectives. Affective domain,

Handbook II. New York.: David Mckay.

lewellyn, D. (2007). "Inquire within – implementing Inquiry based Science standards in Grades 3 -8, Corwin Press, CA: Thousand Oaks.

Lyman, F. T. (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), Mainstreaming Digest (pp. 109-113). College Park: University of Maryland Press.

Madhavan. ,T. Teaching of Science, First Year Source Book (D.T.Ed.) Tamil Nadu Textbook Society, Chennaihttp://jtmadhavan.files. wordpress.com /2009/11/ seminar-method.pdf

Maitra, K. (1991). Teaching of physics. New Delhi: Discovery Publishing House.

Malhotra,V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.

Mathew , T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.

Mohan Radha (20007). Innovative Science Teaching . New Delhi: Prentice Hall of India Pvt. Ltd.

Mohan, R.(1995). Innovative science teaching for physical Science. New Delhi: Prentice Hall.

Pandey,S,K and Sharma, R.S (2008). Encyclopaedia of Modern Techniques of Teaching,

New Delhi: Commonwealth Publishers.

Rajan, K. M., Sindhu, B.S., Josen George, Sibu G. Netto & Sajan , R.K. (2010).Teaching of Physical science: Theory, Perspectives & Practice (2nd rev. ed.). Kottayam: St. Joseph's Training College, Mannanam.

Rajan, K.M. (1999). Perspectives in physical scienceteaching. Kottayam: Vidyarthi Mithram.

Sharan, S i Sharan, I. (1976). Small group teaching. Englewood Cliffs, NJ, Educational Technology Publications.

Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons. Sharma, R.C. (2003).Modern Science Teaching. New Delhi: Dhanpat Rai Publishing

Company (P) Ltd

Singh, Avtar (2004). Instructional objectives of school subjects. New Delhi: NCERT.

Slavin, R.E.(1995). Cooperative Learning: Theory, Research and Practice.(2 nd ed).Michigan: Allyn & Bacon.

Suresh K.P. and Joseph, Celene (2012). Teaching and Testing

Science Process skills .

New Delhi: Shipra Publications .

Thurber, W. A., & Collette, A. T. (1964). Teaching science in today's secondary school.

New Delhi; Prentice Hall Of India Limited.

Tiwari.D.(2007). Encyclopaedia of Modern methods of Teaching , New Delhi: Crescent Publishing Corporation.

Trowbridge, L. W. & Bybee, R. W. (1996). Teaching secondary school science.(6thed.).

Englewood Cliffs. NJ: Prentice – Hall Inc.

EDU 104 . 18: UNDERSTANDING THE DISCIPLINE OF NATURAL SCIENCE EDUCATION

NO. OF CREDITS   **: 3**
CONTACT HOURS   **: 60**
MARKS   **: 60** (External 50 + Internal 10)
DURATION OF EXAMINATION   **: 2hrs**

OBJECTIVES
On the completion of the course, the prospective teachers would be
       able to
- acquaint with the evolution of Natural science as a discipline
- understand the psychological bases of Natural science education
- identify the role of Natural science in the social realm
- apply the theoretical background of Natural Science in teaching
- internalise the values of teaching Natural science
- gain an insight of the interdisciplinary nature of Natural Science and Correlate it with other subjects for effective classroom teaching.
- appreciate that science is a dynamic and expanding body of knowledge

MODE OF TRANSACTION
       Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions and peer group discussion, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

COURSE OUTLINE
Module 1 - Historical Background of Natural science (10 hrs)
     1.1   History of learning Life Sciences- Origin, Recent Developments and Relevance.
     1.2   Applied Branches of Natural Science.
     1.3   Contributions of Eminent Scientists leading to social change –Luis Pasture, Alexander Fleming, Gregor Mendel, M S Swaminathan and Salim Ali.

Module 2 – Conceptual background of Natural Science(15hrs)
     2.1   Meaning, nature and scope of Natural science - as a domain of enquiry, dynamic body of knowledge and as a process of

constructing knowledge.

2.2 Paradigm shift in the nature of life science – product to process, inter dependency of product and process.- scientific method.

2.3 Natural sciences and society- Natural Science for environment, health and hygiene, raising the standard of living. (Population control, effecting social changes, removal of superstitions, agriculture).

Module 3 - Inter and Intra Disciplinary Nature of Natural Science (10hrs)

3.1 Correlation with different branches of biological science and topics.

3.2 Correlation with other Disciplines – Languages, General Science, Mathematics, ICT and Performing Arts- Theater and Drama.

3.3 Correlation with life.

Module 4 - Aims and Values of Teaching Natural Science (5hrs)

4.1 Aims and values of teaching Natural science.

4.2 Anticipated outcomes of Teaching Natural Science - Developing Scientific Literacy, Scientific attitude, Scientific temper and Scientific creativity.

4.3 General Objectives of Teaching Natural Science at Primary, Secondary and Higher Secondary school level.

Module 5 - Educational Objectives of Teaching Natural Science (20hrs)

5.1 Aims and Objectives –Meaning- Distinction.

5.2 Bloom's Taxonomy of Educational Objectives-Revised Bloom's Taxonomy- Conceptual overview.

5.3 Objectives and specifications- Objective based instruction and evaluation, Tri-polar relation- Objectives-Learning Experience-Evaluation.

5.4 Competence based instruction and evaluation.

5.5 Classification of educational objectives- Mc Cormack and Yager.

PRACTICUM (any one)

1. Conduct any three scientific experiments and evaluate your experience

2. Write a Drama/Theatre script on a relevant social issue

connected with the Secondary School Biology Syllabus

3. Prepare an e- document on Life and contribution of an eminent scientist

REFERENCES

Anderson, C and K. Roth. (1992). Teaching for meaningful and self regulated learning of science. Advances in Research of Teaching, Vol. I, J. Brophy, ed. Greenwich, Conn: JAI.

Arons, A. B. (1983). Achieving wider scientific literacy. Daedalus Spring 91-122.

Das, R. C. (1985). Science Teaching in Schools, Sterling Publication Innovation in Teacher Education, Science Teacher Education Projects (STEP) Mac Graw Hills, New York.

Educational Psychology, John W Santrock,(University of Texas at Dallas)December 2010

; McGraw-Hill Higher Education

Freire, Paulo. (1998). Pedagogy of the Oppressed. USA: Continuum Pub. Co

Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.

Jayasree and Digumarti Bhaskara Rao (2004) Discovery Publishing House.

Lowman, J (1995). Mastering the Technique of Teaching. Second Edition, San Fransico. Teaching of Biology. S. Choudhary (2004). APH Publishing Corporation.

Uttam Kumar Singh and A. K. Nayak Science Education Common Wealth Publishers.

EDU 105.18 – LEARNING TO FUNCTION AS NATURAL SCIENCE TEACHER

NO. OF CREDITS	**: 3**
CONTACT HOURS	**: 60**
MARKS	**: 60** (External 50 + Internal 10)
DURATION OF EXAMINATION	**: 2hrs**

OBJECTIVES

On the completion of the course, the prospective teachers would be able to

- explore the distinctive features of various approaches, techniques, methods and devises of teaching natural science
- critically examine teaching learning processes that incorporate inquiry, discovery, conceptual development ,activity based learning etc. within the classroom
- develop the lesson plans based on the Models of Teaching
- develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights about learning.
- understand the concept, tools and techniques of evaluation
- explore diverse methods and tools for assessing an array of learning/performance outcomes of diverse learners.

MODE OF TRANSACTION

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

COURSE OUTLINE

Module 1 – Maxims, Approaches and Methods of Teaching Natural Science (15 hrs)

1.1   Maxims of teaching- (Simple -Complex, Known – Unknown, Particular – General,   Concrete - Abstract).

1.2   Approaches - Teacher Centered-Learner- Centered, Inductive-Deductive, Product - Process, Inquiry-Discovery.

1.3   Methods – Lecture cum Demonstration, Project Method, Problem Solving, Heuristic and Biographical

Module 2 - Techniques of Teaching Natural Science (5hrs)

2.1   Techniques-Role Play, Buzz Session, Brain Storming,

Seminar, Symposium, Debate. Supervised Study, Assignment, Questioning and Simulation.

Module 3 -Innovative Strategies (15hrs)

3.1   Peer tutoring, Team Teaching, Co-Operative Learning, Brain based learning.

3.2   Concept Mapping, Mind Mapping- characteristics.

3.3   Reflective Journaling- Brief outline.

3.4   Differential Strategies of inclusiveness-Think Pair and Share.

Module 4 - Training in Teaching Skills (15 hrs)

4.1   Micro Teaching- characteristics and phases

4.2   Micro Teaching Skills- Stimulus Variation, Questioning, using Black Board /White Board.

4.3   Link Practice-Integration of skills.

Module 5 - Pedagogical Skill Development (10hrs)

5.1   Pedagogy-Pedagogical Knowledge- Pedagogical Competence- meaning and significance.

5.2   Pedagogical Skills-Content related skills, Classroom management skills.

5.3   Motivational Techniques in teaching natural science.

PRACTICUM (any one)

1. Prepare a digital album on any one theme depicting contribution of Natural Science to society

2. Prepare an e-assignment on the relevance of Learner Centered Approach in Natural Science

3. Prepare a Concept Map /Mind Map on any topic in Natural Science

REFERENCES

Bhatt, B. D., Sharma S.R. (1996). Methods of teaching science. Delhi: Kanishka Publishing House.

Cronbach, L. J. & Snow, R. E. (1977). Aptitude and instructional methods. New York: Irvington Publishers.

Das, R.C. (1985). Science teaching in schools. New Delhi: Sterling Publishers. Gupta, S.

K. (1983). Teaching of physical science in secondary schools. New Delhi: Sterling Publications (Pvt.) Limited.

Entwhistle N. Styles of Learning and Teaching; an integrated outline of educational psychology for students, teachers and lecturers.

Chichester, UK: John Wiley; 1981.

Felder R.M. Reaching the second tier: learning and teaching styles in college science education. J. Coll. Sci. Teach. 1993;23(5):286–290.

Felder R.M., Silverman L.K. Learning and teaching styles in engineering education. Engr. Educ.1988;78(7):674–681.

Gopakumar P. S. and Antony V. T. A Text book of Zoology Class 17. Valsala Kumar E. (2001) Biology

James W.B., Gardner D.L. Learning styles: Implications for distance learning. New Dir.

Adult Contin. Educ. 1995;67:19–32.

Kolb D.A. Learning styles and disciplinary differences. In: Feldman K., Paulson M., editors. In: Teaching and Learning in the College Classroom. Needham Heights, MA: Ginn Press; 1994.

Kolb D.A. Experiential Learning: Experience as a Source of Learning and Development. Englewood Cliffs, NJ: Prentice Hall; 1984.

Models of teaching Joyce, B., & Weil, M. (2000). Models of teaching (6th ed.). Boston: Allyn and Bacon.

NCERT (1996). Science for classes IX and X, New Delhi.

Sarasin L.C. Learning Style Perspectives: Impact in the Classroom. Madison, WI: Atwood Publishing; 1998.

Schmeck R.R. Learning Strategies and Learning Styles. New York: Plenum Press; 1998. Sharma, R.C. : Modern Science Teaching Dhanpat Rai and Sons, Delhi.

Shulman, L.S. "Knowledge and Teaching : Foundations of the New Reforms," Haward Educational Review (1987). 57,1-22.

Sood, J. K. (1985). Teaching Life Sciences, Kohli Publications, Delhi.

Watson, S. B. and J. E. Marshall 1995. Effects of cooperative incentives and heterogeneous arrangement on achievement and interaction of cooperative learning groups in a college life course.

EDU 104.19: UNDERSTANDING THE DISCIPLINE OF SOCIAL SCIENCE EDUCATION

NO. OF CREDITS **: 3**
CONTACT HOURS **: 60**
MARKS **: 60** {External 50 + Internal 10 }
DURATION OF EXAMINATION **: 2 hours**

OBJECTIVES
On completion of the course, the prospective teachers would be able to:
- acquaint with the history of Social Science as a discipline
- conceptualize the background of Social Science and evaluate its practicability.
- examine how the content was selected, framed in the syllabus, and how it could be transformed so that the learners construct their own knowledge through it.
- internalize the aims and objectives of teaching Social Studies/ Social Science in order to adopt a holistic approach at the Primary, Secondary and Higher Secondary levels.
- evaluate the interdisciplinary nature of Social Science and correlate it with the other subjects for effective classroom teaching.
- apply the theoretical background of Social Science to teaching.
- develop positive attitudes and proper value systems based on the Cultural, Moral, Social and Political basis of Indian society.
- Conceptualise the educational objectives of teaching social science

MODE OF TRANSACTION
Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, visits to tribal areas, brain storming sessions, and peer group discussion, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

COURSE OUTLINE
Module 1 – Historical Background of Social Science (10 hours)
1.1   Historical Development of Social Science

1.2 Contribution of Social Scientists – Auguste Comte, Max Weber, Karl Max, William Thompson

1.3 Branches of Social Science – History, Economics, Geography, Political Science, Sociology, Philosophy, Anthropology

Module 2 – Conceptual Background of Social Science (10 hours)

2.1 Meaning and Definition of Social Science and Social Studies

2.2. Comparison between Social Science and Social Studies

2.3 Nature and Scope of Social Science

2.4. Rationale for inclusion of Social Science in the Core – curriculum

Module 3-Inter and Intra Disciplinary Nature of Social Science (15 hours)

3.1 Relationship between various Social Sciences (Political Science, Geography, History and Economics)

3.2 Correlation of Social Science with other Disciplines (General Sciences, Languages, Mathematics, ICT and Arts)

Module 4 - Aims and Values of Teaching Social Science (10 hours)

4.1 General aims of Teaching Social Science

4.2 Values of Teaching Social Science

4.3 Anticipated outcomes of teaching Social Science

4.4 Objectives of Teaching Social Science at Primary, Secondary and Higher secondary Level

Module 5 - Educational Objectives of Teaching Social Science (15 hours)

5.1 Aims and Objectives – Meaning and Differences

5.2 Instructional Objectives - B. S. Bloom Taxonomy of Educational Objectives and Revised Bloom Taxonomy

5.3 Tri-polar relation- Objectives-Learning Experience-Evaluation (Furst's Paradigm)

5.4 Objective Based Instruction and Competency Based Instruction

PRACTICUM (any one)

1. Prepare a digital album/picture album on prominent Social Scientists

2. Read and Reflect on any one Secondary School Social

Science Textbooks to find out to what extent they satisfy the objectives of teaching social science

3. Prepare a script to explore the possibilities of drama / theatre to promote creative learning

REFERENCES

A Dictionary of Sociology, Article: Comte, Auguste

A History of the Jana Natya Manch: Plays for the People" by Arjun Ghosh; Published by SAGE Publications India, New Delhi; 2012

Adam Kuper and Jessica Kuper, *The Social Science Encyclopedia* (1985)

Akhtar, S. W. (1997). "The Islamic Concept of Knowledge", *Al-Tawhid: A Quarterly Journal of Islamic Thought & Culture***12** (3).

Dash, B. N. (1998). Content cum Methods of Teaching Social Studies. Ludhiana: Kalyani Publishers.

Dictionary of the Social Sciences, Article: Comte, Auguste

Edigar, M. & Rao, B. (2003).Teaching Social Studies Successfully. New Delhi: Discovery Pub. House.

Freire, Paulo. (1998). Pedagogy of the Oppressed. USA: Continuum Pub. Co.

Gardner, H. (1983). Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books.

Gianfranco Poggi (2000). *Durkheim.* Oxford: Oxford University Press. Chapter 1.

Mowlana (2001). "Information in the Arab World", *Cooperation South Journal***1**. http://plato.stanford.edu/entries/weber/ "Max Weber". *Stanford Encyclopaedia of Philosophy.*

"Islamic Anthropology" and the "Anthropology of Islam", *Anthropological Quarterly***68**

(3), Anthropological Analysis and Islamic Texts, p. 185–193.

Kumar, sudheesh &Noushad (2011).Social Studies in the Classroom Trends and Methods

,Scorpio Publishers,Calicut,kerala

Salahuddin Ahmed (1999). *A Dictionary of Muslim Names*. C. Hurst & Co. Publishers. ISBN 1-85065-356-9.

Schumpeter JA. (1954). *History of economic analysis*. pp. 70–142. Retrieved 2009-04-21. Varma, O. P. & Vedanayagam, E. G.

(1993). Geography Teaching. N. Delhi: Sterling.

Vashist, S.R. (2004) Theory of Social Studies .New Delhi: Anmol Pub. Pvt. Ltd.

Vessuri, Hebe. (2000). "Ethical Challenges for the Social Sciences on the Threshold of the 21st Century". *Current Sociology* 50, no. 1 (January): 135–150, Social Science Ethics: A Bibliography, Sharon Stoerger MLS, MBA

Walbridge, J. T. (1998). "Explaining Away the Greek Gods in Islam", *Journal of the History of Ideas* 59 (3), p. 389–403.

Wilson, Horace Hayman (tr. from the Original Sanskrit) (1827). *Select Specimens of the Theatre of the Hindus*. V.Holcroft at the Asiatic Press, Calcutta.

EDU 105.19: LEARNING TO FUNCTION AS SOCIAL SCIENCE TEACHER

NO. OF CREDITS : 3
CONTACT HOURS : 60
MARKS : **60** (External 50 + Internal 10)
DURATION OF EXAMINATION : **2hrs**

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- critically examine teaching learning processes that incorporate Inquiry, Discovery, Conceptual Development ,Activity Based and Brain Based learning within the classroom
- practice the techniques of Drama and Theatre in the process of teaching and learning to nurture children's creativity and aesthetic sensibilities
- explore the instructional options available to support learning.
- train essential micro teaching skill for effective teaching
- relate the understanding of the concepts acquired, with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
- develop diverse processes throughout the year to ensure better motivation and learning, and help children for self assessment with insights about learning.

MODE OF TRANSACTION

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

COURSE OUTLINE

Module 1- Maxims, Approaches and Methods of Teaching Social Science   (10 hrs)

1.1   Maxims-Known to Unknown, Particular to General, Simple to Complex, Concrete to Abstract, Empirical to Rational.

1.2   Approaches - Teacher Centered, Learner- Centered, Inductive-Deductive and Conceptual-Factual

1.3   Methods of Teaching Social Science - Lecture Method,

Source method, Story Telling method, Project Method and Problem Solving Method

Module 2-Techniques and Devices of Teaching Social Science (10hrs)

2.1   Techniques - Panel Discussion-Symposium-Seminar-Workshop- Debate, Questioning, Assignment, Brain Storming, Buzz session, Dramatization and Role play

2.2   Devices for developing Time sense– Chronology charts, Time lines - Progressive, Regressive, Pictorial and Comparative charts

2.3   Devices for developing Space sense- globe, maps and atlas

Module 3- Innovative Strategies (10hrs)

3.1   Co-operative Learning, Team Teaching, Peer tutoring

3.2   Brain based Learning-Characteristics- Principles

3.3   Characteristics of Concept Mapping

3.4   Reflective Journaling – Brief outline

Module 4 – Training in Teaching Skills (15 hrs)

4.1   Micro Teaching – Characteristics and phases

4.2   Micro Teaching (Skills -Stimulus Variation, Questioning, using Black Board/White Board, Set Induction)

4.3   Link Practice-Integration of skills

Module 5-Pedagogical Skills Development (15 hrs)

5.1   Pedagogy - Pedagogical Knowledge-Pedagogical Competence- Meaning and Significance

5.2   Pedagogical Skills- Content related skills, Classroom Management, Promoting Culturally Inclusive Classroom Environment

5.2   Motivational Techniques in Teaching Social Science

PRACTICUM (any one)

1. Draw a political map of the world and locate the countries
2. Prepare four different types of timeline based on any topic from secondary school social science textbook
3. Prepare a Concept Map /Mind Map on any topic in Social Science.

REFERENCES

Allen DW, Wang W. Beijing: Xinhua Press; 1996. Microteaching. Berk, E.L. (2003). Child Development. New Delhi: Pearson Education

Chen Q, Zeng F, Yang Z. Study on the effects of multimedia monitoring system in medical teacher's microteaching training. Comput Inf Sci. 2010; 3:241–3.

Ediger, M. (2004).The importance of Social Studies .Experiments in Education. Elliot J. A microteaching experiment at MEDUNSA.S Afr Med J.1982;62:868–70. Foley RP. Microteaching for teacher training. Public Health Pap. 1974;61:80–8.

Hyman, R. T. (1970). *Ways of teaching*. New York, NY: J.B. Lippincott Company. Joyce, B. & Weil, M. and Calhoun, E. (2008). *Models of teaching, 8th ed.* Englewood Cliffs, NJ: Prentice-Hall. (there is now a 9th, 2014 edition)

Kaltsounis, Theodore (1979). Teaching Social Studies in the Elementary School – The Basics for Citizenship. New Jersey: Printice Hall, Inc.

Kauchak, D. P. & Eggen, P. D. (1998). *Learning and teaching: Research-based methods.*

Needham Heights, MA: Allyn and Bacon.

Kochhar, S. K. (2001). The Teaching of Social Studies. N. Delhi: Sterling.

Kumar, sudheesh &Noushad (2011).Social Studies in the Classroom Trends and Methods ,Scorpio Publishers,Calicut,kerala

Miller, J. P. (1988). *The holistic curriculum*. Toronto: The Ontario Institute for Studies in Education (OISE Press).

Miller, J. P., Cassie, B. J. R., and Drake, S. M. (1990). *Holistic learning: a teacher's guide to integrated studies.* Toronto, Ontario: The Ontario Institute for Studies in Education (OISE Press).

Philips, C.R. (1974) .Teaching for Thinking in High School Studies. USA: Addison & Wesley Publishing Company, Inc.

Singh LC, Sharma RD. New Delhi: Department of Teacher Education NCERT; 1987. Micro-teaching – Theory and Practice.

EDU 106.11 HEALTH AND PHYSICAL EDUCATION

NO. OF CREDITS   **:3**
CONTACT HOURS   **:60**
MARKS   **:60** (External 50 + Internal 10)
DURATION OF EXAMINATION **:2hrs**

OBJECTIVES
On completion of the course, the prospective teachers would be able to:
- develop positive attitude towards health
- gain knowledge about various hypo kinetic and communicable diseases and its prevention
- acquire knowledge about nutrition ,energy requirement and expenditure
- understand the practice of Yogasanas and its importance
- organize and assist in the conduct of sports and games
- apply the techniques of First Aid
- develop awareness about physical fitness

MODE OF TRANSACTION
Lecture cum Discussion, Demonstration, Use of Audio- Video, Field Trips and Practical, ICT based teaching and learning.

Module 1 - Concept of Health and Physical Education (10 Hrs)
1.1   Health – Meaning – Definition
1.2   Dimensions of health –Physical, Mental, Social and Spiritual
1.3   Health Education- Definition – Aims and Objectives
1.4   Importance of Health Education
1.5   Health hazards: Alcoholism – Smoking
1.6   Physical Education – Definition – Aims and Objectives
1.7   Importance of Physical Education

Module 2 -Hypo-Kinetic and Communicable Diseases (10 Hrs)
2.1   Hypo-kinetic diseases – causes
2.2   Diabetes – Obesity
2.3   Body Mass Index (BMI)
2.4   Causes and prevention of HIV/ AIDS – Hepatitis A & B –

Dengue Fever – Leptospirosis

Module 3 -Nutrition, Health and First Aid (10 Hrs)

3.1 Components of Food and Nutrition - Vitamins – Deficiency Diseases – Sources
          Balanced Diet
3.2 First Aid-Meaning, Definition, Aims, Basic Principles and Procedures of FIRST AID
3.3 First-Aid for Sprain- Strain – Cramp – Fainting – Dislocation – Fracture
3.4 Artificial Respiration – Cardio Pulmonary Resuscitation – Basic Procedures of CPR

Module 4 – Tournaments and Fixtures (10hrs)

4.1 Tournaments — Types of Tournaments – Knock – Out / Elimination – League
          / Round Robin – Single League – Double League – Combination
4.2 Byes and Seeding
4.3 Methods of drawing fixtures under each type

Module 5- Yogic Practices, Physical Fitness And Wellness (20 Hrs)

5.1 Yoga – Introduction – Meaning – Need and Importance Ashtanga Yoga
5.2 Meditaive Asanas - Sukhasana - Vajrasana –Padmasana Therapeutic Asanas – Padahastasana – Trikonasana – Paschimottanasana – Halasana – Sarvangasana – Salabhasana – Dhanurasana – Bhujangasana
5.3 Physical fitness – Meaning and definition – Components of Health Related Physical Fitness.
5.4 Wellness – Meaning – Definition
5.5 Effect of exercise on Circulatory system and Respiratory system

PRACTICUM (any one)

1. Conduct a survey on 'Lifestyle Diseases' in your locality
2. Design a recreational game and upload in your Blog
3. Prepare a report on Contemporary National / International Sports Event

REFERENCES

Ajmer, S. et al. (2004). *Essentials of Physical Education.* New

Delhi: Kalyani Publishers. Ajmer, S. et al. (2004), *Modern Text Book of Physical Education, Health and Sports.* New Delhi: Kalyani Publishers.

Ajmer, S. et al. (2000). *Essentials of Physical Education,* New Delhi: Kalyani Publishers. American Alliance for Health, Physical Education and Recreation. (1988). *Physical best.* Reston, VA: AAHPER.

American Association for Health, Physical Education and Recreation. (1958). *AAHPER youth fitness test manual.* Washington: National Education Association.

American Psychological Association. (2009). Publication manual (6th edition). Washington, D C: Author.

Anil. R, (2011). *Handbook of health fitness and wellness.* Calicut: Akademia Publications.

Barrow, H. M., & McGee, R. (1979). *A practical approach tomeasurement in physical education.* London: Henry Kempton Publishers.

Bucher, C. A. (1968). *Foundations of physical education.* St Louis: The C. V. Mosby and Co. Ltd.

Carl, W. W. (1977). *Health teachiong in secondary schools.* Philadelphia:W. B . Saunders Company.

Dheer, S. (1991). *Introduction to health education.* Delhi: Friends Publications. Fleishman, E. A. (1964). *The structures and measurement of physical fitness.* Englewood cliffs. N. J: Prentice Hall.

Gupta, et.al. (1999).*Text book of food and nutrition, child care and psychology.* Ludhiyana: Kalyni Publishers.

Hensley, L. D., & East, W. B. (1989). Testing and grading in the psychomotor domain. In *Measurements in physical education and exercise science,* cited in Safrit and Wood. Champaign, IL: Human Kinetics.

Kirby, R. F. (1991). *Kirby's guide to fitness and motor performance tests.* Cape Girardeau,MO: Ben Oak.

Kithani an Reema, A. Z. (2002). *Handbook of diet and exercise.* New Delhi: Khel Sahitya Kendra.

Kithani an Reema, A. Z. (1998). *Physica fitness.* New Delhi: Khel Sahitya Kendra. Mary,B. M. (1990), *Teen health.* Glencode: Macmillan/ McGraw-Hill, Illinois Columbus, California Peoria Illinois.

Morrow, J. R., Jackson, A.W., Disch, J. G., & Mood, Dale. P.

(2005). *Measurement and evaluation in human performance.* U. S. A. Human Kinetics.

Muller, J. P. (2000). *Health exercise and fitness.* New Delhi: Khel Sahitya Kendra.

Safrit, M. J. & Wood, R. (1989). *Measurement concepts in physical education and exercise science.* Champaign: Human Kinetics.

Scott, M. G. and French, E. (1959). *Measurement and Evaluation in Physical Education.* Dubuque, Iowa: C. Brown Co-Publishers.

Sharma, O.P. (1998). *Athletic injuries.* New Delhi: Khel Sahitya Kendra.

Singh, H. (1991). *Science of sports training.* New Delhi. D. V. S Publication.Harrow, A. J. (1972). *Taxonomy of the psychomotor domain.* New York: Mc. Kay.

Strand, B. N., & Wilson, R. (1993). *Assessing sports skills.* Champaign: Human Kinetics. Sukhla, S. P. (2001). *Educational administration, organization and health education.*

Agra: Vinod Pustak Mandir.

Thomas, J. R., & Nelson, J. K. (1996). *Research methods in physical activity.* Champaign: Human Kinetics.

Tirunarayanan, C and Hari Hara Sharma, S (1982). *Methods in physical education.* Karaikudi: South Press.

EDU 106.12 GUIDANCE AND COUNSELLING

CORECOURSE : **EDU 106.2**
No. Of Credits : **3**
CONTACTHOURS : **60**
MARKS : **60** (External 50 + Internal 10)

Objectives

On completion of the course, the prospective teachers would be able to:

acquaint with the nature of guidance and counselling

develop ability to organize guidance programmes in shcool.

understand the counseling process.

develo the skills and qualities needed for a counsellor

develop the ability to provide counselling to children and adolescents.

MODE OF TRANSACION

Lecture -cum-discussion, Guidance and counseling. Case studies, /use of video - clips and transcripts of classroom teaching. Project reviews, Use of narratives based on research and documentation, Observations. Interviews. Recording of observations and experiences. Panel or group discussion on psychosocial issues. Individual projects. Using library, Laboratory and ICT based teaching and learning, Psychological tests.

COURSE OUTLINE

Module 1- Guidance and Counselling - a Conceptual Analysis (8 Hours)

1.1. Meaning, need and significance of guidance and couselling in schools.

1.2 Objectives of guidance and counselling at various levels primary secondary and higher secondary.

1.3 Organisation of a guidance bureau in schools- installation and activities.

Module 2- Guidance in Schools (10 Hours)

2.1. Types of guidance educational, personal, vocational and career guidance

2.2 Objectives at various levels. Individual and group guidance.

2.3 Teacher as a guidance worker and career master.

2.4 Career Guidance. Career information- components and sources. Job analysis. Organizing career guidance- career corner, career talk, career conference, career bulletin. Role of parents in career decision making.

Module 3- Process of Counselling (16 Hours)
3.1. Types of counselling Directive, Non- directive and Eclectic (based on role of counsellor), Crisis, Preventive and Facilitative (based on purpose); individual and group counselling (based on number of clients)

3.2 Psychology in counselling- counselling procedures according to Behaviouristic, Psychoanalytic and Humanistic Schools, Gestalt Therapy, Transactional Analysis.

3.3. Stages in counselling- functions of various stages-establishing rapport, deciding plan of action, integrative understanding, facilitating development, etc.

Module 4 - Skills and Qualities of Counsellor (10 Hours)
4.1. Couselling skills - Attending skills, Responding skills, Skill of personalizing and Initiating skills.

4.2 Qualities of a counsellor- Well adjusted personality, empathy, sincere interest, knowledge, professional comptence, avilability, confidentiality.

4.3 Essential comunication skills- Non - verbal communication, Active listening, Selective perception. Effective questioning, Reflecting feelings.

Module 5 - Teacher as Counsellor (16 Hours)
5.1. Class as a heterogeneous group- concept of individual difference.

5.2 Tools and techniques for collecting data- Interview, observation, case study, sociometry, checklist, rating scale, anecdotal recrod, cumulative record.

5.3 Problems related with various aspects physical, mental, social, emotional, etc. (general description)

5.4 Common behaviour problems of children and adolescents aggression and hostility, attention seeking, lying, stealing, sex problems, shyness and withdrawal, learning disability, examination anxiety, alcoholism and drug abuse, juvenile delinquency, cybercrimes, truancy.

5.5 Role of teacher in dealing with the heterogeneous class

identifying probable causes and suggesting remedial measures for behaviour problems.

PRACTICUM (any one)

1. Prepare your own plan to organize guidance bureau in schools and also its activities.
2. Identify any one behavioural problem among adolescent, causes and remedial measures.
3. Conduct a peer counselling and submit the report.

REFERENCES

Anand, S.P. (1998), ABCs of Guidance in Education: (IIIrd Edition) Bhubaneswar: New Delhi: Unique Publication.

Asha, B. (1999). Guidance and Counselling: Theoretical Perspective.Vol. 1, New Delhi: vikas Publishing House.

Bakha, S. (2004), Management and Evaluation of Counselling. Oxford, Oxford University Press. ISBN 9780195732177

Baker, B.S. (1992). School Counselling for the 21st Century. New York. Mcmillain Publishing Company.

Ball, B. (1984). Career Counselling Practice. London, Palmer Press. Barkhe , B.G and mukhopadhyay.B. (1989). Guidance and Counselling: A Manual. New Delhi, Sterling Publishers.

Bernard, H.W and Fullyness, D.F. (1997) Principles of Guidance New York. Chuhan, S.S. (1982). Principles of Guidance. New Delhi Vikas Publishing House.

Corners, L.S. and Hacherry M. (1987). The Professional Counsellor New Jersey. Prentice Hall Cliffs Englewood.

Crow. L.D. and Crow A. (`966). Introduction to Guidance New York. McGraw Hills. Crowell, B.M.E. (1963) . Guidance and Counselling in Group. New York: McGraw Hills, Clyde N.M. (1981) Counselling Youth, Michigan, Grand Rapids.

Currie.J (1981). The Barefoot Counsellor, Bangalore Asian Trading Company

Mbitil, M.d. (1974). Foundations of School Administration and Conselling. Oxford. Oxford University Press . ISBN 9780195733693

Mutie, E.K. etal. (1999). Guidance and Counselling, Oxford Oxford University Press. ISBN 978 019 5729160

NarayanaRao. (2002). Counselling and Guidance. II Edition New Delhi. Tata MsGraw Hill Publishing Company

EDU 106.14 : ENVIRONMENTAL EDUCATION

NO. OF CREDITS	: 3
CONTACT HOURS	: 60
MARKS	: 60 (External 50 + Internal 10)
DURATION OF EXAMINATION	: 2hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- understand the Multidisciplinary nature of environmental education.
- realise the interdependence of life and environment and the need for preservation of our cultural heritage.
- think critically, ethically, and creatively while evaluating environmental issues and making judgments.
- develop a sense of responsibility and favorable attitudes, values and skills towards protection and conservation of environment, biodiversity and sustainable development.
- know the importance of undertaking Environmental Impact Assessment (EIA)
- develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
- understand different strategies for environmental education and apply them effectively.

MODE OF TRANSACTION

Lecture cum demonstration, panel discussion, brain storming sessions, peer group discussion, survey, field trip, debate, project work, survey, assignments, seminars, dramatization, exhibition, film show, video show, ICT based teaching and learning.

COURSE OUTLINE

Module1 –Environmental Education (15 Hours)

1.1 Meaning, Nature, Objectives and Psychological Perspectives of Environmental Education.

1.2 National Movements to protect the environment - Western Ghats: It's relevance as UNESCO world heritage site. Bio diversity of Western Ghats. Its role in controlling climate of Kerala. Threats to Western Ghats.

1.3   Environmental Impact Assessment

1.4   Legislative measures for environmental protection at national and international level.

1.5   Methods and Strategies for cultivating eco literacy at Primary, Secondary and Higher secondary Level

(a) Field trips, workshops, exhibitions, video shows, nature clubs, nature walk and celebration of environment days.

(b) Practical measurers - saving energy, hygiene and sanitation programmes, eco-friendly behavior, organic farming, 'clean and green campus' programme.

1.6   Environmental Citizenship   – Importance,   Environmental ethics a n d Environmental Accountability.

Module 2   – Our Environment (6 hours)

2.1   Concept of an ecosystem

2.2   Characteristic features, structure and functions of land and aquatic ecosystems

2.3   Energy flow in the eco system, Ecological succession, Ecological Pyramids

2.4   Bio-geo chemical cycles

2.5   Carrying capacity and Ecological balance

Module 3 – Challenges of Environment (15 hours)

3.1   Environmental Pollution- Causes, effects and remedial measures

(a) Air Pollution (b) Water Pollution (c) Soil Pollution (d) Thermal Pollution (e) Radio Active Pollution (f) Noise Pollution (g) E-waste pollution

3.2   Deforestation, Soil erosion, Climate change, Green house effect, Global warming, Ozone depletion, Acid rain, Bio-magnification, Eutrophication.

3.3   Population explosion –Urbanization

3.4   Waste management - Role and Responsibility of Individuals and Institutions in the management of E-waste, Nuclear waste, Medical Waste, Plastic Waste and Zero waste management.

3.5   Disasters: Their impact on the environment. Need

and importance of Disaster management training. Role of teachers and educational Institutions in Disaster Management

(a) Natural – Epidemics, Forest fire, Floods, Earth quakes, Droughts, cyclones, landslides and tsunami.

(b) Man made - Technological and industrial

Module4– Education for Sustainable Development (20hours)

4.1 Sustainable Development Meaning and Importance .Concept of Education for sustainable development (ESD)

4.2 Natural resources: its Conservation, Role of individual

(a) Forest resources: use and over exploitation and reforestation

(b) Water resources: use and over utilization of surface and ground water, conflicts over water. Water conservation-dams, rain water harvesting, water shed management.

(c) Mineral Resources: use and exploitation

(d) Food resources: World food problems, changes caused due to agriculture, effects of modern agriculture.

(e) Energy resources: Growing energy needs, renewable and non renewable energy sources and use of alternate energy source.

4.3 Bio-diversity and its conservation:-

a)genetic, species and ecosystem diversity.

(b)Threats to biodiversity: habitat loss, poaching of wild life, man-wild life conflicts

(c)Conservation of biodiversity: In-situ and ex-situ conservation.

Module5 – Environment and Behavior (4 hours)

5.1 Environmental Sensitivity and Environmental stress

5.2 Stressors: Natural disasters, Pollution and Overcrowding

5.3 Effect of stressors on health and behavior – Morbidity, respiratory problems, skin problems, nervous system diseases, hypertension, aggression, performance impairment.

PRACTICUM (any one)

1. Construct a medicinal plant garden in your campus and prepare a report on it.
2. Conduct a seminar in your institution on any one of the environmental issues and prepare a report on it.
3. Prepare any Three eco friendly products and evaluate how it helps you in developing environmental accountability.

REFERENCES

Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.

Carson, Sean Mc B (1978) Environmental Education – Principles and Practices, London, Edward, Arnold Publishers.

Chatterjee, B (2003) Environmental laws: Implementation, problems and prospects , Deep and Deep Publications

Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001, Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p.

Education for a Sustainable Future: A Resource for Curriculum Developers, Teachers, and Administrators (Winnipeg,Manitoba, Canada : Manitoba EducationandYouth, 2000. Onlineathttp://www.edu.gov.mb.ca/ks4/docs/support/future/sustaineducation.pdf)

Environmental Education: A Resource Handbook by Joe E. Heimlich (Bloomington, IN: Phi Delta Kappa Educational Foundation, 2002. ISBN: 0873678346)

Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay.

NCERT (1981) Environmental Education at the School level, New Delhi. 3. Sharma,

R.C. (1981) Environmental Education, New Delhi.

Odum, E.P. 1971. Fundamentals of Ecology. W.B. Saunders Co. USA, 574p

Raymond De Young &Bob Grese, Behaviour, Education and Communication, School of Natural Resourses and Environment.

The Handbook of Environmental Education by Joy Palmer and Philip Neal (Routledge, 1994. ISBN: 0415093147)

Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)

SEMESTER II

CORE COURSES

EDU 201: KNOWLEDGE AND CURRICULUM

NO.OFCREDITS   :5
CONTACTHOURS   :100
MARKS   :100 (External 80 + Internal20)
DURATION OFEXAMINATION :3hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- appreciate the philosophical contributions of India to the world
- analyse the basic principles of various schools of philosophy.
- find out the inter-relationship between philosophy and education.
- evaluate the need and the basic principles of sociology.
- comprehend the trends in social changes and their impact on education.
- elaborate education is in the sociological perspectives.
- critically evaluate the practices of paedocentric and activity centered education
- understand the foundations of curriculum construction
- apply the principles of effective management of the schools.

MODE OF TRANSACTION

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

COURSE OUTLINE

Module 1 - Introduction to Philosophy (30hours)

1.1   Philosophy - Meaning and branches
1.2   Indian schools of philosophy- Orthodox and Heterodox- significance of vedanta- sankhya and lokayata
1.3   Indian philosophers-Swami Vivekananda, DrS.Radhakrishnan, Mahatma Gandhi, Rabindranath Tagore, Sri Aurobindo.
1.4   Major Schools of Philosophy with reference to aims,curriculum, method of teaching, role of teacher and

discipline-Idealism, Naturalism -Pragmatism- Realism, Humanism -Importance of eclectic approach

1.5 Conceptual analysis of the distinction between Knowledge and Information.

Module 2 - Paedocentric Education (10hours)
2.1 Concept of Paedocentric education
2.2 Activity centered education – John Dewey
2.3 Critical Pedagogy-Paulo Friere

Module 3 - Sociological Bases of Education (30 hours)
3.1 Sociology and Education
3.2 Meaning of Society, Culture and Modernity
3.3 Contributions of Dr B .R .Ambedker with respect to equality, equity, individual opportunity and social justice
3.4 Contributions of Rabindranath Tagore with respect to Nationalism, Universalism and Secularism.
3.5 Social and cultural change-Meaning and features
3.6 Contributions of Social Reformers- Raja Ram Mohan Roy, Chattambi Swamikal, Sreenarayana Guru.
3.7 Teacher as a social reformer

Module 4 - Curriculum and Values (15hrs)
4.1 Curriculum - Meaning and scope
4.2 Philosophy of Nation as a foundation of curriculum
4.3 Role of state in curriculum construction
4.4 Thrust areas of Curriculum for School Education
4.5 Value Education – Aims and strategies
4.6 Traditional Indian values and Constitutional values.
4.7 Role of Education in compacting Social evils- Corruption, Terrorism, Antinational activities, Violence against women, Drug abuse and Alcoholism
4.8 Peace Education and Human rights Education

Module 5 - School Administration and Management (15 hours)
5.1 Effective Management – Role and functions of the Head of the institution
5.2 Administrative frame work of schools in Kerala-
5.3 Headmaster – qualities and responsibilities
5.4 Importance of Co-curricular Activities
5.5 Management of time and resources - School time table – need and importance
5.6 Staff council—PTA- School records -kinds

5.7   School Parliament -Organisation of Grievance Redressal cell

PRACTICUM (any one)

1. Prepare a Master timetable for a school
2. Conduct a mock parliament on any relevant social issue and submit a report
3. Prepare an album on educational quotes of western and Indian Philosophers.

REFERENCES

Aggarwal J. C. (1998). *Theory and principles of education, Philosophical and Sociological bases of education*, New Delhi: Vikas Publishing House.

Aggarwal J.C. (1997). *School Organization and Administration Management*, New Delhi :Doaba House. Book Sellers andPublishers.

AlkaKalra(1977).   *Efficient School Management and Role of Principles*, APH Publishing Corporation, NewDelhi.

Anand C. L. & et al. (1983).*The teacher and education in the emerging Indian Society*, New Delhi: N.C.E.R.T.

Anderson, R.J., Spiro& W.E. Montanaque (2012 eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.

Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice.*New York: Teachers College Press.

Bhatnagar, RP and Agarwal, V (1986). Educational Administration and Management, Loyal Book Depot, Meerut.

Broudy, H.S. (1977) *Types of knowledge and purposes of education*.In R.C.

Brubacher, John S.; (1969) Modern Philosophies of education, Tata McGraw-Hill, Publishing Company Pvt LTD, New Delhi.

Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.

Butchvarov, P. (1970) The Concept of knowledge.Evanston, Illinois, North Western University Press.

Chandola, R. P. (2003) *The Real Problems of Indian Education*. Jaipur : Book Enclave. Chaube. S. P. (1988). *Indian and Western Educational Philosophies*, Agra: VinodPustakMandir.

Dash B.N. (2002). *Teacher and education in the emerging Indian society* (2 volums). Hyderabad: Neelkamal Publications.

118

Dearden R. F. (1984). *Theory and practice in Education.* Routledge K Kegan& Paul.

Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin,Australia.

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

Dewey John (1900). *The School and Society.* Chicago: The university of Chicago Press.

Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education.* New York: Macmillan.

Freire, P. and Shor, I. (1987).A Pedagogy of liberation. London, Macmillan Education. International Encyclopedia of Education.(1994) 2nd edition.Vol.10. Perganon Press.

Freire, Paulo (1970). *Pedagogy of the oppressed.* New York: Continuum.

George Z. F. Bereday (1964). *Comparative method in education.*New Delhi: Oxford & IBH Publishing Co.

Gore M.S. (1994). Indian Education – Structure and Process, New Delhi; Rawat publishers.

HumayunKabir (1959). *Education in new India London:* George Allen &Unwin Ltd. JagnannathMohanty (1998). *Modern trends in Indian education.* New Delhi: Deep and Deep Publications.

James S. Ross. (1952). *Ground works of educational theory* - George G. Harrap& Co. Ltd.

Kohli V.K. (1987). *Indian Education and its problems.* Haryana: Vivek Publishers. Mary Joseph & Thomas, P.J (2010) *Philosophical and Sociological Bases of Education.*

Matheson, David (2004). An Introduction to the study of education (2nd edition) David Fulton Publishers, Slatterry, Patrick and Dana Rapp.

MHRD, (1992), *Programme of action.* Govt. of India, New Delhi.

MHRD, Gov. of India (1992), *National policy on education (revised)* New Delhi. Naik J. P. (1998). *The Education Commission and after*, New Delhi: Publishing Corporation.

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

NCERT (1961).*New Trends in Secondary education.*N.C.E.R.T. New Delhi. NCERT.(2005). *National curriculum framework.*NCERT.

NCERT (2006a) *Position paper-National focus group on education*

with special needs (NCF 2005). New Delhi: NCERT.

NCERT.(2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005).*NCERT.

NCERT.(2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005).* New Delhi: NCERT.

NCERT.(2006d). *Position paper-National focus group on teaching of Indian language (NCF 2005).* New Delhi: NCERT.

NCTE (2000) *Human Rights and Indian Values*, New Delhi.

NCTE (2009) National Curriculum Framework for Teacher Education. New Delhi. Palmer, Joy A. (2001). *Fifty Modern thinkers on education: From Piaget to the present Day.*Routledge Flamer. London. USA. Canada.

Peters, R. S. (1967). *The Concept of Education.* New York: Humanities Press.

Peters,R.S.andHirstP.H.(1971).The   *Logic of Education.* New York: Humanities Press.

Peters, R.S. (1967). The Concept of education, Routledge, United Kingdom.

Peters, R.S. (ed), (1975). *The Philosophy of education.* Oxford University Press, London. Purkait B. R. (2000). *Principles and practices of education India:* New Central Book Agency.

Rai B.C. (2001). *History of Indian Education.*Lucknow: Prakashan Kendra.

Reddy, G.L, Thankachan T.C., Alex George &Shylaja M (2015) Human Rights Education, Neelkamal Publishers: Hyderabad.

*Report of secondary Education Commission.*Kothari, D. S. (1965). New Delhi : Ministry ofEducation.

Robert. B. Wagner (1989). *Accountability in education.* London: Routledge.

Safaya, R and Shaida, BD (1977).*Administration and Organization,* DhanpatRai and Sons, Delhi.

Sharma R. A. (1993). *Teacher education, Theory, Practice and Research.*Meerut : International Publishing house.

Singh L. C. (1990). *Teacher education in India.*N.C.E.R.T.

SivadasanPillai K., (1998). Vidyabhyasam, Trivandrum.,Kalanikethan.

Sivarajan K. (2001). *Trends and developments in modern educational practice Kerala:* Calicut University.

Suresh Bhatnagar (1984). *Kothari Commission Recommendations and Evaluation with a text on N. P. E.* Meerut: Loyal Book

Depot.

Sushi T et al (1980). *Approaches to School Management*, London: Harper & Row. Sykes, M. (1987). *The story of NaiTalim*.Wardha: NaiTalimSamiti.

Taneja, V. R. (2003). *Educational Thoughts and Practice*. New Delhi: Sterling Publishers.

Thankachan T.C., (2009) Philosophical and Sociological Bases of Education, V. Publishers

UNESCO.(1989). *UN convention on the rights of the child*.UNESCO.

UNESCO.(2006). *United Nations convention on the rights of persons with disabilities.*

UNESCO.

UNESCO.(2009). *Policy guidelines on inclusion in education*.UNESCO.

Venkataih, N (1993). *Curriculum Innovations* for 2000, New Delhi: Ashish Publishing House.

Yati, Nitya Chaithanya (2002) Parivarthanonmugha Vidhyabhyasam, Kottayam; CurrentBooks.

EDU 202 : LEARNING AND TEACHING

NO. OF CREDITS	:5
CONTACT HOURS	:100
MARKS	:100 (External 80 + Internal 20)
DURATION OF EXAMINATION	:3hrs

OBJECTIVES

* On completion of the course, the prospective teachers would be able to :
* understand the process of learning and different approaches to the teaching learning process
* understand different perspectives of schools of psychology on learning
* get acquainted with the individual differences among and within the individual
* identify and cater to the educational needs of various types of children
* help student teachers to develop leadership skills
* understand the characteristics of children with special needs and help them provide appropriate learning in accordance with their needs
* acquaint student teachers with group dynamics
* understand the concept of transfer of learning and apply the principles to foster maximum positive transfer

MODE OF TRANSACTION

Lecture cum-demonstration, Seminar, Assignment, Peer learning strategies, Community visit, Brainstorming, Debate, Group discussion, Problem- solving, Scenario-based learning strategies and survey method.ICT based teaching and learning

COURSE OUTLINE

Module 1 - Learner in Action (20 hours)

1.1   Process of Learning
1.2   Factors affecting learning – Nature of the learner, nature of the learning material and nature of learning situation.
1.3   Learning curves & learning plateaus
1.4   Transfer of learning – types of transfer – teaching for positive transfer

1.5   Experiential Learning

1.6   Learning styles-KOLB and VAK

Module 2 - Approaches to Learning (25 hours)

2.1   Behaviorism – Theories of Thorndike, Skinner and Pavlov

2.2   Constructivism – Social constructivism (Vygotsky) and Cognitive constructivism
(Piaget and Bruner) – Constructivist methods of teaching and learning

2.3   Social cognitive learning – Bandura

2.4   Cognitive theory -Insight learning –Gestalt school

2.5   Gagne's hierarchy of learning – Eight types of learning

Module 3 Differences among learners (20 hours)

3.1   Areas of Individual differences

3.2   Factors causing individual differences – Heredity and environment

3.3   General provisions for fostering individual differences in the classroom

3.4   Meaning, nature and difference between Attitude, Aptitude and Interest

3.5   Testing of Attitude, Aptitude and Interest- Attitude scales, GATB, &DATB, Interest Inventories.

3.6   Significance and implications of attitude scales, aptitude tests and inventories in class room teaching and learning.

Module 4 Exceptional learners – (15 hours)

4.1   Concept

4.2   Characteristics and catering to the needs of:

     a)   Creative learners

     b)   Gifted

     c)   Underachiever

     d)   Slow learner

     e)   Learning disabled

     f)   Mentally challenged

     g)   physically disabled

     h)   Socially & Culturally disadvantaged

     i)   Delinquent

Module 5 - Psychology of the Group (20 hrs)

5.1   Psychological group- meaning and characteristics

5.2   Group Dynamics and Group cohesion

5.3   Classroom Psychology - classroom behavior in school settings - class control and management-Social relationship

in the class room.

5.4 Leadership – concept- types /styles of leadership in the classroom - qualities of a leader - inculcating leadership qualities in the learner

PRACTICUM (any one)

1. Prepare a report on any three school practices which foster the mental health of students in their practicing schools.
2. Prepare a report on the learning difficulties faced by students in the school classrooms
3. Conduct interview with any two people of different leadership styles in your neighborhood ad prepare report.

REFERENCES

Alison, Clarke- Stewart, Susan, Friedman, & Joanne Koch. (1985). Child development – Atropical approach. New York: John Wiley & Sons, Inc.

Anita Woolfolk - (2004) Educational Psychology - The Ohio State University – PearsonEducation

Ausubel, David, P, Joseph. D Novak & Helen Hanesian. (1968). Educational psychology: Acognitive view. Holt, Rinchart and Winston In

Bichler, R.F., & Snowman, J. (1993). Psychology Applied to Teaching (7th ed.) Boston:Houghton Mifflin Co.

Brunner, J. S. (1986). Actual minds, possible worlds. Cambridge, Mass: Harward UniversityPress.

Cronbach, L.J. (1969). Essentials of psychological testing (3rd ed.). New York: Harper and Row.

Dandapani, S. (2000). Advanced Educational Psychology. New Delhi: Annmol Publications Pvt.Ltd.

Dandekar, W.N. & Sanyogtala, Makhiya. (2002). Psychological foundations of education (3rded.). Mc. Millan India Ltd.

Eggen, P.D., Kauchak, D.P., & Harder, R.J. (1979). Strategies for teachers, informationprocessing model in the classroom. New Jersey: Prentice Hall Inc.

Gagne, R.M. (1965). The conditions of learning. New York: Holt, Rinehart and Winston Inc.

Gagne, R.M. (1985). The cognitive psychology of school learning. Boston: Little George, A (2008). Learning Strategies. New Delhi: Common Wealth

Guilford, J.P. (1965). Fundamental statistics in psychology and

education. New York: Mc Graw Hill Hill INC.

Hal, R. Arkes, & John, P. Garske. (1977). Psychological theories of motivation.

California:Wordsworth Publishing Company Ltd.

Herman, T.M. (1977). Creating learning Environments: The Behavioural approach to education. Boston: Allyn and Bacon.

Hilgard, E.R., & Bower, G.H. (1977). Theories of learning. New Delhi: Prentice Hall of India Pvt.Ltd.

Hurlock, Elizabeth, B. (1990). Developmental Psychology- A life Span approach.

New York: Mc Grow Hill Inc.

Illich, I. (1970). De schooling Society. New York: Harper and Row.

Joyce, Bruce, & Weil, Marsha (1997). Models of teaching (5th ed.). New Delhi: Prentice Hall of India. Ltd.

Kolesnik, Walter, B. (1970). Educational psychology (2nd, ed.) New York: Mc. Graw Hill Book Co.

Laura, Berk, E. (2001). Child Development (3rd ed.). New Delhi: Prentice Hall Co.

Morgan, Clifford. T. (1986). Introduction to Psychology. New York: MC. Graw-Hill Books Co.

Shaffer, David, R. (1996). Developmental psychology- childhood and adolescence (4th ed.)USA. Brooks/Cole Publishing Co.'

Sibichen K.K (2010). An Introduction to Psychological bases of Education, Mannanam,Kottayam, St.Joseph's Training College.

Sousa A David (2009). How the Brain influences Behaviour. California, Corwin Press.

Sousa, A David (2001). How the Brain Learns. California, Corwin Press, INC. Sylvester, Robert (2007). The Adolescent Brain. California, Corwin Press

Thomas, Good, L., & Jene, Brophy. E. Looking in classrooms (5th ed.) Harper CollinsPublishers.

EDU 203 : ASSESSMENT FOR LEARNING

NO.OFCREDITS	: 3
CONTACTHOURS	: 60
MARKS	: 60 (External 50 + Internal 10)
DURATIONOFEXAMINATION	: 2hrs

OBJECTIVES
On completion of the course, the prospective teachers would be able to:
- familiarize with the latest trends in evaluation
- get a perspective on scope of assessment and evaluation
- develop appropriate assessment instruments for students
- appreciate the role of teacher as a researcher
- develop competencies to evaluate learning
- apply the essentials of statistics in process of evaluation

MODE OF TRANSACTION
Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE

Module 1 - Assessment and Evaluation   (10 hrs)
1.1   Conceptual overview of Assessment and Evaluation – classification- oral, written and performance evaluation - formative and summative,objective based and competency based, norm and criterion referenced, product and process evaluation
1.2   Functions of Assessment-assessment for learning and assessment of learning.
1.3   Qualitative and quantitative aspects of evaluation
1.4   Technology enabled Testing- conceptual overview
1.5   Differentiated assessment-Meaning and significance

Module 2 - Tools and Techniques of evaluation (10 hrs)
2.1   Achievement test-Teacher made test and standardized test - characteristics, steps in construction (blueprint) and standardization, types of test items –objective, short answer and long answer- its merits and demerits.

2.2 Characteristics of good evaluation instrument – validity, reliability, objectivity, practicability, comprehensiveness, objective basedness and discriminating power.

2.3 Educational Diagnosis- concept, Steps in the construction of diagnostic test and remedial instruction.

2.4 Uses of evaluation - placement, promotion, grouping, diagnosis and remediation.

Module 3 - Reforms in Evaluation (15 hrs)

3.1 Recent trends and practices in assessment and evaluation - assignments, projects, seminars, group discussion, portfolios, rubrics, student profile, Poster assessment, open book exam, participatory assessment, peer assessment

3.2 Continuous and comprehensive evaluation - Credit and semester system - Scholastic, co-scholastic, non-scholastic evaluation - - Internal assessment --Grading - direct and indirect.

Module 4 - Introduction to Research (5 hrs)

4.1 Meaning, need & significance, characteristics and scope of research

4.2 Types of research- fundamental, applied

4.3 Action Research-conceptual view-steps

4.4 Teacher as a researcher – action research and research projects.

Module 5: Statistics in Education (20 hrs)

5.1 Need and importance of statistics in education

5.2 Classification and tabulation of data –need and procedure- Graphical representation of data - bar diagram, histogram, pie diagram, frequency polygon, frequency curve, cumulative frequency curve.

5.3 Statistical methods of analysis: - Measures of central tendency - mean, median and mode.- Measures of variability–range and standard deviation

5.4 Measures of relationship - concept of correlation, types of correlation, coefficient of correlation, Spearman's rank order correlation, Percentile and percentile ranks

5.5 Normal distribution - normal probability curve and its characteristics, Skewness, Kurtosis.

PRACTICUM (any one)

1. Compare and contrast the evaluation systems in the school leaving examinations of State, CBSE and ICSE boards

2. Prepare any 2 project proposals on any relevant themes
3. Prepare and conduct a peer assessment instrument

REFERENCES

Aggarwal, D.D.(2009). Educational Technology. New Delhi: Sarup& Sons India Pvt.Ltd

Aggarwal, Y.P.(1998). Statistical Methods-Concepts,Applications and Composition.
New Delhi: Sterling Publications Pvt. Ltd.

Aimee M.Bissonett, J.D.(2009). Cyber Law- Maximising Safety and Minimising risk in classrooms. New Delhi: SAGE Publications India Pvt. Ltd.

Care, Esther, McGaw, Barry & Griffin, Patrick (2012). Assessment and Teaching of 21st Century Skills. New York: Springer

Cennamo, Katherine(2012). Technology Integration for Meaningful Classroom Use: A Standards- Based Approach. New York: Cengage Publishers

Classroom testing and assessment for all students-Beyond standardization. Spencer.
J.Salend

Coolidge, Frederick L.(2013). Statistics- A Gentle Introduction-3rd edition. New Delhi:SAGE Publications Pvt Ltd.

Gehlawat (2012) Information Technology in Education, New Delhi,

Jefferied, Julie & Diamond, Ian (2013).Beginning Statistics- An Introduction for Social Scientists. New Delhi: Sage Publications Pvt. Ltd.

Jimoyiannis, Athanassios(2012). Research on E-learning & ICT in Education. New York: Springer.

Kist, William(2012). The Socially Networked Classroom- Teaching in the New Media Age. New Delhi: SAGE Publications Pvt Ltd.

Nicols, Adelaide Doyle., Cox, J.SabrinaMims.,Johnson, Ruth1s., (2012). Developing Portfolios in Education- A guide to Reflection, Inquiry &Assessment -2nd edition. New Delhi: SAGE Publications Pvt. Ltd.

Nitko, Anthony J. &Brookhart , (2007).New Delhi: Susan M. Educational Assessment of Students. PrenticeHall,

Parker, JessicaK.(2012). Teaching Tech-Savvy Kids- Bringing Digital Media into the Classroom, Grade 5-12. New Delhi: SAGE Publications. Pvt. Ltd.

Pathak (2011) Educational Technology, 1/e, New Delhi, Pearson Education

Pathak (2012) Measurement and Evaluation in Education, New Delhi, Pearson Education

Pearson EducationLinn (2008) Measurement and Assessment in Teaching, 9e, New Delhi, Pearson Education

Pearson Series in Education (2012) Essentials of Educational Technology and Management, New Delhi, Pearson Education

Quinlan, Audrey M. A Complete Guide to Rubrics: Assessment Made Easy for Teachers, KDCollege(2012).USA:Rowman Littlefield Education.

Reid, Howard M. (2013). Introduction to Statistics-Fundamental Concepts and Procedures of Data Analysis. New Delhi: SAGE Publications Pvt Ltd.

Santhanam, S.,Paneerselvam, A., &Sampath K. (2001). Introduction to Educational Technology. New Delhi: Sterling Publishers,Pvt. Ltd.

Smith, Claire Wyatt &Klenowski, Valentina (2013). Assessment for Education- Standards, Judgement& Moderation. New Delhi: SAGE Publications PvtLtd.

Stevens, Dannelle D& Levi, Antonia J. (2005).Virginia: Introduction To Rubrics: An Assessment Tool To Save Grading Time, Convey EffectiveFeedback and promote student learning. StylusPublishing.LLC.

Val, Klenowski.(2002). Developing Portfolios for Learning and Assessment: Processes and Principles. London. RoutledgeFalmer.

Wright, Robert J. (2008). Educational Assessment, Tests & Measurements in the Age of Accountability. New Delhi: SAGE Publications Pvt.Ltd.

www.712educators.about.com/od/rubrics/ Rubrics_Writing_and_Grading_Rubrics.htmwww.education.gov.uk/ researchandstatistics

www.ehow.com/how_8082130_name-educational-portfolio.htmlwww.ltcconline.net/greenl/courses

Wyatt-Smith, Claire; Cumming, Joy (Eds.) (2009).New Delhi: Educational Assessment in the 21st Century. Springer.

Zubizarreta ,John .(2009).The Learning Portfolio: Reflective Practice for Improving Student Learning. USA: Johnwilley and Sons. Inc

PEDAGOGIC COURSES

EDU 204.11 : PEDAGOGICAL DIMENSIONS OF ENGLISH

NO.OFCREDITS   : 3
CONTACTHOURS   : 60
MARKS   : 60 (External 50 + Internal10)
DURATIONOFEXAMINATION : 2 hours

OBJECTIVES
On completion of the course, the prospective teachers would be able to:
* assume accountability for the teaching-learning process
* apply relevant strategies to develop the target language
* analyze the content with respect to the relevant aims of teaching the target language
* design instruction catering to the diverse needs of the language classroom
* judge the efficacy of teaching throughself-assessment
* evaluate the language skills of learners and provide remediation

MODE OF TRANSACTION
Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue, ICT based teaching and learning.

COURSE OUTLINE

Module 1–Psychological dimensions of English Teaching (15 hrs)
1.1   Psycho-linguistic principles
1.2   Implications of theories related to language development-Behaviourism, Constructivism, and Gardner's Multiple Intelligence
1.3   Chomsky's theory of language development (Language Acquisition Device (LAD), Universal Grammar(UG))
1.4   Learner factors in second language acquisition (age, gender, intelligence, aptitude, attitude, cognitive style, motivation)

Module 2:Planning for Instruction (15 hrs)
2.1   Meaning and importance of planning
2.2   Types of planning: Year plan, Unit Plan, Lesson plan
2.3   Approaches in Lesson Planning- Herbartian &Constructivism

Module3-Evaluation in English Language Teaching and Learning (10 hrs)
3.1   Construction of Achievement test and diagnostic test-remediation
3.2   Types of test items: merits and demerits.
3.3   Teacher evaluation: criteria for evaluating teacher competency
3.4   Student self-evaluation: preparation of self-evaluation tools

Module 4 – Techno-pedagogical content knowledge(10hrs)
4.1   Techno-pedagogical content knowledge: meaning and scope
4.2   Innovative ways of teaching – web-based learning, virtual classroom, edu blog, smart classrooms and e-content

Module5 - Content Analysis in English(10hrs)
5.1   Content analysis: meaning and purpose
5.2   Content analysis of English textbooks of standards VIII to X of State Syllabus.

PRACTICUM (any one)
1. Critically analyse any prescribed Course book at the secondary level of State syllabus.
2. Administer an online test in order to evaluate students.
3. Prepare a write-up on how secondary students of State syllabus are graded according to Continuous and Comprehensive Evaluation.

REFERENCES

Anderson, Darlene H. & Nelson, Julie A. et al.(2011). Using Dialogue Journals to Strengthen the Student-Teacher Relationship: A Comparative Case Study. College Student Journal, 45 (2).

Allen, R.H. (2002). Impact teaching: Ideas and strategies for teachers to maximize student learning. Boston, MA:Allyn&Bacon.

Bandler, R. (1988). Learning strategies: Acquisition and conviction. Boulder, CO: NLP Comprehensive.

Broughton, Geoffery et al. (1978). Teaching English as a second

language.London : Routledge and Kegan Paul.

Caine,R.N. & Caine, G. (1994). Making connections: Teaching and the human brain. New York: Addison-Wesley. '

Carrel, P. L., Devine, J. &Eskey, D. E. (1988).Interactive approaches to second language reading.Cambridge : Cambridge University Press.

Jensen,E. (2000). Brain-based learning: The new science of teaching and training. Thousand Oakes, CA: Corwin Press.

Joyce and Marsha M Weil. (2003).Models of Teaching. New Delhi: Prentice Hall. Krishnaswamy, N. (2007). Teaching English: Approaches, methods and techniques.New Delhi: Macmillan India Ltd.

Larsen-Freeman, Diane & Anderson, Marti. (2011). Techniques and principles in language teaching. Oxford: Oxford University Press

Marzano, Robert J. , Pickering, Debra J. et al. (2003). Classroom Management That Works: Research-Based Strategies for Every Teacher. U.K.: Association for Supervision and Curriculum Development.

Mentkowski and Associates. (2000). Learning that lasts: Integrating learning, development and performance in college and beyond. San Francisco: Jossey-Bass.

Patel, Hemant. (2014). English language teaching: Approaches, methods and techniques. Jaipur: Paradise Publishers.

Powell, Robert J. &Caseau, Dana. (2004). Classroom Communication and Diversity: Enhancing Institutional Practice. U.K.: Lawrence Erlbaum Associates.

Richmond, Virginia P.&McCroskey . (1992). Power in the Classroom: Communication, Control, and Concern. U.K.: Lawrence Erlbaum Associates.

EDU205.11: CURRICULUM AND RESOURCE DEVELOPMENT IN ENGLISH EDUCATION

NO.OFCREDITS	:3
CONTACTHOURS	:60
MARKS	:60 (External 50 + Internal 10)
DURATION OFEXAMINATION	:2 hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- understand the principles of curriculum construction with special reference to English teaching.
- modify the curriculum so as to address student needs.
- develop competency in distinguishing different types of curriculum.
- use the resources and instructional support effectively to transact the curriculum
- organize activities related to the English club for developing communicative skills.

MODE OF TRANSACTION

Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue, ICT based teaching and learning

COURSE OUTLINE

Module 1- Curriculum (10 hrs)

1.1   Meaning, Definition, and foundation
1.2   Curriculum Planning- factors and phases
1.3   Curriculum and Syllabus

Module 2-Curriculum Organization (10 hrs)

2.1   Principles of curriculum organization
2.2   Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral
2.3   Curriculum Transaction in classrooms

Module 3 - Types of Curriculum (15 hrs)

3.1   Activity –oriented, child-centred, Subject-centred, Community-based, Core and Hidden curriculum

3.2. Differentiated Curriculum for: Gifted learners, Creative Learners, Slow Learners, Under Achievers, Learning Disabled Curriculum Reforms and Revisions with reference to NCF and KCF.

Module 4 – Resources of learning and teaching English (15 hrs)

4.1 Library & its organisation
4.2 Language Lab& its organisation
4.3 English club & its activities
4.4 e-resources for learning English
4.5 community resources: significance, types and role of teacher in utilizing them

Module 5 - Instructional Support (10 hrs)

5.1 Course books/ Text books
5.2 Teacher Text/Handbook
5.3 Reference Books, Periodicals& Journals
5. 4 Teaching-learning materials: improvised teaching aids, Manuscript magazine

PRACTICUM (any one)

1. Prepare an enrichment activity for gifted students in your class
2. Make use of an e-learning resource to teach any lesson from the Englishcourse book
3. Suggest activities to develop communicative skills through the English club

REFERENCES

Browne, Ann. (2007). Teaching and learning communication, language and literacy.
London: Paul Chapman Publishing.
Burton, Dwight L. & Simmons, John S. (1965). Teaching English in today's high schools. Chicago: Holt, Rinehart and Winston, INC.
Celce-Murcia, M. (Ed.). (1994). Teaching English as a second or foreign language.Boston:Heinle&Heinle.
Evans, Carol., Midgley, Alyson et al. (2010). Teaching English. New Delhi: Sage Publications India Pvt. Ltd.
Hollingsworth, John., Ybarra, Silvia. (2013). Explicit direct instruction. California: Corwin.
Hughes,Arthur. (1989). Testing for language teachers. UK: Cambridge University Press. Jadhav, B.S. (2011). Teaching

English: The use of support materials. Hyderabad: Orient BlackswanPvt. Ltd.

Kudchedkar, S. (2002). Readings in English language teaching in India. Chennai: Orient Longman Pvt. Ltd.

Laturnau, J. (2001). Standard-based instruction for English language learners. PREL Briefing Paper (PB0102). Honolulu, HI: Pacific Resources for Education and Learning.

McCarthy, Michael & O'Dell, Felicity. (1996). English vocabulary in use.Cambridge; Cambridge University Press.

McDonough, Jo. & Shaw, Christopher. (2008). Materials and methods in ELT: A teacher's guide. Oxford: Blackwell Publishing.

Murphy,Raymond. (2012). Essential English Grammar. Cambridge: Cambridge University Press India Pvt. Ltd.

Nunan, D. (1989).Syllabus design: Language Teaching. Oxford: Oxford University Press.

Richards, Jack C. & Rodgers, Theodore S. (1995). Approaches and methods in language teaching. Cambridge: Cambridge University Press.

Wright, Andrew. (1989). Pictures for language learning. Cambridge: Cambridge University Press.

EDU 204.16 : PEDAGOGICAL DIMENSIONS OF MATHEMATICS

NO. OF CREDITS	:3
CONTACT HOURS	:60
MARKS	:60 (External 50 + Internal 10)
DURATION OF EXAMINATION	:2 hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

* capacitate systematic planning of instruction and develop skill in charting lesson designs
* apprehend the pedagogy of Mathematics of Secondary level
* acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
* augment the levels of teaching competence by synchronizing IT in teaching
* conceptualize the ideology of Constructivism in Mathematics teaching

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

COURSE OUTLINE

Module 1 – Psychological Dimensions of Mathematics Teaching(15 Hours)

1.1 Conceptual analysis of : constructivism - cognitive, social. Theory of multiple Intelligence ; Experiential learning
1.2 Implications of learning theories of Piaget, Bruner, Gagne, Vygotsky in learning Mathematics

Module 2 - Planning of instruction   (15 hours)

2.1 Meaning, importance and purpose of lesson planning
2.2 Different types of Plans- Year Plan, Unit Plan, Lesson Plan
2.3 Approaches in Lesson planning - Herbartian, Constructivist approaches

Module 3 – Evaluation in mathematics Teaching and Learning (12 hours)

3.1 Construction of Achievement test and Diagnostic test and remediation

3.2 Types of test items-merits and demerits

3.3 Teacher Evaluation –Criteria for evaluating teaching competence

3.4 Student self evaluation- Preparation of tools

Module 4 -Techno pedagogic Content Knowledge (8 hours)

4.1 Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge

4.2 Ways and means to link Technology to Pedagogic Content Knowledge.

4.3 Teacher as a techno-pedagogue

Module 5 - Content analysis in Mathematics (10 hours)

Content analysis of Mathematics curriculum from standard VIII to X (State syllabus)

PRACTICUM (any one)

1. Analyse the content of any one unit of Std. VIII/IX/X/XI/XII of CBSE/ICSE/STATE syllabus

2. Prepare a self designed innovative lesson of your choice

3. Prepare a unit test on any topic of your choice in Mathematics

REFERENCES

Aiyankar, Kuppuswami. The Teaching of Mathematics.

Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from http://www.andersonresearchgroup.com/tax.tyml.

Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.

Andrews, J.J.W, Saktofski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.

Apple, M.V. (2000). Mathematics reform through conservative modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.

Artz, A.G., & Armour -Thomas, E. (2001) .Becoming a reflective mathematics teacher: A guide for observations and self-

assessment. Mehweh, N.L. Lawrence Erlbaum Associates

Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press. Barrows, H.S. (1986). A taxonomy of problem based learning methods. MedicalEducation, 20, 481-486.

Bella, N.J. (2004). Reflective analysis of student work. Thousand Oaks: CA. Corwin Press.

Bellard, P.B. Teaching the Essentials of Arithmetic

Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms. Thousand Oaks, CA: Corwin press.

Bloom, B.S. & et. al Handbook on Formative & Summative Evaluation.

Bloom, B.S. (1956) Taxonomy of Educational Objectives. Boston: Houghton Mifflin Burke, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin press.

Butler and Wren (1965). The teaching of Secondary School Mathematics, London. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics. Deepka, E. (2007). Designing assessment for mathematics. (2ndEd). Thousand Oaks, CA: Corwin Press.

Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics.

Iglewiez, Boris and Stoyle, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.

Malhotra, V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.

Malhotra, V. (2006). Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corporation.

Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana: R.P. Fadon Prakash brothers.

Merrilyn goods, Ggloria Stillman and Colleen vale. Teaching secondary school mathematics-Researches and practices for the 21st century

NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.

NCERT. A Text Book of content – cum – methodology of Teaching Mathematics, New Delhi: NCERT.

NCERT. Improving Instruction in Mathematics

NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy

Prehttp://www.edel.edu/pbl

Pandey,S,K and Sharma, R.S (2008). Encyclopaedia of Modern Techniques of Teaching, New Delhi: Commonwealth Publishers.

Paul Chambers .Teaching mathematics-developing as a reflective secondary teacher Rai, B.C. Methods of Teaching Mathematics.

Schultze, A. The Teaching of Arithematics in Secondary School.

Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book.

Shah, G. B., New Dimensions in the Teaching of Mathematics.

Sharma, R. A. Teaching Learning Strategies and Mathematical Creativity.

Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi: Sterling Publications Pvt.

Ltd.

Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum: State Institute of Language (Kerala).

State text books in Mathematics of Kerala , class VII to XII.

Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics. Sundarajan. S. Theory and Practice of Teaching School Mathematics.

Walton, J.A.(2005). Educational Objectives and Achievement Testing, New Delhi: Commonwealth Publishers.

EDU 205.16 : CURRICULUM AND RESOURCE DEVELOPMENT IN MATHEMATICS EDUCATION

NO. OF CREDITS	:3
CONTACT HOURS	:60
MARKS	:60 (External 50 + Internal 10)
DURATION OF EXAMINATION	:2 hours

OBJECTIVES
On completion of the course, the prospective teachers would be able to:
- acquaint with the concept and functions of curriculum.
- gain a perspective on the principles and approaches of curriculum construction.
- identify different types of curriculum.
- Become proficient in analyzing Mathematics curriculum.
- familiarize the nature and functions of various learning resources
- get acquainted with online resources to uphill the level of teaching performance

MODE OF TRANSACTION
Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning

COURSE OUTLINE
Module 1 – Curriculum   (10 hours)
1.1   Meaning, definition and foundations
1.2   Curriculum Planning factors and Phases
1.3   Distinction of curriculum from syllabus

Module 2 - Curriculum Organization (20 hours)
2.1   Principles of curriculum construction- Objective Based, Child centered, Activity based, Correlated, Overcoming Individual differences, fulfilling the requirements of Higher Education, Flexible and Feasible.
2.2   Principles of Curriculum Organization -Logical and Psychological

2.3 Approaches to curriculum organization- Spiral, Topical, Concentric, and integrated.

Module 3 - Types of Curriculum   (12 hours)
3.1 Community Based, Core, , Explicit, Hidden/ Implicit,
3.2 Differentiated Curriculum to meet individual differences of gifted, slow learners, under achievers, learning disabled
3.3 Mathematics Education- major highlights in NCF&KCF

Module 4 - Learning Resources in Mathematics (10 hours)
4.1 Mathematics Library and its function
4.2 Mathematics Laboratory and its function
4.3 Online resources – online library, online laboratory, online journals
4.4 Mathematics journal

Module 5 – Instructional supports (10 hours)
5.1 Text Book and reference Books-characteristics
5.2 Work Book
5.3 Teachers' Hand Book
5.4 Improvised Aids
5.5 Virtual class room
5.6 Smart classroom

PRACTICUM (any one)
1. Prepare a digital Question Bank on any one Unit at Secondary school level
2. Prepare a report on the major high lights of mathematics education in NCF
3. Prepare a report on various online mathematical journals

REFERENCES
Aiyankar, Kuppuswami. The Teaching of Mathematics.
Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.
Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from http://www.andersonresearchgroup.com/tax.tyml.
Andrews, J.J.W, Saktofski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.
Apple, M.V. (2000). Mathematics reform through conservative

modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.

Artz, A.G., & Armour -Thomas, E. (2001) .Becoming a reflective mathematics teacher: A guide for observations and self-assessment. Mehweh, N.L. Lawrence Erlbaum Associates

Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press. Barrows, H.S. (1986). A taxonomy of problem based learning methods. Medical Education, 20, 481-486.

Bella, N.J. (2004). Reflective analysis of student work. Thousand Oaks: CA. Corwin Press.

Bellard, P.B. Teaching the Essentials of Arithmetic

Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms. Thousand Oaks, CA: Corwin press.

Bloom, B.S. & et. al Handbook on Formative & Summative Evaluation.

Bloom, B.S. (1956) Taxonomy of Educational Objectives. Boston: Houghton Mifflin Burke, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin press.

Butler and Wren (1965). The teaching of Secondary School Mathematics, London. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics, Deepka,E.(2007) Designing assessment for mathematics (2ndEd).Thousand Oaks,CA:Corwin Press.

Godfrey, C & A, W. Siddons. The Teaching of Elementary Mathematics.

Iglewiez, Boris and Stoyle, Judith (1973). An Introduction to Mathematical Reasoning, New York; The Mac Millan Co.

Malhotra,V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.

Malhotra,V. (2006). Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corporation.

Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana: R.P. Fadon Prakash brothers.

Merrilyn goods,Ggloria Stillman and Colleen vale .Teaching secondary school mathematics-Researches and practices for the 21st century

NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.

NCERT. A Text Book of content – cum – methodology of Teaching Mathematics, New Delhi: NCERT.

NCERT. Improving Instruction in Mathematics

Pandey,S,K and Sharma, R.S (2008). Encyclopaedia of Modern Techniques of Teaching, New Delhi: Commonwealth Publishers.

Paul Chambers .Teaching mathematics-developing as a reflective secondary teacher Rai, B.C. Methods of Teaching Mathematics.

Schultze, A. The Teaching of Arithematics in Secondary School.

Servas, Wand T. Varga. Teaching School Mathematics – UNESCO Service Book. Shah, G. B., New Dimensions in the Teaching of Mathematics.

Sharma, R. A. Teaching Learning Strategies and Mathematical Creativity.

Sidhu, K.S. (1984). The Teaching of Mathematics, New Delhi: Sterling Publications Pvt.Ltd.

Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum: State Institute of Language (Kerala).

State text books in Mathematics of Kerala , class VII to XII.

Sumner, W.L. The Teaching of Arithmetic & Elementary Mathematics. Sundarajan, S. Theory and Practice of Teaching School Mathematics.

Walton, J.A.(2005). Educational Objectives and Achievement Testing. New Delhi: Commonwealth Publishers.

EDU 204.17 : PEDAGOGICAL DIMENSIONS OF PHYSICAL SCIENCE

NO. OF CREDITS	: 3
CONTACT HOURS	: 60
MARKS	: 60(External 50 + Internal 10)
DURATION OF EXAMINATION	: 2 hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

* capacitate systematic planning of instruction and develop skill in charting lesson designs
* apprehend the pedagogy of Physical Science of Higher Secondary and Secondary level
* 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
* augment the levels of teaching competence by synchronizing IT in teaching

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE

Module 1 -Psychological Dimensions of Physical Science Teaching (15)

1.1 Behaviorism-Implications
1.2 Theory of Multiple Intelligence-Implications
1.3 Constructivism – cognitive and social- Implication
1.4 Critical Pedagogy as an approach to address social issue

Module 2 - Planning of instruction (15hrs)

2.1 Meaning, importance and purpose of lesson planning
2.2 Different types of Plans- Year Plan, Unit Plan, Lesson Plan
2.3 Approaches in Lesson planning - Herbartian, Constructivist approaches

Module 3 – Evaluation in Physical Science Teaching and Learning   (10hrs)

3.1   Construction of Achievement test, Diagnostic test-remediation

3.2   Types of Test items – Merits and Demerits

3.3   Teacher Evaluation–Criteria for evaluating teaching competence

3.4   Student self evaluation - preparation of tools

Module 4 - Techno pedagogic Content Knowledge   (10hrs)

4.1   Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge

4.2   Ways and means to link Technology to Pedagogic Content Knowledge.

4.3   Teacher as a techno-pedagogue

Module 5 – Content Analysis in Physical Science   (10hrs)

Content analysis of Physical Science curriculum from standard VIII-X State syllabus and selected topics from plus 2 (Current electricity, Ray optic, Magnetism and Matter, Thermo dynamics, Redox reactions and Surface chemistry)

PRACTICUM (any one)

1. Analyse the content of any one unit of Std. VIII/IX/X/XI/XII of CBSE/ICSE/STATE syllabus

2. Prepare an e-learning material based on any topic in Physical Science at Secondary School Level

3. Prepare a self designed innovative lesson design of your choice

REFERENCES

AACTE committee (2008). Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington:DC, Rutledge / Taylor and Francis .

Bhatt, B. D.,   Sharma S.R. (1996). Methods of teaching science. Delhi: Kanishka Publishing House.

Chao, Lee (ed.)(2012) . Cloud computing for teaching and learning: Strategies for design and implementation: Hershey, PA, IGI Global.

Cronbach, L. J. & Snow, R. E. (1977). Aptitude and instructional methods. New York: Irvington Publishers.

Das, R.C. (1985). Science teaching in schools. New Delhi: Sterling Publishers. Gupta, S.

K. (1983). Teaching of physical science in secondary schools. New Delhi: Sterling Publications (Pvt.) Limited.

Frank Rennie & Tara Morrison (2013): E-learning and social networking handbook(Second Edition): New York, Routledge

Frank Rennie & Tara Morrison (2013): E-learning and social networking handbook.

Resources for higher education: NewYork, Taylor and Francis

Janie Gross Stein, Richard Stein(Ed.)(2001)Network of knowledge: Collaborative innovation in international learning: TorontoCanada, University of Toronto Press incorporated.

Johnson, S. M. (1990). Teacher at work. New York: Basic Books Inc. Publishers. Joseph, T. T. (1982). Modern trends in science education. (2nd ed.) Kottayam,Kerala Joyce, B. & Weil, M. (1986). Models of teaching (3rd ed.) New Jersey : Prentice – Hall Inc.

Kincheloe, J. (2008). Critical Pedagogy (IInd Edition) New York; Peter Lang

Kohli, V. K. (1986). How to teach science. Ambala City, Haryana: Vivek Publishers.

Llewellyn, D. (2007). "Inquire within – implementing Inquiry based Science standards in Grades 3 -8, Corwin Press, CA: Thousand Oaks.

Maitra, K. (1991). Teaching of physics. New Delhi: Discovery Publishing House.

Mary, L.S.(1985). State of the art : Transforming ideas for teaching and learning science. A guide for elementary education, Washington, DC: United States, Dept. of education.

Mathew , T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.

Mohan, R.(1995). Innovative science teaching for physical Science. New Delhi: Prentice Hall.

T. (1989). Instructional objectives of school subjects. New Delhi: N.C.E.R.T. Passi, B. K. (Ed.) (1976). Becoming a better teacher: Micro teaching approach.

Ahmedabad: Sahitya Midranalaya.

Rajan, K.M. (1999). Perspectives in physical scienceteaching. Kottayam: Vidyarthi Mithram.

Rajan, K.M., Sindhu, B. S., Josen George, Sebu, G and Sajan, R.K.(2010)

Rena M.Palloff & Keith Pratt (2009): Assessing online learner:

SanFransisco, Jossey – Bass.

Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons. Singh. L. C., & Sharma , R. D. (1987).Microteaching: Theory and Practice (2nd Ed.).

Agra: National Psychological Corporation.

Suresh K.P. and Joseph, Celene (2012). Teaching and Testing Science Process skills .

New Delhi: Shipra Publications .

Teaching of Physical science: Theory, Perspectives & Practice (2nd rev. ed.). Kottayam: St. Joseph's Training College, Mannanam.

Thurber, W. A., & Collette, A. T. (1964). Teaching science in today's secondary school.

New Delhi; Prentice Hall Of India Limited.

Trowbridge, L. W. & Bybee, R. W. (1996). Teaching secondary school science.(6th ed.).

Englewood Cliffs. NJ: Prentice – Hall Inc.

EDU 205.17 : CURRICULUM AND RESOURSE DEVELOPMENT IN PHYSICAL SCIENCE EDUCATION

NO. OF CREDITS	: 3
CONTACT HOURS	: 60
MARKS	: 60 (External 50 + Internal 10)
DURATION OF EXAMINATION	: 2hrs

OBJECTIVES
On the completion of the course, the prospective teachers would be able to:
* acquaint with the concept and functions of curriculum.
* gain a perspective on the principles and approaches of curriculum construction.
* identify different types of curriculum.
* become proficient in analyzing physical science curriculum.
* familiarize the nature and functions of various instructional resources
* explore e- resources to uphill the level of teaching performance.

MODE OF TRANSACTION
Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE
Module 1 – Curriculum   (20hrs)
   1.1   Curriculum- Meaning, definitions and foundations.
   1.2   Curriculum and syllabus
   1.3   Curriculum Planning : Factors and Phases

Module 2 - Curriculum Organization (10hrs)
   2.1   Principles of Curriculum construction
   2.2   Approaches to curriculum organization- spiral, Concentric, Movement down a long Road, The swing of a Pendulum, Historical , Topical,

Module 3 - Types of Curriculum   (10hrs)
   3.1   Activity Based-Child Centered-Subject Centered - Community Based, core and hidden Curriculum

3.2 Differentiated Curriculum to meet individual differences - gifted, slow learners, under achievers ,Learning disabled

3.3 Major highlights of Physical Science education in NCF and KCF.

Module 4 - Learning Resources in Physical Science (10hrs)

4.1 Library and its functions

4.2 Laboratory and its functions

4.3 Online learning resources-online library, online laboratory, online journals

4.4 Science Journal

Module 5 –   Instructional supports- Traditional and Modern(10hrs)

5.1 Text Book and reference Books

5.2 Work Book

5.3 Teachers Text Book

5.4 Improvised Aids

5.5 Virtual classroom-role in Physical Science learning

5.6 Smart board - uses

PRACTICUM (any one)

1. Prepare a manual to use 5 equipments in a Physical Science Laboratory or a work book for learning any one unit of Physical Science

2. Construction of an improvised aid for the teaching of any topic in Physical science up to plus two level.

3. Prepare a report on the major highlights of Science education in NCF/KCF.

REFERENCES

Bean, J.A. (1995). Curriculum integration and the discipline of knowledge. Phi Delta Kappan, 76(8),616-622.

Daniel, I.Y (2001). Improvisation and use of instructional materials in *Science teaching*, A paper presented at NCCE/UNESCO Workshop For train the trainers' workshop. Kotangora, Nigeria.

Das, R.C. (1985). Science teaching in schools. New Delhi: Sterling Publishers. Joseph, T. T. (1982). Modern trends in science education. (2nd ed.) Kottayam,Kerala Kohli, V. K. (1986). How to teach science. Ambala City, Haryana: Vivek Publishers. Maitra, K. (1991). Teaching of physics. New Delhi: Discovery Publishing House.

Mathew, T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases ofteaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.

Mohan, R.(1995). Innovative science teaching for physical Science. New Delhi:Prentice Hall.

Rajan, K. M., Sindhu, B.S., Josen George, Sibu G. Netto & Sajan , R.K. (2010).Teaching of Physical science: Theory, Perspectives & Practice (2nd rev. ed.).Kottayam: St. Joseph's Training College, Mannanam.

Rajan, K.M. (1999). Perspectives in physical scienceteaching. Kottayam: VidyarthiMithram.

Research and Some Implications for the Teaching of Science toElementary School Students.

Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons. Teaching of school chemistry. New Delhi: Sterling / UNESCO.

Thurber, W. A., & Collette, A. T. (1964). Teaching science in today's secondaryschool. New Delhi; Prentice Hall Of India Limited.

Trowbridge, L. W. & Bybee, R. W. (1996). Teaching secondary school science.(6thed.). Englewood Cliffs. NJ: Prentice – Hall Inc.

EDU 204.18 : PEDAGOGICAL DIMENSIONS OF NATURAL SCIENCE

NO. OF CREDITS	: 3
CONTACT HOURS	: 60
MARKS	: **60** (External 50 + Internal 10)
DURATION OF EXAMINATION : 2hrs	

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- Analyze the nature of the school subject, its relation to disciplinary knowledge.
- develop insight on taxonomy of educational objectives
- to acquaint with concept of techno Pedagogy and understand the role of the teacher as a techno-pedagogue
- develop a deeper theoretical understanding of how children in diverse and social contexts construct knowledge
- acquaint with developing year plan, unit plan, lesson plan and feedback mechanisms, assessment tools and techniques
- apply   Innovative teaching-learning strategies and acquaint oneself with ICT enabled Teaching skills and competency
- analyze the content areas of Life Science Textbooks for standard VI-X

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, buzz Session and co-operative learning, interaction with community, case study, educational survey, ICT based teaching and learning

COURSE OUTLINE

Module 1 Psychological Dimensions of Natural Science Teaching (15 hrs)

1.1   Implication of behaviorism in learning natural science.
1.2   Constructivism as a Theoretical backing for Natural Science Education
1.3   Implications of the theory of Multiple Intelligence- Howard Gardner
1.4   Critical Pedagogy as an approach to address social issues

Module2 - Planning for Instruction (10hrs)

2.1   Need and Significance

2.2   Levels of Planning- Year plan- Unit plan-Lesson plan

2.3   Approaches in Lesson Planning- Herbartian and Constructivism-Innovative

Module 3 - Evaluation in Natural Science Teaching and Learning (15hrs)

3.1   Construction of Achievement Test, Diagnostic Test – Remediation

3.2   Types of Test items – Merits and Demerits

3.3   Teacher evaluation- Criteria for evaluating teaching competence.

3.4   Student self evaluation- preparation of tools

Module 4- Techno Pedagogic Content Knowledge (10 hrs)

4.1   Pedagogic Content Knowledge-Techno Pedagogic Content Knowledge.

4.2   Ways and means to link Technology to Pedagogic Content Knowledge.

4.3   Teacher as a Techno – Pedagogue.

Module 5 - Content Analysis in Natural Science(10hrs)

Content-Analysis of prescribed Biology textbooks from Std. VIII-X State syllabus.

PRACTICUM (any one)

1. Prepare an e-learning material based on any topic in Biology at Secondary School Level

2. Prepare an e -Question Bank on any one Unit at Secondary school level

3. Read and Reflect on any one Secondary School Biological Science textbook and find out to what extent they satisfy the National and Global requirements

REFERENCES

Alexey Semenov, UNESCO, (2005): Information and Communication Technologies in Schools: A Handbook for Teachers

Alexis Leon and Mathews Leon Internet for Everyone (15th Anniversary Edition), New Delhi: Vikas Publishing House.

Alexis Leon and Mathews Leon, Fundamentals of information Technology, New Delhi: Vikas Publishing House.

Beaudin, L., and C. Hadden. 2004. Developing technopedagogical

skills in preservice teachers. In Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2004, 492-498. Norfolk, VA: Association for the Advancement of Computing in Education

Beisser, S. R., J. L. Kurth, and P. Reinhart. 1997. The teacher as learner: An undergraduate student and faculty mentorship success. AACE Society for Information Technology and Teacher Education International Conference, Orlando, FL.

Bloom, B.S. (Ed.), Engelhart, M.D., Furst, E.J., Hill, W.H., & Krathwohl, D.R. (1956). Taxonomy of educational objectives: The classification of educational goals. Handbook 1: Cognitive domain. New York: David McKay

Dave, R.H. (1970). Psychomotor levels. In R.J. Armstrong (Ed.), Developing and writing educational objectives (pp. 33-34). Tucson AZ: Educational Innovators Press.

Gess-Newsome,J., and N. G Lederman. "Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education,"Contemporary Trends and Issues in Science Education(2001).

Hammill (2006) Learning ICT with Science. David Fulton Publishers, London.

Harrow, A.J. (1972). A taxonomy of the psychomotor domain: A guide for developing behavioral objectives. New York: David McKay.

Leon Alexis and Mathews Leon (2002). Internet in a Nutshell. New Delhi: Vikas Publishing Company.

Malhotra,V (2007). Encyclopaedia of Modern Methods of Teaching Science. New Delhi: Crescent Publishing Corporation.

Merrill, Paul F.; Reynolds, Peter L.; Christensen, Larry B.; Computers in Education.

New York:Allyn & Bacon .

Somekh, B. & Davis, N. (1997) Using IT effectively in teaching and learning.Underwood, J. (ed.) (1994) Computer based learning: Potential into Practice. David Fulton Publishers, London.

Warlick, D. (2005) Classroom Blogging: A teachers guide to the blogosphere. Lulu. Wheeler, S. (2009) (Ed.) Connected Minds, Emerging Cultures. Cybercultures in Online

Learning. Information Age Publishing, Inc, Charlotte, NC

EDU 205. 18: CURRICULUM AND RESOURCE DEVELOPMENT IN NATURAL SCIENCE EDUCATION

NO. OF CREDITS	: 3
CONTACT HOURS	: 60
MARKS	: 60 (External 50 + Internal 10)
DURATION OF EXAMINATION	: 2hrs

OBJECTIVES
On the completion of the course, the prospective teachers would be able to:

* Identify various dimensions of curriculum and their relationship with the aims of education
* examine the role of the hidden curriculum and children's resilience
* decide on the curriculum best suited to address students' need and changes in society.
* develop competency in evaluating a curriculum and its elements
* critically analyze various samples of textbooks, children's literature, teacher's handbooks and e- learning resources
* utilize various resources and activities to promote effective teaching and learning.

MODE OF TRANSACTION
Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, buzz Session and co-operative learning, ICT based teaching and learning

COURSE OUTLINE

Module 1 - Curriculum (15hrs)
1.1 Curriculum -meaning –definition –foundations.
1.2 Curriculum Planning – Factors and Phases
1.3 Curriculum and Syllabus

Module 2- Curriculum Organization (15hrs)
2.1 Principles of curriculum construction
2.2 Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral, Progressive and Regressive- Interdisciplinary.

Module 3 -Types of Curriculum (10hrs)
3.1 Activity Based-Child Centred-Subject Centred-Community Based, Core-Hidden Curriculum.

3.2 Differentiated Curriculum to meet Individual Differences–Gifted, Slow Learners, Under Achievers and Learning Disabled.

3.3 Curriculum Reforms and Revisions with reference to NCF and KCF

Module 4 - Learning Resources in Natural Science (10hrs)

4.1 Library and its organization.

4.2 Laboratory and its organization.

4.3 Online resources- (Online Library, Online laboratory, Online journals).

4.4 Science Journal.4.5 Field Trip

Module 5 - Instructional support (10hrs)

5.1 Text book and Reference books.

5.2 Workbook.

5.4 Teacher's Handbook.

5.4 Improvised Teaching aids.

5.5 Virtual Classroom.

5.6 Smart classroom.

PRACTICUM (any one)

1. Prepare a report on field trip organized by Natural Science class.

2. Prepare an e-Work book on any one Unit at Secondary school level

3. Conduct a Debate on a life science based issue and prepare a self evaluation report

REFERENCES

Bean, J.A. (1995). Curriculum integration and the discipline of knowledge. Phi Delta Kappan, 76(8),616-622.

Lakshmi Gadde, Bhuvaneswara (2003) Methods of teaching Life sciences, Discovery publishers, Delhi

NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.

Passi, B. K. (Ed) (1976).Becoming Better Teacher: A Micro Teaching Approach. Ahamadabad: Sahithya Mudranalaya.

Rajput, J. S. (ed.) (2002). Experiences in School Education. New Delhi: NCERT. SCERT (2008). Kerala Curriculum Framework. Thiruvananthapuram

Sharma, J.P. (2000).National Curriculum Frame work for School

Education: A discussion document. New Delhi: NCERT.

Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons. Skinner, B. F. (1968).The Technology of Teaching. New Jersey: Prentice Hall.

Taylor D. J. and others (2004) Biological science, Cambridge university press, London Tiwari D (2007). Encyclopaedia of Modern methods of Teaching , New Delhi: Crescent Publishing Corporation.

Trowbridge, L. W. & Bybee, R. W. (1996). Teaching secondary school science.(6th ed.). Englewood Cliffs. NJ: Prentice- Hall Inc.

EDU 204.19: PEDAGOGICAL DIMENSIONS OF SOCIAL SCIENCE

NO. OF CREDITS	**: 3**
CONTACT HOURS	**: 60**
MARKS	**: 60** (External 50 + Internal 10)
DURATION OF EXAMINATION	**: 2 hours**

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

* endow with the significance Psychological bases of Social Science Education
* analyze the nature of the school subject, its relation to disciplinary knowledge and its social history as a subject in the school curriculum.
* explore pedagogical approaches for the teaching of the subject at different stages of school
* develop a deeper theoretical understanding of how children in diverse and social contexts construct knowledge
* apply innovative teaching-learning strategies and acquaint oneself with ICT enabled teaching
* examine the possibilities of Multimedia for learning and instruction.
* analyze the content areas of Social Science Textbooks for Standard VI-X
* practice diverse methods and prepare tools for assessing an array of learning/performance outcomes of diverse learners.

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, Buzz Session and Co-operative learning , interaction with the community, case study, and educational survey ,ICT based teaching and learning

COURSE OUTLINE

Module 1- Psychological Dimensions of Social Science Teaching (15 hours)

1.1. Behaviorism in Teaching Social Science
1.2 Constructivism as a Theoretical Backing for Social Science Education

1.3 Implications of the Theory of Multiple Intelligence
1.4 Critical Pedagogy as an approach to address Social Issues

Module 2- Planning for Instruction (10 hrs)
2.1 Need and Significance of planning
2.2 Types of Planning- Year plan- Unit plan-Lesson plan
2.3 Approaches in Lesson Planning- Herbartian- Constructivist

Module 3 – Evaluation in Social Science Teaching and Learning (10 hrs)
3.1 Construction of Achievement Test, Diagnostic test and Remediation
3.2 Types of Test items – Merits and Demerits
3.3 Teacher evaluation –criteria for evaluating teaching competence
3.4 Students self evaluation- preparation of tool

Module 4 - Techno Pedagogical Content Knowledge (15 hrs)
4.1 Pedagogic Content Knowledge- Techno Pedagogical Content Knowledge
4.2 Ways and Means to Link Technology to Pedagogic Content Knowledge
4.3 Teacher as a Techno Pedagogue

Module 5- Content Analysis in Social Science (10 hrs)
Content-Analysis of Prescribed Textbooks from standard VIII –X for State syllabus

PRACTICUM (any one)
1. Prepare a question bank containing various types of questions for any one unit in social science at secondary school level.
2. Prepare an Year Plan for Social Science in any one standard at secondary school level.
3. Prepare a teacher evaluation Performa for evaluating teaching competency

REFERENCES
Ahmed, E. (1972). Coastal Geomorphology of India. New Delhi: Orient Longman. Bining, Arthur and Bining, H.D (1952). Teaching the Social Studies in Secondary

Schools. New York: McGraw Hill Book Co. Inc.

Bloom, B. S. (1056). Taxonomy of Educational Objectives: Cognitive Domain. New York: David Mckay Co.

Chapman, F. N. (1967). Forest Types of India. Dehra Dun: Indian Forest Records. Cornwell, R. D. (1985). World History in the Twentieth Century. England: Longman. Das, P. K. (1968). The Monsoons. New Delhi: National Book Trust of India.

Ediger, M. (2004).The importance of Social Studies .Experiments in Education

Fenton, E. (1966). Teaching Social Studies in Secondary Schools. London: Holt, Rinehart & Winston, Inc.

Gansser, Augusto (1964). Geology of the Himalayas. London: Inter Science Pub. of John Wiley.

Gautam, N. C. & Narayanan, L. R. A. (1988). Waste Lands in India. Mathura: Pink Pub.House.

Joshi, P. S., Gholkar S.V. (1983). History of Modern India. N. Delhi: S.Chand & Company Ltd.

Kaur, Dhian & Chandana, R. C. (ed.) (2006). The Earth: Ludhiana: Kalyani Publishers. Kochhar, S. K. (2001). The Teaching of Social Studies. N. Delhi: Sterling.

Kumar, Sudheesh, P.K. & Noushad, P.P.(2006). Social Studies in the Class Room: Trends and Methods. Calicut University: Scorpio Publishers & Distributors.

Majumdar, R. C., Raychaudhuri, H.C. & Datta, Kalikinkar (1967).An Advanced History of India. New York. Macmillan.

Mangal, S. K. & Mangal, Uma (2008). Teaching of Social Studies. New Delhi: PHI Learning. Private Limited.

EDU 205.19 : CURRICULUM AND RESOURCE DEVELOPMENT IN SOCIAL SCIENCE EDUCATION

NO. OF CREDITS	: 3
CONTACT HOURS	: 60
MARKS	: 60 (External 50 + Internal 10)
DURATION OF EXAMINATION	: 2 hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- identify the various dimensions of curriculum and their relationship with the aims of education
- examine the role of the hidden curriculum and children's resilience
- decide on the curriculum best suited to address students' need and changes in society.
- develop competency in evaluating a curriculum and its elements
- critically analyse various samples of textbooks, children's literature, teacher's handbooks and e- learning resources
- utilize the various resources and activities to promote effective teaching and learning.

MODE OF TRANSACTION

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

COURSE OUTLINE

Module 1- Curriculum (10 hrs)

1.1 Curriculum- Meaning –Definition – Foundations
1.2 Curriculum and syllabus
1.3 Curriculum planning- factors and phases

Module 2-Curriculum Organization (15 hrs)

2.1 Principles of Curriculum Construction
2.2 Approaches to Curriculum Organization-Topical, Unit, Concentric, Spiral and chronological

Module 3 - Types of Curriculum (10 hrs)

3.1 Activity Based-Child Centred-Subject Centred-Community Based-Core- Hidden
3.2 Differentiated Curriculum to meet Individual Differences-

Gifted Learners-Slow Learners--Under Achievers-Learning Disabled

3.3 Major highlight in NCF and KCF in respect of Social Science

Module 4 – Learning Resources of Social Science (15 hrs)

4.1 Library and its organization, Laboratory and its organization

4.2 Community Resources –Significance, Types, methods of utilization – role of teacher

4.3 Field trip-Museum-Social Science club

4.4 E- learning Resources in Social Science-Smart Classroom, Virtual Classroom Web- based learning, Edu-blog

4.5 Online Resources- Online library, online journals

Module 5- Instructional Support (10hrs)

5.1 Text Book-significance-criteria of a good Social Science textbook

5.2 Workbook and Teacher's Handbook

5.3 Supplementary Reading materials

5.4 Improvised Teaching Aids

PRACTICUM (any one)

1 Critically analyze the role of technology in teaching and learning of Social Science

2 Critically evaluate the existing social science curriculum at secondary school level

3 Prepare an e –learning material on any one topic in social science

REFERENCES

Crowder, N.A. (1959). Action Research to Improve School Practices. New York: Columbia University.

Edigar, M. & Rao, B. (2003).Teaching Social Studies Successfully. New Delhi: Discovery Pub. House.

Passi, B. K. (Ed) (1976).Becoming Better Teacher: A Micro Teaching Approach. Ahamadabad: Sahithya Mudranalaya.

Rajput, J. S. (ed,) (2002). Experiences in School Education. New Delhi: NCERT. SCERT (2008). Kerala Curriculum Framework. Thiruvananthapuram

Sharma, J.P. (2000).National Curriculum Frame work for School Education: A discussion document. New Delhi: NCERT.

Skinner, B. F. (1968).The Technology of Teaching. New Jersey: Prentice Hall. Vashist, S.R. (2004) Theory of Social Studies .New Delhi: Anmol Pub. Pvt. Ltd.

Veenakumari, B. and Rao Digumarti, Baskara. (2006). Methods of Teaching Social Studies. N. Delhi: Discovery Pub. House.

SEMESTER III

ASSOCIATE COURSE

EDU 301 : LANGUAGE ACROSS THE CURRICULUM

NO. OF CREDITS : 3
CONTACT HOURS : 60
MARKS : 60 (External 50 + Internal 10)
DURATION OF EXAMINATION : 2 hours

OBJECTIVES

On completion of the course, the prospective teacher would be
able to:

* create sensitivity to the language diversity that exists in the
classrooms.
* understand models of language teaching and learning
* develop competence in analysing current school practices and
coming up with appropriate alternatives.
* appreciate interdisciplinary approach and relevance of
classroom oral and written discourses.
* develop strategies for using language to promote learning in
the subject area.
* effectively prepare teaching manuals and construct
achievement tests and diagnostic tests, ICT based teaching
and learning.

MODE OF TRANSACTION

Lecture cum demonstration, problem solving, brain- storming
session, group discussion, case- study, interaction with
community, projects and power point presentations, language lab
sessions, micro teaching, test construction case study, survey
and dialogue ,ICT based teaching and learning.

COURSE OUTLINE

Module 1 – Principles, functions of Language (5 Hours)
   1.1   Language – Principles and Functions
   1.2   Language and Cognition: Role of Language in Cognitive
development and learning needs of children

Module 2- Language Diversity in the Classroom (15 Hours)
   2.1   Multiligualism; Meaning, Nature and Scope : Deficit Theory,
Discontinuity Theory

2.2   Socio cultural Variants with special focus to Dialect and Register

2.3   Understanding the Language background of the students: Home language vs School Language; First or second language Learners and the language used in teaching the subject - issues and Challenges.

Module 3 – Language Across the Curriculum: Conceptual Analysis (10 Hours)

3.1   Language Across the Curriculum (LAC): Concept
3.2   Origins of the LAC
3.3   Basic Tenets of LAC
3.4   Need and Scope, Advantage and Limitations of LAC

Module 4- Models of Language Across the Curriculum (10 Hours)

4.1   Content and Language Integrated Learning CLIL
4.2   Bilingual Teaching
4.3   Language for Specific Purposes (LSP) and Academic Language Teaching (ALT)

Module 5 – Operationalising Language Across Curriculum in Classroom(20 Hours)

5.1   Academic language across Subjects – Components (vocabulary, grammatical structures, Fuctions, Text structures)
5.2   Informational Reading and Writing across Subjects.
5.3   Nature of Classroom discourse: Oral language; Discussion as a tool for learning; Nature of questioning in the classroom- Types of questions and teachers role.
5.4   Designing Teaching Manual for LAC: Aligning learning Objectives, Learning Experience and Assessment Techniques (Focusing on both Content and Language)

PRACTICUM (any one)

1.   Prepare a list of terminologies having different shapes of meaning in other subjects (minimum 20 words)
2.   Suggest various measures taken by you while implementing the concept of Language Across the Curriculum in school
3.   Prepare a brief synopsis on any article from newspaper

REFERENCES

CLIL Compendium www.clilcompendium.com European Commission - Languages www.europa.eu.int EuroCLIC. www.euroclic.net

D. Coyle, P. Hood, and D. Marsh (2010). CLIL: Content and Language Integrated Learning Cambridge University Press 2010, 173 pp., £23.70 ISBN 978 0 521 13021 9

David Graddol(2006).English Next.British Council.UK.

Ena Harrop(2012). Content and Language Integrated Learning (CLIL):

Helmut Johannes Vollmer(2006) . Language Across the Curriculum (LAC).University of Osnabrück, Germany

Limitations and possibilities. Encuentro, 21, 2012, ISSN 1989-0796, pp. 57-70 Smala, S. (2009) Introducing: Content and Language Integrated Learning (CLIL) (forthcoming, September, Vol 17, Number 3). New Literacies in a Globalised World.

Steve Darn(2006).Content and Language Integrated Learning. Izmir University of Economics, Turkey

SEMESTER IV

CORE COURSES

EDU 401: GENDER, SCHOOL AND SOCEITY

NO.OFCREDITS   :5
CONTACTHOURS   :100
MARKS   :100 (External 80 + Internal20)
DURATION OFEXAMINATION :3hrs

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- develop basic understanding and familiarity with key concepts – gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender Studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;and
- understand the role of social medias on perpetuating gender notions in Indian society.

MODE OF TRANSACTION

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

COURSE OUTLINE

Module 1 - Gender Issues: Key Concepts (15 hours)

1.1   Concepts and terms related to gender - sex, gender, sexuality, patriarchy, masculinity and feminism.

1.2   Gender bias, gender stereotyping, and empowerment.

1.3   Equity and equality in relation with caste, class, religion, culture, ethnicity.

1.4   Role of family, caste, religion, culture and media in equipping the pupil and their respective gender roles in society.

Module 2 - Gender Studies: Paradigm Shift (15 hours)

2.1   Paradigm shift from women's studies to gender studies

2.2 Status of women – Historical perspective - Social reform movements - Ethnicity disability, and marginalization of women in India – Highlights to Kerala context.

2.3 Important constitutional and legal provisions for women in India

2.4 Contemporary period: Recommendations of policy initiatives - commissions and committees, schemes, programmes and plans.

Module 3 - Gender and Education (25 hours)

3.1 Theories on Gender development - Socialisation theory, Structural theory and Deconstructive theory

3.2 Gender Identity and Socialisation Practices: Role of Family, Schools, peer group, community and other formal and informal organisation.

3.3 Schooling of Girls: Inequalities and resistances in education of the girl child. Government initiatives for promoting education of girls.

Module 4 - Gender Issues in Curriculum (20 hours)

4.1 Gender, culture and institution: Interrelation of class, caste, religion and region

4.2 Curriculum and the gender issues

4.3 Gender and the hidden curriculum

4.4 Teacher as an agent of positive change in gender perspective.

4.5 Gender and family life education

Module 5- Gender Issues in the Society (25 hours)

5.1 Linkages and differences between reproductive rights and sexual rights

5.2 Positive and negative gender notions in social media and advertisement

5.3 Institutions redressing sexual harassment and violence in family, neibourhood ,institutions and workplace – National, State and School levels.

5.4 Child Rights and Protection-Institutions redressing child abuse

5.5 Gender ethics.

PRACTICUM (any one)

1. Prepare a report on any of the government initiatives for care and security of women in our society.

2. Documentation on various new initiatives of women empowerment based on Newspaper, Magazine and journals.
3. Conduct a news paper analysis on atrocities against women and girl children.

REFERENCES

Aggarwal J. C. (1998). *Theory and principles of education, Philosophical and Sociological bases of education*, New Delhi: Vikas Publishing House.

Aggarwal J.C. (1997). *School Organization and Administration Management*, New Delhi :Doaba House, Book Sellers andPublishers.

AlkaKalra(1977). *Efficient School Management and Role of Principles*, APH Publishing Corporation, NewDelhi.

Anand C. L. & et al. (1983).*The teacher and education in the emerging Indian Society*, New Delhi: N.C.E.R.T.

Anderson, R.J., Spiro and W.E. Montanaque (eds) Schooling and the acquisition of knowledge (PP. Hillsdale, NJ: Erlbaum.

Banrs, J.A. (1996), Cultural diversity and education: Foundations curriculum and teaching (4th ed.) Boston: Alynand, Becon.

Beyer, L.E. (Ed.) (1996) *Creating democratic classrooms: The struggle to integrate theory and Practice.*New York: Teachers College Press.

Bhatnagar, RP and Agarwal, V (1986). Educational Administration and Management, Loyal Book Depot, Meerut.

Broudy, H.S. (1977) *Types of knowledge and purposes of education.*In R.C.

Bruner, J.S. (1996), *The Culture of education*. Cambridge, M.A.: Harward University Press.

Butchvarov, P. (1970) The Concept of knowledge.Evanston, Illinois, North Western University Press.

Dash B.N. (2002), *Teacher and education in the emerging Indian society* (2 volums). Hyderabad: Neelkamal Publications.

Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan& Paul. Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007) Teachers and schooling: Making a Difference, Allen and Unwin, Australia.

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

Dewey John (1900). *The School and Society*. Chicago: The university

of Chicago Press.

Dewey, J. (1916/1977): *Democracy and Education: An introduction to the philosophy of education.* New York: Macmillan.

Freire, Paulo (1970). *Pedagogy of the oppressed.* New York: Continuum.

George Z. F. Bereday (1964). *Comparative method in education.* New Delhi: Oxford & IBH Publishing Co.

Gore M.S. (1994). Indian Education – Structure and Process, New Delhi; Rawat publishers.

HumayunKabir (1959). *Education in new India London*: George Allen &Unwin Ltd. JagnannathMohanty (1998). *Modern trends in Indian education.* New Delhi: Deep and Deep Publications.

James S. Ross. (1952). *Ground works of educational theory* - George G. Harrap& Co. Ltd.

Kohli.V.K. (1987).*Indian Education and its problems.* Haryana: Vivek Publishers. Mary Joseph & Thomas. P.J (2010) *Philosophical and Sociological Bases of Education.*

Matheson, David (2004). An Introduction to the study of education (2nd edition).David Fulton Publish.Slatterry, Patrick and Dana Rapp.

MHRD, (1992), *Programme of action.* Govt. of India, New Delhi.

MHRD, Gov. of India (1992), *National policy on education* (revised) New Delhi. Naik J. P. (1998). *The Education Commission and after*, New Delhi: Publishing Corporation.

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

National curriculum framework for school education (2000 & 2005). N.C.E.R.T. NCERT (2005). *National curriculum framework*, New Delhi.

NCTE (2000) *Human Rights and Indian Values*, New Delhi.

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

New Trends in Secondary education.(1961). N.C.E.R.T. New Delhi.

Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day.* Routledge Flamer. London, USA, Canada.

Peters, R. S. (1967). *The Concept of Education.* New York: Humanities Press.

Peters, R.S. (ed), (1975). *The Philosophy of education.* Oxford University Press, London. Purkait B. R. (2000). *Principles and practices of education India*: New Central Book Agency.

170

Rai B.C. (2001). *History of Indian Education*.Lucknow: Prakashan Kendra.

Report of secondary Education Commission.Kothari, D. S. (1965). New Delhi : Ministry ofEducation.

Robert. B. Wagner (1989). *Accountability in education*. London: Routledge.

Safaya, R and Shaida, BD (1977).*Administration and Organization*, DhanpatRai and Sons, Delhi.

Sharma R. A. (1993). *Teacher education, Theory, Practice and Research*.Meerut : International Publishing house.

Singh L. C. (1990). *Teacher education in India*.N.C.E.R.T.

SivadasanPillai K., (1998). Vidyabhyasam, Trivandrum. Kalanikethan.

Sivarajan K. (2001). *Trends and developments in modern educational practice Kerala*: Calicut University.

Suresh Bhatnagar (1984). *Kothari Commission Recommendations and Evaluation with a text on N. P. E.* Meerut: Loyal Book Depot.

Sushi T et al (1980*). Approaches to School Management*, London: Harper & Row. Taneja. V. R. (2003). *Educational Thoughts and Practice*. New Delhi: Sterling Publishers.

Thankachan T.C., (2009) Philosophical and Sociological Bases of Education, V. Publishers

Venkataih, N (1993). *Curriculum Innovations* for 2000, New Delhi: Ashish Publishing House.

Yati, Nitya Chaithanya (2002) Parivarthanonmugha Vidhyabhyasam, Kottayam; CurrentBooks.

402: PERSONALITY DYNAMICS IN EDUCATION

NO. OF CREDITS	**:5**
CONTACT HOURS	**:100**
MARKS	**:100** (External 80 + Internal 20)
DURATION OF EXAMINATION	**:3hrs**

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- understand the relevance of Intelligence, IQ, EQ, and SQ in learning and teaching.
- understand the characteristics of mature personality
- understand the different approaches to personality
- apply the principles of eco-psychology in conservation of natural resources
- help learners develop proper attitude towards outdoor education
- understand the significance of life-skills in leading a successful and happy life
- understand the basic principles and issues related to Inclusive education
- acquaint with experience related to inclusive education

MODE OF TRANSACTION

Lecture –cum-demonstration, Seminar, Assignment, Peer learning strategies, Community visit, Brain storming , Debate, Group discussion, Problem-solving , Scenario-based learning strategies and survey method, ICT based teaching and learning

COURSE OUTLINE

Module 1 - Personality of the Learner (25 hrs)

1.1 Personality – definition, meaning and nature, Types - Introversion/extroversion by Jung
1.2 Mature and Integrated personality – characteristics
1.3 Assessment of personality – objective, subjective and projective techniques
1.4 A brief description of Personality disorders
1.5 Theories of personality – Psychoanalytic theory (Freud), Lewin's concept of personality

Module 2 - Identifying the Self (20 hrs)

2.1   Meaning, Concept and Development of Self-concept, Self esteem,

         Self confidence and self efficacy in learners

2.2   Carl Roger's theory of self-actualizing tendency

2.3   Concept and significance of Life skills education

Module 3 -Mental health & Adjustment (20 hours)

3.1   Mental health & mental hygiene

3.2   Adjustment, maladjustment and Defense mechanisms

3.3   Eco psychology

3.4   Outdoor Education-Nurturing through Nature-Role of nature in nurturing personality of learners

Module 4 - Inclusive Education (20hrs)

4.1   Education of children with special needs (CWSN)- Special education and Integrated education

4.2   Definition, concept and significance of Inclusive education Significance of inclusive education for the education of all children in the context of right to education

4.3   Issues and problems in Inclusive education

4.4   Teacher preparation for Inclusive education – developing attitudes and competencies for inclusion.

Module 5 - Teacher as Guide and Counsellor (15 hrs)

5.1   Concept of Guidance and counselling

5.2   Types of Guidance – Educational, Vocational, Personal and Group guidance

5.3   Significance of guidance bureau in schools

5.4   Types of Counselling – Directive, Non-directive, and Eclectic

5.5   Counselling skills – qualities of a counsellor

5.6   Counselling with reference to gender needs –Peer Counselling

PRACTICUM (any one)

1. Documentation of psychological articles in journals, news papers, magazines etc
2. Prepare a Report on various Life skills that school students should possess for the successful completion of education
3. Conduct Peer Counselling among B.Ed. students and prepare a report.

REFERENCES

Adams, D. and Hamm, M. (1994). New Designs for Teaching & Learning: Promoting active learning in tomorrow's schools. San Francisco: Jossey-Bass Publishers.

Anderman, E., & Corno, L. (Eds.). (2013). *Handbook of educational psychology*. Routledge.

Ausubel, D. P., Novak, J. D., & Hanesian, H. (1968). Educational Psychology- A Cognitive View. New York: Holt,Rinchart and Winston, INC.

Bandura.A (1977). Social Learning Theory. Cliff.N.J; Prentice Hall.

Bentley, Michael L. etal (2007). *Teaching constructivisit science: Nurturing natural investigators in the standards-based classroom.* California: Corwin Press.

Bhargava, M. (1964). Introduction to Exceptional Children. Sterling Publishers Pvt Ltd., New Delhi.

Bigge, M. L., & Hunt, M. P. (1968). *Psychological foundations of education: an introductionto human development and learning.* Harper & Row

Bischolf, Ledford. (1970), Interpreting Personality Theories, London: Harper and Row Publishers.

Bonnes, Mirilia and Secchiaroli, Gianfranco. (1995). Environmental Psychology. New Delhi: Sage Publications.

Bower, G. and Hilghard E.A. (1981), Theories of Learning (5th Edn.) New York: Prentice Hall, Engliwood Cliffs.

Bower, G.H. and Hilgard, E.R. (1981) Theories of learning. Prentice Hall, Inc. Englewood cliffs, New Jersey.

Bruner, J.S. (1977). Process of Education, Harward University press,

Buzan, T. (2002). The Power of Spiritual Intelligence: 10 ways to tap into your spiritual genius. Australia: Harper CollinsZohar,

Chapman, S. etal. (1992). What is Experiential Education? The Journal of Experiential Education. 15(2), 16-23.

Chauhan, S.S (2006) Advanced Educational Psychology New Delhi : Vikas Publishing House.

Clark, Robert W. etal(2010). *The Potential of Experiential Learning Models and Practices in career and technical teacher education.* Cited in Journal of Career and Technical Education. Vol. 25, No.2, pp 48.

Crow.L.D &Crow Alice(2008) Human Development and Learning, New Delhi, Surjeet Publications.

Dadhich, L.K., (2003). Emerging challenges in value based Environmental Education. Journal of Value Education, Vol. 3, No.

2, July 2003, NCERT.

Daniel Goleman 'Working with Emotional Intelligence 1998.

Ebel, R.L. (1969). *Outdoor Education*. Encyclopeadia of educational research (4th ed.). London: The Macmillan Company, pp. 921-924.

Emmons, R. (1999). The psychology of Ultimate concerns: Motivation and spirituality in personality. New York: Gillford.

Freeberg, W.H; & Taylor, L.E (2011). Philosophy of Outdoor Education. New Delhi: Sarup Book Publishers Pvt. Ltd.

Gardner, Howard.(1999). Intelligence, Reframed: Multiple Intelligences for the 21st century.Newyork: Basic Books.

Goleman, Daniel: Emotional Intelligence. Bantam books 1995

Hilgard, R Ernest and Gordon, H Bower (1977). *Theories of learning* (4th ed.). New Delhi : Printice Hall of India

Knapp, E. Clifford. (1996). Just Beyond the Class room. West Virginia ;ERIC.

Kolb, D. (1984) *Experiential Learning: Experience as the source of Learning and development.* New Jersey: Prentice Hall, Inc.

Kuppusamy B (1964), *Advanced Educational Psychology*, Sterling Publication Co., New Delhi.

Luckner, L John & Nadler S Reldan (1997). "*Processing the Experience: Strategies to enhance generalize learning*". Kendall/ Hunt publishing company.

Mangal, S.K (1997) Advanced Educational Psychology New Delhi Prentice Hall of India. Maslow, A.H. (1970). Motivation and Personality (2nd edition). New York: Harper & Row.

McShane, J. (1991), Cognitive Development: An Information Processing Approach, Oxford: Basil Blackwell.

Piaget, J. and Inhelden, B. (1969). Psychology of the child, New York: Basic Books. Roy, Rajarshi. (2008). Beyond Curriculum, Pedagogy and Teachers Training for Environmental Education. New Delhi: Shipra Publishers.

Saxena, A.B. (2003). Promoting Environmental Values through New approaches in schools. Journal of Value Education, Vol. 3, No.2, July 2003, NCERT.

Sheldon K.M., abd L.King. Why positive psychology is necessary? American Psychologist, 2001.

Vaughan, F. (2002). What is Spiiritual Intelligence? Journal of Humanistic Psychology, 42, pp 16-33.

Zohar, D and Marshall, I(2000). Connecting with Spiritual Intelligence.Newyork: Bloomsbury Publishers.

PEDAGOGIC COURSES

EDU 403.11 : PROFESSIONAL DEVELOPMENT OF AN ENGLISH TEACHER

NO.OF CREDITS	: 3
CONTACT HOURS	: 60
MARKS	: 60 (External 50 + Internal10)
DURATION OF EXAMINATION	: 2 hours

OBJECTIVES

On completion of the course, the prospective teachers will be able to:

- develop personal and professional competencies as a teacher.
- handle challenges in language education with responsibility.
- direct the mode of teaching in a professional manner.
- reflect on practices in promoting values and humane attitudes.
- Participate in professional development activities.
- understand the challenges in teaching English with reference to recent trends.

MODE OF TRANSACTION

Lecturing, Discussion, Debates, Investigative learning, Problem-based learning, Web-based learning, Cooperative learning, Seminars, Debates, Assignments, Peer group discussion, Interaction with community, Case study, Survey, Dialogue, ICT based teaching and learning.

COURSE OUTLINE

Module I – Teacher Qualities& Competencies (15hrs)

1.1 Essential qualities, duties & responsibilities of an English Teacher

1.2 Teacher competencies with reference to English language teaching [contextual, conceptual, curricular and content transactional, assessment, management (institution, classroom, resources, co-curricular activities), parental contact and co-operation and community extension]

1.3 Teacher accountability-professional ethics of a teacher

1.4 Vision and Mission of a Language Teacher

Module 2- Professional Development of an English teacher (10 hrs.)

2.1   Professional development- meaning &significance
2.2   Continuous professional development: need
2.3   Teacher as a professional: characteristics
2.4   Teacher as a Reflective practitioner
2.5   Agencies for professional development of teachers

Module 3- Teacher and society (10 hrs)

3.1   English teacher and modernization
3.2   Changing roles of an English teacher in society
3.3   Building a humane & value-oriented society

Module 4- Dealing with special issues & concerns (15hrs)

4.1   Factors affecting language transaction in classrooms(political, social, cultural, linguistic) in relation to changing needs of society
4.2   Need for enhancing global language competencies in teachers.

Module 5- Research Perspectives in English Education (10 hours)

5.1 Areas of Research in English Education
5.2 Research trends in English language education,

PRACTICUM (any one)

1. Conduct a survey to assess the problems faced by English teachers in schools.
2. Prepare a report on the instructional practices followed in teaching English at the State & CBSE schools.
3. Prepare your personal mission and vision statements as a teacher.

REFERENCES

Bolter, J.D. (1991). Writing space: The computer. hypertext. and the history of writing.
New Jersey: Lawrence Erlbaum.
Carpenter, George R. & Baker, Franklin T. (1999). Handbook of English teaching. New Delhi: APH Publishing Corporation.
Gee, J.P. (2003). What video games have to teach us about learning and literacy. New York: Palgrave Macmillan.
Goodman, Sharon & O'Halloran, Kieran. (2006). The art of English: Literary Creativity.
New York: Palgrave Macmillan.

Honigsfeld, Andrea & Dove, Maria G. (2013). Common core for the not-so-common learner. California: Corwin.

Johnston, Bill. (2003). Values in English language teaching. New Jersey: Lawrence Erlbaum Associates, Publishers.

Lado, Robert. (1964). Language teaching: A scientific approach. Bombay: Tata McGraw- Hill Publishing Co. Ltd.

Landow, G.P.(1997). Hypertext 2.0: The convergence of contemporary critical theory and technology. Baltimore: John Hopkins University Press.

Larsen, D.F. (2000). Techniques and Principles of Language Teaching. Oxford:Oxford University Press.

Naiman, N., &Frohlich, M. et al. (1978). The good language learner. Toronto: Ontario Institute for Studies in Education.

Perkins, D. (1995). Smart schools: From training memories to educating minds. New York: Free Press.

Restak, R.M. (2003). The new brain: How the modern age is rewiring your mind. New York: Rodale Press.

Robertson, I. (2000). Mind sculpture: Unlocking your brain's untapped potential. New York: Fromm International.

Robinson, K. (2001). Out of our minds: Learning to be creative. Oxford: Capstone Publishing.

Sousa, D. (2001). How the brain learns: a classroom teacher's guide. Thousand Oaks, CA: Corwin Press.

EDU 403.16: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHER

No. OF CREDITS	**: 3**
CONTACT HOURS	**: 60**
MARKS	**: 60** (External 50 + Internal 10)
DURATION OF EXAMINATION: 2 hours	

OBJECTIVES

On completion of the course the prospective teacher would be able to :

- cognicize with the essential qualities, duties and responsibilities of Mathematics Teacher.
- develop personal and professional competencies as a teacher.
- Familiarize with the reflective practices for nurturing professionalism
- conscientize with the recent research trends in Mathematics education
- inculcate a broader perspective on the varied activities enriching Mathematics Teaching and learning.
- shape their vision and mission as a professional

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE

Module 1 – Teacher Qualities and Competencies (15 hours)

1.1 Essential qualities, Duties and responsibilities of a mathematics teacher

1.2 Teacher as facilitator, researcher, and social resource- conceptual view

1.3 Teacher competencies –contextual, conceptual, curricular, transactional, assessment, management, extension

1.4 Teacher accountability- Professional ethics of a teacher

1.5 Vision and Mission as a Mathematics Teacher

Module 2 - Professional Development of Mathematics Teacher(10 hours)

2.1 Professional development- meaning& significance
2.2 Teacher as a professional- Characteristics,
2.3 Need for Continuous professional development
2.4 Ways and Means of Developing Professionalism
- In service Programme
- Professional Organisation
- Participation in Seminars and workshop
- Published Work
- E-twinning
2.5 Soft skills for a Mathematics teacher

Module 3 - Teacher as a Reflective Practitioner(10 hours)

3.1 Reflective Teaching-conceptual Overview
3.2 Reflective Practices in instruction and assessment significance
3.3 Meeting the challenges in mathematics teaching- role of reflection

Module 4 — Mathematics for All (10 hours)

4.1 Activities enriching Mathematics learning - Mathematics Club
4.2 Mathematics Contests and Fares, Mathematical Olympiad,- levels
4.3 Recreational Mathematics - Games and Puzzles

Module 5 - Research perspectives in Mathematics education (15 hours)

5.1 Research in Mathematics -its significance
5.2 Major areas of research in mathematics education.
5.3 Social and Cultural Issues in Mathematics Education- Socio economic status, language and culture of learners

PRACTICUM (any one)

1. Prepare a report on the recent researches (three to five) in Mathematics Education
2. Reflect on your experiences as a Mathematics teacher during internship and post it in e-platform
3. Prepare a drama script on any topic of your choice to enrich mathematics learning

REFERENCES

Aiyankar, Kuppuswami. The Teaching of Mathematics.

Anderson, L. (2006). Taxonomy academy handbook. Retrieved July, 2006, from http://www.andersonresearchgroup.com/tax.tyml.

Anderson, L., & Krawth Wohl, D.E. (2001). A taxonomy for learning, teaching and assessing: A revision of Bloom's taxonomy of educational objectives (Abridged). New York: Addison Wesley Longman, Inc.

Andrews, J.J.W, Saktofski, D.H. & Janzen, H.L. (2001). Handbook of psycho educational assessment. Academic press.

Apple, M.V. (2000). Mathematics reform through conservative modernization: Standards, markets and inequality in education. Reported by Boaler, J. (Ed). Multiple perspectives on mathematics teaching and learning. 243-259, West Port, CT: Ablex.

Artz, A.G. & Armour -Thomas, E. (2001). Becoming a reflective mathematics teacher: A guide for observations and self-assessment. Mehweh, N.L. Lawrence Erlbaum Associates

Barell, J. (2007). Problem based learning (IIEd.). Thousand Oaks, CA: Corwin press.

Barrows, H.S. (1986). A taxonomy of problem based learning methods. Medical Education, 20, 481-486.

Bella, N.J. (2004). Reflective analysis of student work. Thousand Oaks: CA. Corwin Press.

Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms. Thousand Oaks, CA: Corwin press.

Bloom, B.S. & et. al Handbook on Formative & Summative Evaluation.

Burke, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin press.

Butler and Wren (1965). The teaching of Secondary School Mathematics, London. Cooney, T.J. and Other (1975). Dynamics of Teaching Secondary School Mathematics,

Deepka E.(2007).Designing assessment for mathematics.(2ndEd).Thousand Oaks,CA:Corwin Press.

Iglewiez, Boris and Stoyle, Judith (1973). An Introduction to Mathematical Reasoning, New York: The Mac Millan Co.

Kincheloe, J. (2008). Critical Pedagogy (2nd Edn). New York: Peter Lang.

Komer, S. The Philosophy of Mathematics, New York: Herper Torch Books, the science Library

Mangal, S.K. (1984). The teaching of Mathematics, Ludhiana: R.P. Fadon Prakash brothers.

Merrilyn goods,Ggloria Stillman and Colleen vale .Teaching secondary school mathematics-Researches and practices for the 21st century

NCERT (2006). National Curriculum Framework for School Education 2005. New Delhi.

NCERT. A Text Book of content – cum – methodology of Teaching Mathematics, New Delhi: NCERT.

NRC, (2001) National Research Council. Mathematics learning study: Center for Education, Division of Behavioural and Social Sciences and Education, Adding it up: Helping children learn mathematics. Edited by J. Kilpatrick et al., Washington, DC: National Academy Prehttp://www.edel.edu/pbl

Pandey,S,K and Sharma, R.S (2008). Encyclopaedia of Modern Techniques of Teaching, New Delhi: Commonwealth Publishers.

Paul Chambers .Teaching mathematics-developing as a reflective secondary teacher Shah, G. B., New Dimensions in the Teaching of Mathematics.

Sharma. R. A. Teaching Learning Strategies and Mathematical Creativity.

Soman, K (1988). Ganitha Sasthra Bodhanam, Trivandrum: State Institute of Language (Kerala).

State text books in Mathematics of Kerala , class VII to XII. Sundarajan. S. Theory and Practice of Teaching School Mathematics.

Walton, J.A.(2005). Educational Objectives and Achievement Testing, New Delhi: Commonwealth Publishers.

EDU 403.17: PROFESSIONAL DEVELOPMENT OF PHYSICAL SCIENCE TEACHER

NO. OF CREDITS : 3
CONTACT HOURS : 60
MARKS : 60 (External 50 + Internal 10)
DURATION OF EXAMINATION : 2 hours

OBJECTIVES

On completion of the course, the prospective teacher would be able to:

- cognicize with the essential qualities, duties and responsibilities of Physical Science Teacher.
- mould to endorse the professional spirit in diverse angles.
- tone up with the rudiments of reflective practices for nurturing professionalism
- conscientize with the recent research trends in Science education
- Inculcate a broader perspective on the varied activities enriching science Teaching and learning.
- shape their vision and mission as a professional

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, and assignments, holding camps, brain storming sessions, and peer group discussion, Peer tutoring, Project, interaction with community, case study, educational survey and dialogue., ICT based teaching and learning

COURSE OUTLINE

Module 1 - Teacher Qualities and Competencies (15 hours)

1.1   Essential qualities, Duties and responsibilities of a Physical Science Teacher -Teacher as a facilitator, researcher and social resource- Conceptual View

1.2   Teacher competencies —contextual, conceptual, curricular and content, transactional, assessment, management, extension

1.3   Teacher accountability- Professional ethics of a teacher

1.4   Vision and Mission as a Teacher

Module 2 - Professional Development of Physical Science Teacher(10 hours)

2.1   Professional development – meaning and significance

2.2   Teacher as a professional- characteristics

2.3   Continuous professional development

2.4 Ways and Means of Developing Professionalism
- In service Programme
- Professional Organisation
- Participation in Seminars and workshop
- Published Work
- E-twinning
2.5 Soft skills development for a Physical Science Teacher

Module 3 - Teacher as a Reflective Practitioner (10 hours)

3.1 Reflective Teaching-conceptual Overview.
3.2 Reflective Practices in instruction, assessment - significance
3.3 Role of reflection in meeting the challenges in Science teaching

Module 4 – Physical Science for All (10 hours)

4.1 Activities enriching Physical Science learning
Physical Science Club
Physical Science Contests and Fares, Science Olympiad, Field trip
4.2 Recreational Physical Science Games, Puzzles and riddles

Module 5 – Research trends in Science education (15 hours)

5.1 Recent research trend in Science learning with special emphasis to instructional strategies and assessment practices.
5.2 Teaching students with diverse learning needs and talents- New trends
5.3 Social and Cultural Issues in Science Education – conceptual overview

PRACTICUM (any one)

1. Reflect on any one article in the domain of Science teaching and learning
2. Reflect on your experiences as a Physical Science teacher during internship and post it in e-platform
3. Prepare a drama report on any one topic of your choice to enrich science learning.

REFERENCES

AACTE committee (2008). Handbook of Technological Pedagogical Content Knowledge (TPCK) for Educators: Washington:DC, Rutledge / Taylor and Francis .Chao, Lee (ed.)(2012) . Cloud computing for teaching and learning: Strategies for design and implementation: Hershey, PA, IGI Global.

Frank Rennie & Tara Morrison (2013): E-learning and social networking handbook(Second Edition): New York, Routledge

Frank Rennie & Tara Morrison (2013): E-learning and social networking handbook.

Resources for higher education: NewYork, Taylor and Francis

Gupta, S. K. (1983). Teaching of physical science in secondary schools. New Delhi: Sterling Publications (Pvt.) Limited.

Janie Gross Stein, Richard Stein(Ed.)(2001)Network of knowledge: Collaborative innovation in international learning: Toronto Canada, University of Toronto Press incorporated.

John Loughran (1996). Developing reflective Practice: Learning about teaching and Learning through Modelling. London: Falmer Press

Mary, L.S.(1985). State of the art : Transforming ideas for teaching and learningscience. A guide for elementary education, Washington, DC: United States,Dept. of education.

Mathew, T.K., & Mollykutty, T. M. (2011). Science education : Theoretical bases of teaching and pedagogic analysis. Chenganoor: Rainbow Book Publishers.

Mohan, R.(1995). Innovative science teaching for physical Science New Delhi:Prentice Hall.

Rajan, K. M., Sindhu, B.S., Josen George, Sibu G. Netto & Sajan , R.K. (2010).Teaching of Physical science: Theory, Perspectives & Practice (2nd rev. ed.).Kottayam: St. Joseph's Training College, Mannanam.

Rajan, K.M. (1999). Perspectives in physical scienceteaching. Kottayam: VidyarthiMithram.Rena M.Palloff & Keith Pratt (2009): Assessing online learner: San Fransisco, Jossey–Bass.

Sharma, R. C. (1985). Modern science teaching. New Delhi: Dhanpat Rai & Sons. Smith   and Anderson (1984). Cited in   apples 4 the teacher.com articles,

ScienceMisconceptions Research and Some Implications for the Teaching of Science to Elementary School Students.

Suresh K.P. and Joseph, Celene (2012). Teaching and Testing Science Process skills . New Delhi: Shipra Publications .

Thurber, W. A., & Collette, A. T. (1964). Teaching science in today's secondary school. New Delhi; Prentice Hall Of India Limited.

Tony Ghaye (2011). Teaching n and learning through Reflective Practice (2nd Edn.) Newyork: Routledge

Trowbridge, L.W. & Bybee, R. W. (1996). Teaching secondary school science. (6thed.). Englewood Cliffs. NJ: Prentice – Hall Inc.

EDU 403.18: PROFESSIONAL DEVELOPMENT OF NATURAL SCIENCE TEACHER

NO. OF CREDITS : 3
CONTACT HOURS : 60
MARKS : 60 (External 50 + Internal 10)
DURATION OF EXAMINATION : 2 hours

OBJECTIVES

On the completion of the course, the prospective teachers would be able to:

- develop professional and personal self
- inculcate the essential qualities, duties and responsibilities of a Natural Science Teacher
- create and widen the base for human values, namely freedom, trust, mutual respect, respect for diversity, etc
- develop the special concern of Science as a means to Promote Nationalism, Universalism and Secularism
- analyse different dimensions of social reality in the class, and work towards creating increasing self-awareness amongst themselves and in the learners
- identify and resolve the major challenges faced by our society and make use of the scientific knowledge in nurturing/equipping the learner to face those challenges

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, buzz Session and co-operative learning . ICT based teaching and learning

COURSE OUTLINE

Module 1 – Teacher Qualities and Competencies (15 hrs)

1.1 Teacher Qualities, Responsibilities and Duties, Duties and Responsibilities of Natural Science Teacher

1.2 Teacher Competencies –Contextual, Conceptual, Curricular and Content, Transactional, Assessment, Management(Institution, Classroom, Resources, Co-Curricular Activities) Parental contact and Co operation and Community Extension.

1.3 Vision and Mission as a Natural Science Teacher.

1.4   Teacher accountability- professional ethics of a teacher. Vision and Mission as a Natural Science Teacher.

Module 2 - Professional Development of Natural Science Teacher (15hrs)

2.1   Professional Development – Meaning and Significance.
2.2   Teacher as a professional- Characteristics.
2.3   Need for continuous professional development.
2.4   Ways and Means of Developing Professionalism.
2.5   Agencies for Professional Development- In service Programmes- Professional Organisations - Participation in Seminars and workshops - Published Work - Peer networking – soft skill development.

Module 3 - Natural Science Teacher and Society   (10hrs)

3.1   Agent of Social Change
3.2   Role in Socialization - Promotion of Culturally inclusive classroom environment.
3.3   Science, Technology and the New Role of the Teacher.

Module 4 - Special Issues and Concerns(10hrs)

4.1   Green Genetic Engineering.
4.2   Food safety.
4.3   Personalised Medicines - 3D Bioprinting
4.4   Bioterrorism.

Module 5 - Challenges in Teaching   (10hrs)

5.1.   Recent Research Trends in Science teaching and learning in schools – Content, Techniques, Strategies, Assessment.
5.2   Teaching students with diverse learning needs and talents- New trends.
5.3   Implementation of Teacher Competence to Optimizing learners' development of Intellectual, Emotional and Moral aspects.

PRACTICUM (any one)

1. Prepare a personalized report on a news bulletin connected with life science.
2. Create a blog and publish your article on any one of social issues you have noticed
3. Conduct a Quiz Programme and prepare a self evaluation report

REFERENCES

Atwater, MA. 1995. The multicultural science classroom. Part 11: Assisting all students with science acquisition. The Science Teacher, pp. 42-43.

Brophy, J. (1999). Perspectives of classroom management: Yesterday, today, and tomorrow. In H. J. Freiberg (Ed.), *Beyond behaviorism* (pp. 44–55). Needham Heights, MA: Allyn and Bacon.

Cartwright, L. (2011) 'How consciously reflective are you?', in McGregor, D. and Cartwright, L. *Developing Reflective Practice: A guide for beginning teachers*, Open University Press.

Crowder, N.A. (1959). Action Research to Improve School Practices. New York: Columbia University.

Das, R. C. (1985). Science Teaching in Schools, Sterling Publication Innovation in Teacher Education, Science Teacher Education Projects (STEP) Mac Graw Hills, New York.

Fitchman & Silva (2003). The Reflective Educators' Guide to Classroom Research.

California: Corwin Press, Inc.

Ganzer, T. (Ed.) (2000). Ambitious visions of professional development for teachers [Special Issue] *National Association for Secondary School Principals, (84)618*

Hobson, A. (2002) 'Student teachers' perceptions of school-based mentoring in initial teacher training (ITT)', *Mentoring and Tutoring: Partnership in Learning*, vol. 10, no. 1, pp. 5–20.

Loughran, J. (2010). *What EXPERT teachers do: Enhancing professional knowledge for classroom practice*. Crowsnest. Allen and Unwin

Lowman, J (1995). Mastering the Technique of Teaching. Second Edition, San Fransico.

EDU 403.19 : PROFESSIONAL DEVELOPMENT OF SOCIAL SCIENCE TEACHER

NO. OF CREDITS   : 3
CONTACT HOURS   : 60
MARKS   : 60 (External 50 + Internal 10)
DURATION OF EXAMINATION : 2 hours

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- develop Professional and Personal self
- create and widen the popular base for human values, namely freedom, trust, mutual respect and respect for diversity
- develop the special concern of Social Science as a unique means to Promote Nationalism, Universalism and Secularism
- analyze different dimensions of social reality in the class, and work towards creating increase of self-awareness amongst themselves and in the learners.
- identify and resolve the major challenges faced by our society and make use of the knowledge in nurturing/equipping the learner to face those challenges
- appreciate the rich cultural heritage of India
- develop Research Aptitude to promote an in-depth study on the different areas of the Subject

MODE OF TRANSACTION

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, and peer group discussion, interaction with community, case study, and Educational Survey and Dialogue, Theatre techniques, ICT based teaching and learning

COURSE OUTLINE

Module 1-Teacher Qualities and Competencies (15 hrs)

1.1   Essential Qualities, Duties and Responsibilities of Social Science Teacher

1.2   Teacher Competencies-Contextual, Conceptual, Curricular and Content, Transactional, Curricular and Co-Curricular Activities, Developing teaching learning materials, Evaluation, Management (Institution, Classroom, Resources) , Parental Contact and Co-operation with

Community and other agencies.

1.3 Teacher Accountability- Professional ethics of a teacher

1.4 Vision and Mission of a Teacher

Module 2 -.Professional Development of a Social Science Teacher (10 hrs)

2.1 Professional Development-Meaning-Significance

2.3 Need for Continuous Professional Development

2.3 Ways and means for professional development of teachers

2.4 Soft skills development and Professionalism

2.5 Teacher as a reflective practitioner

Module 3- Multifaceted Role of Teacher (5 hrs)

3.1. Role of teacher in the conservation, transmission and transformation of culture

3.2 Role of teacher in Social Change and Modernisation

Module 4 – Dealing with Special Issues and Concerns (20 hrs)

4.1 Controversial issues in Social Science

4.2 Current Events

4.3 Consumer Education

4.4 Right to Information Act-meaning and significance

4.5 National Integration

4.6 International Understanding

Module 5 - Research Perspectives in Social Science (10)

5.1 Research in Social Science- Significance

5.2 Major areas of research in Social Science

5.3 Recent Research Trends in Social Science

PRACTICUM (any one)

1. Prepare a list of topics suitable for social science research
2. Prepare a report on the procedure to be followed to submit RTI based on any social issue
3. Write an assignment on the recent challenges to national integration in india

REFERENCES

Banks, J. A. (1994) *Multiethnic Education: Theory and Practice*. Needham Heights, MA: Allyn & Bacon.

Bromley, K. D. (1998). *Language art: Exploring connections*. Needham Heights, MA: Allyn & Bacon

Crowder, N.A. (1959). Action Research to Improve School Practices. New York: Columbia University.

Edigar, M. & Rao, B. (2003).Teaching Social Studies Successfully. New Delhi: Discovery Pub. House.

Fitchman & Silva (2003). The Reflective Educators' Guide to Classroom Research. California: Corwin Press, Inc.

Garcia, E. (1994). *Understanding and meeting the challenge of student cultural diversity.* Boston: Houghton Mifflin.

Gollnick, D. M., & Chinn, P. C. (2001) *Multicultural Education in a Pluralistic Society.* New York: Prentice Hall.

Moody, M. (2010). Teaching Twitter and Beyond: Tip for Incorporating Social Media in Traditional Courses. Journal of Magazine & New Media Research 11(2): pp. 1-9.

National Commission for Protection of Child Rights . *ncpcr.gov.in/*

Passi, B. K. (Ed) (1976).Becoming Better Teacher: A Micro Teaching Approach. Ahamadabad: Sahithya Mudranalaya.

'Teacher and Society' Report of the National Commission on Teachers-1 1983-85.

Westwood, M. J., Mak, A. S., Barker, M., & Ishiyama, I. (2000). Group procedures and applications for developing sociocultural competencies among immigrants.

International Journal for the Advancement of Counselling, 22(4), 317-330.

Wlodkowski, R. J., & Ginsberg, M. B. (1995).A framework for culturally responsive teaching. *Educational Leadership,* 53(1), 17-21.

Woods, P. R., Barker, M. C., & Daly, A. (2004). *Teaching intercultural skills in the multicultural classroom.* Paper presented at the 4th Annual International Conference on Business, Honolulu, June 21-24.

www.ijern.com/journal/September-2013/

www.unicef.org/crc/index_protecting.html

EDU 404.5 : COMMUNICATIVE ENGLISH

NO. OF CREDITS	:	2
CONTACT HOURS	:	40
MARKS	:	50 (Internal Assessment)

OBJECTIVES

On completion of the course, the prospective teachers would be able to:

- work with a set of materials to provide them with the necessary skills to comprehend and produce written and oral 'texts,'
- build on active knowledge of lexical resources and grammar in English
- enhance the latent vocational skills through intensive training in developing proficiency in English language .
- develop communicative skills in various contexts.
- contribute to the personal social and professional development.

MODE OF TRANSACTION

Discussions, seminars, debates, co-operative learning, brain-storming, dumb charades, role play, Just-a-minute, drama, writing tasks including letter-writing, preparation of resumes, group discussion, case- study, interaction with community, projects and power point presentations, language lab sessions, micro teaching, test construction case study, survey and dialogue, ICT based teaching and learning.

COURSE OUTLINE

Module 1 – Orientation to English language (8 hrs)
   1.1   Understanding the spirit of English Language
   1.2   Remedial Grammar and Applied Phonetics

Module 2- Oral Communication (8hrs)
   2.1   **Listening Skill** : Listening Comprehension of discourses like Conversation
   2.2   **Speaking Skill** : Oral Training for classroom communication

Module 3- Written Communication (8hrs)
   3.1   **Reading Skill:** Reading Comprehension of discourses, Paragraph, Letter, Essay , Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech and Graph.

3.2 **Writing skill:** Mechanics of writing, Copy writing , Creative Writing: Paragraph, Letter, Essay, Memo, Circular, Notice, Cover Letter, Resume, Summary, Précis, Speech and Graph.

Module 4 - Functional Writing   (8 hrs)

4.1 **English For Teachers:** Reflective journal writing, reporting, writing reviews, logs.

4.2 **For Placement :** Preparation of resumes, job applications, Self- Introduction, Facing an interview, Telephonic conversations, e-mail transactions.

4.3 **At Work :** Preparation of projects reports, thesis and research papers and presentations: text organisation, point of view, register and style, editing skills, paraphrasing, summarising, descriptive composition and argumentative composition

Module 5 - Soft Skills and Social Skills (8hrs)

5.1 **Interpersonal skills :** Exposure to Public Speaking, Event Management and Language related Computer Skills , Print Media, Advertisements , Translations, Mass Communication and Broadcasts (Radio, T.V. & Cinema,) web materials, telecasts, blogs podcasts and vodcasts.

5.2 **Travel English Language Skills :** Communication in a variety of social situations like restaurant, at the airport, In the market etc.

5.3 **Public Relations:** Business Communication , Office Communication for business, dealing with Clients and Customers, Public Interaction and Business reports.

PRACTICALS (any Two)

1. Prepare a script for compeering a formal school function.
2. Draft a resume for the purpose of employment.
3. Conduct a debate based on a relevant topic.
4. Prepare a reflective journal entry based on one's own experience.
5. Collect a list of terminology related to other disciplines other than one's own.

REFERENCES

Allen, R.H. (2002). Impact teaching: Ideas and strategies for teachers to maximize student learning. Boston, MA: Allyn&Bacon.

Bandler, R. (1988). Learning strategies: Acquisition and conviction. Boulder, CO: NLP Comprehensive.

Baer,A. (2004). 'Call me e-mail'. www.nytimes.com/2004/04/15/technology/circuits/15nove.html

Bex, T. (1996). Variety in Written English: Texts in Society – Society in texts. London,Routledge.

Derrida, J. (1978). Writing and difference. Chicago: Chicago University Press. Jensen,E. (2000). Brain-based learning: The new science of teaching and training.

Thousand Oakes, CA: Corwin Press.

Kress,G. & Van Leeuwen,T. (2001). Multimodal Discourse: The modes and media of contemporary communication,London,Arnold.

Lewis,Norman. (1987). Better English. New Delhi: W.R. Goyal Publishers &Distributers.

Lewis, D. (2001). Reading Contemporary Picturebooks: Picturing text. London,Routledge.

Mahony, David. (2010). Fundamentals of English. New Delhi: Viva Books Private Limited.

Mentkowski and Associates. (2000). Learning that lasts: Integrating learning, development and performance in college and beyond. San Francisco: Jossey-Bass.

Ong, W.(1982). Orality and Literacy: The technologizing of the word. London, Methuen. Reid, J. (1998). Understanding learning styles in the second language classroom. New

York: Prentice-Hall.

Silver, H.E. & Hanson, J.R. (1998). Learning styles and strategies(3rd ed.). Woodbridge, NJ: The Thoughtful Education Press.

Sperber,D. &Wilson,D. (1995). Relevance: Communication and cognition,2nd edition, Oxford,Blackwell.

Spratt, Mary. (1996). English for the Teacher: A Language Development Course.

Australia: Cambridge University Press.

Swan, Michael. (2006).Practical English Usage. New Delhi: Oxford University Press.

COURSE : HEALTH AND PHYSICAL EDUCATION

COURSE CODE: EDU107.3
Semester I EDU206.3 –
Semester II

EDU302.3 –Semester III
EDU404.3 –Semester IV
TOTAL CREDITS: 5
TOTAL MARKS: 100 (Internal 100)

OBJECTIVES
On completion of the course, the prospective teachers would be able to

- plan and implement a variety of developmentally appropriate instructional strategies to develop physically educated individuals
- demonstrate understanding of how individuals learn and develop and can provide opportunities that support students' physical, cognitive, social, and emotional development.
- develop and reinforce cooperative behaviour
- establish lifelong fitness goals

SEMESTER 1 EDU107.3
No. of CREDITS   : 1

TOTAL MARKS   : 20 (Practical)
CONTACT HOURS   : 20
PRACTICAL (as given in practical schedule)

SEMESTER II EDU206.3

No. of CREDITS   : 1
TOTAL MARKS   : 20 (Practical)
CONTACT HOURS   : 20
PRACTICAL (as given in the practical schedule)

Objectives
On completion of the course, the prospective teacher would be able to:

- get an awareness about the intra mural and extra mural competitions
- conduct and organize sports meet
- know about the various track and field events

Module –1

Intramural Competition-Definition-Objectives
Extramural competition-Definition-Objectives
Organizing and Conducting a sports meet- Pre Meet work- Meet work-Post meet work
Track and Field events -Long jump - Rules and Regulation - Shot put - Rules and Regulation
Recreational Games: Aims and objectives – Recreation

SEMESTER III EDU302.3

No. of CREDITS   : 2

TOTAL MARKS   : 40 (Practical)
CONTACT HOURS   : 40
PRACTICAL (as given in the practical schedule)

SEMESTER IV

EDU404.3

No. of CREDITS   : 1

TOTAL MARKS   : 20 (Practical)
CONTACT HOURS   : 20
PRACTICAL (as given in the practical schedule)

Objectives

On completion of the course the prospective tacher would be able to get an awareness about First Aid for various emergencies.

Module 1

First Aid- significance- First Aid for Burns- Electric shock- Snake bites- Wounds - Drowning – Sprain – Strain - Cramp - Fainting - Dislocation, Fracture - Artificial Respiration - Cardio Pulmonary Resuscitation (CPR)

COURSE : DRAMA AND ART IN EDUCATION (EPC2)

COURSE CODE:
EDU107.4 Semester I
EDU206.4 Semester II
EDU302.4 Semester III
EDU404.4 Semester IV

TOTAL CREDITS: 4

TOTAL MARKS: 80 (Internal 80) TOTAL CONTACT HOURS: 80

OBJECTIVES
On completion of the course, the prospective teachers would be able to

- appreciate India' s largest collections of songs, music, dance, theatre, folk traditions, performing arts, rites and rituals, paintings and writings, literature that are known, as the 'Intangible Cultural Heritage' (ICH) of humanity.
- integrate the school curriculum with various domains of knowledge as envisaged by NCF 2005
- evaluate significant role of Art, Music ,Drama and Theatre in Education
- Interlink education with culture and nurture children's creativity and aesthetic sensibilities
- move beyond the classroom and involve the community to participate in educational and social change
- expand the landscapes of children's art, perceive their world and explore ways to assess their work.
- Internalize the understanding generated in a group and is carried forward by the individual in diverse personal and social contexts

MODE OF TRANSACTION
- Lecture method and Practices in classroom and outside-Individual and group work
- Visit places of art, exhibitions and cultural festivals
- Classroom interactions with Art teachers and Performing artists
- Hot Seating
- Use community resources -Artists, craftsmen, performers may be invited to speak about different art forms and to conduct

demonstration classes
- Interpret art works, movies and other media
- Workshops on art and crafts, theatre, music, musical instrument making, pottery, leatherwork, dance, animation, puppetry etc.
- Conduct exhibition on Art
- Any other activities that build trust and co operation, the sense of responsibility and team spirit.

SEMESTER 1

NO. OF CREDITS   : 1
TOTAL MARKS   : 20 (Practical)
CONTACT HOURS   : 20

MODULE I

1. Introduction to Art and Art forms of India and Kerala
2. Significance of visual arts in Education- painting, drawing,sculpture, architecture ,craft, photography, video, film making, graphic design and decorative art
3. Performing Arts in Education -Music ,Dance ,Drama and Theatre-Practice and apply the techniques of performing arts to enhance classroom teaching
4. SUPW-meaning and significance
5. Role of teacher in promoting aesthetic sense in students

PRACTICAL (as given in the practical schedule)

SEMESTER II

NO. OF CREDITS   : 1

TOTAL MARKS   : 20 (Practical)
CONTACT HOURS   : 20

MODULE I

1. The Cultural Heritage of India with special reference to :
    a. significance of Indian Literature, aims and objectives of performing arts and their development through various stages
    b. utility of performing arts during the ancient and the medieval

period
c. contribution of Sufi and Bhakti saints to music
d. distinguish between Hindustani classical music and Carnatic music
e. contributions (Trinities, purandaradasa, Maharaja Swathithirunal) to classical music , classical dances, folk music as well as folk dances in Indian culture
f. the development of drama through various phases in India and the contribution of folk theatre
g. the present scenario of music, dance and drama and its' role in promoting the rich heritage of India
h. Role of performing arts to provide balance of mind, self-restraint, and love for all and also to build self-confidence and capability of adapting in all circumstances

2. Significance of National Anthem, National Song and Patriotic Songs in promoting National Integration-Practice songs
3. Role of Teacher in inculcating cultural values in students
4. Setting criteria for evaluating performances on art forms

PRACTICAL (as given in the practical schedule)

SEMESTER III

NO. OF CREDITS : 1

TOTAL MARKS : 20 (Practical)
CONTACT HOURS : 20

PRACTICAL (as given in the practical schedule)

SEMESTER IV

NO. OF CREDITS : 1

TOTAL MARKS : 20 (Practial)
CONTACT HOURS : 20

MODULE 1

1. Interlink Education with culture
2. Significance of conducting art/ cultural fest at school and college levels
3. Significance of street theatre to address social issues
4. Educational Documentary/Film Review-significance

PRACTICAL (as given in the practical schedule)

REFERENCES

Bandura, A. (1977).Social Foundations of Thought and Action, Englewood Cliffs, NJ: Prentice Hall.

Dewey,John. (1938). Logic: The Theory of Inquiry. Henry Holt. http:/theatreineducation.org/

Joyce, B.and Weil, M.(1997).Models of Teaching.New Delhi: Prentice Hall.

Krathwohl ,David,R.Bloom, B.S. (1964): Taxonomy of Educational Objectives, Hand Book 11: Affective Domain.NewYork:David Mc Kay Company,Inc., pp. 95-175

Krathwohl, David R., Bloom, B. S.(1964): Taxonomy of Educational Objectives, Hand Book 11: Affective Domain. NewYork: David Mc Kay Company,Inc., pp. 95-175

Pavis, Patrice. (1998) Dictionary of the theatre: Terms, Concepts and Analysis, Trans.christine shanz.London :Routledge.

Peter, C.Emberley. (1995). Values Education and Technology: The Ideology of Dispossession Toronto: University of Toronto Press,

Prasad D , Art as the bases of Education

Vygotsky, L.S. (1978).Mind in society: The development of higher psychological process Cambridge, MA: Harvard University Press.

Warrier, Raja. (2014).Kerala Calling, volume34, number5, pp. 8-11. Ravindranath , Dhakshinendhian Sangeetham

Appendix I

Supervision Diary cum Reflective Journal

Name of the Student................................			Subject........................	
Name of the school...............................			Unit...........................	

Sl. No.	Date	Content Outline	Learning Strategy Adopted	Remarks of the Supervising/Mentor teacher
1				
2				
3				
4				
5				

Reflective Journal

Description of Events

Feeling

Evaluation

Analysis

Action Plan

M.Ed.

Master of Education

(TWO YEAR)

PROGRAMME STRUCTURE AND SYLLABUS

2019-20 ADMISSION ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY PG CSS REGULATIONS 2019)

EXPERT COMMITTEE IN EDUCATION (PG)

MAHATMA GANDHI UNIVERSITY, KOTTAYAM, KERALA

2019

THE EXPERT COMMITTEE IN EDUCATION (PG)

Chairperson:

Prof. (Dr.) Jaya Jaise,

Dean, Faculty of Education, &

Head of the Department, School of Pedagogical Sciences,

Mahatma Gandhi University, Kottayam.

Members:

1. Prof. (Dr.) Minikutty A.,

   Faculty,

   School of Pedagogical Sciences,

   Mahatma Gandhi University, Kottayam.

2. Dr. Soosamma P. A.,

   Head of the M.Ed. Department,

   Mt. Carmel College of Teacher Education for Women, Kottayam.

3. Dr. T. M. Mollykutty,

   Head of the M.Ed. Department,

   St. Thomas College of Teacher Education, Pala.

The Post Graduate Expert Committee for Education duly acknowledges the whole-hearted and sincere contributions made by Faculty of Post Graduate Departments of Education from Teacher Education institutions affiliated to Mahatma Gandhi University towards this Curriculum Revision of the Two Year M.Ed. Programme.

Table of Contents

M.Ed. Degree Programme (Two Year)
(Mahatma Gandhi University Regulations PG CSS 2019 from 2019-20 Academic Year)

1. **Aim of the Programme**

   The Masters in Education is a two year (of four semesters) professional post graduate programme for advanced praxis based study of the discipline of Education.

   The M.Ed. Degree Programme is designed to develop the discipline of Teacher Education for empowering teacher educands with

   - in-depth knowledge and understanding of Education,
   - specialisations in select areas of Education, as well as
   - capabilities for research in Education.

   The Programme is embedded in comprehensive foundations of Philosophy, Sociology, Psychology, Research Methodology, and other specialised areas of Education. Besides academic study, the Programme intends to sensitise students toward critical issues in Education and to evolve as proactive practitioners in text book preparation, curriculum reform, educational policy analysis, educational administration, educational technology, educational evaluation, special education, inclusive education, Non Formal education, human rights education, guidance and counselling, and the like, in harmony with national aspirations and global trends. It seeks to prepare educational experts capable of generating knowledge and to find solutions to the problems and issues relating to the theory and practice in the varied fields of education.

   The Programme also has a strong research component with a view to hone the research acumen and potential of the students in diverse dimensions of Education as well as to groom them for doctoral and post-doctoral research in Education.

   The Expert Committee in Education (PG) pooled the best expertise available to revise the M.Ed. curriculum for strengthening the content, structure, as well as the assessment of the Programme so as to be at par with the professional requirement of the Programme.

2. **Scope of the Programme**

   The scope of the Post Graduate Teacher Education Programme spells out its strategic benefits and deliverables. The Two Year M.Ed. Degree Programme is designed to mould teacher educands at par with global standards. After successful completion of the M.Ed. Programme, it is expected that teacher educands will

- ✓ have crystal clear knowledge about the pedagogical sciences.
- ✓ attain sound foundations of the multi-dimensional bases of teacher education.
- ✓ be equipped with innovative talents in the art and science of teaching.
- ✓ acquire specific skills related to lifelong learning, teaching, and research.
- ✓ be fortified with abilities to transact soft skills and life skills in professional life.
- ✓ be conversant with up-to-date information in the discipline of education.
- ✓ harness ICT and technological developments for educational practice, professional empowerment and constructive life.
- ✓ be groomed as professionals in teacher education, as specialised personnel/leaders in different walks of life, and as social engineers.
- ✓ be inspired to broaden their horizons and nurture social responsibility.

3. Admission

The admission, eligibility for admission, norms for admission, and reservation of seats for the Two Year M.Ed. Degree Programme shall be in accordance with University/Government/NCTE norms from time to time.

4. Medium of Instruction and Assessment

The medium of instruction and assessment (Internal and External) of the M.Ed. Degree Programme shall be English.

Those candidates who desire to prepare tools for data collection in Malayalam, Hindi, Sanskrit, or Arabic languages, are permitted to do so, but the English version of the same shall also be appended in the Dissertation.

5. Faculty under which the Degree is awarded

The Degree for the Two Year M.Ed. Programme will be awarded under the Faculty of Education.

6. Note on compliance with the UGC Minimum Standards for the conduct and award of Post Graduate Degrees

In compliance with the UGC's Act, the M.Ed. Degree offered by the Mahatma Gandhi University shall observe the minimum standards of instruction and norms prescribed by the National Council for Teacher Education (NCTE). The Two Year M.Ed. Programme shall be imparted by duly qualified teaching faculty and shall have appropriate academic physical infrastructure facilities.

7. The Programme Structure

In tune with the framework suggested by NCTE, the M.Ed. Programme comprises theory courses (including common core courses and branches of specialization courses), field internships, research leading to dissertation, and viva voces. A series of Practicum are

organised along with the Theory Courses. The Programme is intended to provide supervision to students for guided reading, field internship and research dissertation.

7.1 Credits allotted to the Courses:

The Credits allotted to the Courses of the M.Ed. Programme are as follows:

i. The M.Ed. Programme has a total of 80 credits.

ii. The Common Core Courses (Taught Course & Practicum) have 48 credits.

- Perspective Courses have a total of 24 credits. They are designed so that students attain the robust theoretical perspectives on Education, in general, and Teacher Education, in particular. The Courses include:

    1) Advanced Philosophy of Education - 4 credits

    2) Advanced Educational Psychology: Learning and Development - 4 credits

    3) Perspectives on Education Studies – 4 credits

    4) History, Sociology and Political Economy of Education - 4 credits

    5) Advanced Educational Psychology: Individual Differences - 4 credits

    6) Curriculum Development and Transaction - 4 credits

- Tools Courses have a total of 12 credits. They are envisioned to provide students skills that enable them to work as professionals and scholars in the field. The Courses include:

    1) Introduction to Educational Research and Statistics - 4 credits

    2) ICT and Skill Development (ICT, Communication Skill & Expository Writing, Academic Writing & Research Proposal, Self-Development including and Yoga) - 4 credits

    3) Advanced Educational Research and Statistics - 4 credits

- Teacher Education Courses have a total of 12 credits. They are intended to provide students with focussed exposure and experiences. The Courses include:

    1) Trends, Issues, Innovations and Research in Teacher Education - 4 credits

    2) Two Field Internships - 4 credits each

iii. The Specialisation Courses (Taught Course & Practicum) have a total of 20 credits. They are aimed for any one of the school levels/areas, such as elementary and/or secondary and senior secondary, and further thematic specialisations/elective clusters in thematic areas pertinent to that stage. The Courses include:

    1) Context and Issues of Elementary Education - 4 credits

    2) Context and Issues of Secondary and Senior Secondary Education - 4 credits

3) Current Practices in Education (one Course opted from Thematic Cluster A)
   - 4 credits

4) Emerging Issues in Education (one Course opted from Thematic Cluster B)
   - 4 credits

5) Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education(one Course opted from Thematic Cluster C) - 4 credits

iv.   The Dissertation has 8 credits.

v.   The Viva Voces have a total of 4 credits.
   ▪ Dissertation Viva Voce - 2 credits
   ▪ Comprehensive Viva Voce - 2 credits

Thus, the Common Core Courses (Perspective Courses, Tool Courses, Teacher Education Course and its Field Internships) in the M.Ed. Programme have an aggregate of 60% of total credits (i.e. 48 credits) while the Specialisation Courses, Dissertation, Dissertation Viva Voce and Comprehensive Viva Voce have an aggregate of 40% of total credits (i.e. 32 credits).

7.2 Semester-wise Course Summary of the Programme:

The Course Codes, Course Titles, Type of Course, Teaching hours per week and Credits for all the Courses in the four Semesters of the M.Ed. Programme are summarised as follows.

Course Code	Title of Course	Type of Course	Teaching hours per week	Credits	Total Credits in Semester
FIRST SEMESTER					
ED010101	Advanced Philosophy of Education	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	20
ED010102	Advanced Educational Psychology: Learning and Development	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010103	Introduction to Educational Research and Statistics	Common Core Course - Tool Course - Taught Course & Practicum	5	4	
ED010104	Trends, Issues, Innovations and Research in Teacher Education	Common Core Course - Teacher Education Course - Taught Course & Practicum	5	4	

| ED010105 | ICT and Skill Development
– ICT
– Communication Skill & Expository Writing
– Academic Writing & Research Proposal
– Self-Development including Yoga | Common Core Course
- Tool Course
- Taught Course & Practicum
(Internal assessment only) | 5 | 1
1
1
1 | |

	SECOND SEMESTER				
ED010201	Perspectives on Education Studies	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010202	History, Sociology and Political Economy of Education	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010203	Advanced Educational Psychology: Individual Differences	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	**20**
ED010204	Advanced Educational Research and Statistics	Common Core Course - Tool Course - Taught Course & Practicum	5	4	
ED010205	Context and Issues of Elementary Education	Specialisation Core Course - Taught Course & Practicum	5	4	

	THIRD SEMESTER				
Thematic Cluster A – Current Practices in Education (one Course from Thematic Cluster A shall be opted)		Specialisation Elective Course - Taught Course & Practicum	5	4	
ED800301	Educational Evaluation				
ED800302	Educational Technology				
ED800303	Guidance and Counselling				
ED800304	Higher Education				
Thematic Cluster B – Emerging Issues in Education (one Course from Thematic Cluster B shall be opted)		Specialisation Elective Course - Taught Course & Practicum	5	4	**22**
ED810301	Environmental Education				
ED810302	Inclusive Education				
ED810303	Non Formal Education				
ED810304	Human Rights and Value Education				
ED010301	Field Internship in Primary Schools, Primary Teacher Education Institution, & Field Site relevant to Cluster A & Cluster B	Common Core Course - Field Internship	---	4	
ED010302	Dissertation	Dissertation	---	8	
ED010303	Viva Voce	Dissertation	---	2	

		FOURTH SEMESTER			
ED010401	Curriculum Development and Transaction	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	
ED010402	Context and Issues of Secondary and Senior Secondary Education	Specialisation Core Course - Taught Course & Practicum	5	4	
Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education (one Course from Thematic Cluster C shall be opted)		Specialisation Elective Course - Taught Course & Practicum	5	4	
ED820401	Advanced Methodology and Pedagogical Practices of Language Education – English				
ED820402	Advanced Methodology and Pedagogical Practices of Language Education – Malayalam				
ED820403	Advanced Methodology and Pedagogical Practices of Language Education – Hindi				
ED820404	Advanced Methodology and Pedagogical Practices of Language Education – Sanskrit				18
ED820405	Advanced Methodology and Pedagogical Practices of Language Education – Arabic				
ED820406	Advanced Methodology and Pedagogical Practices of Mathematics Education				
ED820407	Advanced Methodology and Pedagogical Practices of Science Education				
ED820408	Advanced Methodology and Pedagogical Practices of Social Science Education				
ED820409	Advanced Methodology and Pedagogical Practices of Commerce Education				
ED8204010	Advanced Methodology and Pedagogical Practices of IT and Computer Science Education				
ED010403	Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	Common Core Course - Field Internship	---	4	
ED010404	Viva Voce	Comprehensive	---	2	
TOTAL CREDITS FOR THE PROGRAMME					80

Summary of Semester-wise Credits

Semester	Credits
I	20
II	20
III	22
IV	18
Total	80

7.3 Specialisation (Taught and Practicum) Courses:

Specialisation Courses are offered in the IInd, IIIrd and IVth semesters of the Programme as follows:

- In the IInd semester, one Specialisation Core Course, viz. Context and Issues of Elementary Education.

- In the IIIrd semester, four Specialisation Elective Courses in Thematic Cluster A – Current Practices in Education & four Specialisation Elective Courses in Thematic Cluster B – Emerging Issues in Education.

- In the IVth semester, one Specialisation Core Course, viz. Context and Issues of Secondary and Senior Secondary Education & ten Specialisation Elective Courses in Thematic Cluster C – Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education.

All these Courses are of 4 credits each. The teacher educand shall opt one Course from each of the three Clusters A, B and C. Thus, the total credits acquired will be 20 for the Taught and Practicum Specialisation Courses.

7.4 Field Internships:

Field internship is a compulsory part of the M.Ed. Programme that involves periods of supervised training required for qualifying the profession. The teacher educand is expected to familiarise with the ongoing practices of administration as well as the curricular and co-curricular activities in the Schools, Primary Teacher Education Institutions, Secondary Teacher Education Institutions, and field experiences relevant to the areas of specialisation opted for study from Thematic Clusters A, B, and C.

Each teacher educand shall take a minimum of five classes in the Primary and Secondary Teacher Education Institutions under the supervision of the teacher educator from the respective institutions. Internships in field sites relevant to the areas of specialisation opted from the three Thematic Clusters shall be completed under the supervision of a teacher

educator/field mentor. Separate records/reports shall be maintained for the activities undertaken in each Institution and field site during the internship.

The field internships, in the third semester (40 days) and fourth semester (45 days), are to be scheduled and assessed through continuous internal evaluation as follows.

Semester	No. of Days	Institutions for Internship	Credits	Total Credits in a Semester
III	10	Primary Schools	1	4
	30	Primary Teacher Education Institutions	2	
		Field site relevant to the areas of specialisation opted from Thematic Clusters A & B	1	
IV	15	Secondary & Senior Secondary Schools	1	4
	30	Secondary Teacher Education Institutions	2	
		Field site relevant to the area of specialisation opted from Thematic Cluster C	1	

7.5 Dissertation and Dissertation Viva Voce:

Dissertation is an integral component of the M.Ed. Programme. It is distinct from other academic writings and involves distinctive expectations and processes. It is conceived as a curricular exercise wherein teacher educands (under the supervision of a faculty member) learn to plan and conduct research and write a research report. It is a space for them to see and draw linkages between the theories of education (transacted through the theory courses) and the practice of research. Thus, the process as well as the product of the dissertation component are equally significant.

The dissertation should preferably be from the areas of specialisation opted by the teacher educand or the areas in the perspective courses. The dissertation work shall be commenced in the IInd Semester. The finalisation of the title of the Dissertation shall be done by a Research Committee in each Institution, constituting a minimum of three members – the Head of the Department and two Faculty members – and a minimum of one External Expert. The finalised titles of Dissertations shall be approved by the Dean, Faculty of Education, in the IInd Semester.

The various skills that are expected to be developed through this component include formulating a research problem, engaging with the relevant body of theories, reviewing the literature, articulating research questions, designing a plan to conduct the study, implementing the plan, analysing and writing the findings in an academic fashion, and presenting the research work. The data collection for the research work is to be done for a minimum of 20 days. The dissertation is to be submitted in the IIIrd Semester. The dissertation report shall be approximately between 10,000 to 20,000 words, depending on the nature of the topic of research.

The internal assessment shall be done by the supervising teacher and the external assessment by the M.Ed. Faculty (also former M.Ed. Faculty) from universities/colleges of teacher education from a panel of examiners decided by the University. All teacher educands who have submitted the dissertation and appeared for the IIIrd Semester examination shall appear before the duly constituted board of examiners for the dissertation viva voce in the IIIrd Semester.

7.6 Comprehensive Viva Voce:

The teacher educands who have appeared for all the end semester examinations shall appear for the Comprehensive Viva Voce before the board of examiners duly constituted by the University. The Viva Voce will be comprehensive with adequate coverage of all the Courses included in the M.Ed. Programme. Teacher educands shall be assessed on their attainment of knowledge of the aims and essentials of the M.Ed. Programme.

7.7 Attendance, Improvement, Re-appearance and Re-admission:

A teacher educand has to complete the Programme within a period of four semesters from the date of commencement of the Ist semester of the Programme.

One semester of the M.Ed. Programme will normally consist of 90 to 100 working days.

The percentage of attendance in a semester shall be calculated based on the total number of working days as stipulated by the University/NCTE.

The improvement, re-appearance and re-admission for the M.Ed. Two Year Programme shall be in accordance with the PG CSS Regulations, 2019, of Mahatma Gandhi University.

7.8 Minimum requirements for successful completion of the Programme:

The minimum requirements for successful completion of the M.Ed. Programme are as follows.

Requirement for the complete Programme	80 Credits
Requirement for the Common Core Courses and Field Internships	48 Credits
Requirement for the Specialisation Courses	20 Credits
Requirement for the Dissertation	8 Credits
Requirement for the Dissertation Viva Voce	2 Credits
Requirement for the Comprehensive Viva Voce	2 Credits
Attendance requirement for each Semester	80 %
Attendance requirement for Field Internship	90 %

7.9 The Assessment Process:

Assessment will be conducted as per Mahatma Gandhi University PG CSS Regulations, 2019. The assessment process will be in four stages:

i. First stage – both Internal and External shall be done by the Teacher.

ii. Second stage – calculation of Grade Point Average (GPA) of each Course shall be done by the University.

iii. Third stage – calculation of Semester Grade Point Average (SGPA) shall be done by the University.

iv. Fourth stage – calculation of Cumulative Grade Point Average (CGPA) shall be done by the University.

The academic growth of the teacher educand shall be assessed through continuous internal evaluation and end semester examination.

Type and weight of questions for Theory Courses: Questions shall be set such that due weight is given to each module based on content/teaching hours allotted to each module in a Course. The question setter shall ensure that questions covering all skills are included. A question paper shall be a judicious mix of short answer type questions, short essay type questions, and long essay type questions. The different types of questions shall be awarded different weights to quantify their range as follows.

Type of question	Weights	No. of questions to be answered	Maximum weights
Short answer	1	8 out of 10	1 x 8 = 8
Short essay	2	6 out of 8	2 x 6 = 12
Long essay	5	2 out of 4	5 x 2 = 10
		Total questions to be answered = 16 out of 22	Sum of weights = 30

Grade Points: The questions shall be prepared in such a way that the answers can be awarded A+, A, B, C, D, and E grades. The grade points for the respective grades will be as follows.

Grade	Grade points	Range
A+	5	4.50 to 5.00
A	4	4.00 to 4.49
B	3	3.00 to 3.99
C	2	2.00 to 2.99
D	1	0.01 to 1.99
E	0	0.00

Hence, the maximum Weighted Grade Point (WGP) is 150 (i.e. 5 x 30 = 150)
The Grade Point of a Course = Sum of WGP / Sum of Weight

Weights for Assessment of Theory, Dissertation and Comprehensive Viva Voce: The weights for the assessment of each Theory Course, Dissertation, and Comprehensive Viva Voce shall be as follows.

Assessment	Weights
Internal	5
External	15

Components and Weights for Internal Assessment: The components and weights for the Internal Assessment of Theory Courses shall be as follows.

Components	Weights
Assignment	1
Seminar	2
Two Test papers	2 (1 each)
Total	5

Components and Weights for Assessment of Dissertation: The components and weights for the Internal and External Assessments of the Dissertation shall be as follows.

Components	Weights	
	Internal	External
Relevance of the Topic	1	1
Methodology	2	5
Analysis	1	4
Dissertation Viva Voce	1	5
Total	5	15

Components and Weights for Assessment of Comprehensive Viva Voce: The components and weights for the Internal and External Assessments of the Comprehensive Viva Voce shall be as follows.

Component	Weight	
	Internal	External
Comprehensive Viva Voce (all Courses from Semesters I to IV)	5	15
Total	5	15

Grading System: The Direct Grading System based on a 7-point scale shall be used to assess the performance of students, both External and Internal. All Courses, Semesters, and overall Programme shall be assessed on this scale. All Letter Grades, Grade Point Average (GPA), Semester Grade Point Average (SGPA), and Cumulative Grade Point Average (CGPA) shall be awarded based on the scale. The 7-point grading scale is as follows.

Range	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very Good
3.00 to 3.49	B	Good /Average
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal
upto 1.99	D	Deficient / Fail

There shall be no separate minimum Grade Point for internal assessment of Theory, Dissertation, and Comprehensive Viva Voce.

A minimum of 'C' Grade is required for a pass in External Assessment as well as for a Course.

7.10 Additional Specialisation:

An M.Ed. Degree holder of Mahatma Gandhi University under this regulation, is eligible to take another specialisation from the Thematic Clusters A, B, or C, one at a time. With the sanction of the University, the candidate shall remit the semester fee as decided by the University from time to time, join an Institution at the beginning of the respective semester, and complete all the requirements of the semester including activities and attendance. Field internship shall be done with respect to the Specialisation newly opted.

A candidate opting for Specialisation from Thematic Cluster C shall have B.Ed. Degree in the concerned subject with 55% marks.

7. 11 Transitory Provision:

Notwithstanding anything contained in these regulations, the Vice Chancellor shall, for a period of two years from the date of coming into force of these regulations, have the power to modify any of these regulations, syllabi, and scheme of assessment as may be deemed necessary.

8.   The Syllabi and Model Question Papers

Each of the 30 Courses spread over the four semesters, designed for 90 hours and 4 credits, details the objectives of the Course, mode of transaction, Course content in 5 modules, practicum, recommended references, and model question paper. The detailed syllabi and model question papers for each Course in the four semesters are provided herewith.

SEMESTER I

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

First Semester
COMMON CORE COURSE
ED010101 - ADVANCED PHILOSOPHY OF EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course the student will be able to

➢ gain understanding of the philosophical origin/basis of education and its application for the enhancement of educational quality.

➢ be exposed to the concepts of philosophical inquiry and use them as a basis to all their educational endeavours.

➢ understand 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 issues in the society from philosophical perspective.

➢ develop a philosophical outlook for their personal life situations and in the handling of the problems related to educational issues.

➢ become aware of the contributions of the important philosophical schools to the theory and practice of education.

➢ realize the value basis of education, human rights problems and concerns of life and implement it at life situations.

➢ get acquainted with the process of validating information in different disciplines and learn to use the knowledge as application to education.

➢ get acquainted with the major Philosophical systems/schools and use them to recognize issues that need understanding from ethical, epistemic, aesthetic and political perspectives and their implications for education.

➢ analyse critically postulates and vision of great thinkers and their educational implications.

➢ develop a deeper understanding of the major modern movements in educational philosophies in the West and in India.

➢ develop the capacity to do independent thinking and a deeper insight into the philosophical roots and educational problems.

➢ get stimulated to have their own independent and consistent view-point of a philosophy which enable them to make effective decisions on educational problems or issues.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Philosophical Perspectives of Education (20 hours)

1. Philosophy – meaning nature and purpose, need for philosophical frame work, functions of philosophy – normative, speculative and critical.

2. Educational philosophy, concept, nature and scope, relationship between philosophy and education and importance.
3. Conceptual analysis in education - freedom, authority, curriculum, discipline, learning, training and instruction.
4. Modern concepts of philosophy: Logical analysis – logical empiricism and positive relativism.
5. Knowledge - meaning and nature, types, sources, method of acquiring knowledge.

Module Two: Western Schools of Philosophy (25 hours)

6. Fields of Philosophical Enquiry - Metaphysics, Epistemology and Axiology – Meaning, Scope and area of operation.
7. Idealism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
8. Naturalism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
9. Pragmatism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
10. Existentialism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.
11. Marxism - Critical analysis of the metaphysical, epistemological and axiological aspects - implications of this philosophy in determining the aim, curriculum and methodology of education.

Module Three: Indian Schools of Philosophy, Gita, Quran and Bible (20 hours)

12. Unique characteristics of Indian philosophies and its relationship with Indian cultural heritage.
13. Comparative study of orthodox school of philosophy and heterodox school of philosophy.
14. Explore the metaphysical, epistemological and axiological aspect of Yoga, Nyaya and Vedanta and their educational implications.
15. Critical analysis of Buddhism, Jainism and Charvaka School of philosophy.
16. Central theme of Bhagavat Gita, Quran and Bible and their educational implications.

Module Four - Philosophical Thoughts of Western and Indian Thinkers (15 hours)

17. Child Centered Education- Froebel and Maria Montessori. Critical Pedagogy - Paulo Friere.
18. Deschooling Movement - Ivan Illich.
19. Craft Centered and Liberal Education – Mahatma Gandhi and Rabindranath Tagore.
20. Integral Education – Aurobindo Ghosh and Jiddu Krishnamurthy.

Module Five – Understanding Values (10 hours)

22. Meaning of values and their role in individual and social life.
23. Different aspects of values - ethics, morals, principles, rules, laws, customs and traditions.
24. Value sources, Value Conflict, Methodology of teaching values.
25. Indian Concept of values; purushartha, self-realization, constitutional values.
26. Inculcation of values and role of education.

PRACTICUM (any two):

1. Study on the value system of the teachers or students in our educational institutions and give suggestions.
2. Prepare classroom lessons using the philosophical concepts or value integration through the curriculum.
3. Organize a debate/Seminar/Symposium/Panel Discussion on any one of the topics related to Education for peace or Human Rights.
4. Conduct a critical analysis of the language Text books which apply schools of philosophy.

RECOMMENDED REFERENCES:

Adiseshiah, W. T. V. and Pavanasam, R. (1974). Sociology in Theory and Practice. New Delhi: Santhi Publishers.

Anand, C. L. et al. (1993). Teacher and Education in the Emerging Indian Society. New Delhi: NCERT.

Bali, D. R. (1989). An Introduction to Philosophy. New Delhi: Sterling Publishers Private Limited.

Banrs, J. A. (1996). Cultural diversity and education: Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.

Bernd, P. (2000). The Modern Condition of Educational Thought. New Delhi: Gyan Publishing House.

Best, John W. (1963). Research in Education. New Delhi: Prentice Hall of India (P) Ltd.

Beyer, L. E. (Ed.) (1996). Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.

Bhatt, S. R. (1986). Knowledge, Value and Education: An Axiomatic Analysis. Delhi: Gain Publishing House.

Boudy, S. H. (1962). Building a philosophy of Education. New York: Prentice Hall.

Broudy, H. S. (1977). Types of knowledge and purposes of education. In R. C. Anderson, R. J., Spiro and W. E. Montanaque (eds.) Schooling and the acquisition of knowledge. Hillsdale, New Jersey: Erlbaum.

Brubacher, J. S. (1947). History of the Problems of Education. New York: McGraw Hill. Brubacher, J. S. (1995). The Challenge to philosophies of Education. University of Chicago Press.

Brubacher, John S. (1969). Modern Philosophies of education. New Delhi: Tata McGraw Hill, Publishing Company Pvt Ltd.

Bruner, J. S. (1996). The Culture of education. Cambridge, M.A.: Harvard University Press.

Butchvarov, P. (1970). The Concept of knowledge. Evanston, Illinois: North Western University Press.

Christoper (1969). What is philosophy of Education? London: Colllier McMillan Ltd.

Christoper (1984). Philosophy and Language. New Delhi: Capital Publishing House.

Coombs, Philips H. (1985). The World Crisis in Education. New York: Oxford University Press.

Curtis, S. J. (1966). An introduction to philosophy of Education. London: Turoria Press. Dearden, R. F. (1984). Theory and practice in Education. Routledge K Kegan& Paul.

Delors, Jacques (1996). Learning the Treasure within. UNESCO: Report to UNESCO of the International Commission on Education for Twenty first Century.

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

Devadas, Rajammal P. & Kulandaivel K. (1976). A Handbook of Methodology of Research. Coimbatore, Sri R.K. Mission Vidyalaya Teachers College.

Dewey, J. (1916/1977). Democracy and Education: An introduction to the philosophy of education. New York: Macmillan.

Fox, D. J. (1969). The Research Process in Education, New York: Holt, Rinehart and Winston.

Freire, P. (1970). Pedagogy of the oppressed. New York: Continuum.

Freire, P. (1970). Pedagogy of the Oppressed. New York: Harper and Harper.

Freire, P. and Shor, I. (1987). A Pedagogy of liberation. London: Macmillan Education. Garrett, Henry E. Statistics in Psychology and Education, Bombay, Vakils, Feffer& Simons

Pvt. Ltd.

Good, Cartor V. et al. (1972). Methodology of Educational Research. New York: Appleton-Century Craft Inc.

Guilford J. P. (1994). Psychometric Methods. New York: McGraw Hill Book Co. Inc.

Guilford, J. P. (1965). Fundamental Statistics in Psychology and Education. New York: McGraw Hill Book Co.

Heyes, D., Hills, M., Chistie, P. and Lingard, B. (2007). Teachers and schooling: Making a Difference. Australia: Allen and Unwin.

Illich, I. (1971). Deschooling society. New York: Harper Row.

India, Ministry of Human Resource Development (1986). Innovations in Education. New Delhi: Ministry of HRD.

International Encyclopedia of Education. (1994). 2nd edition.Vol.10. Perganon Press. Kerlinger, F.N. (1973). Foundations of Behavioural Research. New York: Holt, Rinehart and Winston.

Kumaravel, Karpaga R. (1999). Philosophical Thoughts in Indian Education. Coimbatore: Sri Ramakrishna Vidhyalaya College of Education. Matheson, David (2004). An Introduction to the study of education (2nd edition). David Fulton Publishers.

Mathus, S.S. (1998). A Sociological Approach to Indian Education. Agra: Vinod Prakashen.

MHRD (1992). Programme of action. Government of India, New Delhi.

MHRD, Government of India (1992). National policy on education (revised), New Delhi.

Mookherjee, K. K. (1972). Some Great Educators of the World. Calcutta: Das Gupta & Co. Pvt. Ltd.

Mukherjee, S. N. (1966). History of Education in India. Baroda: Acharya Bool Depot.

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

Naik, J. P. and Syed. N. (1974). A Student's History of Education in India. New Delhi: MacMillan Co.

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

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

Palmer, Joy A. (2001). Fifty Modern thinkers on education: From Piaget to the present Day. Routledge Flamer. London. USA. Canada.

Peters, R. S. (1967). The Concept of Education. United Kingdom: Routledge.

Peters, R. S. (ed.) (1975). The Philosophy of education. London: Oxford University Press. Ruhela, S. P. and Vyas, K. C. (1970). Sociological Foundations of Education in Contemporary India. Delhi: Dhanpat Raj and Sons.

Seshadri, C. M. A. Khader & Adhya, G. L. (1992). Education in Values: A Source Book. NCERT.

Slatterry, Patrick & Dana, Rapp (2002). Ethics and the foundations of education - Teaching Convictions in a postmodern world. Allyn & Bacon.

Wall, Edmund (2001). Educational theory: philosophical and political perspectives. Pometheus Books.

Winch, C. (1986). Philosophy of human learning. London: Routledge.

Other recommended references:

Anweshika - Journal of Teacher Education, NCTE, New Delhi.

Documentation on Women, Children and Human Rights. New Delhi: All India Association for Christian higher education.

EduTracks. Hyderabad: Neelkamal Publications Pvt. Ltd.

Human rights and values. Justice. M. Rama Jois, New Delhi: NCTE Publication.

Indian Educational Abstracts, NCERT.

Indian Educational Review. NCERT publication.

Journal of Educational Planning and Administration. New Delhi: NIEPA.

Journal of Indian education, NCERT.

Journal of Value Education, NCERT.

New Frontiers in Education. International Journal of education. New Delhi: Lok Bodhan Kendra.

University News. New Delhi: Association of Indian Universities.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
First Semester

Faculty of Education

COMMON CORE COURSE
ED010101 - Advanced Philosophy of Education
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Define the concept 'logical positivism'.
2. How does orthodox philosophy differ from heterodox philosophy?
3. What is Deschooling?
4. What do you mean by motivated auto education? In what ways does Didactic Apparatus help to achieve this?
5. Write the characteristics of craft centered education.
6. Examine the influence of Jainism on education in India.
7. The Bhagavad Gita depicts good teacher pupil relation. Comment.
8. Who coined the term Negative education? What does it mean?
9. What are the characteristics of a self-realised person?
10. What is the concept behind Liberal education?   **(8x1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2.**)

11. Describe the methodology of teaching values.
12. Idealism is truly a psycho centric philosophy. Substantiate.
13. Charvaka school of philosophy is considered as Indian materialism. Substantiate.
14. Describe the major tenets of the Marxian Philosophy.
15. How would you help your students to acquire knowledge through Project Method?
16. What are the sources of valid knowledge according to the Nyaya philosophy?
17. What is value crisis? Suggest means to overcome value crisis.
18. What are the noble truths of Buddhism?   **(6x2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Critically examine how modern education is influenced by pragmatism.
20. Describe the contributions of Paulo Freire towards education.
21. Examine the educational implications of yoga philosophy.
22. "The educator looks to Philosophy to provide him with principles so that he can place his work on a sound basis." Examine.

                                               (2x5=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

First Semester
COMMON CORE COURSE
ED010102 - ADVANCED EDUCATIONAL PSYCHOLOGY:
LEARNING AND DEVELOPMENT

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

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

➢ explore basic psychological concepts and approaches of educational psychology and research process in psychology.
➢ understand the basic concepts, principles and theories of educational psychology.
➢ understand the implications of psychological theories and principles in learning and instruction.
➢ critically evaluate the relevance of various theories.
➢ develop scientific attitude and research competency.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Introduction to Psychology (10 hours)

1. Origin and Nature of Psychology - Scientific Approach. Branches - Pure and Applied Psychology

2. Major Schools of Psychology - Structuralism, Functionalism, Behaviourism, Gestalt, Psychoanalytic, Humanistic, Cognitive, Neuro psychology

3. Methods in Psychology - Introspection, Survey, Interview, Experimental, Case Study.

4. Educational Psychology - its application and scope in terms of Knowledge, Learner, Environment and Assessment.

Module Two: Learning and Development (25 hours)

5. Growth and Development - Meaning and Stages. Principles of Development: Developmental Task. Approaches in Studying Development- Longitudinal and Cross-sectional. Factors Influencing Development

6. Neurological and other Biological Aspects of Development- Influence of Endocrine Glands, Brain and Nervous System on Human Development and Behaviour.

7. Adolescents - Problems and Challenges. Resilience - Stress Management.

8. Aspects of Development - Physical and Motor Development- its Significance. Emotional Development- Bridge's Chart. Cognitive Development- Critical appraisal of the views of Piaget and Bruner.

9. Learning Beyond Cognition – Psycho-social Develo pment (Erikson). Moral Development- Views of Kohlberg. Language Development- Critical analysis of views of Noam Chomsky and Vygotsky.

Module Three: The Process of Learning (25 hours)

10. Meaning and Nature of Learning - Learning Curve- its Implications.

11. Behavioural Perspectives of Learning- Critical evaluation of the relevance of Behavioural Learning Principles of Thorndike, Pavlov, Skinner and Hull.

12. Cognitive Perspectives of Learning- Purposive Behaviourism (Tolman), Gestalt view of Learning, Meaningful Verbal Learning (Ausubel)

13. Learning as Construction of Knowledge - Learning as Cognitive and Socio-cultural Process- Comparative analysis of the Views of Piaget, Vygotsky and Bruner-Implications in Learning and Curriculum Transaction.

14. Learning Styles - KOLB.

15. Transfer of Learning- Concept, Theories and Implications.

16. Motivation in Learning- Achievement Motivation – Atkinson - Weiner - Maslow's Hierarchy of Needs.

Module Four: The Process of Thinking (20 hours)

17. Nature of Higher Level Thinking - Critical and Creative Thinking. Facilitating Critical and Creative Thinking in Classroom.

18. Information Processing - Concept. Information Processing Framework of Learning (Sternberg and Kosslyn), Atkinson and Shiffrin Model.

19. Memory - Constructive nature of Memory - Autobiographic, Memory Distortions, Episodic and Semantic. Working Memory – Baddeley. S trategies to Enhance Memory - Mnemonics.

20. Forgetting - Types, Causes. Curve of Forgetting. Theories of Forgetting. Interference - Proactive and Retroactive.

21. Problem Solving - Approaches to the Study of Problem Solving. Decision Making and Reasoning. Problem Solving - as associative learning - as Insight - as Information Processing - as Reflective Learning.

Module Five: Learner and the Learning Environment (10 hours)

22. Psychosocial Dimensions of Learner - Social Learning - Concept and Importance. Factors Affecting Social Learning - Social Conformity, Social Competency.

23. Socio-cultural Environment of School and Classroom - Classroom Dynamics - Concept, Need and its Relevance.

24. Strategies for Promoting Socio-cultural Environment in Classroom - Violence in School - Role of Teacher in Preventing Violence.

25. Role of Family and Peer Group in the Development of Learner.

PRACTICUM (any two):

1. Prepare a theme paper on a thrust area.
2. Review of an article related to innovative practices in educational psychology.

3. Organize memory enhancing activities among school students and prepare a report of the same.
4. Identify learning styles of secondary school students and write a report.

RECOMMENDED REFERENCES:

Ausubel, D. P, Novak, J. D. & Hanesian, H. (1968). Educational psychology: A cognitive view. Holt, Rinchart and Winston Inc.

Baron R.A. & Misra G. (2014). Psychology (5th ed). USA: Pearson

Bee, Helen (2000).The Developing Child .USA: Allyn & Bacon Comp.

Bernard, R. F., & Snowman, J. (1993). Psychology Applied to Teaching (7th ed.) Boston: Houghton Mifflin Co.

Bruner, J.S. (1986). Actual minds, possible worlds. Cambridge, Mass: Harward University Press.

Carmichael, L. (1968). Manual of child psychology, New Delhi: Wiley Eastern Private Ltd.

Clarke – Stewart, A., Friedman, S., & Koch, J. (198 5). Child development – A tropical approach. New York: John Wiley & Sons, Inc.

Dandapani, S. (2000). Advanced Educational Psychology New Delhi: Anmol Publications Pvt. Ltd.

Dandekar, W.N. & Sanyogtala, M. (2002). Psychological foundations of education (3rd ed.). McMillan India Ltd.

David A. H. & Jonathan B. (2012). Brain based Parenting: The Neuroscience of Caregiving for Healthy Attachment. New York: WW Norton & Company

Eggen, P. D., Kauchak, D. P., & Harder, R. J. (1979). Strategies for teachers, information processing model in the classroom. New Jersey: Prentice Hall Inc.

Furnham, A. (1997). The Psychology of Behaviour at Work. New York: Psychology Press.

Gagne, R. M. (1965). The conditions of learning. New York: Holt, Rinehart and Winston Inc.

Gagne, R. M. (1985). The cognitive psychology of school learning. Boston: Little Brown.

Hal,R. A., & Garske, J. P. (1977). Psychological theories of motivation. California: Wordsworth Publishing Company Ltd.

Hermen, T. M. (1977). Creating Learning Environments: The Behavioural Approach to Education. Boston: Allyn and Bacon.

Hilgard, E. R., & Bower, G. H. (1977). Theories of Learning. New Delhi: Prentice Hall of India Pvt Ltd.

Hurlock, E. B. (1990). Developmental Psychology – A life Span Approach. New York: McGraw Hill Inc.

Kelli Allen, Jeanna Scheve & Vicki, Nieter (2012). Understanding Learning Styles: Making a Difference for Diverse Learners. Huntington Beach CA.

Kolesnik, W. B. (1970). Educational psychology (2nd ed.) New York: Mc Graw Hill Book Co.

Kossyln, S. M. (1980). Image and mind Cambridge, Masachusetts: Harvard University Press.

Laura, Berk. E. (2001). Child Department 3rd.ed.). Delhi Prentice Hall Co.

Marlene D. L. (2004). Learning Styles: Reaching Everyone God Give You to Each. Colorado Springs.

Morgan, Chifford T. (1986). Introduction to Psychology. New York: McGraw-Hill Books Co.

Paivio, A. (1986). Mental representations. New York: Oxford University Press.

Pande, K. P. (1988). Advanced educational psychology (2nd ed.) Delhi: Konark Publishers Pvt. Ltd.

Parameswaran, E. G. & Beena (2002). An invitation to psychology. Hyderabad: Neelkamal Publications.

Schering M. S. and Danu K. J. (2001). Student empowerment from cognition to metacognition. New York: St. Johns University, Centre for the study of Learning and teaching.

Shaffer, D. R. (1996). Developmental psychology - childhood and adolescence (4th ed.). USA: Brooks/Cole Publishing Co.

Smith P. K. & Blades, M. C. (2011). Understanding Children's Development. UK: John Wiley & sons.

Snowman J. & Mc Cown, R. (2012). Psychology Applied to Teaching. New Delhi. Cengage Learning India Pvt. Ltd.

Sousa D. A. (2011). How the Brain Learns. California: Corwin Press.

Sternberg, R. J. (2001). Psychology: In search of the human mind (3rd ed.) Harper Collins Publishers.

Vaidya, N. (1991). Jean Piaget with love and understanding. New Delhi Oxford and IBW Publishing Ltd.

Vygotsky, L. S. (1986)). Mind in society. The development of higher psychological process. Cambridge Mass: Harvard University Press.

Woolfolk, A. (2005). Educational psychology. (9th ed.) New Delhi: Pearson Education Pvt. Ltd.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
First Semester

Faculty of Education

COMMON CORE COURSE

ED010102 - Advanced Educational Psychology: Learning and Development

(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. What is introspection? Write its merits and demerits.
2. Define stress. Mention the strategies for stress management.
3. What is Plateau in a learning curve?
4. Mention any four characteristics of a self- actualised person.
5. Enumerate the factors affecting socialisation.
6. Differentiate Retroactive and Proactive inhibition.
7. Suggest ways of facilitating critical thinking.
8. Describe any two neurological aspects of development.
9. Differentiate growth and development.
10. What is case study?   (8X1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Compare the views of Structuralism and Functionalism.
12. Explain the major principles of development.
13. Explain emotional development with reference to Bridge's chart.
14. Describe Kolb's learning style.
15. Critically evaluate the Behavioural learning principles proposed by Skinner.
16. Explain transfer of learning in terms of Gestalt theory.
17 Discuss Baddeley's working memory Model.
18. Enumerate the steps in the process of creative thinking   (6X2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Define Educational Psychology. Explain its application and scope.
20. Critically analyse the views of Noam Chomsky and Vygotsky in Language development.
21. Compare the Constructivist views of Piaget and Bruner.
22. Bring out the relevance of Socio-cultural environment in the development of learner.

                                                                  (2X5=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

First Semester
COMMON CORE COURSE
ED010103 – INTRODUCTION TO EDUCATIONAL RESEARCH AND STATISTICS

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ understand the meaning of research and its application in the field of education.
➢ understand the types and methods of educational research.
➢ develop the skill in selecting a relevant research problem.
➢ prepare a research proposal.
➢ develop the ability to critically analyse the research studies.
➢ develop the ability to formulate hypothesis.
➢ understand and use descriptive statistical techniques in education.

MODE OF TRANSACTION:

Lecture cum discussion, demonstration, group presentation, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community.

COURSE CONTENT:

Module One: Educational Research: Concept, Types, and Methods (20 hours)

1. Meaning of research - Methods of acquiring knowledge - The meaning and characteristics of research.
2. Research as a scientific process - Scientific method – characteristics - Steps involved in scientific method.
3. Educational research - Need and significance, scope and functions of educational research - Historical development of educational research - Steps in educational research.
4. Classification of educational research based on purpose - Basic/Fundamental/Pure research - Applied/Functional research - Action Research.
5. Quantitative research - Survey research: descriptive, normative – Experimental: pre experimental, true experimental and quasi experimental research - Correlational studies - Causal-comparative research - Meta analysis.
6. Qualitative research - Historical research – Ethnographic research - Document or content analysis - Mixed methods research (integration of qualitative and quantitative approaches)

Module Two: Conceptualization of Research Problem (20 hours)

7. Problem formulation - Research problem: identification, sources of educational research problems, detection of research areas on the basis of (i) experience (ii) discussion and literature, formulation of a research problem, statement of the problem on the basis of research questions, characteristics of a good research problem.

8. Variables - concept, nature and types of variables - independent, dependent, extraneous, confounding, intervening, controlling extraneous variables.

9. Research hypotheses - hypotheses and objectives - need and functions. Concept and definition of hypotheses, sources of hypotheses, characteristics of good hypotheses

10. Types of hypotheses - directional, non-directional, declarative, null and alternative hypotheses.

11. Population and sample - concepts of population and sample - sampling techniques - probability sampling and non-probability sampling.

12. Research proposal - Steps - significance of the study, statement of the problem, definition of key terms/ operational definition, research questions, variables of the study, objectives and hypotheses (assumptions if any), methodology (method, sample, tools, and statistical techniques), scope and delimitations, time schedule and reference.

Module Three: Review of Related Literature (10 hours)

13. Need and significance - purpose and need of review of related literature at different stages of educational research.

14. Sources of review of literature - primary sources and secondary sources - literary resources and electronic resources.

15. Organizing and reporting literature - abstracting and organizing related studies, critical analysis of related literature - APA style of presentation and reference.

Module Four: Basic Statistics (20 hours)

16. Introduction to statistics - Statistics - meaning and scope - descriptive and inferential statistics - importance and application in educational research.

17. Scales of measurement - nominal, ordinal, interval and ratio scales – distinction – uses.

18. Nature of educational data - continuous and discrete series - organization and tabulation of data - frequency distribution - advantages and uses.

19. Graphic representation of ungrouped data - graphic representation of ungrouped data (pie diagram, pictogram, bar graph, line graph) – advantages.

20. Graphic representation of grouped data - graphic representation of grouped data (histogram, frequency polygon, frequency curve, smoothed frequency curve, ogive) – advantages.

Module Five: Descriptive Statistics (20 hours)

21. Measures of central tendency - mean, median, mode - merits, limitations, and uses.

22. Measures of variability - range, quartile deviation, average deviation, standard deviation - merits, limitations, and uses.

23. Quartiles, deciles, percentiles, and percentile ranks.

24. Measures of relationship - correlation - concept, types - linear, partial, multiple – uses.

25. Methods of correlation - Spearman's rank difference method, Pearson's product moment method, Coefficient of correlation – interpretation, Regression equation and prediction.

PRACTICUM (any two):

1. Review two published research papers in education.
2. Prepare a model research proposal.

3. Conduct an action research of your choice.
4. Analyse graphically the result of the previous batch of your institution.

RECOMMENDED REFERENCES:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi: PHI Learning Private Limited.

Best, J. W. & Kahn, J. V. (2006). *Research in education* (10th ed.). New Delhi: PHI Learning Private Limited.

Chandra, S. S. & Sharma, K. (l997). *Research in education.* New Delhi: Atlantic Publications.

Cohen, L. & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.

Downie, N. M. & Heath, R. W. (1970). *Basic statistical methods*. New York: Harper and Row Publishers.

Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of educational measurement* (5th ed.). New Delhi: Prentice Hall of India.

Fraenkel, J. R. & Wallen, N. E. (1993). *How to design and evaluate research in education*. (2nd ed.). New York: Mc Graw Hill.

Garrett, H. E. (1966). *Statistics in psychology and education* (6th ed.). Bombay: Vakils, Feffer, and Simons Ltd.

Gay, L. R. (1996). *Educational research competencies for analysis and applications* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Gerard, G. (201 0). *Basic research methods*. New Delhi: Sage Publications.

Good, C. V. (2006). *How to do research in education*. New Delhi: Cosmo Publications.

Guilford, J. P. (1990). *Fundamentals of statistics in psychology and education.* New York: Mc Graw Hill.

Heiman, C. W. (1995). *Research methods in psychology*. Boston: Houghton Mifflin Company.

Hittleman, D. R. & Simon, A. J. (1992). *Interpreting educational research* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Keith, F. P. (2009). *Introduction to research methods in education*. New Delhi: Sage Publications.

Kerlinger, F. N. (1995). *Foundations of behavioral research* (3rd ed.). Bangalore: Prism Books Pvt. Ltd.

Kiess, H. O. (1996). *Statistical concepts for the behavioral sciences* (2nd ed.). Boston: Allyn and Bacon.

Koul, L. (2009). *Methodology of educational research* (4th ed.). New Delhi: Vikas Publishing House Pvt. Ltd.

Kubiszyn, T. & Boich, G. (2003). *Educational testing and measurement* (7th ed.). Singapore: John Wiley and Sons.

Leary, M. R. (2001). *Introduction to behavioural research methods* (3rd ed.). Boston: Allyn & Bacon.

Lichtman, M. (2006). *Qualitative research in education: A user guide*. New Delhi: Sage Publications.

Mangal, S. K. (2002). *Statistics in psychology and education* (2nd ed.). Delhi: PHI Learning Private Limited.

Mc Burney, H. D. (2001). *Research methods*. Australia: Wordsworth.

Mc Millan, J. H. & Schumacher, S. (1989). *Research in education* (2nd ed.). USA: Harper Collins Publishers.

Minium, E. W., King, B. M., & Bear, G. (1993). *Statistical reasoning in psychology and education* (3rd ed.). New York: John Wiley & Sons Inc.

Mouly, G. J. (1964). *The science of educational research*. New Delhi: Eurasia.

Nation, J. R. (1997). *Research methods.* Upper Saddle River, NJ: Prentice Hall.

Rummell, F. J. (1964). *An introduction to research procedures in education.* New York: Harper and Row Publishers.

Sharma, N. K. (1996). *Statistical techniques.* Jaipur: Deep & Deep Publications.

Sinha, B. L. (Ed.). (2001). *Encyclopedia of statistics, psychology, and education* (Vol. I). New Delhi: Anmol Publications.

Travers, R. M. V. (1964). *An introduction to educational research.* New York: McGraw HiIl.

Vandalen, D. D. (1968). *Understanding educational research.* New York: McGraw Hill.

Varma, M. (1965). *An introduction to educational and psychological research*. Bombay: Asia Publishing House.

Willis, J. W. (2007). *Foundations of qualitative research: Interpretative and critical approach*. New Delhi: Sage Publications.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
First Semester
Faculty of Education

COMMON CORE COURSE
ED010103 – Introduction to Educational Research and Statistics
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Define scientific method.
2. What is meant by ethnographic study?
3. What are the sources of review of literature?
4. Mention the sources of educational research problems.
5. What is the role of hypothesis in educational research?
6. Mention the major steps involved in educational research.
7. What are the measures of central tendency?
8. Differentiate descriptive and inferential statistics.
9. What do you mean by extraneous variables?
10. What is the need of sampling in research?

                                                          (8×1 =8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Distinguish between basic and applied research.
12. Explain various methods of acquiring knowledge.
13. Describe various types of hypotheses.
14. What are the steps followed in developing a research proposal?
15. Explain continuous and discrete series of data with examples.
16. Explain various forms of scales of measurement.
17. Distinguish between percentile and percentile ranks.
18. From the following table, find out if there is any relationship between scores in Test I and Test II by computing product moment coefficient of correlation.

Student	A	B	C	D	E
Scores in Test I	19	16	18	17	10
Scores in Test II	16	12	14	13	12

                                                          (6×2 =12)

(Answer any **two** questions. Each question carries a weight of **5**.)

19. Explain various types of quantitative research with suitable examples.
20. Critically analyse the role of review of related literature at different stages of educational research.
21. Which are the different measures of variability? Explain each with its merits, limitations, and uses.
22. Describe the various types of graphical representations of grouped and ungrouped data. Mention two advantages and uses of graphical representation of data.

(2×5 =10)

First Semester
COMMON CORE COURSE
ED010104 – TRENDS, ISSUES, INNOVATIONS AND RESEARCH
IN TEACHER EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

- understand the concept of development of teacher education
- understand the concept of pre-service teacher education
- comprehend the agencies for imparting pre-service education
- understand curricular aspects of teacher education
- comprehend the concept of In-service education
- comprehend the agencies for imparting in-service education
- understand the trends of research in teacher education

MODE OF TRANSACTION:

Lecture cum discussion, demonstration, group discussions, seminars, debates, assignments, brain storming sessions, peer group discussions, interaction with community, case study, survey, and collaborative strategies.

COURSE CONTENT:

Module One: Conceptual Framework of Teacher Education (25 hours)
1. Historical development of teacher education in India.
2. Pre-service teacher education – need, aims, theoretical and practical aspects at different levels – Pre-primary, Primary, Secondary, Higher secondary and Tertiary levels.
3. Agencies of teacher education – National and State level - their role and functions: SCERT, SIE, State Board of Teacher Education, University Departments of Education, NGOs and Academic Staff Colleges - NIE, RIE, NUEPA, NCERT, CASE, NKC.
4. Role and functions of International level agencies of Teacher Education – UNESCO and UNO.
5. Modes of teacher education - face to face, distance and online.

Module Two: Trends in Teacher Education (15 hours)

6. Quality in Teacher Education, State Vs. Private control of education, Employability, Competency Based Education.
7. Impact of Privatization and Globalization in Teacher Education.
8. TQM in Teacher Education, Autonomy in teacher education, Benchmarking.
9. Professional ethics and accountability of Teachers. Recognition, Assessment and Accreditation of Teacher Education Institutions - Role of NCTE, NAAC and RUSA.

Module Three: Issues in Teacher Education (20 hours)

11. Teacher Development - Concept, Objectives, Berliner's Stages of Development of a Teacher.
12. A review on National and State Policies on Teacher Education.
13. In-service education – Concept, need, Innovati ve programmes for continuous professional development of Teacher Educators.
14. Problems and issues in professional development of teachers – gender issues, issues of the marginalized.
15. Challenges in Linking Teacher Education Institutions with School & Community, Government Agencies, Universities, Teacher Training Institutions.

Module Four: Innovations in Teacher Education (15 hours)

16. Models of Teaching – General Principles, Families of Models: Inquiry Training Model, Synectics Model, Jurisprudential Inquiry Model, Direct Instruction Model.
17. Innovative Instructive Practices – Blended Learning, Gilly Salmon's Five Stage Model, Teaching & Learning Models: 5E and 7E Models, Kolb's Model and VARKs Model – Instructional Design Models: ADDIE and ARCS.
18. Knowledge Management Strategies – SECI Model (Nonaka and Takeuchi); views of Boisot.
19. Role of ICT in teacher education, virtual universities, MOOC, e-resources: e-book, e-journal, digital library, e-magazine.
20. Empowerment of teacher educators through technology: M-learning applications, webinar.

Module Five: Research in Teacher Education (15 hours)

21. Contributions of Shulman and Gage in Teacher Education.
22. Concept and strategies for making teacher as a Reflective practitioner.
23. Emerging Trends of Research in Teacher Education.
24. Methodological issues of research in teacher education.
25. Need and scope of Action Research in teacher education.

PRACTICUM: (any two):

1. A comparative study of the pre-service teacher education programme in primary, and secondary levels in terms of duration, organization, transaction and evaluation.
2. Identify the challenges in present teacher education system and remedies.
3. Prepare a report on 'Best Practices' prevailing in teacher education institutions.
4. Review of any two published research papers in Teacher Education.

RECOMMENDED REFERENCES:

Anderson, L. W. (1995). International Encyclopedia of Teaching and Teacher Education (Second Edition). Elsevier Science Ltd. Oxford.

Caggart, G. L. (2005). *Promoting Reflective Thinking in Teachers*. Crowin Press.

Chaurasia, Gulab (2000). Teacher Education and Professional Organizations. Delhi: Authors Press.

Chaurasia, Gulab. New Era in Teacher Education. New Delhi: Sterling Publishing Pvt. Ltd.

Dikshit, S. S. Teacher Education in Modern Democracies. New Delhi: Sterling Publishers Pvt. Ltd.

Hammond, L. D. & Bransford (Ed.) (2005). *Preparing Teachers for a Changing world*. Francisco: Jossey-Bass.

Hayson, J. J. & Sutton, C. R. *Innovation in Teacher Education*. US: McGraw Hill Book Company.

Hitchcock G. & Hughes D. (1989). Research and the Teacher. London: Routledge.

Irivine, J. J. (2003). *Educating teachers for diversity: Seeing with a Cultural Eye.* New York: Teachers College Press.

Joyce, B. & Weil, M. (2003). *Models of Teaching* (7th ed.). Boston: Allyn & Bacon.

Kundu, C. L. (1998). Indian Year Book on Teacher Education. New Delhi: Sterling Publishers Pvt. Ltd.

Lampert, M. (2001). Teaching Problems and the Problems of teaching. New Haven: Yale University Press.

Longford, G. (1978). Teaching as a Profession. Manchester: Manchester University Press.

Mc Nergney Robert, F. & Herbert, Joanne M. (2001). Foundations of Education: The Challenge of Professional Practice. Boston: Allyn and Bacon.

McClelland, V. A. & Varma, V. P. (1989). Advances in Teacher Education. Routledge: London.

Misra, K. S. (1993). Teachers and their Education. Ambala Canatt: The Associated Publishers.

Mohanty, S. B. (1987). *Student Teaching*. New Delhi: Ashok Publishing House.

Murray, Frank B. (1996). *Teacher Educator's Handbook: Building a Base for Preparation of Teachers.* San Franscisco: Jossey-Bass Publishers.

National Council for Teacher Education (1998). NCTE Document. New Delhi. NCTE.

NCERT (2005). National Curriculum Framework. New Delhi: NCERT.

NCTE: Policy Perspectives in Teacher Education – Cr itique and documentation. NCERT: New Delhi.

Panda, B. N. & Tewari, A. D. (1997). *Teacher Education*. New Delhi. New Delhi: APH.

Ram, S. (1999). *Current Issues in Teacher Education*. New Delhi: Sarup and Sons Publication.

Ramdas, V. *Developing Training Competence of DIET and BRC Personnel through Teleconferencing.* RIE: Mysore.

Schon, D. (1987). *Educating the Reflective Practitioner-Towards New Designs for Teaching and Learning in the Professions.* New York: Basic Book.

Sharma, M. L. (2001). *Educating the Educator.* Ambala: The Indian Publications.

Shrimali, K. L. *Better Teacher Education.* Ministry of Education, Government of India.

Singh, L. C. & Sharma, P. C. (1997). *Teacher Education and the Teacher*. Vikas: New Delhi.

Walker, R. & Adelman, C. A. (1990). Guide to Classroom Observation. Routledge: London.

Websites of NCERT, NUEPA, NCTE, SCERT, NAAC.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
First Semester
Faculty of Education

COMMON CORE COURSE
ED010104 – Trends, Issues, Innovations and Research in Teacher Education
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. What are the different modes of teacher education?
2. Define autonomy in teacher education
3. What is professional ethics?
4. Write the concept TQM.
5. What do you mean by Bench marking in teacher education?
6. What is meant by knowledge management strategies?
7. Define the concept 'accountability of teachers'.
8. What is blended learning?
9. Write any two innovative programmes for continuous professional development of teacher educators?
10. What is action research?   **(8x1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Explain 5E Model of teaching.
12. What are the challenges in linking teacher education with community?
13. Review the national policies on teacher education in India.
14. Discuss Models of Teaching.
15. Explain the methodological issues of research in teacher education.
16. How can we say that teacher is a reflective practitioner?
17. Discuss the impact of globalization in teacher education?
18. Explain the aims and objectives of internship programmes.   **(6x2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Discuss Theoretical and Practical aspects of teacher education program at undergraduate level.
20. What are National agencies of teacher education? Explain their role and functions.
21. Discuss the role of ICT in teacher education. How can we empower teacher educators through technology?
22. Describe the contributions of Shulman and Gage in teacher education research.

                                                                          (2x5=10)

First Semester
COMMON CORE COURSE
ED010105 - ICT AND SKILL DEVELOPMENT

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

- understand ICT and to apply it in the educational settings.
- acquire the skill of using computer lab and smart classrooms.
- familiarise various web tools for class rooms.
- provide an opportunity for prospective teachers to learn communication skills and practice them in real settings.
- acquaint with relevant writing skills.
- understand the way of academic writing.
- acquaint with different skills for self-development.

MODE OF TRANSACTION:

Seminars, web based student learning, panel discussion, group discussion, journaling, creative workshops, Research reporting, Document analysis, Brain storming, report writing, debates, assignments, Lecture-cum-discussion, demonstration, Practicing, experiential learning, survey.

COURSE CONTENT:

PART A – INFORMATION AND COMMUNICATION TECHNOLOGY

Module One: Teaching ICT: Developing as a Reflective Teacher (15 hours)

1. Free and proprietary softwares - comparative study of Ubuntu and Windows, MSOffice and Open Office.
2. Computer Lab Management - Familiarising smart class rooms - contemporary issues in ICT teaching.
3. e-content - concept.
   4. Interacting: e-mail, internet messaging, chat rooms and virtual worlds. Publishing: web pages, blogs and podcasts. Social networking: learning together-wikis in schools - challenges.

PART B – SKILL DEVELOPMENT

Module Two: Communication Skill and Expository Writing (20 hours)

5. Communication-Meaning, Types, Components - Barriers in communication.
6. Communication skills - Interpersonal Skills, Presentation Skills, Listening Skills, Writing Skills, Speaking skills, Reading Skills.
7. Introduction - Types of Expository Writing.

8. Expository Text Structures: Description, Sequence, Comparison, Cause and Effect, Problems and Solutions

9. Expository Writing Techniques - Incorporating Technology in Expository Writing- Steps in assessing Expository Writing.

Module Three: Academic Writing (10 hours)

10. Different kinds of writings and writing styles - Style Manuals: APA, MLA, Chicago, Vancouver.

11. Essential requirements of academic writing - Distinguishing features of a good academic writing - Sources of academic writing - APA guidelines for preparing synopsis, Dissertation/Theses, Research papers, Research articles - Plagiarism in academic writing.

Module Four: Research Proposal (20 hours)

12. Need and significance of writing a research proposal.

13. Steps in the preparation of a research Proposal - Introduction, Procedure for collecting data, Procedure for treating data, Bibliography, Time schedule.

14. Introduction - Title of the topic - need and significance of the study - Review of related literature - statement of the problem- definition of terms and concepts - statement of objectives and hypothesis - delimitations of the study - basic assumptions about the study.

15. Procedure for collecting Data - Sampling-method used in the study - variables in the study - tools and techniques used for data collection - Procedure to organize, analyse and interpret data.

16. Bibliography - List of books, journals and other documents, Time Schedule - Preparation of a realistic time schedule for completing the study within the time available.

Module Five: Self Development including Yoga (25 hours)

17. Soft Skills - Life Skills - Strategies for improving self-development - Modalities for mental and physical well-being - Developing self-coaching skills - Health skill coaching - Managing stress.

19. Communication and Action skills - Mind skills - Goal setting skills - Consolidation skill.

20. Yoga Education –Yoga: origin, history and devel opment. The concept of Pancha Kosha (concept of body, mind and spirit) - Asanas, Mudras, Pranayamas and meditation.

21. Important Asanas: Padmasana, Salabhasana, Ardhasalabhasana, Bhujangasana, Vipareethasalabhasana, Ardhamalsyendrasan, Trikonasana, Vrikshasana, Dhanurasana and Suryanamaskar.

22. Mudras: Chin mudra, Chinmaya mudra, Adi mudra, Merudhanda mudra and Bhrahma mudra.

23. Pranayama: Nadisudhi Pranayama, Sectional breathing, Surya Bhedana Pranayama, Chandra Bhedhana Pranayama.

24. Meditation: Pancha Kosha Meditation.

25. Present day popularity of Yoga - Positive thinking – role in developing mental and physical health.

PRACTICUM (any two):

1. Workshop on e-content design.

2. Workshop on journal article preparation with special reference to APA style.

3. Workshop on communication skills to enhance the ability of the graduates to listen, converse, speak, present, explain and exposit ideas in groups and before an audience.
4. Self-development workshops on Gender/Society and Educate, Disability and Psychosocial developments of Exclusion and Inclusive Education.

RECOMMENDED REFERENCES:

Best, J. W. & Kahn, J. V. (2006). *Research in education* (10th ed.). New Delhi: PHI Learning Private Limited.

Brown, Graham & Watson, David - IGCSE Information and Communication Technology (Book & CD Rom).

Cohen, L. & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.

Gay, L. R. (1996). *Educational research competencies for analysis and applications* (5th ed.).Englewood Cliffs, NJ: Prentice-Hall.

Iyengar, B. K. S. (1981).Light on Pranayama. Pranayama Deepika. London: Harper Collins Publishers.

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

Leon, A. & Leon, M. (2000). Information Technology. Chennai: Vikas Publishing House Pvt. Ltd.

Mario, F. & Manuela, P. (2008). Encyclopedia of Internet Technologies and Applications. Portugal: University of Beira Interior.

Moursund, D.G. (2005). Introduction to information and communication technology in education.

NCERT (1993). National curriculum for elementary and secondary education (rev. ed.). New Delhi: NCERT.

NCERT. (2005)National Curriculum Frame Work New Delhi: NCERT.

Nelson, R. & Jones (2007). Life coaching skills. London: Sage Publishers.

Oliver, P. (2008). Writing your thesis. (2nd Ed.). London: Sage Publications.

Ratho, T.N. and Ravi Prakash, Emerging Trends in Teaching of Computer.

Richardson, W. (2009). Blogs, Wikis, Podcasts, and other powerful web tools for classrooms. (2nd Ed.). California: Corwin Press.

SEMESTER II

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Second Semester
COMMON CORE COURSE
ED010201 – PERSPECTIVES ON EDUCATION STUDIES

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the student will be able to

➢ develop understanding about education as a discipline and field of study.
➢ analyse education in the context of social phenomena and social practice.
➢ appreciate education as a discipline in terms of the theoretical, practical and application elements.
➢ examine the vision of education in India reflected in the policies and programmes of government.
➢ comprehend the performance appraisal of higher education institutions and the conduct of quality analysis in educational institutions.
➢ critically examine the pivotal issues of contemporary India and to prepare action plans.
➢ comprehend the educational ideas of seminal thinkers with respect to the vision and mission of education.
➢ critically evaluate the problems and prospects of international initiatives and national policies in the present context.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Education as a Discipline (15 hours)
1. Concept of Education as Discipline – Meaning, Scope and Relevance.
2. Theoretical bases of Education as a Discipline – Philosophical, Psychological, Sociological, Political and Economic.
3. Platform for Practice of Education as a Discipline – Formal, Informal, Non-formal institutions.
4. Area of Application of Education as a Discipline – Individual, Family, Society, National and Global levels.
5. Interdisciplinary nature of Education – Relationship with other disciplines.

Module Two: Education as Social Phenomena and Practice (20 hours)
6. Education as a Social Phenomenon – Meaning and Significance.
7. Education as an Interactive Process – Bi-polar, Tri-polar and Multipolar Processes.
8. Education for Cultural Development, Preservation, Transmission and Transformation of Culture.

9. Education as a Practice in Society – Social Functions of Educational Institutions – Extension Activities and Research.
10. Learning: The Treasure Within – Four Pillars of Education (UNESCO, 1996).
11. Education for Empowerment – Social, Economic and Women.

Module Three: Stakeholders and Beneficiaries of Education (20 hours)
12. Stakeholders and Beneficiaries of Education – Students, Parents, Community, Society and State.
13. Grant-in-aid Policies at National and State levels.
14. National Structure of Education – Primary, Secondary and Higher Education; Vision and Mission of Higher Education.
15. Performance Appraisal of Higher Education Institutions – Need, Importance, Process and Methods.
16. Total Quality Management in Higher Education.

Module Four: Seminal Thinkers on Education (15 hours)
17. Educational vision of Paulo Friere reflected in *Pedagogy of the Oppressed.*
18. Education as a Dialogical Process reflected in Martin Buber's *I and Thou.*
19. Basic Education of Mahatma Gandhi as enunciated in *Dr. Zakir Hussain Report of 1938.*
20. Educational Thoughts of Dr. APJ Abdul Kalam as depicted in *Indomitable Spirit.*

Module Five: Contemporary Concerns of Education Policy (20 hours)
21. Brief accounts of Educational Policies in India.
22. Challenges of Education – Universalisation – Vocationalisation – Quality Education – Employability – Competency based Education.
23. State Vs Private Control of Education.
24. Advent and growth of Foreign Universities in India – Problems and Prospects of Foreign Direct Investment (FDI) in Indian Education.
25. Education for Global Citizenship.

PRACTICUM (any two):

1. Prepare the summary of the foundational perspective of education reflected in any of the following seminal educational texts. (This may be done in guided reading mode where a small group of students reads with a faculty mentor.)
   a. Jean Jacques Rousseau's *Emile*
   b. Tetsuko Kurayonagi's *Totochan: The Little Girl at the Window*
   c. John Dewey's *Democracy and Education*
2. Visit any educational institution having innovative practices of quality enhancement.
3. Debate on any contemporary educational issue.
4. Conduct a SWOC Analysis of your institution.

RECOMMENDED REFERENCES:

Abdul Kalam, A.P.J. (1998). India 2020 – A Vision for the New Millennium. Penguin Books India Ltd.

Abdul Kalam, A.P.J. (2003). Ignited minds: unleashing the power within India. New Delhi: Penguin Books.

Abdul Kalam, A.P.J. (2006). Indomitable spirit. New Delhi: Rajpal & Sons.

Abdul Kalam, A.P.J., & Arun, T. (2002). Wings of fire: an autobiography of A.P.J. Abdul Kalam. New Delhi: A.P.J. Pub. Corp.

Amanda Coffey (2001). Education and Social Change. Open University Press.

Barrel, G.W. (2000). The twenty first century: the world at carrying capacity. Bioscience.

Bourgonje, P., & Tromp, R. (2011). Quality Educators: An International Study of Teacher Competences and Standards. Education International, Oxfam Novib, Oxfam International.

Bruner, J. (1975). The process of education. London: Hardward University Press.

Chandola, R.P. (2003). The Real Problems of Indian Education. Jaipur: Book Enclave.

Curriculum & Instruction (2015). Excellence in Content Instruction. Graduate studies, College of Education, University of Washington.

Dan, W. Austin (2005). Teaching Social Foundations of Education: Contexts, Theories, and Issues, Lawrence Erlbaum Associates.

Dash, B.N. (2003). Principles of education. (2nded). New Delhi: Neelkamal Publications Pvt. Ltd.

Delors, J. (1996). Learning the Treasure within: Report of International Commission on Education for the21st Century. Paris: UNESCO.

Dewey, John (1916). Democracy and Education. NY: Mcmillan.

Documentation on Women, Children and Human Rights (2000). New Delhi: All India Association for Christian Higher Education.

Fountain, S. (1988). Learning Together – Global Education. NY: Stanley Thrones Publishers Ltd, New York University.

Francis, Brown J. (1947). Educational Sociology. NY: Prentice Hall.

Freire, P. (1972). Pedagogy of the Oppressed. Harmondsworth: Penguin.

Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage. Rowman & Littlefield.

Geoffrey, Walford (1998). Durkheim and Modern Education. Routledge.

George, Alex & Thankachan, T.C. (2013). A Study on the Educational Perspectives of Dr. A.P.J. Abdul Kalam. STCTE, Pala.

Ghosh, S.C. (2007). History of education in India. Rawat Publications.

Gordon, Wells (1999). Dialogic Inquiry: Towards a Socio-cultural Practice and Theory of Education. Cambridge University Press.

Gore, M.S. (1994). Indian Education – Structure and Process. New Delhi: Rawat publishers.

Government of India (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.

Government of India (1986). National policy of education. GOI.

Government of India (1992, 1998). National policy on education, 1986 (As modified in 1992).

Government of India (1993). Learning without Burden. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India.

Government of India (2009). The right of children to free and compulsory education act, 2009.

Government of India (2011). Sarva shiksha abhiyan – Framework for implementation based on the right of children to free and compulsory education act, 2009.

Hall, C. & Hall, E. (2003). Human relations in education. Routledge.

Humayun, Kabir (1959). Education in new India, London: George Allen & Unwin Ltd.

James S. Ross (1952). Ground works of Educational Theory. George G Harrap & co. Ltd.

John L. Rury (2002). Education and Social Change: Themes in the History of American Schooling. Lawrence Erlbaum Associates.

Krishnamurti, J. (1992). Education and world peace. In Social responsibility. Krishnamurti Foundation.

Kumar, K. (2013). Politics of education in colonial India. India: Routledge.

Lynn Davis (2004). Education and Conflict: Complexity and Chaos. Routledge Falmer.

Mohanthy, J. (1988). Indian education in the emerging society. New Delhi: Sterling Publishers Pvt. Ltd.

Nath Prem (1979). The Bases of Education. A Philosophical and Sociological Approach. New Delhi: S. Chand & Company Ltd.

National Council for Teacher Education (2009). National Curriculum Framework for Teacher Education: Preparing Professional and Humane Teacher. (Member-Secretary, NCTR, New Delhi, India).

NCTE (1998). Gandhi on Education. New Delhi.

NCTE (2000). Human Rights and Indian Values. New Delhi.

Padma Ramachandran & Vasantha Ramkumar (2005). Education in India. New Delhi: National Book Trust.

Parekh, B.C. (2000). Rethinking multiculturalism: Cultural diversity and political theory. Palgrave.

Pathak, A. (2013). Social implications of schooling: Knowledge, pedagogy and consciousness. Aakar Books. Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of constructivism. Educational Researcher.

Payne, E. George (1928). Principles of Educational Sociology: An Outline. New York

Peter McLaren; Peter Leonard (1993). Paulo Freire: A Critical Encounter. Routledge.

Peters, R.S. (1967). The Concept of Education. NY: Humanities Press.

Robert A. Dentler Praeger (2002). Practicing Sociology: Selected Fields Librarian's tip. University Press.

Robert B. Wagner (1989). Accountability in Education. London: Routledge.

Rousseau, Jean-Jacques (1979). Emile. NY: Basic Books.

Ruhela, S.P. (1968). Human Values and Education. New Delhi: Sterling Publishers.

Sathish, K.K. (1999). Education for a better society. University News.

Sharma, R.N., & Sharma, R.K. (2006). Problems of education in India. New Delhi: Atlantic Publishers & Distributors.

Singh L.C. (1990). Teacher education in India. N.C.E.R.T.

Sivadasan Pillai K. (1998). Vidyabhyasam, Trivandrum: Kalaniketha.

Sykes, M. (1987). The story of Nai Talim. Wardha: Nai Talim Samiti.

Tagore, R. (2003). Civilization and progress. In Crisis in civilization and other essays. New Delhi: Rupa & co.

Taneja, V.R. (2003). Educational Thoughts and Practice. New Delhi: Sterling Publishers.

Tetsuko Kuroyanagi & Dorothy Britton (1996). Totto-Chan: The Little Girl at the Window. Tokyo: Kodansha International.

Torsten, H. & Postlethwaite, T.N. (1985). The international encyclopedia of education research & studies. NY: Pergamon Press.

UNESCO (1960). Convention and Recommendation against Discrimination in Education, UNESCO.

UNESCO (1989). UN convention on the rights of the child. UNESCO.

UNESCO (1998). Learning to Live Together in Peace and Harmony. A UNESCO APNIEVE Source.

UNESCO (2006). United Nations convention on the rights of persons with disabilities. UNESCO.

UNESCO (2009). Policy guidelines on inclusion in education. UNESCO.

Westing, A.H. (1996). Core values for sustainable development. Environmental Conversation.

Yadav, S. (2013). Preparing teacher educators: M.Ed. curriculum of teacher education. Department of Teacher Education, NCERT, Sri Aurobindo Marg, New Delhi.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Second Semester
Faculty of Education

COMMON CORE COURSE
ED010201 – Perspectives on Education Studies
(2019 admissions onwards)

Time: Three Hours   **Max. Weight: 30**

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Write any two merits of private control of education.
2. How is Education related to Neuro-Science?
3. What do you mean by Education as a social phenomenon?
4. Mention any two ways by which culture can be preserved by education.
5. Define Education as a Multi Polar process.
6. State two measures for empowering women through education.
7. Outline the national structure of school education.
8. Write a short note on Total Quality Management in education.
9. Mention the different platforms for practice of education as a discipline.
10. What is meant by competency based education?

                                                                        (8x1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Explain the need and importance of Education for Global Citizenship.
12. Enumerate the Problems and Prospects of Foreign Direct Investment (FDI) in Indian Education.
13. Explain the importance of Education as a Dialogical Process proposed by Martin Buber.
14. Elaborate the process of performance appraisal of Higher Education Institutions.
15. What are the Grant-in-aid policies at National level with special reference to UGC.
16. Give a brief account of NPE 1986.
17. Present your arguments regarding the benefits of education for various stakeholders.
18. What are the challenges of education in terms of employability?

                                                                        (6x2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Analyse the concept of Education as a Discipline from the theoretical point of view. Elaborate its Philosophical, Sociological and Economic bases.
20. Critically evaluate the vision of education given in the document 'Learning: The Treasure Within (1996)' in the contemporary context.
21. Analyse the educational thoughts of Dr. APJ Abdul Kalam. Explain the relevance of these thoughts in Indian education.
22. Discuss the challenges of education with special reference to Universalisation, Vocationalisation, Quality Education and Employability.   **(2x5=10)**

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Second Semester
COMMON CORE COURSE
ED010202 - HISTORY, SOCIOLOGY AND POLITICAL ECONOMY
OF EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the student will be able to

➢ develop understanding about education as a social process.
➢ analyse education in the context of creating a humane society.
➢ appreciate the role of education in modernisation, social reconstruction and sustainable development.
➢ critically examine the role of education in protecting human rights and combating social evils.
➢ comprehend the educational vision of the Constitution of India.
➢ critically examine the pivotal social, political and economic issues of contemporary India.
➢ develop abilities to make comparisons between the pre-independent and post-independent Indian education.
➢ encounter the challenges of addictions, consumerism, superstitions, abuses, discriminations and inequalities in society.
➢ develop an insight and prepare action plans to tackle the contemporary issues in Indian education.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Historical Perspectives of Indian Education (15 hours)

1) Educational Evolution in India – An Analysis of Dravidian, Vedic, Buddhist, Islamic and Christian contributions in Education.
2) Ancient Indian Universities - Nalanda, Taxila and Vikramasila.
3) Critical study of Commission Reports and Policies on Education in Post-Independence Period – University Education Commission, Secondary Education Commission, Indian Education Commission, New Education Policy and its Review.
4) Landmarks in the History of Education in Kerala – Primary, Secondary and Higher Education.

Module Two: Sociological Perspectives of Education (15 hours)

5) Concept of Sociology – Meaning and Scope.
6) Educational Sociology - Concept, Nature and Scope, Relationship between Education and Sociology.

7) Structural, Functional, Symbolic, Interactionist and Conflict perspectives in Sociology.

8) Education as a Social Subsystem – Relationship between Education and other Social Subsystems: Economy, Polity, Culture and Religion.

Module Three: Education and Social Process (25 hours)

9) Education as a Social Process - Meaning and Scope.

10) Importance of Cultural and Multicultural aspects in Education – Cultural Lag – Acculturation – Enculturation.

11) Socialization – Agencies of Socialization – Family, Peer group, Community and Media.

12) Social Mobility, Social Control and Social Stratification.

13) Social Change – Impact of Education in Modernising Indian Society.

14) Creation of a Humane Society – Education for Liberation from social evils like Addictions, Dowry, Consumerism, Superstitions, Abuses and Discrimination.

Module Four: Political and Economic Perspectives of Education (25 hours)

15) Education and Political system – Educational Policies of State as an Instrument of Transformation.

16) Trends in Democracy and Secularism – Role of Education.

17) Education and Indian Constitution – Educational Provisions in the constitution and challenges of its implementation.

18) Universalisation of Education – Problems and Prospects – Equality of education opportunities – Social Inequalities - Right to Education Act, 2009.

19) Education and Development – Human Resource Development – Education as an Investment - Human Development Indices - Education for Sustainable Development.

20) Financing of Education – Planning, Budgeting and Monitoring.

21) Impact of Liberalization, Privatisation and Globalisation on Education.

Module Five: Contemporary Issues in Education (10 Hours)

22) Human Rights Violations in our Society - Education for Protection of Human Rights.

23) Issues of Autonomy and Accountability in Education.

24) Issues of Gender and Marginalization in Education.

25) Women Empowerment – Trends and Issues.

26) Politicisation of Education - Problems and Prospects.

PRACTICUM (any two):

1. Conduct a study on women empowerment and income generating programmes in your locality (e.g. Kudumbasree/Ayalkoottam).

2. Trace out the educational history of your locality.

3. Conduct a comparative study on Educational Expenditure and allocation in different five year plans in our country.

4. Prepare a report on Educational Developments in British Period in India and its reflection in the Post-independent Educational system.

RECOMMENDED REFERENCES:

Aggarwal J. C. (2005). Landmarks in the History of Modern Indian Education. New Delhi:

Amanda Coffey (2001). Education and Social Change. Open University Press.

Bhakshi P. M. (1998). The Constitution of India. New Delhi: Universal Law Publishing Company.

Bourgonje, P. & Tromp, R. (2011). Quality Educators: An International Study of Teacher Competences and Standards. Education International. Oxfam Novib, Oxfam International.

Carr, D. (2005). Making sense of education: An introduction to the philosophy and theory of education and teaching. Routledge.

Chand S. (2005). Sociology: Principles of Sociology with an Introduction to Social Thought. New Delhi: S. Chand & Company Ltd., Ram Nagar.

Chandola, R. P. (2003). The Real Problems of Indian Education. Jaipur: Book Enclave. Curriculum & Instruction (2015). Excellence in Content Instruction. Graduate studies, College of Education, University of Washington.

Dan W. Austin (2005). Teaching Social Foundations of Education: Contexts, Theories, and Issues. Lawrence Erlbaum Associates.

Delpit, L. D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. Harvard Educational Review, 58(3), 280–29 9.

Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Dewey, John (1900). The School and Society. Chicago: The University of Chicago Press.

Documentation on Women, Children and Human Rights (2000). New Delhi: All India Association for Christian Higher Education. Education. Cambridge University Press

Fountain, S. (1988). Learning Together – Global Education. New York: Stanley Thrones Publishers Ltd, New York University.

Francis, Brown J. (1947). Educational Sociology. New York: Prentice Hall.

Freire, P. (1998). Pedagogy of freedom: Ethics, democracy, and civic courage. Rowman & Littlefield.

Geoffrey, Walford (1998). Durkheim and Modern Education, Routledge.

Ghosh, S. C. (2007). History of education in India. Rawat Publications.

Gordon, Wells (1999). Dialogic Inquiry: Towards a Socio-cultural Practice and Theory of

Government of India (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.

Government of India (1986). National policy of education. Government of India. Government of India (1992, 1998). National policy on education, 1986 (As modified in 1992).

Government of India (1993). Learning without Burden. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India.

Government of India (2009). The right of children to free and compulsory education act, 2009.

Government of India (2011). Sarva shiksha abhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009.

Hall, C. & Hall, E. (2003). Human relations in education. Routledge.

Humayun, Kabir (1959). Education in new India. London: George Allen & Unwin Ltd.

Indira Gandhi National Open University (2014). Students' handbook, Master of Education (M.Ed.). School of Education, IGNOU, Maidan Garhi, New Delhi.

James, S. Ross. (1952). Ground works of educational theory. George G. Harrap & Co. Ltd.

John, L. Rury (2002). Education and Social Change: Themes in the History of American Schooling. Lawrence Erlbaum Associates.

Kalam, Abdul, A.P.J. (1998). India 2020 – A Vision for the New Millennium. Penguin Books India Ltd.

Krishnamurti, J. (1992). Education and world peace. In Social responsibility. Krishnamurti Foundation.

Kumar, K. (2013). Politics of education in colonial India. India: Routledge.

Lynn, Davis (2004). Education and Conflict: Complexity and Chaos. Routledge Falmer.

McLaren, Peter and Leonard, Peter (1993). Paulo Freire: A Critical Encounter. Routledge.

Mishra, A. (2007). Everyday life in a slum in Delhi. In D. K. Behera (Ed.) Childhoods in South Asia. New Delhi: Pearson Education India.

Nambissan, G. B. (2009). Exclusion and discrimination in schools: Experiences of dalit children. Indian Institute of Dalit Studies and UNICEF.

Nath, Prem (1979). The Bases of Education. A Philosophical and Sociological Approach. New Delhi: S. Chand & Company Ltd.

National Council for Teacher Education. (2009). National Curriculum Framework for Teacher Education: Preparing Professional and Humane Teacher. (Member-Secretary, NCTR, New Delhi, India).

NCERT (2006). National Curriculum Framework for School Education 2005, New Delhi: NCERT.

NCERT (2006a). Position paper-National focus group on education with special needs (NCF 2005). New Delhi: NCERT.

NCERT (2006b). Position paper-National focus group on gender issues in the curriculum (NCF 2005). NCERT.

NCERT (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: NCERT.

NCTE (1998). Gandhi on Education, New Delhi: NCTE.

NCTE (2000) Human Rights and Indian Values, New Delhi: NCTE.

Nirantar (2010). Textbook regimes: A feminist critique of nation and identity. New Delhi.

Parekh, B. C. (2000). Rethinking multiculturalism: Cultural diversity and political theory (pp. 213-230). Palgrave.

Pathak, A. (2013). Social implications of schooling: Knowledge, pedagogy and consciousness. Aakar Books.

Payne, E. George (1928). Principles of Educational Sociology an Outline. New York.

Peters, R. S. (1967). The Concept of Education. New York: Humanities Press.

Phillips, D.C. (1995). The good, the bad, and the ugly: The many faces of constructivism. Educational Researcher, 5–12.

Pillai, K. Sivadasan (1998). Vidyabhyasam. Trivandrum: Kalanikethan.

Ramachandran, Padma and Ramkumar, Vasantha (2005). Education in India. New Delhi: National Book Trust.

Reddy G. L., Thankachan, T.C., George, Alex and Shylaja, M. (2015). Human Rights Education. Hyderabad: Neelkamal Publishers.

Reddy G. L., Thankachan, T.C., Thomas, Maryand David, Bindu (2015). Environmental Education. New Delhi: Discovery Publishers.

Robert A. & Dentler, Praeger (2002). Practicing Sociology: Selected Fields Librarian's tip. University Press.

Rodrigues, Valerian (2002). Democracy. In The essential writings of B. R. Ambedkar. New Delhi: Oxford University Press.

Ruhela, S. P. (1968). Human Values and Education. New Delhi: Sterling Publishers.

Singh L. C. (1990). Teacher education in India. NCERT.

Sreedharamenon, A. (1996). Cultural Heritage of Kerala. Madras: S. Viswanathan Printers and Publishers.

Sykes, M. (1987). The story of Nai Talim. Wardha: Nai Talim Samiti.

Tagore, R. (2003). Civilization and progress. In Crisis in civilization and other essays. New Delhi: Rupa & Co.

Taneja, V. R. (2003). Educational Thoughts and Practice. New Delhi: Sterling Publishers.

UNESCO (1960) Convention and Recommendation against Discrimination in Education, UNESCO.

UNESCO (1989). UN convention on the rights of the child. UNESCO.

UNESCO (2006). United Nations convention on the rights of persons with disabilities. UNESCO.

UNESCO (2009). Policy guidelines on inclusion in education. UNESCO.

Wagner, Robert B. (1989). Accountability in Education. London: Routledge.

Weir (Eds.). Curriculum, syllabus design and equity: A primer and model. Routledge.

World Declaration on Education for All, adopted by the World Conference on Education for All. (1990). Meeting Basic Learning Needs, Jomtien.

Yadav, S. (2013). Preparing teacher educators: M.Ed. curriculum of teacher education. Department of Teacher Education, NCERT. New Delhi: Sri Aurobindo Marg.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Second Semester

Faculty of Education

COMMON CORE COURSE

EDU010202 - History, Sociology and Political Economy of Education

(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Write briefly on Education for Sustainable Development.
2. Define cultural lag.
3. Briefly explain Education as a Social Process.
4. Write a constitutional provision for Protection of Human Rights.
5. Mention any two factors that affect social mobility.
6. Elaborate the concept of Marginalisation in our society.
7. Write a short note on Nalanda and Taxila.
8. What is meant by Universalisation of Education?
9. List any two issues of Globalisation on Education.
10. Compare Buddhist Education and Islamic Education with reference to discipline.

(8X1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Explain the relationship between education and sociology in the present context.
12. Explain the importance of Cultural and Multicultural aspects in Education with respect to Acculturation and Enculturation.
13. Elaborate the role of Education in Modernising Indian Society.
14. Give a brief account of issues of Autonomy and Accountability in Higher Education.
15. 'Educational Policies of the State are Instruments of Transformation'. Justify.
16. 'Education is an investment'. Comment.
17. Explain the structural and functional perspectives of sociology.
18. Briefly explain the problems related to politicisation of education.

(6X2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Analyse education as a Social Subsystem. Explain the relationship between education and other Social Subsystems.
20. Critically evaluate the role of education for liberation from social evils to create a humane society.
21. Analyse the educational provisions in the Indian constitution and challenges of its implementation.
22. Analyse the historical development of education in India.   **(2X5=10)**

Second Semester
COMMON CORE COURSE
ED010203 - ADVANCED EDUCATIONAL PSYCHOLOGY:
INDIVIDUAL DIFFERENCES

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ understand the basic concepts, principles and their theories related to individual differences.
➢ understand the implications of theories of personality and intelligence.
➢ evaluate the relevance of various theories.
➢ develop scientific attitude and research competency.

MODE OF TRANSACTION:

Lecture, Discussion, Seminars, Assignments, Case study, Experimentation and Testing.

COURSE CONTENT:

Module One: Determinants of Individual Differences (5 hours)

1. Individual Differences - Introductory Concepts - Causes of Individual differences.
2. Role of Heredity and Environment - Catering to individual Differences - Measures.

Module Two: Personality (30 hours)

3. Nature and Characteristics of Personality. Biological Determinants of Personality - Social and Cultural Determinants of Personality.
4. Theories of Personality - Type Theories. Trait Perspective - Allport, Cattell. Type - Trait Theory - Eysenck.
5. Psycho Analytic Perspective - Freud, Jung.
6. Neo-analytic Perspective - Adler, Horney, Fromm.
7. Humanistic Perspective - Roger, Maslow, Lewin, Goldstein.
8. Social Learning Perspective - Bandura, Dollard and Miller.
9. Interactionist Perspective - Sullivan, Murray.
10. Measurement of Personality - Subjective, Objective and Projective Techniques. Deviant Personality - Understanding Psychopathology.
11. Classification of Personality Disorders - Neurotic, Psychotic, Psychosomatic, Mood (Bipolar) Disorders, Schizophrenia. Stress and Coping with Stress - Different strategies of Stress Management. Resilience - Sources of Resilience in Adulthood and Later Life.

Module Three: Adjustment and Mental Health (15 hours)

12. Adjustment - Concept, Definition. Adjustment Mechanisms. Maladjustment - Causes and Symptoms. Detection of Maladjustment.
13. Principles of Mental Hygiene- Preventive, Constructive and Curative Measures.

14. Psychotherapy - Transaction analysis. Types and techniques of Guidance and Counselling.
15. Life Skill Education - The Power of Positive Teacher.

Module Four: Intelligence (25 hours)

16. Nature and Definition of Intelligence. Theories of Intelligence - Theories of Spearman, Thorndike, Thurstone, Burt and Vernon, Guilford, Cattell, Sternberg, Jensen.
17. Multiple Intelligence (Gardner), Emotional Intelligence (Goleman), Social Intelligence, Moral Intelligence and Spiritual Intelligence.
18. Measurement of Intelligence - IQ, EQ and SQ. Types of Intelligence Tests.
19. Sociocultural Correlates of Intelligence - Home Environment, Birth Order, Family Size, Social Class, Racial and Ethnic Differences.
20. Metacognition - Meaning and Significance. Factors of metacognition. Metacognitive Strategies.
21. Creativity - Nature and Characteristics, Creative Process, Characteristics of Creative Person, Identification of Creativity, Creativity Tests, Fostering Creativity in the Learner. Aptitude - Concepts, Definition, and Measurement. Interest - Concepts, Definition, and Tests. Attitude - Definition, Nature, Characteristics, Components and Measurements.

Module Five: Exceptional Children (15 Hours)

22. Meaning and Characteristics of Mentally Challenged, Physically Challenged, Visually Impaired, Hearing Impaired, Learning Disabled, Backward Children, Gifted and Delinquent.
23. Educational Provisions for Mentally Challenged, Physically Challenged, Visually Impaired, Hearing Impaired, Learning Disabled, Backward Children, Gifted and Delinquent.
24. Policies and Programmes - Organised by Government and NGOs for Exceptional Children.
25. Inclusive Education - Concept and Significance, Issues and Problems.

PRACTICUM (any two):

1. Visit a special school in your area and write a report on programmes and facilities provided to them.
2. Conduct and record a minimum of one experiment and psychological test pertaining to syllabus.
3. Prepare a report based on any one sphere of LD among secondary school students.
4. Outline a programme to develop any one life skill in learners at secondary level.

RECOMMENDED REFERENCES:

Ahuja, N. (1990). A Short text book of Psychiatry. Jayapee Brothers. New Delhi.

Barlow, D. H. & Durano Mark, V. (2005). Abnormal Psychology: An Integrative Approach. New Delhi: Cengage Learning India Pvt. Ltd.

Baumgarder, S. R., Crother, M.K. (2009). Positive Psychology. Dorling Kinderky: Pearson Education in South Asia.

Bensley, D. A. (1998). Critical Thinking in Psychology. A Unified Skill Approach. Brooks/ Cole Publishing Company: USA.

Biehler and Snowman (1991). Psychology Applied to Teaching. Houghton Mifflin Company. USA.

Bridget Robinson Riegler & Greg L. Robinson Riegler (2008). Cognitive Psychology: Applying the Science of the Mind. Baba Barkha Nath Printers: New Delhi

Dennis, Coon & John, O. Mitter (2007). Introduction to Psychology. New Delhi. Akash Press.

Friedman, H. S. & Schustack, M. W. (2009). Personality: Classic Theories and Modern Research. (3rd Ed.). Pearson Education.

Henson, K. T. & Eller, B. F. (1998). Educational Psychology for effective Teaching. New York: Wadsworth Publishing Company.

Hilgard, E. R., Atkinson, R. C. & Atkinson, R. L. (1975). Introduction to Psychology. New Delhi: Oxford and IBH Publishing Co. Pvt. Ltd.

Hollingworth, H. L. (1993). Educational Psychology. New York: Applenton Century Craft Inc.

Kosslyn M. S. & Rosenberg S. R. (2008). Psychology in Context (3rd Ed.). New Delhi: Pearson Education Inc.

Kuppuswamy, B. (1991). Advanced Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.

Laplanche, J. (1989). New Foundation of Psychoanalysis. UK: Basil Blackwell

Mangal, S. K. (2000). Advanced Educational Psychology. New Delhi: Prentice Hall of India.

Santrock, J.W. (2006). Educational Psychology. New Delhi: Tata McGraw Hill Publishing Company.

Santrock, J. W. (2006). Educational Psychology. New Delhi: Tata Mc Graw Hill Publishing Company

Serebriakoff, V. (1998). A guide to Intelligence and Personality Testing. The Parthenon Publishing Group Limited: New Jersey.

Shaffer, D. R. (2009). Developmental Psychology: Childhood and Adolescence (8th Ed.). Wadsworth Publishing Co. Inc.

Steve, M. Jex (2006). Organisational Psychology - A Scientist practitioner Approach. John Wiley & Sons.

QP Code: ………….

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Second Semester
Faculty of Education

COMMON CORE COURSE
ED010203 - Advanced Educational Psychology: Individual Differences
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. What is resilience?
2. Describe congruence and incongruence.
3. What is observational learning?
4. What is the concept of vicarious reinforcement?
5. Define metacognition. List out its components.
6. Write the sociocultural correlates of intelligence.
7. What do you mean by spiritual intelligence?
8. List out the different types of intelligence proposed by Howard Gardner.
9. Differentiate between aptitude and attitude.
10. Bring out your familiarity with any two interest inventories.   **(8x1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. What do you mean by Individual Difference? What are the causes of Individual differences?
12. Explain the Trait theory proposed by Eysenck.
13. Mention any three Projective techniques to measure personality.
14. Explain the Humanistic perspective of Rogers.
15. Discuss any two neurotic personality disorders.
16. Define Intelligence. Explain the SI model of Guilford.
17. What are the major policies and programmes organised by Government for Exceptional children.
18. Briefly explain the major problems while implementing inclusive education. **(6x2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. What is Mental Hygiene? What are the principles of Mental Hygiene? List out the Preventive, Constructive and Curative Measures.
20. What do you mean by Creativity? Explain the characteristics of a creative person. As a teacher how will you foster creativity in your classroom?
21. Explain the educational provisions for the gifted and mentally challenged children.
22. What is Maladjustment? Explain the causes of Maladjustment. Describe any five defence mechanisms.   **(2x5=10)**

Second Semester
COMMON CORE COURSE
ED010204 – ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

- develop the ability to select appropriate design for a research study.
- understand the meaning and techniques of sampling.
- understand the characteristics and use of different tools and techniques for data collection.
- develop the skill in selecting appropriate inferential statistics in educational research.
- understand normal probability distribution and its uses.
- develop skill in analysing and interpreting the data collected for educational research.
- draw generalizations on the basis of a research study.
- acquaint with the preparation of dissertation.

MODE OF TRANSACTION:

Lecture cum discussion, demonstration, group presentation, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community.

COURSE CONTENT:

Module One: Design of Educational Research (20 hours)

1. Research design - meaning, purpose, characteristics, elements, types.
2. Historical research - meaning, scope and steps, sources of data - primary and secondary - Types of historical sources - external and internal criticisms.
3. Experimental design - principles of experimental design, pre experimental design, true experimental design, quasi experimental design, and factorial design; internal and external experimental validity - threats to internal and external validity.
4. Research - survey, causal comparative, correlational, case study, longitudinal, cross sectional, ex-post facto design.

Module Two: Sampling, Tools, and Techniques of Research (18 hours)

5. Sampling - meaning, importance, purpose, characteristics, sample size - rationale for fixing sample size.
6. Methods and techniques of sampling - probability sampling: types - simple random, stratified, systematic, and cluster sampling – advantages; Non-probability sampling: types – convenience – purposive - quota sampling - advantages and limitations.
7. Errors in sampling and its control.

8. Tools of research - check list, rating scale, questionnaire, attitude scale, inventory, sociogram, cumulative record, rubrics, e-tools - construction of tools, advantages and limitations,

9. Techniques of research - observation, interview, sociometry, projective techniques, testing – administration, advantages and limitation s.

10. Characteristics of a good measuring instrument -

11. Different types of tests - construction and standardization of tests, validity and reliability - establishing reliability and validity.

Module Three: 3: Normal Distribution (12 hours)

12. Normal probability curve - meaning and characteristics, measuring divergence from normality – skewness and kurtosis, Non-normal distributions.

13. Applications of normal probability curve - percentage of cases in a normal distribution within given limits - limits in any normal distribution which include a given percentage of cases - comparison of two distributions in terms of overlapping - categorization of a group according to normally distributed traits.

14. Score transformation - Standard scores and T-scores - advantages and uses.

Module Four: Inferential Statistics (20 hours)

15. Statistical inference - concept of population, sample, parameter, statistic - sampling error, central limit theorem, standard error - significance of mean, standard deviation, percentage, and coefficient of correlation - degrees of freedom, estimation of parameters, levels of significance, confidence levels and confidence intervals.

16. Tests of significance of difference between means - concept, null hypothesis and testing of null hypothesis - directional (one tailed) and non-directional (two tailed) test of significance - test of significance of the difference between the means for independent and correlated samples (large and small samples).

17. Parametric tests - concept and uses of parametric tests - analysis of variance (ANOVA) and analysis of co-variance (ANCOVA), factorial design - concept, basic assumptions and uses

18. Non parametric tests - basic assumptions and uses - Chi-square test - concept, use and application - Mann Whitney u test.

Module Five: Analysis, Interpretation, and Research Report (20 hours)

19. Analysis and interpretation- processing of data, analysis of data - qualitative and quantitative analysis.

20. Testing of hypothesis: decision making - Type I error and Type II error - interpretation and generalization of quantitative data.

21. Computer data analysis - computer data management, possibilities of using software available for analysis of social science data – EXCEL, SPSS, STATA and R - cyber security and cyber ethics.

22. Report Writing - research report - formal composition, pagination, title page, chapterisation, style of writing, preparing tables for presentation of data, APA style, use of abbreviation, bibliography, appendices.

23. Characteristics of a good research report.

24. Evaluation of a research report - criteria for evaluation - appropriateness of title and abstract, problem, hypotheses, review of related literature, methodology, results, discussion, references, materials and overall writing.
25. Ethical issues in educational research – plagiarism.

PRACTICUM (any two):

1. Prepare a sample research article for a journal.
2. Illustrate the 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.

RECOMMENDED REFERENCES:

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Anastasi, A. & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi: PHI Learning Private Limited.

Best, J. W. & Kahn, J. V. (2006). *Research in education* (10th ed.). New Delhi: PHI Learning Private Limited.

Chandra, S. S. & Sharma, K. (l997). *Research in education*. New Delhi: Atlantic Publications.

Cohen, L. & Manion, L. (1994). *Research methods in education* (4th ed.). London: Routledge.

Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Boston: Pearson.

Downie, N. M. & Heath, R. W. (1970). *Basic statistical methods*. New York: Harper and Row Publishers.

Ebel, R. L. & Frisbie, D. A. (1991). *Essentials of educational measurement* (5th ed.). New Delhi: Prentice Hall of India.

Edwards, A. L. (1957). *Techniques of attitude scale construction*. New York: Appleton Century Crofts Inc.

Fraenkel, J. R. & Wallen, N. E. (1993). *How to design and evaluate research in education* (2nd ed.). New York: Mc Graw Hill.

Garrett, H. E. (1966). *Statistics in psychology and education* (6th ed.). Bombay: Vakils, Feffer, and Simons Ltd.

Gay, L. R. (1996). *Educational research competencies for analysis and applications* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall.

Gerard, G. (201 0). *Basic research methods.* New Delhi: Sage Publications.

Good, C. V. (2006). *How to do research in education*. New Delhi: Cosmo Publications.

Guilford, J. P. (1990). *Fundamentals of statistics in psychology and education*. New York: Mc Graw Hill.

Heiman, C. W. (1995). *Research methods in psychology*. Boston: Houghton Mifflin Company.

Hittleman, D. R. & Simon, A. J. (1992). *Interpreting educational research* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.

Keith, F. P. (2009). *Introduction to research methods in education*. New Delhi: Sage Publications.

Kerlinger, F. N. (1995). *Foundations of behavioral research* (3rd ed.). Bangalore: Prism Books Pvt. Ltd.

Kiess, H. O. (1996). *Statistical concepts for the behavioral sciences* (2nd ed.). Boston: Allyn and Bacon.

Koul, L. (2009). *Methodology of educational research* (4th ed.). New Delhi: Vikas Publishing House.

Kubiszyn, T. & Borich, G. (2003). *Educational testing and measurement* (7th ed.). Singapore: John Wiley and Sons.

Leary, M. R. (2001). *Introduction to behavioral research methods* (3rd ed.). Boston: Allyn & Bacon.

Lichtman, M. (2006). *Qualitative research in education: A user guide.* New Delhi: Sage Publications.

Mangal, S. K. (2002). *Statistics in psychology and education* (2nd ed.). Delhi: PHI Learning Private Limited.

Matt, H. M. & Nick, J. (2011). *A critical introduction to social research.* New Delhi: Sage Publications.

Mc Burney, H. D. (2001). *Research methods.* Australia: Wordsworth.

Mc Millan, J. H. & Schumacher, S. (1989). *Research in education* (2nd ed,). USA: Harper Collins Publishers.

Minium, E. W., King, B. M., &. Bear, G. (1993). *Statistical reasoning in psychology and education* (3rd ed.). New York: John Wiley & Sons Inc.

Mouly, G. J. (1964). *The science of educational research*. New Delhi: Eurasia.

Nation, J. R. (1997). *Research methods*. Upper Saddle River, NJ: Prentice Hall.

Rummell, F. J. (1964). *An introduction to research procedures in education*. New York: Harper and Row Publishers.

Sharma, N. K. (1996). *Statistical techniques.* Jaipur: Deep & Deep Publications.

Sinha, B. L. (Ed.). (2001). *Encyclopedia of statistics, psychology and* education (Vol.I). New Delhi: Anmol Publications.

Travers, R. M. V. (1964). *An introduction to educational research*. NewYork: McGraw HiIl.

Vandalen, D. D. (1968). *Understanding educational research.* New York: McGrawHill.

Varma, M. (1965). *An introduction to educational and psychological research*. Bombay: Asia Publishing House.

Willis, J. W. (2007). *Foundations of qualitative research: Interpretative and critical approaches.* New Delhi: Sage Publications.

Willis, J. W. (2007). *Foundations of qualitative research: Interpretative and critical approach.* New Delhi: Sage Publications.

QP Code: ………….   Reg. No.: …………….

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Second Semester
Faculty of Education

COMMON CORE COURSE
ED010204 – Advanced Educational Research and Statistics
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. How do you establish the validity and reliability of an achievement test?
2. Write briefly on APA style.
3. Describe the importance of software in computation of data.
4. What are the ethical issues in educational research?
5. What are the assumptions of Analysis of Co-variance?
6. Describe experimental design.
7. What is sampling? What is the rational for fixing sample size?
8. What are E-tools?
9. Describe the significance of qualitative analysis of data.
10. What are the characteristics of a good research report?

                                                                          (8X1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Write a short note on Historical research.
12. Compare causal comparative and correlational research.
13. Distinguish between questionnaire and inventory.
14. What do you mean by normal probability curve? Briefly explain its properties.
15. Explain standard scores and T- scores. What are their advantages?
16. Calculate the test of significance of difference between means for the following data.

Groups	Mean	Standard Deviation	N
Group A	32.4	6.7	60
Group B	29.7	4.1	50

17. What is confidence interval? Explain.
18. What is meant by sampling error? Suggest measures for controlling it.

                                                                          (6X2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. What is research design? Explain the meaning, purpose, characteristics, elements and types? Describe any one Experimental Design.

20. What are the different methods and techniques of sampling? Describe any one method in detail.

21. When will you use chi-square test in hypothesis testing? Test the hypothesis that "the status of achievement is independent of method of teaching" for the following data.

Method of Teaching	Status of Achievement	
	Improvement	No improvement
Method 1	23	34
Method 2	17	41

22. What are the components of a Research Report? Prepare a research report for a problem of your choice.

(2X5=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Second Semester
SPECIALISATION CORE COURSE
ED010205 – CONTEXT AND ISSUES OF ELEMENTARY EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ develop an understanding about elementary education and its allied concepts.
➢ analyse the feeder programmes of elementary education in the context of India.
➢ examine the history, vision and development of elementary education in pre-independent and post-independent India.
➢ critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.
➢ comprehend the institutions, structures and initiatives for elementary education in India.
➢ critically examine the pivotal issues of contemporary India with respect to elementary education and to prepare action plans.
➢ comprehend the curriculum and evaluation in elementary education.
➢ critically evaluate the international trends, national initiatives and national policies in elementary education in the present context.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Elementary Education: Framework and Allied Concepts (15 hours)

1. Elementary Education – Meaning, Objectives, Scope Vision and Mission.
2. Philosophical, Social, and Psychological Bases of Elementary Education
3. Constitutional provisions for elementary education – Articles related to elementary education and their implications,
4. Right to Education and child rights – Background of 86th Constitutional Amendment.
5. ECCE as a feeder programme for Elementary Education and Role of ICDS.
6. Role of Home, Community and Mass media in child development.

Module Two: Development of Elementary Education (15 hours)

7. Historical development of elementary education in India from 1813 to 1947, Gandhiji's Basic Education: A Critical Analysis.
8. Analysis of the reports of The Education Commission 1966, National Policy on Education 1986, Yashpal Committee.

9. National Curriculum Framework 2005, National Curriculum Framework 2016, Kerala Curriculum Frame Work 2007.

10. Priorities on Elementary Education as envisaged in 10th, 11th and 12th Five-Year Plans.

11. Management of Elementary Education – State vs Private control – Decentralisation of Elementary Education.

Module Three: Systems, Issues and Concerns of Elementary Education (25 hours)

12. Systems and structural organization of Elementary Education in India.

13. Universalisation of Elementary Education – Issues and Challenges.

14. National Elementary Education Mission – Aims and Programmes, Quality Elementary Education – Responsibilities and challenges of MHRD, NCERT, SCERT, DIETs, BRCs and CRCs.

15. Role of NGOs and voluntary organisations, Elementary Education in the International context
    – UNESCO, UNICEF and UN Initiatives.

16. Education for All and Equalisation of Educational Opportunities – Challenges and solutions – Hindrances of Elementary Education – Child labour – Child abuse – Gender disparity – Marginalisation – Wastage and Stagnation.

17. Programmes and Initiative for Elementary Education – Critical evaluation of the outcomes of the Government initiatives – Operation Blackboard (OB) – District Primary Education Programme (DPEP) – Sarva Shiksha Abhiyan and Samagra Shiksha Abhiyan (SSA) – National Programme for Education of Girls at Elementary Level (NPEGEL) – Kasturba Gandhi Balika Vidyalaya (KGBV) – Lok Jumbish – Shiksha Karmi Project.

Module Four: Curriculum, Pedagogy and Evaluation in Elementary Education (20 hours)

18. Curriculum for Elementary Education – Principles and Maxims, Paradigms in contemporary curriculum, Joyful Learning – Experiential Learning – Guided Learning.

19. Competency based Education – Importance of Life Skill education.

20. Methodology and Pedagogical Analysis of Elementary Education – Language, Mathematics, Environmental Science, Art Education, Health and Physical Education.

21. Methods of Classroom transaction – to develop discovery approach in learning – to develop presentation skills – to develop writing skills (story writing, poetry writing, and written exam) – to develop performance skills (Drawing skill, Music presentation, Drama, Dance, Physical activities) – to develop practical skills (experimentation and observation).

22. Tools and Techniques of Evaluation at Elementary level – Continuous and comprehensive Evaluation (Diaries related to each subject, unit test, performance evaluation and product evaluation) – Longitudinal and Cross-sectional methods – Health Records – Anecdotal and Cumulative records – Case study and other relevant techniques.

Module Five: Contemporary Trends and Research in Elementary Education (15 hours)

23. Recent Researches on Elementary Education – An analysis of the status.

24. Inclusive education at elementary level – Challenges of bringing all children in the same school with special reference to children with disabilities, children from weaker social, cultural and economic backgrounds.

25. Quality Improvement of Elementary Education – Role of IT – Contribution of IT@School Project – National Programme for Technology Enhanced Learning (NPTEL).

26. Elementary Education in the context of Globalization and Commercialisation – Issues related to multicultural classrooms.
27. Teacher Education at Elementary level – Current practices for professional development of practitioners and teacher educators – Initiatives of NCTE.

PRACTICUM (any two):

1. Prepare a questionnaire for evaluating curriculum for any standard at elementary level.
2. Prepare an innovative lesson transcript based on a subject at elementary level of your choice.
3. Prepare a report on the recent research on curriculum development at elementary level.
4. Make comparative Study of two syllabi of standard I – Kerala State Government and CBSE.

RECOMMENDED REFERENCES:

Aggarwal, J. C. (1993). *Development and Planning of Modern Education*. New Delhi, Vikas Publishing House Pvt. Ltd.

Aggarwal, R. (2010). *Elementary Guidance and Counselling.* Shipra Publication.

Anderson, K. & Minke, K. (2007). Parent involvement in education: Toward an understanding of parents' decision making. *The Journal of Educational Research* 100 (5), 311–323.

Autin, Dan W. (2005). *Teaching Social Foundations of Education: Contexts, Theories, and Issues*. Lawrence Erlbaum Associates.

Barrel, G. W. (2000). The twenty first century: the world at carrying capacity. *Bioscience.* 50, 363-368.

Bourgonje, P. & Tromp, R. (2011). Quality Educators: An International Study of Teacher Competences and Standards. *Education International*, Oxfam Novib, Oxfam International.

Bruner, J. (1975). *The Process of Education*. London: Hardward University Press.

Chandola, R. P. (2003). *The Real Problems of Indian Education*. Jaipur: Book Enclave.

Coffey, Amanda (2001). *Education and Social Change*. Open University Press.

Cohen. J. E. & Malin, M. B. (2010). *International Perspectives on the Goals of Universal Basic and Secondary Education.* Routledge.

Committee for Review of National Policy on Education, 1986 (1990). Ministry of Human Resource Development, Department of Education, New Delhi.

Dash, B. N. (2003). *Principles of Education*. New Delhi: Neelkamal Publications Pvt. Ltd.

Dash, B. N. (2007). *Curriculum planning and development*. New Delhi: Dominant Publications.

Delors, J. (1996). *Learning the Treasure Within: Report of International Commission on Education for the 21st Century*. Paris: UNESCO.

Dewey, John (1916). *Democracy and Education*. New York: Macmillan.

Documentation on Women, Children and Human Rights (2000). New Delhi: All India Association for Christian Higher Education.

Fountain, S. (1988). *Learning Together – Global Education*. New York: Stanley Thrones Publishers Ltd, New York University.

Geoffrey, W. (1998). *Durkheim and Modern Education*. Routledge.

Gore, M. S. (1994). *Indian Education – Structure and Process*. New Delhi: Rawat Publishers.

Government of India (1966). *Report of the Education Commission: Education and National Development.* New Delhi: Ministry of Education.

Government of India (1986). National Policy of Education. GOI.

Government of India (1992, 1998). National Policy on Education, 1986 (as modified in 1992).

Government of India (1993). *Learning without Burden*. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India.

Government of India (2009). The right of children to free and compulsory education act, 2009.

Government of India (2011). Sarva Shiksha Abhiyan – Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009.

John, L. (2002). *Education and Social Change: Themes in the History of American Schooling*. Lawrence Erlbaum Associates.

Kabir, Humayun (1959). *Education in new India*. London: George Allen & Unwin Ltd.

Kalam, A. P. J. & Arun T. (2002). *Wings of fire: an autobiography of A.P.J. Abdul Kalam*. New Delhi: A. P. J. Pub. Corp.

Kalam, A. P. J. (2006). *Indomitable spirit*. New Delhi, Rajpal & Sons.

Kaplan, L. & Edelfelt, R. A. (1996). *Teachers for the New Millennium.* California: Corwin.

Krishnamurti, J. (1992). Education and World Peace. In *Social Responsibility*. Krishnamurti Foundation.

MHRD (Government of India) (2000). Sarva Siksha Abhiyan: Programme for Universal Elementary Education in India. Department of Elementary Education and Literacy.

Ministry of Education (1966). *Education and National Development.* Report of the Commission (1964-1966), New Delhi, Government of India.

Mohanthy, J. (1988). *Indian education in the emerging society*. New Delhi: Sterling Publishers Pvt. Ltd.

Mukharji, S. (2007). Contemporary Issues in Modern Indian Education. Authors Press.

Mukherjee, S. N. (1966). *History of Education* in *India*. Baroda: Acharya Book Depot.

Naik, J. P. (1975). Elementary Education in India: A Promise to Keep. Bombay: Allied Publishers.

Nath, Prem (1979). *The Bases of Education. A Philosophical and Sociological Approach*. New Delhi: S. Chand & Company Ltd.

National Commission on Teachers (1983-85). Controller of Publications, Delhi.

National Commission on Teachers-1 (1983-85). Teacher and Society. Delhi, Government of India Press.

National Council for Teacher Education (2009). National Curriculum Framework for Teacher Education: Preparing Professional and Humane Teachers. (Member-Secretary, NCTR, New Delhi, India).

National Policy on Education (1986). Ministry of Human Resource Development, Department of Education, New Delhi.

NCERT (1998). National Curriculum Framework for Teacher Education. New Delhi: NCERT.

NCERT (2005). National Curriculum Framework for School Education. New Delhi: NCERT.

NCTE (1988). Curriculum Framework for Quality Teacher Education. New Delhi: NCTE.

NCTE (1998). Gandhi on Education. New Delhi: NCTE.

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

Parekh, B. C. (2000). *Rethinking multiculturalism: Cultural diversity and political theo*ry. Palgrave.

Peters, R. S. (1967). *The Concept of Education*. New York: Humanities Press.

Ramachandran, Padma & Ramkumar, Vasantha (2005). *Education in India*. New Delhi: National Book Trust.

Right to Education Act (2009). *The Gazette of India*. New Delhi.

Robert, A. & Praeger, Dentler (2002). *Practicing Sociology: Selected Fields Librarian's Tip.* University Press.

Rose, James S. (1952). Groundworks of Educational Theory. George G. Harrap & Co. Ltd.

Sharma, R. N. & Sharma, R. K. (2006). Problems of Education in India. New Delhi: Atlantic Publishers & Distributors.

Study Group on the Training of Elementary Teachers in India (1961). Ministry of Education, New Delhi.

Tagore, R. (2003). Civilization and Progress. In *Crisis in civilization and other essays*. New Delhi: Rupa & Co.

Taneja, V. R. (2003). *Educational Thoughts and Practice*. New Delhi: Sterling Publishers.

Torsten, H. & Postlethwaite, T. N. (1985). *The international encyclopedia of education research and studies.* New York: Pergamon Press.

UNESCO (1960). *Convention and Recommendation against Discrimination in Education.* UNESCO.

UNESCO (1998). *Learning to Live together in Peace and Harmony*. A UNESCO APNIEVE Source.

UNESCO (2009). *Policy guidelines on inclusion in education*. UNESCO.

Wagner, Robert B. (1989). *Accountability in Education.* London: Routledge.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Second Semester
Faculty of Education

SPECIALISATION CORE COURSE
ED010205 – Context and Issues of Elementary Education
(2019 admissions onwards)

Time: Three Hours   **Max. Weight: 30**

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Mention the context of revision of Article 45 to Article 21 A.
2. Write two relevant areas of research at elementary level with its importance.
3. Write the importance of 11th Five-Year Plan with respect to elementary education.
4. Briefly describe how you will develop life skills among students at elementary level.
5. What is the significance of experiential learning at elementary level?
6. Is it possible to attain the mission 'Education for All' in India? Justify your answer.
7. Write down the structural organization of elementary education in India.
8. Give a brief account on Joyful learning.
9. Write one principle of curriculum development indicating its relative importance.
10. Mention two objectives of teaching environmental science at elementary level.

(8x1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. What are the objectives of elementary education? Critically examine how far the objectives have been achieved.
12. How does ECCE help for the attainment of universalization of elementary education?
13. State the problems and issues of elementary education given in Yashpal Committee Report.
14. Briefly describe the role of IT in quality improvement of elementary education.
15. Indicate the advantages and disadvantages of continuous and comprehensive evaluation practiced in our schools
16. What are the hindrances of elementary education? Suggest measures to overcome them.
17. State the initiatives of NCTE for the professional development of elementary school teachers.
18. Give an account of issues pertaining to multicultural classrooms at elementary level.

(6x2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Critically examine the major programmes and initiatives in India for the achievement of universalization of elementary education.
20. Elaborate the development of elementary education in pre-independent India.
21. Discuss the role of state level agencies, NGOs and voluntary organizations for quality elementary education.
22. Analyse different methods adopted for classroom transaction at elementary level.

(2x5=10)

SEMESTER   III

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Third Semester
SPECIALISATION ELECTIVE COURSE
ED800301 – EDUCATIONAL EVALUATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ familiarize the student with theoretical background of educational evaluation.
➢ make students aware about the various functions of evaluation.
➢ help the students to understand the different models of evaluation.
➢ make students familiar with tools and techniques of evaluation.
➢ enable students to prepare quality test items.
➢ develop competence in construction and standardization of various measuring instruments.
➢ nurture the skill in interpretation of data and test results.
➢ make the future educators aware about major innovations in educational testing and evaluation.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Process of Evaluation (15 hours)

1. Concept of evaluation - meaning and definitions, Taxonomy of educational objectives - revised version of Bloom's Taxonomy, Different approaches to formulating objectives and special learning outcomes, McCormack and Yager's Classification of Objectives.
2. Need and scope of evaluation. Functions of evaluation -Placement, classification, feedback and motivation, prognosis, diagnosis, certification and assessment, interrelationship between measurement and evaluation in education.
3. Differences among measurement, assessment and evaluation, scales of measurement.
4. Types of evaluation - Formative Vs. Summative, Diagnostic Vs. Prognostic, and Criterion referenced Vs. Norm referenced.
5. Administering the evaluation programme - (Rapport, scheduling various types of evaluation, student participation in evaluation) Competency based instruction and evaluation.

Module Two: Models of Evaluation in Education (15 hours)

6. Evaluation as a model for change, concept of models of evaluation, Need for evaluation Models.
7. Types of evaluation Models (Goal attainment model and Goal free model)
8. Kirkpatrick Model (Advanced level of evaluation — results level, performance level,

Basic level of evaluation — Training level, Reaction level)

9. CIRO Model (Context evaluation, Input evaluation, Reaction evaluation, outcome evaluation)

10. Stufflebeam's CIPP Model (Context evaluation input evaluation, Process evaluation Product evaluation).

Module Three: Tools and Techniques of Measurement and Evaluation (25 hours)

11. Tools of evaluation - tests (intelligence, aptitude, creativity, performance tests).

12. Scales (different types), checklist, inventory, questionnaire, schedule - meaning and uses.

13. Techniques of evaluation - Interview, Observation, Self-reporting, projective techniques – meaning and Uses.

14. Evaluation Instruments as a basis for staff development – Peer observation, Curriculum Delivery systems, making staff development work.

15. Developing achievement tests - Test items - Objective items (different types), descriptive items (short answers and essay type), and guidelines for preparing various types of items, merits and demerits of each type of test items. Classification of tests - oral Vs. written, individual Vs. group, Achievement Vs. Diagnostic test, Standardized Vs. teacher made test.

Module Four: Construction and Standardization of Evaluation Instruments (25 hours)

16. 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.

17. Steps in the construction and standardization of tests and scales (Planning, designing, item writing, scrutinizing and editing; preliminary tryout and item analysis, selection of items for the final form, establishing reliability, validity.

18. Norms — (age, gender, locale, grade norms), Standard score, Percentile norm, T score, C score, Stanine score.

19. Steps in administering tests to Groups of pupils, interpreting test results and other evaluative data.

20. Factors and precautions to be considered in the interpretation and use of evaluative data, Individual administration.

Module Five: Modern Trends in Educational Evaluation (10 hours)

21. Grading - concepts, types, merits and demerits, issues in grading; Semester system - concepts, merits and demerits; Continuous internal assessment.

22. Question Bank — steps in the preparation, merits and demerits.

23. Continuous and comprehensive evaluation - concepts, merits and problems; Cumulative record; Open book examination.

24. Online examination, web based assessment, uses of computers in various phases of evaluation, electronic portfolios.

25. 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 two):

1. Prepare an assignment on recent researches in Educational Testing and Evaluation.
2. Prepare any one evaluation tool.
3. Prepare an e-portfolio.
4. Prepare a soft copy of Question Bank on any topic of your choice.

RECOMMENDED REFERENCES:

Adams, G. S. & Torgerson, T. L. (1956). *Measurement and Evaluation for the secondary school teachers*. New York: The Dryden press.

Bhatia, S. K. & Jindal, S. (2016). *A text book of Curriculum, Pedagogy and Evaluation*. New Delhi: Paragon International Publishers.

Bloom, S. B., Hastings, J. T. & Madans, G. F. (1971*). Handbook on Formative and Summative Evaluation of student learning.* New York: McGraw-Hill Book com.

Borich, G. & Kubiszyn, T. (2013). *Educational Testing and Measurement - Classroom Application and practice*. (4th Ed.). Texas: Harper Collins College Publishers.

Carey, A. M. (1988*). Measuring and Evaluating School Learning*. Boston: Allyn and Bacon.

Cronbach, L. J. (1970). *Essentials of Educational Measurement*. New Delhi: Prentice Hall of India Pvt. Ltd.

Ebel, R. & Frisbie, D. (2003). *Essentials of Educational Measurements*. New Delhi: Prentice Hall of India Pvt. Ltd.

Edwards, A. L. (1975). *Techniques of Attitude Scale construction*. Bombay: Feiffer and Simeno Pvt. Ltd.

Fitzpatrick, J. L., Sander, J. R. & Worthen, B. R. (2004). *Programme Evaluation: Alternative Approaches and practical Guidelines* (3rd Ed.) Boston: Pearson

Freeman, F. (1962). *Psychological Testing (theory and Practice).* New York: Holt, Rinehart and Winston.

Gay, L. R. (1996). *Educational Research - competencies for Analysis and Application*. USA: Prentice Hall International (UK) Ltd.

Gronlund, N. E. (1965*). Measurement and Evaluation in Teaching*. London: Collier-McMillan Ltd.

Kirkpatrick, D. L. & Kirkpatrick, J. D. (2005). *Transferring Learning to Behaviour: using the four levels to improve performance*. San Francisco: Berret-Koehler.

Manning, R. C. (1988). *The Teacher Evaluation Handbook*. New Jersey: Prentice Hall.

Pathak, R. P. (2012).*Measurement and Evaluation in Education*. Delhi: Pearson India.

Popham, J. W. (1993). *Educational Evaluation*. Boston: Allyn and Bacon.

Popham, J. W. (2017*).Classroom Assessment - What teachers need to know*. Boston: Pearson Education, Inc.

Radha Mohan (2016). *Measurement, Evaluation and Assessment in Education*. Delhi: Prentice-Hall of India Pvt Ltd.

Remmers, H. H. & Gage, N. X. (1955). *Educational Measurement and Evaluation*. New York: Harper and Brothers.

Reynolds, C. R., Livingston, B. R., Wilson, V. & Jha Arbind, K. (2017). *Measurement and Assessment in Education*. Boston: Pearson.

Schumacher & McMillan, J. H. (2001). *Research in Education - A conceptual Introduction*.

USA: Harper Collins.

Stufflebeam, D. L. & Kellaghan, T. (Eds.). (2003). *The International Handbook of Educational Evaluation*. Boston: Kluwer Academic publishers.

Stufflebeam, D. L. & Shinkfield, A. J. (2007). *Evaluation Theory, models and applications*. San Francisco CA: Jossey-Bass.

Thorndike, R. M. & Thorndike, T. M. (2004).*Measurement and Evaluation in Psychology and Education.* Delhi: Prentice-Hall of India Pvt Ltd.

Vashist, S. R. (Ed.) (1994). *Practice of Educational Evaluation*. New Delhi: Anmol Publications Pvt. Ltd.

QP Code: …………..   Reg. No.: …………….

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Third Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED800301 – Educational Evaluation
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Give two suggestions for improving essay type questions for an Achievement test.
2. How does Achievement test differ from Diagnostic test?
3. Examine the difference between Verbal and Non-verbal intelligence test.
4. List two Functions of Evaluation.
5. State the need for Evaluation Models.
6. Differentiate between Standardized and Teacher made tests.
7. Give two merits of grading system.
8. Comment on Open book examination.
9. Define standard score.
10. Suggest two methods to establish the reliability of a test.   **(8x1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Enumerate the strengths and weaknesses of 'Conferencing' as an evaluation practice.
12. Analyse the role of 'Peer observation' in staff de velopment.
13. Comment on Goal free Model in evaluation.
14. Describe how you would develop a question bank and use it for effective evaluation.
15. Explain the meaning and use of Projective Techniques in evaluation.
16. With the help of an example, differentiate the concepts 'measurement', 'assessment' and 'evaluation'.
17. List out the steps in preparing an e-portfolio.
18. Suggest the precautions to be taken in the interpretation and use of evaluative data.

                                                          (6x2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Describe the steps involved in the preparation and standardisation of any evaluation tool.
20. Illustrate how the revised version of Bloom's Taxonomy is an improvement upon its former version. Bring out the educational significance of the changes.
21. Discuss the meaning, significance, merits and problems of 'Continuous and Comprehensive Evaluation'.
22. Explain the characteristics of a good evaluation instrument. How will you ensure the validity of a test that you have prepared?   **(2x5=10)**

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Third Semester
SPECIALISATION ELECTIVE COURSE
ED800302 – EDUCATIONAL TECHNOLOGY

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ reflect upon the various forms of electronic and digital technology that can be employed in the teaching-learning process.
➢ understand the meaning, nature scope and significance of Educational Technology and its important components in terms of hardware and software.
➢ distinguish between communication and instruction.
➢ get acquainted with modern instructional practices.
➢ acquire proficiency in effective utilization of education.
➢ device appropriate ICT oriented assessment tools in the evaluation of learning in the educational process.
➢ develop learning packages based on Audio Visual Technology.
➢ apply the principles of systems approach in teacher education, in classroom communication and in FIACS and VICS.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Introduction to Educational Technology (15 hours)
1. Concept and scope of Educational Technology.
2. Forms of Educational Technology – Teaching, Technology, Instructional Technology, Behaviour Technology.
3. Systems Approach to Education and its components - Goal settings, Task analysis, Content analysis and Evaluation strategies.
4. Application of learning theories of Skinner, Gagne, Bruner and Piaget in Educational Technology.

Module Two: Communication Technology (20 hours)
5. Concept, Nature, Components and Types of Classroom Communication.
6. Effectiveness of Communication in Instructional System – Modes of Communication.
7. Barriers and Process of Communication.
8. Communication Approach: Development Communication Approach, Development Support Communication Approach.
9. Education and training: Face-to-face, Distance and other alternative modes.

10. Observation Schedules of Interaction - FIACS, VICS, OSCAR, BLAS.

Module Three: Instructional Designs and Strategies (20 hours)

11. Instructional Design - Concept, Stages in the process of Development of Instructional Design; types of Instructional Designs - ADDIE Model, Instructional design for Competency Based Teaching.
12. Models of Teaching - Elements, Families of Teaching Models - Inquiry Training Model, Synectics Model, Contingency Model, Jurisprudential Inquiry Model.
13. Individualized instruction – Meaning, Principles and different types of Individualized Instruction - Programmed Instruction, Keller Plan, Learning Kits, and Language Labs.
14. Modification of Teaching Behaviour – Micro Teaching, Simulation and Link Practice.
15. Memory, understanding and practices of reflective levels of Teaching.

Module Four: Media and Information Technology (20 hours)

16. Media Technology - Meaning, Nature, Functions, different forms (Print Media, Electronic Media and Digital Media) and its limitations.
17. Application of Media Technology - Application in Formal, Non Formal and Informal Education, Distance Education and Open Learning Systems.
18. Multisensory Approach - Concept and Significance.
19. Resources Centers for Educational Technology - CIET, SIET, NOS, EMMRC, NIST,
20. ICT in Education – Concept and Scope; E-learning- Concept, Characteristics, Modes of E-learning (Synchronous and Asynchronous).
21. Harnessing e-media – CAI, online education, virtual education, e-text, e-journal and digital library media forums, tele-conferencing, video conferencing, CCTV, INSAT, ETV, Satellite instruction – EDUSAT and VICTERS; future of Media and Technology in learning environment.

Module Five: New Horizons of Educational Technology (15 hours)

22. Recent innovations in the area of Educational Technology – Video conferencing, Mobile Technology-Learning Applications, Blended Learning, Prezi Presentations, Free and Open Source Software, Massive Open Outline Course - SWAYAM, Coursera, EDX, Internet Forums, Blogs, Bulletin Boards, Webinar, Moodle.
23. Computer and assessment – Online Testing, Electronic Portfolio, Computerized Administration and scoring tests, Printing and record keeping of the Test Scores, web based assessments.
24. Future trends in digital technology and learning applications.
25. Recent trends in Research with reference to Educational Technology.

PRACTICUM (any two):

1. Observation of classroom interaction using FIACS, VICS, etc.
2. Seminar on any one new trend in Educational Technology.
3. Preparation of Radio and T.V. lessons (one each).
4. Developing computer software for instruction.

RECOMMENDED REFERENCES:

Aggarwal, J. C. (1995). *Essentials of Educational Technology-Teaching Learning Innovations in Education.* New Delhi: Vikas Publishing House Pvt. Ltd.

Ajaraman (1994). *Computer Systems and Education*. New Delhi: Tata McGraw Hill Publishing Company Ltd.

Bansal, S.K. (2002). *Fundamentals of information Technology.* New Delhi: AHP Publishing Corporation.

Bhushan, C. (1992). *Video production and script writing - a working manual for media trainers*. Tehran: Institute for Development of Education Media.

Ellington, H. P. F. & Race, P. (2005). *Handbook of Educational Technology*, (3rd Ed.). London: Kogan Page Ltd.

Frant, A.S. (1991). *Instructive Instructional Strategies: Ways to Enhance Learning by TV in Designing for Learner Access: Challenges & Practices,* Madison: University of Wisconsin.

Goel, D.R. (Ed.). (2000). *Educational Media in India*. Bharatiya Kala Prakashan Publishers.

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

Januszewski, A. & Molenda (2008). *Educational Technology: The Development of a Concept*. Libraries Unlimited.

Karpaga Kumaravel, R. (1998). *Educational Applications of Video-Theory, Research Practice.* Coimbatore: Suri Publishers.

Karpaga Kumaravel, R. (1999). *Reading in Educational Technology*. Coimbatore: Suri Publishers.

Katherine S. C., John D. S., and Peggy A. Ertmer (2010). *Technology Integration for Meaningful Classroom Use: A Standard Based Approach*. Cennamo Ross Ertmer.

Kulkarni, S. S. (1986). *Introduction to Educational Technology,* New Delhi: Oxford & IBH Publishing Co.

Kumar, K. L. (2000). *Educational Technology*. New Delhi: New age International (p) Ltd.

Leon (2002). *Internet for Everyone*. New Delhi: Vikas Publishing House.

Mangal, S. K. & Mangal, U. (2011). *Educational Technology.* New Delhi: PHI Learning Pvt. Ltd.

Mishra, P. & Koehler, M. J. (2006). *Technological Pedagogical Content Knowledge: A Framework for Integrating Technology in Teacher Knowledge.* Teachers *Essentials of* College Record, 108(6), 1017-1054.

Rao, R. R. & Rao, D. B. (2006). *Methods of Teacher Training,* New Delhi: Discovery Publishing House.

Roblyer, H. D., Edward, Jack & Havriluk (1997). *Integrating educational Technology into teaching.* New York: Merrillas imprint of Prentice Hall.

Sanjay & Saxena (2002). *Internal for Everyone*. New Delhi: Vikas Publishing House.

Sharma, R. A. (1993). *Advanced Educational Technology.* Meerut: Loyal Book Depot. Singh, U. K. & Sudar Shan, K. N. (1996). *Computer Education*. New York. Discovery Publishing Company.

Vanaja, M. (2012). *Educational Technology.* Hyderabad: Neelkamal Publications Pvt Ltd.

Walia, J. S. (1997). *Educational Technology*, Jalandhar: Paul Publishers, (pp. 104-120).

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Third Semester

Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED800302 – Educational Technology
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. What is system approach?
2. Define Educational Technology.
3. Write two functions of NCTE.
4. What is Competency Based Teacher Education?
5. List out any two barriers of communication.
6. List out the role of computers in assessment of students.
7. What is Open Learning System?
8. What is Simulated Teaching?
9. Describe nurturant effects of Jurisprudential Inquiry Model.
10. What do you mean by Learning Kits?   **(8x1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Suggest any two educational e-journals for the reference purpose of your students.
12. Differentiate between hardware and software technology.
13. Write the activities of SIET and EMMRC for the improvement of teaching-learning.
14. What is e-learning?
15. Write any four applications of media technology.
16. What is electronic portfolio?
17. What do you mean by mobile technology application?
18. Describe briefly class room communication?   **(6x2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Explain the application of Educational Technology in formal, informal and Non Formal Education.
20. Discuss the role of ICT in education of students with diverse needs.
21. Explain the term instructional design. Describe the process of system analysis and indicate its use in education.
22. What are the different types of interaction analysis? Illustrate Flander's Classroom Interaction Analysis. How can feedback be given to a teacher for modification of classroom behaviour?

                                                                (2x5=10)

Third Semester
SPECIALISATION ELECTIVE COURSE
ED800303 – GUIDANCE AND COUNSELLING

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ acquire knowledge and develop effective skills in guidance and counselling
➢ develop interest to enter into the field of guidance and counselling
➢ identify the problems in educational setting
➢ take initiative in planning and organising various guidance services in educational institutions
➢ equip with advanced tools and techniques of guidance and counselling recognize the impact of new technology in guidance and counselling

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Introduction to Guidance and Counselling   (15 hours)

1. Concept of Guidance - Meaning, nature, characteristics and general principles of guidance.
2. Need and importance of guidance - Scope and objectives of guidance - general, individual, and social needs of guidance.
3: Guidance and schooling - Relationship of guidance with education, Need for guidance at various levels of schooling.
4: Concept of Counselling - Meaning, nature, scope, and characteristics of counselling, Basic principles of counselling, Place of counselling in the total guidance programme, Distinction between guidance, counselling, and psychotherapy.
5: Goals of Counselling - Resolution of problems, Modification of behaviour, Promotion of mental health.

Module Two: Guidance in Schools   (20 hours)

6. Guidance programme in schools - School Guidance: a collaborative effort of school and community, Role of various stake holders in guidance and counselling programmes in school and out of school - parents, community, and professionals, Planning of guidance programme in schools, Pre-requisites of a guidance programme.
7. Types of Guidance - Educational, vocational, personal guidance - meaning, need, and importance, Strategies to impart educational, vocational, and personal guidance.

8. Individual guidance and group guidance - Characteristics of individual guidance, Advantages of individual guidance, Understanding group membership and behaviour in groups (group dynamics), Group guidance activities - class talk, career talk, career conference, career fair, socio drama, psychodrama, and role play.
9. Career guidance - Need and significance of career development in schools, Theories on career development - Ginzberg and Super, Factors affecting career development.
10. Tools and techniques of guidance- Psychological tests- intelligence, aptitude, interest, and personality-sociometry, interview, rating scale, cumulative record, achievement records, anecdotal records.

Module Three: Guidance Services (10 hours)

11. Objectives of various guidance services, Activities of guidance service for different levels of education.
12. Characteristics of guidance services - Integral part of school system, Structure and personnel in guidance services.
13. Functions of the guidance services - Developing self-understanding, Promotion of educational objectives, Accentuating the relationships between academic pursuits and personal development, Contributing to feeling of security.
14. Types of guidance services - School guidance services - orientation service, pupil inventory service, placement service and follow up service, National and State level guidance services -National employment service and State employment service.

Module Four: Counselling in Schools (25 hours)

15. Types of counselling - Directive, non-directive, and eclectic counselling - meaning, steps involved, advantages and disadvantages.

16. Counselling process and counselling interview - Steps in counselling process, identification of the need of counselling, preparation for counselling, conduct of counselling sessions and follow up, Counselling interview - steps - establishing relationship, problem identification and exploration, action plan for problem solving, solution application, and termination.
17. Areas of counselling - Family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special group, and peer counselling.
18. Approaches to counselling - behaviourist, gestalt, psychoanalytic, and person centered approaches to counselling.
19. Counselling techniques -Relaxation techniques - systematic desensitization, Rational Emotive Behaviour Therapy (Albert Ellis), Neuro Linguistic Programming NLP.
20. Transactional analysis - Transactional analysis (Eric Berne) - meaning, ego states, types of transaction, games, scripts, psychological positions.
21. Qualities and skills of a counsellor - Qualities of an effective counsellor, counselling skills - attending, responding, personalizing, and initiating.

Module Five: Role of Guidance and Counselling in the Educational Scenario (20 hours)

22. Role of teacher as a counsellor - Role of teacher as a counsellor in class rooms for improving academic performance, Ethical considerations of guidance and counselling.

23. Guidance and counselling for children with special abilities and needs - Concept of children with special abilities and needs, Guidance and counselling for gifted, creative, differently abled, slow learners, and socially disadvantaged children.
24. Guidance of students with special problems - Problems and issues in schools at different levels - underachievement, problems of violence, bullying, drug abuse, truancy, dropout, etc. - Guidance of students with behavioural problems - promoting psychological well-being and peace through school based programmes.
25. Modern trends in guidance and counselling - Counselling and technology -tele-counselling and cyber counselling, Life skills training and assertiveness training, Art therapy.

PRACTICUM (any two):

1. Conduct a survey of the problem that is most prevalent which needs immediate attention of a guidance worker and prepare a brief report.
2. Prepare a plan for any career information activity for secondary school students.
3. Conduct a mock counselling and prepare report.
4. Prepare a detailed outline of career talk in any institution.

RECOMMENDED REFERENCES:

Abraham, J. (2003). *Guidance and counselling for teacher education.* New Delhi: Sarup and Sons.

Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Delhi: PHI Learning Private Limited.

Asch, M. (2003). *Principles of* guidance *and counselling.* New Delhi: Sarup and Sons.

Barki, B. G., & Mukhopadhyay, B. (1989). *Guidance and counselling: A manual.* Delhi: Sterling Publishers Private Limited.

Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling: A theoretical perspective* (Vol. 1). New Delhi: Vikas Publishing House.

Bhatnagar, A., & Gupta, N. (Eds.). (1999). *Guidance and counselling: A practical approach* (Vol. 2). New Delhi: Vikas Publishing House.

Burnard, P. (1995). *Counselling skills training: A source book of activities.* New Delhi: Viva Books Private Limited.

Devu, I. (1984). *The basic essentials of counselling*. New Delhi: Sterling Pvt. Ltd.

George, R. L., & Christiani, T. H. (1990). *Counselling theory and practice.* New Jersey: Prentice Hall.

Gibson, R. L. (2005). *Introduction to counselling and guidance* (6th ed.). New Delhi: Prentice Hall of India.

Jones, J. A. (1979). *Principles of guidance.* New York: Mc Graw Hill.

Kennedy, E., & Charles, C. (1997). *On becoming a counsellor: A basic guide for professional counselors.* New York: The Cross Road Pub. Co.

Kochar, S. K. (1980). *Educational and vocational guidance in secondary school*. New Delhi: Sterling Pvt. Ltd.

Lakshmi, K. S. (Ed.). (2000). *Encyclopaedia of guidance and counselling* (Vol. I-IV). New Delhi: Mittal Publications.

Martin, G., & Pear, J. (1999). *Behaviour modification: What it is and how to do it* (6th ed.). Upper Saddle River, New Jersey: Prentice Hall Inc.

Milne, A. (2003). *Teach yourself counselling.* London: Hodder and Stoughton Ltd.

Nayak, A. K. (2007). *Guidance and counselling.* New Delhi: APH Publishing Corporation.

Nayak, A. K., & Rao, V. K. (2004). *Guidance and career counselling.* New Delhi: APH Publishing Corporation.

Olson, J. L., & Platt, J. M. (1996). *Teaching children with special needs* (2nd ed.). Englewood Cliffs, New Jersey: Prentice Hall Inc.

Rao, S. N. (1981). *Counselling psychology*. New Delhi: Tata Mc Graw Hill.

Rao, S. N. (1991). *Guidance and counselling* (2nd ed.). New Delhi: Tata McGraw Hill Publishing Company.

Sharma, A. S. (2004). *Counselling psychology*. Delhi: Commonwealth Publishers.

Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India.* New Delhi: Atlantic Publishers and Distributors.

Thompson, R. A. (2012). *Professional school counselling: Best practices for working in the schools* (3rd ed.). New York: Routledge.

QP Code: ………….   Reg. No.: …………….

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Third Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED800303 - Guidance and Counselling
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. How guidance is related to educational process?
2. What is Rational Emotive Behavioural Therapy?
3. Define psychotherapy.
4. Write any four principles of guidance?
5. Give various life positions suggested by Berne.
6. What are the goals of school counselling?
7. Mention the functions of guidance services.
8. What are the qualities of an effective counsellor?
9. Distinguish between career talk and career conference.
10. Write a note on cyber counselling.   **(8×1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**)

11. Explain different types of counselling. Mention the advantages of each.
12. Briefly explain the counselling for behavioural problems among adolescent learners.
13. What kind of guidance strategies will you provide for gifted children and slow learners?
14. Explain the theory of career development proposed by Super.
15. What are the ethical considerations in school counselling?
16. What is the significance of parental counselling in educational scenario?
17. Briefly explain the steps involved in counselling interview.
18. Write down the characteristics of school guidance services.   **(6×2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**)

19. Discuss the strategies of vocational guidance at school stage.
20. What are the basic principles of counselling? Distinguish counselling from psychotherapy and guidance.
21. Explain various tools and techniques used in guidance programme.
22. Analyse various approaches to counselling.   **(2x5=10)**

Third Semester
SPECIALISATION ELECTIVE COURSE
ED800304 – HIGHER EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ explore the organizational structures of higher education and its role within our society.
➢ think critically about current issues and problems in Indian higher education.
➢ anticipate the future of higher education and the levers available to shape or change that future.
➢ understand the goals, norms, and practices of university.
➢ understand the issues, problems and perspectives of universities in the changing global scenario.
➢ understand the pattern of administration, planning and management of higher education.
➢ acquaint the recent trends and development in knowledge management in higher education.
➢ conduct research related to an identified issue or program in higher education.

MODE OF TRANSACTION:

Lecture cum discussion, demonstration, group discussions, seminars, debates, Assignments, brain storming sessions, peer group discussions, interaction with community, case study, survey, and collaborative strategies

COURSE CONTENT:

Module One: Higher Education in India (10 hours)

1. Concept of Higher Education. The Indian System of Higher Education - Vision, Mission, Objectives, Roles and Functions. Agencies Responsible for Higher Education.

2. Organisational Structure of Higher Education in India.

3. Higher Education as Envisaged in the Various Reports of Education Commission and Policies. Constitutional provisions related to Higher Education

Module Two: The Issues and Challenges of Higher Education in India (25 hours)

4. Problems and Solutions of Higher Education in India - Equality of Opportunity, Low Quality of Institutions, Financing, Political Factor, Moral Issues, Gap in Supply and Demand, Theory Oriented Syllabus and Challenges elevated by LPG.

5. Manpower Planning - Meaning, Need, Importance. Manpower Requirements for the Expansion of Higher Education. Problems of Manpower Planning in India. Strategic Manpower Forecasts.

6. Brain Drain: a Growing Threat in India. Causes, Consequences and Solutions of Brain Drain.

7. Issues, Problems and Challenges of Indian Universities.

Module Three: Administration, Autonomy and Knowledge Management in Higher Education (25 hours)

8. Concept of University - Types of Universities and National Higher Educational Institutions. Basic Functions of University.

9. Structure of University Administration - Responsibilities of Senate, Syndicate, Academic Council, Board of Studies. University authorities - Chancellor, Pro-Chancellor, Vice Chancellor, Pro-Vice-Chancellor.

10. Marking/Grading System, Semester System, Credit and Semester System; Latest trends in Evaluation system.

11. Changing Roles of Universities in Teaching, Research, and Extension in the Context of Social and Economic Development.

12. Concept of Autonomy in Higher Education - Meaning, Significance, Scope, Merits and Demerits. Autonomous Universities, Autonomous Colleges, Deemed University.

13. Autonomy within the University - Academic, Administrative and Financial Autonomies, Autonomy to the teaching departments.

14. Relevance and Application of Knowledge Management in Higher Education. Creating a Learning Organization for Knowledge Workers.

15. Models of knowledge Management.

16. Effective use of ICT for Knowledge Management. Future of Knowledge Management in a 21st Century Knowledge-Based organization

Module Four: Quality Management and Financing in Higher Education (15 hours)

17. Quality Management in Indian Higher Education. Need for Quality Enhancement in Higher Education.

18. 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.

19. Assessment & Accreditation of Institutions of Higher Education - NAAC, NBA, NCTE. Regulations of NCTE 2014.

20. National Testing Agencies and Schemes of Higher Education - UGC, NEUPA, RUSA, ICSSR, CABE, AISHE

21. Financing in Higher Education, Source of Fund for Higher Education. Financial Accountabilities of Universities. Central Grants to the Universities, and Colleges, Grants in Aid to the State Universities and Colleges from the State Governments.

Module Five: Internationalization of Higher Education in India (15 hours)

23. Internationalisation of Higher Education in India - Rationale, Approaches, Strategies and Organisation Models for Internationalisation of Higher Education.

24. Maintenance of International Standards in Higher Education. Competition from the Emergence of Foreign Higher Education Institutions in India.

25. Academic Network and Alliances with Foreign Universities. Comparison of Higher Education System in India, USA and UK.

26. The Changing Nature of Research in Higher Education. Need for Research in Higher Education. Internationalisation of Higher education: A Research Area.

PRACTICUM (any two):

1. Conduct a diagnostic study on the performance of any one higher educational institution in promoting soft skills.

2. Analyse 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 Teacher Education Institution in your locality.

RECOMMENDED REFERENCES:

Altbach, P. G., Gumport, P. J. & Berdahl, R. O. (2011). American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges (Third Edition). Baltimore: Johns Hopkins University Press.

Barnett, Ronald & Griffin, Anne (ed). (1997). The End of Knowledge in Higher Education. London: Casset Wellington House.

Chalam K. S. (ed). (1991). Academic Staff Development Higher Education. Calcutta: K. P. Bagchi & Company.

Dr. Agarwal R.B. (1993). Financing of Higher Education in India. Varanasi: Varanasi Ganga Kaveri Publishing House.

Dressel, P. L. & Mayhew, L. B. (1974). Higher education as a field of study: The emergence of a profession. San Francisco: Jossey-Bass.

Hammond, L. D. & Bransford (Ed.) (2005).Preparing Teachers for a Changing world. San Francisco: Jossey-Bass.

Heggade, O. D. (1998). Finances and Cost of Higher Education in India. New Delhi: Mohit Publications.

Jayaram, N. (1987). Higher Education and Status Retention. Delhi: Mittal Publications.

Lampert, M. (2001). Teaching Problems and the Problems of teaching. New Haven: Yale University Press.

Lewis, Ian (1984). The Student Experience of Higher Education. Sydney: Croom Helm Ltd.

Martin, D. J. & Kimberly, S. L. (2006). Building Teachers - A Constructivist approach to introducing Education. USA: Wadsworth Publishing.

Massey, D. S., Charles, C. Z., Lundy, G. F. & Fischer, M. J. (2003). The source of the river: the social origins of freshmen at America's selective colleges and universities. Princeton, N.J.: Princeton University Press.

Milem, J. F., Chang, M. J., and Antonio, A. L. (2005). Making Diversity Work on Campus: A Research-Based Perspective. Washington, DC: American Association of Colleges and Universities.

Moonis, Raza & Nirmal, Malhotra (1991). Higher Education in India: A Comprehensive Bibliography. New Delhi: Ashok Kumar Mittal Concept Publishing Company

Ram, Atma (1990). Higher Education in India - Issues and Perspectives. New Delhi: Mittal Publications.

Ramachandran, C. M. (1987). Problems of Higher Education in India. New Delhi: Mittal Publications.

Nair, K. R. Ramachandran (1986). The Emerging Spectrum Essays on Indian Higher Education. Bombay: Himalaya Publishing House.

Ramsden, Paul (1998). Learning to lead in Higher Education. London: Routledge Publications.

Schmidtlein, F. A. & Berdahl, R. O. (2011). Autonomy and accountability. In Altbach, P. G., & Gumport, P. J. (Eds.), American higher education in the twenty-first century: Social, political, and economic challenges. Baltimore: The John Hopkins University Press.

Selingo, J. J. (2013). College (un)bound: the future of higher education and what it means for students. Boston: Houghton Mifflin Harcourt.

Singh, U. K. & Sudarshan, K. N. (1996). Higher Education. New Delhi: Discovery Publishing House, New Delhi.

Sporn, B. (1999). Adaptive university structures: an analysis of adaptation to socioeconomic environments of US and European universities. London: J. Kingsley Publishers.

Sreekumar, S. S. (1990). Programme Planning in Higher Education. Allahabad: Vohra Publishers & Distributors.

Tierney, W. G. & Hentsche, G. C. (2007). Growth, demand, and purpose in higher education. New players, different game: Understanding the rise of for-profit colleges and universities. Baltimore: Johns Hopkins University Press.

Tight, Malcolm (1991). Higher Education: A Past-time Perspective, Buckingham: SRHE and Open University Press.

Vohra A. L. & Vahist S. R. (1998). Rural Higher Education. New Delhi: Aksharadeep Publishing House, New Delhi.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Third Semester

Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED800304 – Higher Education
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. What is the vision of Higher Education in India?
2. Enumerate the basic functions of a university.
3. Write the merits of autonomy in Higher Education.
4. What are the major challenges of Indian universities?
5. State any two constitutional provisions related to Higher Education.
6. Write two functions of NEUPA.
7. What are the responsibilities of Syndicate?
8. What is the significance of performance appraisal for teachers?
9. Define the concept of Autonomy.
10. List the types of universities.   **(8X1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Explain the models of Knowledge Management.
12. 'Assessment and Accreditation of institutions of Higher Education is a necessity of the day'. Discuss.
13. Prepare a note on the significance of ICT for Knowledge Management.
14. Critically evaluate the scope of Internationalisation of Higher Education in India.
15. Show your familiarity with Marking /Grading system and Credit/Semester system.
16. Briefly discuss the causes and consequences of brain drain. Suggest possible solutions for preventing it.
17. What do you mean by man power planning? Highlight its need and significance in the present context.
18. What are the major functions of UGC?   **(6X2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Discuss the major problems faced by higher education in India. Suggest possible solutions for preventing it.
20. Portray the financial accountabilities of universities. Explain it in the light of legislation for the universities Act, Statutes and regulations.
21. Compare the higher education system in India, USA and UK.
22. What are the Roles of Universities in Teaching, Research, and Extension in the context of Social and Economic Development?   **(2X5=10)**

Third Semester
SPECIALISATION ELECTIVE COURSE
ED810301 – ENVIRONMENTAL EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

- develop comprehensive concept about the scope and importance of environmental education.
- acquaint with environmental issues and problems.
- be aware of the recent environmental hazards and the plan of action to overcome this in a broad perspective.
- provide training in IT enabled strategies for imparting environmental education.
- carry out research projects for improving environmental quality and sustainable development.
- conduct awareness program and develop an action plan for the public about sustainable development.
- lead a nature friendly life and promote green living in the society.
- develop an attitude to conserve the nature and natural resources.

MODE OF TRANSACTION:

Lecture Cum Demonstration, Demonstration, Group Presentations, Seminars, Debates, Assignments, Brain Storming Sessions, Peer Group Discussion, Interaction with Community, Case Study, Survey And Dialogue, Nature Camp.

COURSE CONTENT:

Module One: Concept of Environmental Education (20 hours)

1. Concept of Ecology, ecosystem.
2. Food chain, Food web - Factors affecting food chain and food web.
3. Meaning, need and significance of environmental education.
4. Structure and status of environmental education- primary, secondary and higher education.
5. Environmental education in a global perspective – steps taken by National, International and State organizations in the promotion of environmental education.
6. Environmental Literacy.

Module Two: Curriculum Construction for Environmental Education (15 hours)

7. Curriculum planning - Factors affecting Curriculum Construction.
8. Methods in Environmental Education - Outdoor education, Experiential Education, Inquiry Method.
9. Approaches in Environmental Education - Holistic, Integrated, Interdisciplinary, Multidisciplinary.

10. Formal and Informal Strategies in environmental education - Debate and discussion, Video, Case study, Action projects, Simulation - Poster and Brochure preparation, Workshop, Interactive website, Guided nature walk, Green classroom activities.
11. Issues related to supervision and assisting in environmental education.

Module Three: Environmental Problems (20 hours)

12. Environmental problems at Global and regional level: Global level - Global Warming and Glacier Erosion, e-Waste Management, Loss of Habitat and Biodiversity, Pollution; Regional Level - Solid and Liquid Waste Management, Quarrying and Sand Mining, Ecological Hot Spot.
13. Natural Disasters - Disaster Management.
14. Conservation of Nature and Natural Resources.

Module Four: Environmental Planning and Management (20 hours)

15. Concept and need of environmental planning.
16. Issues related to environmental planning.
17. Need and scope of sustainable development.
18. Environment monitoring System.
19. Environmental Accountability – Environmental E thics.
20. Contributions of social activists in environmental education in India.
21. Recent Eco concepts – Ecotourism, Eco-feminism , Green living, Organic farming, Family farming.

Module Five: Evaluation and Research in Environmental Education (15 hours)

22. Need and Significance of Evaluation.
23. Difficulties in Evaluation.
24. Recent Trends in Evaluation - CCE, Learner report, Skill Tests, Simulated Practical test, Portfolio, Rubrics.
25. Recent Researches in Environmental Education

PRACTICUM (any two):

1. Suggest conservation strategies to be adopted in your locality.
2. Prepare a biological album/CD on endangered species.
3 Write a proposal for observation of Environmental Day.
4. Report a field experience on an area of environmental issue.

RECOMMENDED REFERENCES:

Bell, F. et al. (1996). *Environmental Psychology*, New York: Harcourt College Publishers.

Bennet, D. B. (1989*). Evaluating Environmental Education in Schools- A Practical Guide For Teachers*. UNESCO- UNEP – International Environmental Educat ion Programe.

Bridgeman, H. (1992). Global Air Pollution, New Delhi: CBC Publishers and Distributors.

Chhockar, K. B. et al. (2005*). Understanding environment*. New Delhi: SAGE.

Elliot, D. (1997*). Energy, Society and Environment*, London, Routledge Introduction to Environmental Series.

Goudie, A. (1993). *The Nature of Environment*, Great Britain: Hartnolls Ltd.

Harrison, L. (1995). *Environmental Health and Safety*. Auditing: Hand Book, New York: Mc. Graw- Hill Inc.

Jadhav, H. V. (1994). *Principles of Environmental Science*. NewDelhi: Himalaya Publishing House.

Jones, M. A. (1997*). Environmental Biology.* New York: Routledge Introduction To Environmental Series.

Khoshoo (1991).*Environmental Concerns and Strategies*. New Delhi: Ashish Publishing House.

Lacey. C. & Williams, R. (1987). Education, Ecology and Development. Great Britain: Dereck Doyle and Associates.

Light, A. & Katz, E. (1996*). Environmental Pragmatism*. London: Environmental Philosophies Series.

Mehta, C. S. (1997). *Environmental Protection and the Law*. New Delhi: Ashish Publishing House.

Mohal, I. (1989*). Environmental Pollution and Management*. New Delhi: Ashish Publishing House.

Palmer, J. & Neal, P. (1996*). The Hand Book of Environmental Education*. London: Routledge.

Pepper, D. 1996). *Modern Environmentism: An Introduction*. London: Routledge.

Right, R. P. (2008). *Environmental Science towards a Sustainable Future*. New Delhi: PHI Learning (pvt) Ltd.

Seth, M. S. & Iqbal, S. A. (1998). *Encyclopaedia of nature and environment.* New Delhi: Discovery Publishing.

Sharmakadambari. (1996). *Perspectives in Nuclear Toxic and Hazardous Wastes.* New Delhi: Commonwealth Publishers.

Srivastava, N.Y. (1995). *Environmental pollution*. New Delhi: Himalaya Publishing.

Stokking, H., Vanalert, L., Meijhrg, W. & Kaskens, A. (1999). *Evaluating environmental education*. England, Switzerland & Cambridge, UK: IUCN.

Vgas, L. N., Garg, R. K. et al. (1996). Contributions to the Environmental Sciences. New Delhi: Himansion publications.

Yearly, S. (1996). Sociology, *Environmentation &Globalization.* London: SAGE.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Third Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED810301 - Environmental Education
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. What do you mean by Ecofeminism?
2. Define ecosystem.
3. What do you mean by environmental literacy?
4. Write a short note on environmental monitoring system
5. Mention any two recent researches in environmental education.
6. What do you mean by disaster management?
7. Mention any four difficulties in environmental education.
8. What are the factors affecting curriculum construction in Environmental education?
9. Write the factors affecting food chain and food web?
10. Mention the methods in environmental education.   **(8x1 =8)**

Section B

(Answer any **six** questions. Each question carries a weight of **2**.)

11. Explain the structure and status of environmental education at Secondary level.
12. Explain the need and significance of environmental education.
13. Bring out the contributions of two social activists in India in the field of Environmental education.
14. Explain the concept of environmental sustainability.
15. Discuss the recent trends in the evaluation of environmental education.
16. Discuss the major issues related to environmental planning.
17. Describe any two approaches employed in environmental education.
18. Explain environmental accountability and environmental ethics.   **(6x2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Deliberate the prominent environmental issues at Global level and regional level. Suggest remedial measures.

20. Describe the formal and informal strategies employed in environmental education.

21. Highlight the need for conversation of nature and natural resources in the present scenario.

22. Discuss the steps taken by national and international organizations in the promotion of environmental education.   **(2x5=10)**

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Third Semester
SPECIALISATION ELECTIVE COURSE
ED810302 - INCLUSIVE EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ analyse the concept of 'disability' and 'inclusion' and develop a dynamic approach to pupil diversity and individual differences.
➢ identify needs of children with diversities.
➢ get acquainted with the cultures, policies and educational practices and equipped with inclusive practices.
➢ incorporate multidisciplinary approach and innovative practices in inclusive set up.
➢ use specific strategies and assistive and adaptive technologies in teaching children with special needs in inclusive classrooms.
➢ understand the global and national commitments towards the education of children with diverse needs.
➢ appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel.
➢ develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
➢ analyse special education, integrated education and inclusive education practices.
➢ identify and utilize existing resources for promoting inclusive practice.

MODE OF TRANSACTION:

Lecture cum discussion, demonstration, observation, interview, group presentation, seminars, debates, assignments, brain storming sessions, peer group discussion, interaction with community.

COURSE CONTENT:

Module One: Inclusive education - framework and allied concepts (20 hours)
1. Definition, concept, historical development, need and importance of inclusion.
2. Difference between special education, integrated education and inclusive education.
3. Concept of impairment, disability and handicap.
4. Classification of disabilities based on ICF model.
5. Inclusive education in India – current status and issues.
6. Causes and prevention of disabilities.
7. Legal provisions and policies.

Module Two: Exceptional learners – types, prevalence, characteristics, identification, assessment and educational provisions (30 hours)

8. Intellectually exceptional – mentally challenged, gifted and creative.

9. Sensory exceptional – visually impaired and hearing impaired.
10. Non-sensory physically exceptional – orthopaedic impaired.
11. Communicationally exceptional – communication disorders, speech and language disorders.
12. Learning or academically exceptional – learning disabled, ADHD, slow learners.
13. Socially or emotionally exceptional – socially disadvantaged, emotionally disturbed, socially handicapped or delinquents.
14. Multiple and severely exceptional – children with multiple disabilities, children with autism, children with cerebral palsy.

Module Three: Assistive/Adaptive technology (10 hours)

15. Products, Aids and Appliances for diverse needs, Process, Individualised Education Plan (IEP), Remedial teaching.
16. Therapeutic interventions - need and scope.
17. Use of Information communication technology (ICT) in the inclusive classroom.
18. Elimination of Architectural barriers.

Module Four: gender equality (10 hours)

19. Gender issues, gender inequality, gender sensitivity.
20. Strategies and programmes on Girls' education.
21. Research priorities.

Module Five: Training and research perspectives for inclusion (20 hours)

22. Multi-disciplinary approach for inclusion, planning and management of inclusive education: Infrastructure, Human resource and instructional practices, curriculum and curricular adaptations, classroom evaluation practices, management of inclusive education classrooms.
23. Collaborative Practices in Inclusive set up, parent-professional partnership - Role of family (parents and siblings), peers, professionals, teachers, school community.
24. Professional development with focus on inclusion - skills and competencies of teachers, Professional Ethics and Professional Development.
25. Research perspectives - researches in inclusive education in India - current status and issues of inclusive education in India - barriers to inclusive education: Attitudinal, social and educational.

PRACTICUM (any two):

1. Conduct a survey on inclusive practices of a few social institutions in your locality, with special reference to the barriers and facilities to learning and participation and recommendations for inclusive practices.
2. Prepare an institutional profile of a special school with special emphasis to the educational strategies used.
3. Conduct an awareness program/campaign on 'Inclusive educational Practices'.
4. Conduct a case study/experimental study/action research on inclusive education.

RECOMMENDED REFERENCES:

Adams J. A. (1992). Learning and memory - An introduction. Homewood, Illinois Dorsey Press.

Ahuja. A. & Jangira, N. K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi: National Publishing house.

Ainscow, M. (1990). Special Needs in the Classroom: A Teacher Education Resource Pack. UNESCO.

Ainscow, M. & Booth, T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.

Barciey. J. R. (1993). Counselling and Philosophy. San Francisco.

Baquer, A. & Sharma, A. (1997). Disability: Challenges vs. Responses. CAN Pub.

Bartlett, L. D. & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.

Berdine, W. & Blackhurst (1985). An Introduction to Special Education. Boston: Little Brown.

Brody, E. B. & Brody, N. (1996). Intelligence Nature, determinants and consequences. New York: Academic Press.

Butcher, H. (1993). Human Intelligence: Its nature and assessment. London: Merhuen.

Chaote, J. S. (1991). Successful Mainstreaming. Allyn and Bacon.

Choate, J. S. (1997).Successful Inclusive Teaching. Allyn and Bacon.

Daird, P. (1980). Curriculum Design and Development. New York: Harcott Brace.

Daniels, H. (1999).Inclusive Education. London: Kogan.

Deiner, P. L. (1993). Resource for Teaching Children with Diverse Abilities. Florida: Harcourt Brace and Company.

Dessent, T. (1987). Making Ordinary School Special. Jessica Kingsley Pub.

Floelick. C. P. (1988). Guidance Services in Schools. New York: Allyn & Bacon.

Gargiulo, R. M. Special Education in Contemporary Society: An Introduction to Exceptionality. Belmont: Wadsworth.

Gartner, A. & Lipsky, D. D. (1997). Inclusion and School Reform - Transferring America's Classrooms. Baltimore: P. H. Brookes Publishers.

Gathoo, V. (2004). Curriculum Strategies and Adaptations for Children with Hearing Impairment. RCI, New Delhi: Kanishka Publishers.

Giuliani, G. A. & Pierangelo, R. (2007) Understanding, Developing and Writing IEPs. Corwin Press, Sage Publishers

Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers. Crowin Press, Sage Publications.

Gottfried. A. V. V. (1995). Home Environment and Early cognitive Development. San Francisco.

Guilford, J. B. (1996). Fields of Psychology (ed.). New York: Van Nostrand.

Hegarthy, S. & Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion. Corwin Press, Sage Publishers.

Hunter, Ian. M. R. (1994). Memory. London: Penguin Books.

Jangira N. K. & Mani, M. N. G. (1990). Integrated Education for Visually Handicapped. Gurgaon, Old Subjimandi: Academic Press.

Jha, M. (2002). Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational publishers.

Jha, M. M. (2002). School without Walls: Inclusive Education for All. Oxford: Heinemann Education.

Hollahan & Kauffman (1978). Exceptional Children: An Introduction to Special Education. Prentice Hall

Johnson, D. J. & Mykleloust, H. R. (1967). Learning Disabilities - Educational Principles and Practices. New York: Grune and Stralton.

Jones. A. P. (1994). Principles of Guidance. New York: Holt.

Karant, P. & Rozario, J. (2003). Learning Disabilities in India. Sage Publications.

Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.

Keller. F. S. (1997). The Definitions of Psychology (Ed.). New York: Appleton century.

King Sears, M. (1994). Curriculum Based Assessment in Special Education. California, Singular Publications.

Kirk, S. A. (1962). Educating Exceptional Children. Boston: Houghton Mifflin Co.

Larry, A. Fais (1976). Learning Disabilities - A Competency Based Approach. Boston: Houghton Mifflin Co.

Lewis, R. B. & Doorlag, D. (1995). Teaching Special Students in the Mainstream (4th Ed.). New Jersey: Pearson.

Mathew, S. (2004). Education of Children with Hearing Impairment. RCI, New Delhi: Kanishka Publications.

McCormick, Sandra (1999). Instructing Students who Have Literacy Problems (3rd Ed.). New Jersey: Pearson.

Montgomery, D. (1990). Special Needs in Ordinary Schools: Children with Learning Difficulties. London: Cassel Educational Limited.

Munn. N. L. (1997). Introduction to Psychology. Delhi.

Panda, K. C. (1997). Education of Exceptional Children. New Delhi: Vikas Publications.

Petri. H. L. (1995). Motivation: Theory and Research (2nd ed.). Belmont, Cawadsworth.

Puri, M. & Sen, A. K. (1989). Mentally Retarded Children in India. New Delhi: Mittal Publications

RCI, Syllabus, 2010: B.Ed. Special Education (MR) - Norms, Regulations & Course Content. Rehabilitation Council of India (Statutory Body under the Ministry of Social Justice and Empowerment), New Delhi.

Ramaa, S. (1993).Diagnosis and Remediation of Dyslexia –An Empirical Study in Kannada, an Indian Language. Mysore: M/S Vidyasagar Printing and Publishing House.

Rangasayee, R. & Gathoo, V. (2007). Towards Inclusive Education of Children with Hearing Impairment - A Hand Book for Regular School Teachers. AYJNIHH Publishers.

Rayner, S. (2007). Managing Special and Inclusive Education. Sage Publications

Ryandak, D. L. & Alper, S. (1996). Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston: Allyn and Bacon.

Sawrey, J. H. & Telford, C. (1998). Educational Psychology (2nd ed.). New Delhi: Prentice Hall of India.

Sedlak, R. A. & Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon.

Stow, L. & Selfe, L. (1989). Understanding Children with Special Needs. London Unwin Hyman.

Sen, A. (1988). Psycho-integration of the handicapped: Challenge to the society. New Delhi: Mittal Publication.

Sharma, P. L. (1990). Teachers' handbook on IED - Helping children with special needs. NCERT Publication.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Third Semester

Faculty of Education

SPECIALISATION ELECTIVE COURSE

ED810302 - Inclusive Education

(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Differentiate Impairment, Disability and Handicap.
2. What do you mean by professional ethics?
3. Describe assistive technologies used for orthopedically impaired children.
4. What is IEP?
5. Mention the major barriers of girls' education in India?
6. Describe therapeutic interventions for children with speech and language disorders.
7. What are the legal provisions for children with disability?
8. Describe two classroom management strategies in an inclusive classroom.
9. Describe ICF model.
10. Write two needs of therapeutic intervention.

(8x1= 8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Give brief descriptions about (a) special education.

    (b) integrated education.
12. Write a note on learning disability. How will you identify a child with learning disability?
13. Briefly explain the functional limitations of hearing impaired children.
14. Who is a socially disadvantaged child? Explain the educational provisions for socially disadvantaged child.
15. Explain the significance of collaborative practices in inclusive education.
16. Explain curricular adaptations for Autistic children.
17. Bring out the relevance of ICT in Inclusive classrooms.
18. Explain ways and means for the prevention of disabilities.

(6x2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Briefly explain the historical development of inclusive education.
20. Explain the characteristics and educational provisions of mentally challenged children.
21. What is inclusive education? Explain issues and barriers of inclusive education in India.
22. Explain the significance of gender equality in inclusion of children with diversities.

(2x5=10)

Third Semester
SPECIALISATION ELECTIVE COURSE
ED810303 – NON FORMAL EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of the Course, the students will be able to

- ➢ understand the conceptual frame work of Non Formal education.
- ➢ internalize the importance of Non Formal education according to needs and aptitudes.
- ➢ understand the philosophical, sociological and psychological perspectives of Non Formal education.
- ➢ understand the concept and recent trends in Non Formal education for social transformation and enhancement of quality of life.
- ➢ internalize the learning process and strategies of Non Formal education.
- ➢ get acquainted with the mode of monitoring, evaluation and research in Non Formal education.
- ➢ understand the issues and challenges in Non Formal education.

MODE OF TRANSCACTION:

Lecture cum Discussions, Demonstration, Group presentations, Seminars, Debates, Assignments, Brain storming sessions, Peer group discussions, Interaction with community, Case study, Survey and Dialogue.

COURSE CONTENT:

Module One: Introduction to Non Formal education (20 hours)

1. Nature, Need, Aims, and Objectives of Non Formal education - Principles and Characteristics of Non Formal education.
2. Importance and Scope of Non Formal education - Formal Vs. Non Formal education.
3. Origin and development of Non Formal education with special reference to Faure report (1972) and Delor's Report (1996).
4. Target groups of Non Formal education.
5. Non Formal education within educational sector - ECCE, Literacy, and Continuing education.

Module Two: Philosophical, Sociological, and Psychological background of Non-Formal education (15 hours)

6. Philosophical principles governing Non Formal education - Major educational theories-Liberal, Progressive, Behavioral, and Humanistic.
7. Contributions of Educational thinkers - Paulo Freire, Ivan Illich and J. P. Naik.
8. Sociological bases of Non Formal education - Socio economic inequalities, Poverty, Social mobility, Social stratification, and Social resistance.
9. Social change - Sociological, Technological and Cultural factors.

10. Psychological principles with special reference to Achievement motivation, Learning, Attention Span, Factors facilitating adult learning.

Module Three: Agencies and programmes for Non Formal education (20 hours)

11. Family, community, and religion - State level agencies - Panchayats, Block, Municipalities and Corporation, Government and Non-government agencies, Universities.
12. Agencies at National level - BNFE, UGC and IGNOU.
13. Agencies at International level - UNESCO, UNICEF, ICAE.
14. Programmes - FFLP, RFLP, MPFL, NAEP, NLM, Each one teach one, Total literacy campaign in Kerala.
15. Ongoing continuing programme in India - EQP, IGP, QLIP, IIPP, open learning system.
16. Modern trends in Non Formal education in US and UK and India.

Module Four: Learning process, Materials, Media and Strategies, Monitoring, Valuation and Research in Non Formal education (20 hours)

17. Learning process - Expository, Participatory- workshops, seminars, discussions - peer coaching.
18. Use of mass media - Pamphlets, Electronics aids, Improvised aids, Folk and popular art forms, CAL, Virtual learning.
19. Strategies - Guided learning and self-directed learning, open schools, open universities and on-line learning.
20. Context evaluation, Input evaluation, Process evaluation, Product evaluation and Participatory evaluation.
21. Use of SWOC analysis - principles and modus operandi.
22. Research in Non Formal education programmes -Types of research - Action research and Ex-post facto research - Case studies of Non Formal education programmes.

Module Five: Issues and Challenges of Non Formal education (15 hours)

23. Implementation of target specific programmes considering individual difference and requirements.
24. Issues of women and rural people.
25. Resource problems - obstacles in the structure of the society, the problem of inertia.

PRACTICUM (any two):

1. An assessment report of the skill development programme functioning in locality of your choice.
2. Report of the diversified function performed by Adult education agencies.
3. A status report on the functioning of different programmes undertaken by Adult and Continuing Education Department of any Indian university.
4. A report on analysis of materials - print and non-print - for Non formal education.

RECOMMENDED REFERENCES:

Daswani, C. J. & Shah, S. Y. (Eds.) (2000). Adult Education in India: Selected Papers. New Delhi: UNESCO.

Delors, J. (1996). Learning: the treasure within. Report to UNESCO of the International Commission on Education for the Twenty- first Century, UNESCO.

European Commission (2001). Making a European area of lifelong learning a reality. Brussels, COM.

Freire, Paulo (1970). Pedagogy of the Oppressed, New York: Continuum.

Illich, Ivan (1971). Deschooling Society. New York: Harper & Row.

Kuppuswamy, B. (1975). Social Change in India. New Delhi: Vikas Publishers.

Malcolm, Sknowles (1970). The Modern Practice of Adult Education. New York: Association Press.

Ministry of Human Resource Development (1986).New Policy on Education. New Delhi: Government of India.

Naik J. P. (1977). Some Perspectives on Non Formal Education. New Delhi: Allied Publisher Pvt. Ltd.

Preece, J. (2009). Lifelong Learning and Development: A Southern Perspective. London: Continuum International Publishing Group.

Rajesh & Dixit, V. K. (2001). Lifelong Learning: Issues and Challenges. New Delhi: Global Book Organization.

Roger, Harrison (Ed.) (2002). Supporting Lifelong Education. London: Rotledge,

Sandeep, P. & Madhumathi, C. (2000). Non Formal, Adult and Continuing Education - Insight for 21stCentury.Tarmak: Veera Educational service Consultancy.

Shah S. Y. (1993). Indian Adult Education- Historical Perspectives. New Delhi: J. N. U.

SKOLVERKET (2001). Lifelong Learning and Lifewide Learning. Stockholm: The National Agency for Education.

UNICEF (1996). World Declaration on Education for all & Frame work for Action to meet Basic Learning Needs. World Conference on Education for all. New York: UNICEF House.

Watson, L. (2003). Lifelong Learning in Australia, Canberra: Department of Education, Science and Training.

Yadav, Rajender Singh (2002). Adult Education Concept: Theory and Practice. New   Delhi: The Associate Publications.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Third Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED810303 – Non Formal Education
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Open and distance learning will be an important element of future education and training system. Give reasons.
2. What do you mean by participatory learning?
3. Write the importance of action research in Non Formal education.
4. What are the problems faced in Non Formal education?
5. Give a brief note on total literacy campaign in Kerala.
6. Briefly describe the aims and objectives of Non Formal education.
7. Write the technological factors influencing Non Formal education.
8. Which are the target groups of Non Formal education?
9. Describe the activities of NLM.
10. Give brief description of continuing education programmes in India.

(8X 1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Explain the views of JP Naik on Non Formal education.
12. Give an account of modern trends in Non Formal education in US and UK.
13. How do family, community, and religion function for Non Formal education?
14. Explain the philosophical principles of Non Formal education.
15. What are the recommendations of Faure report and Delor's report on Non Formal education?
16. Explain the scope of Non Formal education in India.
17. Describe the scope of SWOC analysis in the evaluation of Non Formal education.
18. Explain the importance of ECCE in achieving EFA.

(6X2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Describe the role of national level agencies BNFE, UGC and IGNOU in Non Formal education.
20. How does Non Formal education help to minimize socio-economic inequalities, poverty, social mobility and social stratification?
21. What are the issues and challenges in the implementation of Non Formal education programmes for women and rural people?
22. Describe the influence of mass media in learning process of Non Formal education.

(2X5=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Third Semester
SPECIALISATION ELECTIVE COURSE
ED810304 – HUMAN RIGHTS AND VALUE EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

- understand concepts, aims and objectives of human rights and value education.
- 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, Government etc. in protecting human rights and fostering values.
- apply the practical approaches to human rights education and conflict resolution.
- effectively handle human rights issues related to the aged, women and children, differently abled including child abuse and child labour.
- critically evaluate the issues and prospects of Human Rights and Value Education at Institutional and Society level.
- comprehend and develop positive attitudes towards sustenance of human rights, peace and values.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Human Rights and Value Education (15 hours)

1. Human Rights – Meaning, Nature and Characteristics – Need and significance of Human Rights Education.
2. Various agencies and their role for human rights and value education - Home, School, Peer group, community, society, and media.
3. Theories of Human Rights – Natural Rights Theory – Historical Theory – Legal Theory – Social Welfare Theory – Idealistic Theory.
4. Values and Value Education – Meaning and Significance – Aims and objectives at school and higher education levels – Value Processing Skills.
5. Human Rights and Indian Constitution - Constitutional Values of India – Promotion of social justice and human welfare – Indian Culture and values.

Module Two: Historical Perspectives of Human Rights Education (15 hours)

6. UN Charter (1945) – UN Declaration of Human Rights (1948) – International Covenant on Economic, Social and Cultural Rights (1966).
7. Human Rights violations - International Court of Justice – Protection of Human Rights – Human Rights and Marginalised sections.
8. Aims and vision of Value Education in India – Traditional and Contemporary – Values reflected in the Commission reports and Documents after independence.
9. Value Education at primary, secondary and higher education levels.
10. Emerging Trends: (a) Human Rights and Terrorism (b) Human Rights and Environment (c) Human rights and technology (d) Human Rights and Globalization.

Module Three: Methodology of Human Rights and Value Education (25 hours)

11. Approaches and Models of Human Rights and Value Education: Cognitive Moral Development - Social Interaction - Value Clarification - Value Discussion - Value Analysis.
12. Value Processing Model - Consequence Analysis Model - Conflict Resolution Model – Dual Concern Model; assertiveness and empathy - Styles: competitive, collaborative, compromising, accommodating and avoiding.
13. Value education through curricular and co-curricular activities - Field Trip, Sports, NSS, NCC, Scouts and Guides.
14. Techniques - Storytelling, Dramatization, Episode writing, Identification of values in all topics/subjects.
15. Role of teacher in promoting Human Rights and Value Education.

Module Four: Human Rights and Value Education in the Inter-national, National and Local Contexts (25 hours)

16. UN Decade for Human Rights Education – Human Rights Organizations at International levels – Amnesty International.
17. National Human Rights Commission – State Human Rights Commission – National and State Commissions for Women, Scheduled Castes and Scheduled Tribes, Backward classes and Minorities - Education for Human Rights and Values in the context of National Integration and Communal harmony.
18. Human Rights and Values - Contributions of religions and Non-governmental organisations.
19. Value and Moral Education – Role of NCERT and SCERT.
20. Models of Moral Education: i) Rationale Building Model ii) The Consideration Model iii) Value Classification Model iv) Social Action Model v) Just Community Intervention Model

Module Five: Human Rights Issues and Morality (10 hours)

21. Human Rights issues related to the Aged, Women and Children, Differently abled, Migrants, Child abuse and Child Labour - Human Rights violations in educational institutions, workplace and society.

22. Measures to prevent Ragging, Eve-teasing, Rape, Genocide and Euthanasia, Female Infanticide, Drug abuse – Role of Educational Institutions and Teachers.

23. Human Rights and Values in the context of Family life Education - WHO and Life Skills.

24. Nature and Concept of Morality - Growth and development of the concept of morality over the ages.

25. Developing Morality - Truthfulness, self-control, trust, honesty, righteousness and integrity.

PRACTICUM (any two):

1. Prepare a report on the constitutional values of India and the school activities for upholding those values.

2. Prepare a lesson plan using value analysis model and conduct a class at any educational institution.

3. Analyse the Governmental measures to eradicate social evils like child abuse/child labour/drug abuse.

4. Conduct a debate/seminar/panel discussion on a human rights violations and the society.

RECOMMENDED REFERENCES:

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

Aggarwal, J. C. (2005). *Education for values, environment and human rights*. New Delhi: Shipra publication.

Babu, Muthuja, Usharani, R. & Arun, R. K. (2009). *Peace and Value Education.* New Delhi: Centinum Press.

Balasooriya, A. S. (1995). *Education for Peace: Learning Activities*. Maharagama, Sri Lanka: National Institute of Education.

Brown, G. (1971). *Human Teaching for Human Learning*. New York: Viking.

Canfeid, Jack. (1975). *101 ways to enhance self-concept in the classroom*. Prentice Hall.

Delors, J. (1996). *Learning the Treasure within: Report of International Commission on Education for the 21st Century.* Paris: UNESCO.

Dhand, H. (2000). *Teaching Human Rights: A Handbook for Teacher Educators*. Bhopal: Asian Institute of Human Rights Education

Fountain, S. (1988). Learning Together – Global Education. New York: Stanley Thrones Publishers Ltd, New York University.

Fountain, S. (1999). Education for Peace in UNICEF. New York: Working Paper Education Section, Programme Division, UNICEF.

German Commission for UNESCO (ed.). (1989). UNESCO International Consultation With a view to Recommending Criteria for Improving the Study of Major Problems of Mankind and their Presentation in School Curricula and Text books (George Eckert Institute for International Textbook Research Braunschweig, 7-11 November 1988).

Ghose, G. N. (2008). A text book of value Education. New Delhi: Dominant Publishers and Distributors.

Government of India (1966). Report of the Education Commission 1964-66 on "Education and National Development". New Delhi: Ministry of E ducation, Government of India.

Government of India (1993). Learning without Burden. New Delhi: Ministry of Human Resources Development (MHRD), Department of Education, Government of India.

Government of India (1986). Report of the National Policy on Education (1986). New Delhi, Ministry of Human Resources Development, Government of India.

Graves, Norman; Dunlop, Jim & Torney-Purta, Judith (eds.). (1984). Teaching for International Understanding, Peace and Human Rights, UNESCO, Paris, Hall, Engle Cliffs.

Harris, Robert & Hahn, Carole (eds). (1986). Teaching of Contemporary World Issues. A joint project of UNESCO and the WCTOP. Paris.

Herzog, S. (1982). Joy in the Classroom. Boulder Creek, California: University of the Tree Press.

Hodder & Pruzman, P. (1988). The Friendly Classroom for a Small Planet. Progra Fellowship of Reconciliation. London: New Society Publishers.

Hutchinson, F. P. (1996). Educating beyond Violent Futures. London: Routledge.

Ignacimuthu, S. (1991). Values for life, Better Yourself Book, Mumbai.

International Institute for Democracy and Electoral Assistance (IDEA) (2003). Reconciliation after Violent Conflict: A Handbook. Sweden: International Institute for Democracy and Electoral Assistance.

Jagannath, M. (2005). Teaching of moral values development. New Delhi: Deep and Deep publication.

Jagdishchand (2007). Value Education. New Delhi: Anshah publishing House.

Johnson, G. & Marthour, F. (1989). History of the Drafting of the Universal Declaration of Human Rights, Paris

Joseph, A & K. Sharma (eds) (2003). Terror Counter-terror. New Delhi: Kali for Women. Kirupa Charles and Arul Selvi, (2011). Peace and Value Education, Neelkamal Publications Pvt. Ltd.

Kreidler, W. I. (1991). Creative Conflict Resolution: More than 200 Activities for Keeping Peace in the Classroom. Foreman, Scott, Glenview.

Kumar, M. (Ed). (1994). Non-violence, contemporary issues and challenges. New Delhi: Gandhi peace foundation.

Kuppusamy B. (2004). An Introduction to Social Psychology. Mumbai: Asia Publishing House.

Lakshmi Narayanan & Uma Maheswari (2009). Value Education, Chennai, Nilnilam Publications.

Lawrence, D. (1987). Enhancing self-esteem in the classroom. Paul Chap Press. London.

Mani, Jacob (ed) (2002). Resource Book for value education. New Delhi: Institute for Value Education.

Maria, D. (2003). 'Value Education for Peace'. The CTE Journal, 2 (3): 25.

Morrison, M. L. (2003). Peace Education. Australia: McFarland Publication.

Murthy, S. K. (1986). Essentials of Higher Secondary Education. Ludhiana: Prakash Brothers.

National Council of Educational Research and Training (NCERT) (2000). National Curriculum Framework for School Education. New Delhi: NCERT.

NCERT (1983). Study on World Problems in Schools: Human Rights, Disarmament and New International Order (UNESCO Project). New Delhi.

NCERT National Curriculum Framework Review (2005).Volumes I, II & III, National Focus Groups Position Paper on Peace Education, NCERT.

Okamoto, M. (1984). "Peace Research and Education f or Peace: What is Education for Peace in the New Light of Peace Research?" Gandhi Marg, 6 (July-August): 220.

Pandey, S. (2004). Education for Peace: Self Instructional Package for Teacher Educators.

Pant, Daya & Gulati, Sushma (2010). Ways to Peace - A Resource Book for Teachers. New Delhi: NCERT.

Passi, B. K. & Singh, P. (1999). Value Education. Agra Psychological Corporation.

Pike, G. & Seiby, D. (1993). Global Teacher-Global Learner: Public Report on Basic Education in India.

Reardo, B. A. (1997). Tolerance - the Threshold of Peace. Paris: UNESCO.

Reddy G. L., Thankachan, T. C., George, Alex & Shylaja, M. (2015). Human Rights Education, Neelkamal Publishers, Hyderabad.

Ruhela, S. P. (1986). Human values and education. New Delhi: Sterling publishing.

Schmidt, F. & Friedman, A. (1983). Creative Conflict Solving for Kids. London: Stoughton Ltd.

Shukla, R. P. (2004). Value education and human rights. New Delhi: Sarup and sons.

Subramanian, K. (1990). Value Education. Madurai: Revana Publication.

UNESCO (1960). Convention and Recommendation against Discrimination in Education, UNESCO.

UNESCO (1987). International Meeting of Experts on the Development of Exchange of Students, Educational Personnel; Experience and Information in the Context of Education for International Understanding, Co-operation and Peace (Malta, 7-11 December 1987).Final Report, Paris.

UNESCO (1991). International Expert Meeting of UNESCO on the Improvement of Textbooks and Curricula from the Point of View of International Education. (Australia, 18-22 March 1991). Final Report and Expert Studies. Paris.

UNESCO (1998). Learning to live together in Peace and Harmony. A UNESCO APNIEVE Source.

UNESCO, Brown, G. N. (1981) Apartheid - A Teacher's Guide. UNESCO, Paris.

UNICEF (1996). Education from Conflict Resolution Project: Final Progress Report to the U.K. Committee for UNICEF. Colombo, Sri Lanka: UNICEF.

United Nations (1948). Universal Declaration of Human Rights.

United Nations (1966). International Covenants of Human Rights, UN.

United Nations (1989). Convention on the Rights of the Child, UN

Vanaja & Bharathi, Vijiya (2011). Value Oriented Education, Initiatives at the Teacher Education Level, New Delhi, Neelkamal Publications Pvt. Ltd.

Venkataiah, N. (1998). Value Education. New Delhi: APH Publishing Corporation.

World Declaration on Education for All, adopted by the World Conference on Education for All, Meeting Basic Learning Needs. Jomtien, 1990.

QP Code: ………….   Reg. No.: …………….

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Third Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED810304 – Human Rights and Value Education
(2019 admissions onwards)

Time: Three hours   Max. Weights: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. What is the need and significance of Human Rights Education?
2. What is the role of co-curricular activities in Human Rights Education?
3. What are the Natural Rights of human being according to Natural Right Theory?
4. List out the values reflected in Commission Reports and Documents in India after Independence.
5. What is the role of NCERT in Value Education?
6. Which are the techniques of imparting Value Education?
7. Describe the agencies that help to develop morality among students.
8. Critically examine the role of International Court of Justice in protecting Human Rights.
9. What is Legal Rights Theory?
10. How does terrorism affect Human Rights?   **(8X1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Examine the role of teachers in reducing violation of Human Rights in Educational Institutions.
12. Do you believe Value Education can reduce violation of Human Right? Justify your answer.
13. Which are the Human Right issues related to women and children? Suggest remedial measures to reduce them.
14. Illustrate the problems faced by Migrants from the perspective of Human Rights.
15. Differentiate the traditional and contemporary aims and vision of Value Education in India.
16. Did RTE bring all students to school? Justify your answer.
17. Explain the role of the teacher in promoting Value Education.
18. Enlighten the growth and development of the concept of morality over the ages.

                                                                    (6X2=12)

Section C

(Answer any **two** questions. Each question carries a weight of **5**.)

19. UN Declaration of Human Rights was a milestone in the history of mankind. Comment.
20. Explain the Constitutional Provisions in India to promote Human Rights and Social Justice.
21. Briefly explain the theories of Human Rights.
22. Explain the various models of Moral Education.   **(2X5=10)**

SEMESTER IV

Fourth Semester
COMMON CORE COURSE
ED010401 - CURRICULUM DEVELOPMENT AND TRANSACTION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

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

➢ understand the concept of curriculum and its various determinants explore the process of curriculum development
➢ analyse foundations of curriculum and different areas of curriculum. check for the theoretical background of curriculum development
➢ reflects on the models, approaches and issues in curriculum development check for the critical evaluation on curriculum and curriculum development
➢ analyse on approaches to curriculum, influencing factors on the effectiveness of curriculum implementation
➢ resolve the purpose of curriculum evaluation and evaluation of curriculum materials.
➢ familiarize curriculum planning and organization – new trends in curriculum planning understand how to select the materials and procedure for curriculum planning and organization
➢ understand the importance of values, individual capacities, economic growth, and problems in curriculum planning and organization
➢ understand curriculum transaction in relation to its requirements, material and process

MODE OF TRANSACTION:

Lecture-cum-discussion, seminars, panel discussion, research journals, web based students learning, group discussion, school visit, reports and community based resources.

COURSE CONTENT:

Module One: Nature, Principles and Determinants of Curriculum (15 hours)

1. Meaning, Definition, Nature and Components of Curriculum
2. Review of educational policies and recommendations on Curriculum (UNESCO, MHRD, UGC, NCTE, NCF)
3. Principles, Stages, and Scope of Curriculum Development
4. Philosophical, Psychological and Sociological bases of Curriculum Development
5. Different types of Curriculum – Core, Activity, Interdisciplinary, Hidden, and Humanistic Curriculum

Module Two: Theories of Curriculum (25 hours)

6. Curriculum as a product, process and praxis
7. Models of Curriculum Development – (Technical Scientific Models: Ralph Tylor model - Hilda Taba model - Saylor, Alexander and Lewis model) – (Non Technical - Non Scientific Models: Glatthorn model- Weinstein and Fantini model – Doll, Prigogine model)

8. Humanistic Curriculum: characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum

9. Reconstructionist curriculum – characteristics, purpose, role of the teacher, psychological basis of reconstructionist curriculum

10. Issues in Curriculum Development - Centralized Vs. decentralized curriculum - Diversity among teachers in their competence - Problems of curriculum load - Participation of functionary and beneficiaries in curriculum development

Module Three: Curriculum Planning, Organisation, and Implementation (20 hours)

11. New trends in Curriculum Planning

12. Selection of materials for organising the content - fostering individual as a productive member of society - fostering moral, spiritual and aesthetic values - consideration of economic growth

13. Selection and organisation of learning experiences – work experience, gender parity, peace oriented values, health education, needs of children with disabilities, arts and India's heritage of crafts, environment related knowledge, use of local resources

14. Problems of curriculum organisation

15. Factors influencing the effectiveness of curriculum implementation - students, teachers and instructional environment

Module Four: Curriculum Transaction (15 hours)

16. Curriculum transaction and its requirement - duration, intake, eligibility of students, content, qualification of teaching staff, infrastructure and institutional facilities, classroom climate and ICT

17. Curricular materials - text book, presentation of content, language, illustrations, episode, stories and practice /exercise

18. Teachers Guide: its role in curriculum transaction

19. Collaborative/cooperative learning: meaning and its role in curriculum transaction

20. Issues related to curriculum transaction – gender and value education

Module Five: Curriculum Evaluation, Reform and Research (15 hours)

21. Nature and purpose of evaluation – Metfessel Model of Evaluation

22. Tools and techniques of curriculum evaluation – Observation, Interview, Opinionnaire, Project Work, Peer Evaluation

23. Issues in curriculum evaluation

24. Government interventions of curriculum reforms in Indian Context

25. Recent trends in Curriculum Research

PRACTICUM (any two):

1. Prepare a questionnaire for evaluating curriculum for any standard at 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.

RECOMMENDED REFERENCES:

Agarwal, P. (2009). *Indian Higher Education - Envisioning the Future*. New Delhi, SAGE Publications Pvt. Ltd.

Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi, Book Enclave.

Aggarwal, J. C. (2003). *Handbook of Curriculum and Instruction.* Doaba Book House, Nai Sarak, Delhi.

Aggarwal, J. C (1990). *Curriculum Reform in India World overviews.* Delhi, Doaba House, Book seller and Publisher.

Arora, G. L. (1984). *Reflections on Curriculum.* NCERT.

Arulsamy, S. (2010). *Curriculum Development*. Neelkamal Publications Pvt,. Ltd, Hyderabad.

Balsara, Maitreya (1999). *Principles of curriculum reconstruction.* New Delhi: Kanishka Publishers.

Best, J. W. & Kahn, J. V. (1996). *Research in education* (7th ed.). New Delhi: Prentice Hall of India Pvt. Ltd.

Bhati, B. D. & Sharma S. R. (1992). *Principles of Curriculum Construction*. Delhi: Kanishka Publishing House.

Bhatt, B. D. (1996). *Curriculum Reform change and Continuity*. New Delhi: Kanishka Publishers.

Bobbitt, Franklin (1924). *How to Make a Curriculum.* Boston: Houghton Mifflin.

Bobbitt, Franklin (1941). *The Curriculum of Modern Education.* New York: McGraw-Hill Book Company.

Bossing, N. L. & Faunce, R. C. (1967). *Developing the core curriculum.* New York: Prentice-Hall.

Brady, Laurie (1992). *Curriculum Development*, New York: Prentice Hall.

Dash, B. N. (2007). Curriculum planning and development. New Delhi: Dominant Publications.

Dewey, John (1966). *The Child and the Curriculum.* The University of Chicago Press.

Dick, W. et al. (2001). *The Systematic Design of Instruction* (5th ed.). New York: Longman.

Doll, Ronald C. (1986).*Curriculum Improvement: Decision Making Process*. London, Allyn and Bacon Inc.

Doll, W. (1986). Prigogine: a new sense of order, a new curriculum. *Theory into Practice*, 25 (1): 10-16.

Doll, W. E. Jr. (1993). *A Post-modern Perspective on Curriculum.* New York: Teachers College Press.

Ediger, Marlow, & Digiimurti, Bhaskara Rao (2003). *Philosophy and curriculum*. New Delhi: Discovery Publishing House.

Erickson, Lynn H. (1998). *Concept-based curriculum and instruction teaching beyond the facts.* California: Corwin Press, INC.

Finch, C. R., & Crunkilton, J. R. (1999). *Curriculum development in vocational and technical education* (5th ed.). Boston, MA: Allyn Bacon.

FuUen, M., & Park, P. (1981). *Curriculum implementation: A resource booklet.* Toronto: Ontamo Ministry of Education.

Ghosh, P. P. (2004*). Effective Curriculum Construction*. Jaipur, Pioneer Publishers.

Glatthorn, A. (1994). *Developing a quality curriculum*. Alexandria, VA: Association for Supervision and Curriculum Development.

Glatthorn, A. (1995). *Content of the curriculum* (2nd ed.). Alexandria, VA: Association for Supervision and Curriculum Development.

Glen, H. (1 983). *Curriculum planning - a new approach*. Boston: Allyn & Bacon, Inc.

Goodlad, J. I. (1979). *Curriculum inquiry: The study of curriculum practice*. New York: McGraw Hill.

Guba, E. G. & Lincoln, Y. S. (1981). *Effective evaluation*. San Francisco: Jossey-Bass.

Handler, B. (2010). Teacher as curriculum leader: A consideration of the appropriateness of that role assignment to classroom-based practitioners. *International Journal of Teacher Leadership*. Volume 3. ISSN: 1934-9726.

Joseph, P. B. et al. (2000). *Cultures of Curriculum (studies in Curriculum Theory).* New York: Teacher College Press.

Kelley, A. V. (1999). *The curriculum, theory and practice.* London: Paul Chapman Publishing Ltd.

Kerr, J. (1968). *Changing the curriculum*. London: University of London Press.

Malhotra, M. M. (1985). *Curriculum Evaluation and Renewed.* CPSC Publications, Manila.

Marsh, C. (2009). *Key Concepts for Understanding Curriculum*. Oxon: Routledge.

Marsh, J. Colin. (2004). *Key concepts for understanding curriculum* (3rd ed.). London:

McNeil & John, D. (2003). *Curriculum- the teachers' initiative.* New Jersey: Merrill Practice Hall.

Mrunalini, T. (2008). *Curriculum Development.* Sultan Bazar, Hydrabad, Neelkamal Publication Pvt. Ltd.,

Nair, Sukumaran V. (2003). *Emerging facts of education.* Thiruvananthapuram: Kerala Literacy Forum.

NCERT (2005). *National Curriculum Framework2005*, NCERT, Sri Aurobindo Marg, New Delhi.

Ornstein, A. C. & Hunkins, F. P. (1988). *Curriculum: Foundations, Principles and Issues*. Englewood Cliffs, NJ: Prentice-Hall.

Pinar, William F. (2003). *International Handbook of Curriculum Research*. London, Lawrence Erlbaum Associates Publishers.

Prigogine, I. (1997). *The end of certainty: Time, chaos, and the new laws of nature.* New York: The Free Press.

Prigogne, I. (1980). *From being to becoming.* San Francisco: W.W. Freeman.

Prigogne, I. & Stengers, E. (1984). *Order out of chaos*. New York: Bantam Books.

Richards (2009). *Curriculum development in language teaching*. London: Cambridge University Press.

Schaffarzek, J. & Harupson, D. H. (1975). *Strategies for curriculum development*. Berkeley: McCutchar.

Sharif Khan, M. (2004). *School Curriculum*. Ashish Publishing House, New Delhi.

Slatterly, P. (2006). *Curriculum Development in the Postmodern Era.* London: Routledge.

Stake, R. E. (2004) *Standards-Based and Responsive Evaluation*. Thousand Oaks, CA: Sage Publication.

Steahouse, L. (1975). *An introduction to curriculum research and development.* London: Heinemann.

Stephen, W. & Douglas, P. (1972). *Curriculum Evaluation*. Bristol: NFER Publishing Co.

Taba, Hilda (1932). *The Dynamics of Education.* New York: Harcourt Brace, Jovanovich Inc.

Taba, Hilda (1962). *Curriculum Development: Theory and Practice.* New York: Harcourt Brace, Jovanovich Inc.

Taylor, P. H. & Richards, C. M. (1979). *An introduction to curriculum studies*. New York: Humanties Press.

Tyler, R. W. (2013). *Basic Principles of Curriculum and Instruction.* London: University of Chicago Press.

UNESCO (1981). *Curriculum and Life Long Education*. Paris, UNESCO.

Venkataiah, N. (2008). *Curriculum innovations for 2000A.D.* New Delhi: APH Publishing Corporation

Walker, D. F. (1990). *Fundamentals of curriculum.* Fort Worth: Harcourt Brace College.

Warwick, D. (1975). *Curriculum Structure and Design.* London: University of London Press.

Weinstein, G. & Fantini, M. D. (1970). *Toward humanistic education.* New York: Praeger.

Wiles, J. W. & Joseph, Bondi (2006).*Curriculum Development: A Guide to Practice*. Columbus: C.E. Merrill Pub. Co.

www.educationjournal.in/download/130/1-10-22-818.pdf

QP Code: ………….   **Reg. No.: …………….**

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester
Faculty of Education

COMMON CORE COURSE
ED010401 - Curriculum Development and Transaction
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Write the meaning and definition of Curriculum.
2. Write the issues related to curriculum transaction.
3. What are the problems related to curriculum organisation?
4. Write a note on curriculum evaluation.
5. What is Humanistic curriculum?
6. Give a brief account of the stages of curriculum development.
7. Give the sociological basis of curriculum development.
8. What you mean by Reconstructionist curriculum?
9. What is the role of teacher in curriculum transaction?
10. What is cooperative learning?

(8x1= 8)

Section B
(Answer any *six* questions. Each question carries a weight of **2.**)

11. Write a brief note on the requirements for curriculum transaction.
12. Learning experience provides healthy and wonderful outcomes. Explain.
13. How curriculum fosters moral, spiritual and aesthetic values? Explain with examples.
14. Write a brief note on components of curriculum.
15. Explain curriculum as a product.
16. Write a note on Technical scientific model of curriculum development with example.
17. Enumerate the problems of curriculum reform.
18. Differentiate between centralized curriculum and decentralized curriculum.

(6x2=12)

Section C
(Answer any *two* questions. each question carries a Weight of **5.**)

19. Give a brief account of the factors which influence the effectiveness of curriculum implementation?
20. Critically evaluate the issues in curriculum development.
21. Explain the Metfessel Model of Evaluation of Curriculum and its importance.
22. Describe the governmental interventions of curriculum reforms in India.

(2x 5=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Fourth Semester
SPECIALISATION CORE COURSE
ED010402 – CONTEXT AND ISSUES OF SECONDARY AND SENIOR SECONDARY EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this course, the student will be able to

➢ develop understanding about conceptual perspectives of secondary and senior secondary education.

➢ examine the history, vision and development of secondary and senior secondary education in the post- independent India.

➢ critically examine the role of different regulatory and monitoring agencies of education at national, state and regional levels.

➢ comprehend the institutions, structures, and initiatives for secondary and senior secondary in India.

➢ critically examine the issues of contemporary India with respect to secondary and senior secondary education and to prepare action plans.

➢ comprehend the curriculum and evaluation in secondary and senior secondary education.

➢ critically evaluate the international trends in secondary and senior secondary education and the national initiatives and policies in the present context.

➢ analyse the impact of quality enhancement programmes and initiatives at secondary and senior secondary levels and ICT implementation, teacher training and media influence.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Secondary and Senior Secondary Education: Concept and Perspectives (15 hours)

1. Secondary and Senior Secondary Education – Nature, Objectives, Vision and Mission.
2. Psychological and sociological perspectives of secondary education – Socio-emotional competencies of the adolescents – Role of Secondary education.
3. Historical Development of Secondary and Senior Secondary Education in India in the post-independent period with special reference to Kerala.
4. Aims, Objectives and Concerns prioritised in Commissions and Documents on Secondary Education – Secondary Education Commission 1953, Education Commission 1966, Yashpal Committee Report, National Curriculum Framework (Latest Revision), Kerala Curriculum Framework 2007.

5. National Knowledge Commission – major recommendations with special reference to Secondary Education, National Vocational Education Qualification Framework (NVEQF).
6. Constitutional Provisions for Secondary Education – Articles related to education and their implications.

Module Two: Programmes, Problems and Challenges of Secondary and Senior Secondary Education (20 hours)

7. Programmes and Initiatives for secondary and senior secondary education – critical evaluation of the government initiatives – SSA (Sarva Siksha Abhiyan), RMSA Rashtriya Madhyamik Siksha Abhiyan), SSA (Samagra Siksha Abhiyan).
8. Role and responsibilities of DPI and Directorate of Senior Secondary education.
9. Allocation of funds for Secondary and Senior Secondary Education.
10. Psycho-social problems of students at secondary level – Social sensitivity – Gender concerns – Cyber Ethics – Sex education – Health and Hygiene – Social abuses: drugs and alcoholism.
11. Problems of differently abled – Challenges of inclusive education.
12. Universalisation of Secondary education in India with special reference to Kerala, Open Schools, Equalisation of educational opportunities at secondary level.

Module Three: Curriculum and Evaluation in Secondary and Senior Secondary Education (20 hours)

13. Philosophical, Psychological and Sociological bases of curriculum development at Secondary and Senior Secondary level.
14. Skills development among Secondary and Senior Secondary school students – Life Skills – Additional Skills Acquisition Programme, Role of professional management.
15. Role of teachers and PTA as functionaries and beneficiaries of curriculum.
16. Classroom testing and Evaluation – Quantitative and Qualitative Perspectives – Recent trends in evaluation – CCE, Online testing, Performance based evaluation and Collaborative Evaluation.
17. Competency based Education and Curriculum.

Module Four: Quality Perspectives in Secondary and Senior Secondary Education (20 hours)

18. Quality education in Secondary and Senior Secondary level – Initiatives of MHRD, NCERT, SCERT – Role of NGOs.
19. Local and Global resources for Quality enhancement at Secondary and Senior Secondary levels.
20. Quality enhancement through ICT- Integrating Technology at Secondary and Senior Secondary levels – Role of IT – 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).
21. Quality and Qualification of Teachers – Teacher Education at Secondary and Senior Secondary levels – Recent Initiatives of SCERT, NCERT and NCTE.
22. Institutions and systems of secondary education at national and local levels – different school systems at government and private sectors.

Module Five: Recent Trends and Research in Secondary and Senior Secondary Education (15 hours)

23. Technology based learning models – Problem based learning – Virtual Learning – Web based Learning.

24. Type of Media and Interactive Technologies – Multimedia – Teleconferencing – Video Conferencing – Web Conferencing.

25. New horizons in educational technology – Cloud computing, Game-based learning, Augmented reality, E-twinning, Digital workplace.

26. Need and Importance of research at secondary and senior secondary levels – relevant areas – Curriculum, Teachers and Practices.

27. Educational Development Index – Components and Indicators.

PRACTICUM (any two):

1. Prepare a report based on the over use of technology among secondary or senior secondary school students.

2. Conduct a comparative study on the Enrolment and results of students at secondary schools in your locality (preferably 10th or 12th standards).

3. Conduct a survey of the accessibility of school facilities for universalisation of secondary education (compare the public and private sectors).

4. Conduct a debate/seminar/panel discussion on the socio-emotional issues of the students at secondary or senior secondary level.

RECOMMENDED REFERENCES:

Aggarwal, S. (2007). Philosophical Foundations of Education. Delhi: Authors Press.

Aggarwl, J. C. (2001). Principles, methods and techniques of teaching. Delhi: Vikas.

Arcaro, J. (1997). *Quality in Education: An Implementation Handbook.* New Delhi: Vanity Books International.

Arora, G. L. (2002). *Teachers and their teaching*. Delhi: Ravi Books.

Autin, Dan W. (2005). Teaching Social Foundations of Education: Contexts, Theories, and Issues. Lawrence Erlbaum Associates.

Barrel, G. W. (2000). The twenty first century: The world at carrying capacity. *Bioscience*, 50,363-368.

Bartlett, L. D. & Weisentein, G. R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.

Bhatia, K. K. (2001). Foundation of Teaching Learning Process. Ludhiana: Tandon Publishers.

Bourgonje, P. & Tromp, R. (2011). Quality Educators: An International Study of Teacher Competences and Standards. Education International, Oxfam Novib, Oxfam International.

Bruner, J. (1975). The process of education. London: Harward University Press.

Bush T. L. B. (2003). *The Principles and practice of Educational Management.* New Delhi: Sage Publications.

Chandola, R. P. (2003). The Real Problems of Indian Education. Jaipur: Book Enclave.

Chau, M. & Kerry T. (2008). International Perspectives on Education. New York: Continuum.

Committee for Review of National Policy on Education, 1986 (1990). New Delhi: Ministry of Human Resource Development, Department of Education.

Curriculum & Instruction (2015). Excellence in Content Instruction. Graduate Studies, College of Education, University of Washington.

Dash, B. N. (2003). Principles of Education (2nd edition). New Delhi: Neelkamal Publications Pvt. Ltd.

Dash, B. N.(2007). Curriculum planning and development. New Delhi: Dominent Publications.

Davis, L. (2004). Education and Conflict: Complexity and Chaos. Routledge Falmer.

Delors, J. (1996). Learning the Treasure Within: Report of International Commission on Education for the 21st Century. Paris: UNESCO.

Dessent, T. (1987). *Making ordinary School Special*. Jessica Kingsley Publications.

Documentation on Women, Children and Human Rights (2000). New Delhi: All India Association for Christian Higher Education

Dunkin, Michael J. (1987). *The International Encyclopedia of Teaching and Teacher Education.* Oxford: Pergamon Press.

Fountain, S. (1988). Learning Together – Global Education. New York: Stanley Thrones Publishers Ltd, New York University.

George, P. E. (1928). Principles of Educational Sociology – An Outline. New York.

Ghosh, S. C. (2007). History of Education in India. Rawat Publications.

Gore, M. C. (2004). *Successful Inclusion Strategies for Secondary and Middle School Teachers.* Crowin Press, Sage Publications.

Gore, M. S. (1994). Indian Education – Structure and Process. New Delhi: Rawat Publishers.

Government of India (1992, 1998). National Policy on Education, 1986 (as modified in 1992).

Government of India (1993). Learning without Burden. New Delhi: Ministry of Human Resource Development (MHRD), Department of Education, Government of India.

Government of India (2009). The right of children to free and compulsory education act, 2009.

Government of India (2011). Sarva Shiksha Abhiyan – Framework for implementation based on the right of children to free and compulsory education act, 2009.

Hall, C. & Hall, E. (2003). Human relations in Education. Routledge.

Hunt, M. P. (1973). Foundation of Education Social and Cultural Perspectives. New York: Halt, Rinehart and Winston.

Justin, D. & Meg, M. (1997). *Becoming A Teacher: Issues in Secondary Teaching.* Buckingham: Open University Press.

Kabir, H. (1959). Education in new India. London: George Allen & Unwin Ltd.

Kalam A. P. J. (1998). India 2020 – A Vision for the New Millennium. Penguin Books India Ltd.

Krishnamurthi, J. (1992). Education and World Peace in Social Responsibility. Krishnamurti Foundation.

Kumar, K. (2013). Politics of education in colonial India. India: Routledge.

Learning Library (1987). *Teacher's strategies: Personal Growth, Classroom Performance, Student Problems.* Springhouse Pennsylvania Learning Books Springhouse Corporation.

McLaren, P. & Leonard, P. (1993). Paulo Freire: A Critical Encounter. Routledge.

MHRD (1993). Learning without Burden. (Yashpal Committee Report). New Delhi.

Ministry of Education (1953). Report of Secondary Education Commission (1952-53). New Delhi: Government of India.

Ministry of Education (1996). Education and National Development. Report of the Commission (1964-66). New Delhi: Government of India.

Mohanthy, J. (1988). Indian education in the emerging society. New Delhi: Sterling Publishers Pvt. Ltd.

Mukharji, S. (2007). Contemporary Issues in Modern Indian Education. Authors Press.

Mukherjee, S. N. (1966). History of Education in India. Baroda: Acharya Book Depot.

National Commission on Teachers (1983-85). Controller of Publications, Delhi.

National Commission on Teachers-1 (1983-85). Teacher and Society. Delhi: Government of India Press.

National Council for Teacher Education (2009). National Curriculum Framework for Teacher Education: Preparing Professional and Humane Teachers. (Member Secretary, NCTR, New Delhi, India).

NCERT (1998). National Curriculum Framework for Teacher Education. New Delhi: NCERT.

NCERT (2005). National Curriculum Framework for School Education. New Delhi.

NCTE (1978). Teacher Education Curriculum a Framework. New Delhi: NCERT.

NCTE (1988). Curriculum Framework for Quality Teacher Education. New Delhi: NCTE.

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

Parekh, B. C. (2000). Rethinking multiculturalism: Cultural diversity and political theory. Palgrave.

Pathak, A. (2013). Social implications of schooling: Knowledge, pedagogy and consciousness. Aakar Books.

Peters, R. S. (1967). The Concept of Education. New York: Humanities Press.

Phillips, D. C. (1995). The good, the bad, and the ugly: The many faces of constructivism. *Educational Researcher*, 5–12.

Prem, N. (1979). The Bases of Education. A Philosophical and Sociological Approach. New Delhi: S. Chand & Company Ltd.

Programme of Action (1992). Ministry of Human Resource Development, Department of Education, New Delhi.

Ramachandran, P. & Ramkumar, V. (2005). Education in India. New Delhi: National Book Trust.

Reddy, R. (2007). Principles of Curriculum Planning and Development. Delhi: Arise.

Right to Education Act (2009). The Gazette of India. New Delhi.

Robert A. Dentler Praeger (2002). Practicing Sociology: Selected Fields Librarian's Tip. University Press.

Robert B. Wagner (1989). Accountability in Education. London: Routledge.

Rose, J. S. (1952). Groundworks of Educational Theory. George G. Harrap & Co Ltd.

Rury, J. L. (2002). Education and Social Change: Themes in the History of American Schooling. Lawrence Erlbaum Associates.

Saini Debi, K. S. (2000). Human Resource Management. New Delhi: Response Books.

Sathish, K. K. (1999). Education for a better society. *University News*, 23, 45-49, 276.

Sharma, R. N. & Sharma, R. K. (2006). Problems of education in India. New Delhi: Atlantic Publishers & Distributors.

Singh, L. C. (1990). Teacher Education in India. NCERT.

Sivadasan Pillai K. (1998). Vidyabhyasam. Trivandrum: Kalanikethan.

Susan, C., Merilyn, L. & Tony, T. (2001). *Learning to teach in the Secondary School.* London: Routledge Falmer.

Sykes, M. (1987). The story of Nai Talim. Wardha: Nai Talim Samiti.

Tagore, R. (2003). Civilization and progress. In *Crisis in civilization and other essays*. New Delhi: Rupa & Co.

Taneja, V. R. (2003). Educational Thoughts and Practice. New Delhi: Sterling Publishers.

Torsten, H. & Postlethwaite, T. N. (1985). The international encyclopedia of education research & studies. New York: Pergamon Press.

UNESCO (1960). Convention and Recommendation against Discrimination in Education. UNESCO.

UNESCO (1998). Learning to Live together in Peace and Harmony. A UNESCO APNIEVE Source.

UNESCO (2006). United Nations convention on the rights of persons with disabilities. UNESCO.

Walford, G. (1998). Durkheim and Modern Education. Routledge.

Wells, G. (1999). Dialogic Inquiry: Towards a Socio-Cultural practice and theory of education. Cambridge University Press.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester

Faculty of Education

SPECIALISATION CORE COURSE

ED010402 – Context and Issues of Secondary and Senior Secondary Education
(2019 admissions onwards)

Time: Three Hours   **Max. Weight: 30**

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

4. Write two constitutional provisions which ensure equality of education.
5. Mention two relevant areas of research to be conducted at senior secondary level and its importance.
6. What is Samagra Siksha Abhiyan?
7. What is virtual learning?
8. Write a brief note on the role of NGOs for the quality enhancement of secondary education.
9. List the solutions recommended in the Yashpal Committee Report for reducing curriculum load.
10. Write the importance of video conferencing in senior secondary education.
11. Give a short note on the components of Educational Development Index.
12. What are the local resources for quality enhancement at secondary level?
13. What is the role of PTA as beneficiary of curriculum?

                                                                    (8x1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

19. Suggest measures to overcome the psycho-social problems of students at secondary level.
20. Briefly describe the planning and allocation of funds for school education in 12th Five-Year Plan.
21. State the role of Additional Skill Acquisition Programme in the overall development of students.
22. Give an account of programmes at secondary level for quality enhancement through ICT.
23. Write the major recommendations of National Knowledge Commission with reference to Secondary Education.
24. In India, secondary education falls under different boards. In such a condition is it possible to ensure equalization of educational opportunity. Substantiate your answer.
25. Briefly indicate the challenges of inclusive education at secondary school level.
26. Give a brief account on new horizon educational technology.

                                                                    (6x2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

21. Explain the objectives, vision and mission of secondary education in India. Evaluate how far the objectives have been achieved.
22. What are the qualities of a secondary school teacher? Critically examine the initiatives taken by SCERT for quality improvement of teachers.
23. Analyse the psychological and sociological bases of curriculum development at secondary level.
24. Discuss recent trends in evaluation at secondary and senior secondary levels.   **(2x5=10)**

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED820401 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES
OF LANGUAGE EDUCATION - ENGLISH

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the student will be able to

- understand the key ideologies in learning and teaching a language.
- attain the skills of curriculum design and construction in language learning.
- understand the psychology of language learning.
- gain acquaintance with the modern language pedagogy.
- gain acquaintance with the latest trends in assessment and evaluation of language learning.
- be able to design and construct online and offline tests.
- gain acquaintance with the digital resources in language education.
- develop research attitude.
- realise the need and importance of Continuing Professional Development.

MODE OF TRANSACTION:

Lecture cum discussion – group presentations – power point presentations – contribution to debate/discussion – video presentations – invited talks – seminars – debates – assignments – brainstorming sessions – self-study – general and group work – peer group discussion – peer tutoring – projects – interaction with community – educational survey – online learning – supervised study – creative workshop.

COURSE CONTENT:

Module One: Perspectives in language learning (10 hours)

1. Nature and scope of language learning.
2. Implications of learning theories in language learning – Behaviourism, Cognitivism, Constructivism and Connectivism.
3. Aims and objectives of language learning – Bloom's revised taxonomy of educational objectives.

Module Two: Dimensions of language curriculum development (15 hours)

4. Principles of curriculum construction – language curriculum.
5. Types of language syllabi – structural, skill based, situational, notional-functional, communicative, discourse based.
6. Comparison and critical analysis of different school curricula and textbooks - SCERT, NCERT, ICSE.
7. Curricular reforms and revisions in India – especially related to English language learning.

Module Three: Modern Pedagogical Practices (30 hours)

8. Enhancing proficiency in language and communication – development of language skills at different levels.

9. Teaching language elements – vocabulary and grammar.

10. Teaching of prose: Aims of teaching prose lessons – Linguistic aspects – Development of language skills, vocabulary and grammar - Ideational part – Cultural and aesthetic growth. Methods of teaching different forms of prose – drama, short story, biography, autobiography, preparation of reports, screenplays and development of different types of discourses.

11. Teaching of poetry: Aims of teaching poetry – Appreciation and development of creativity.

12. Modern approaches, methods, and techniques: Post methods era.

13. Current pedagogic practices – digital practices, e-learning, m-learning, flipped learning, blended learning, collaborative learning – online networks – EDMODO.

14. Digital resources - Cyber ethics - netiquette, cyber security, copyright rules.

15. Inclusive and differential pedagogic practices.

Module Four: Changing trends in Evaluation and Assessment (20 hours)

16. Assessment practices – Formative, summative, CCE, grading, self-assessment, peer evaluation, proficiency and placement tests (IELTS, TOEFL, TKT, CELTA, DELTA).

17. Language tests for language elements – vocabulary, grammar, pronunciation, language skills and discourses, communicative properties of tests, assessment batteries

18. Performance based assessment techniques – checklist s, rubrics, portfolio, blogs.

19. Online and offline assessment – design, construction, conduct (websites, online resources, Computer Adaptive Tests).

20. Different types of tests – teacher made test, standardized test, diagnostic test, achievement test.

Module Five: Professional Empowerment (15 hours)

21. Continuous Professional Development (CPD), Pre-service and in-service strategies, orientation programmes, refresher courses, seminar, symposium, panel discussions, workshops, conferences, self-study, teacher portfolio, reflective teaching, study groups, and study circles, book clubs, extension lectures, research colloquium, online professional development courses (MOOCs).

22. Professional organisations and agencies, online networks.

23. Professional ethics, stress coping strategies, communication - soft skills.

24. Current trends and practices in research: learner corpora, inter language, multimodal learning, qualitative studies.

25. Review of latest research in English language education (since 2000).

PRACTICUM (any two):

1. Prepare a lesson transcript based on the Constructivist paradigm.

2. Develop an e-content on any school level topic in English.

3. Conduct a seminar on recent research trends in language.

4. Design and construct an online test to assess language skills.

RECOMMENDED REFERENCES:

Agnihotri, R. K. & Kahanna, A. L. (1994). Second Language acquisition: Sociocultural and Linguistic Aspects of English in India. New Delhi: Sage Publications.

Allen, H. B. (1965). Teaching English as a Second Language: A Book of Readings. New York: McGraw- Hill.

Anderson, Kenneth & Joan Maclean (2010). Study Speaking. Cambridge University Press.

Anderson, Steven W. & Siegel, Deborah (2014). The Tech-Savvy Administrator: How do I use technology to be a better school leader? ASCD.

Andrew A. Kling (2010). Web 2.0 (Technology 360). : New Delhi: Lucent Books.

Athanassios Jimoyiannis (Editor) (2011). Research on e-Learning and ICT in Education. USA: Springer.

Banker, Jonna (2000). English Language Teacher's Handbook: How to teach large classes with few resources. Henther Westrup Viva Books Pvt. Ltd.

Baruah, T. C. (2006). The English Teacher's Handbook. New Delhi: Sterling Publishers Pvt. Ltd.

Bose, Kshanik (1999). Teaching English. Delhi: DOABA House.

Brown, Gillian & Yule, George (1987). Teaching the spoken Language. Great Britain: Cambridge University Press.

Bruce M. Whitehead; Devon, Jensen & Boschee, Floyd A. (2013). Planning for Technology: A Guide for School Administrators, Technology Coordinators, and Curriculum Leaders. Corwin: New Delhi.

Brunfit, Christopher (1992). Communicative Methodology in Language Teaching. Great Britain: University Press, Cambridge.

Burden, Paul R. (2000). Power Classroom Management Strategies. London: Sage Publications India Pvt. Ltd.

Carroll, B. J. (1980). Testing Communicative Performance. Oxford: Oxford University Press.

Carter, Ronald (1997).Investigating English Discourse. Wiltshire: Redwood Books.

Chaturvedi, M. G. & Mohale, B. V. (1976). Position of languages in social curriculum in India. New Delhi: National Council of education Research and Training.

Choudhury, Namita Roy (1998).Teaching English in Indian Schools. New Delhi: APH Publishing Corporation.

Cook, Vivian (1991). Second Language Learning and Language Teaching. Great Britain: Edward Arnold.

Doughty, Chaterine J. and Michael H. Long (Eds.) (2008). The Hand Book of Second Language Acquisition. Oxford: Blackwell.

Ebel, R. L. and Frisbie, D. A. (1991). Essentials of Educational Measurement. New Delhi: Prentice Hall.

Harmer, Jeremy (2001). The Practice of English Language Teaching. Longman.

Hinkel, Eli (2005). Hand book of Research in Second Language Teaching and Learning. Mahwah, NJ: Lawrence Erlbaum Associates.

http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html

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

Johnson, Robert Keith (1998). The Second Language Curriculum. Great Britain: University Press, Cambridge.

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

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

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

Lee, William W. & Dianna, L. Owens (2001). Multimedia based Instructional design: Computer Based Training. Jossey-Bass.

Levin, Barbara B. & Schrum, Lynne (2012). Leading Technology-Rich Schools (Technology & Education Connections (Tec). New York: Teachers College Press.

Liz, Arney (2015.) Go Blended! A Handbook for Blending Technology in Schools.

Loveless, Avril (2001). ICT-pedagogy and the curriculum – Subject to change. London: Routledge Falmer.

Mertler, Crai A. (2008). Action Research: Teachers as Researchers in the classroom.CA: Sage Publications.

Miller, Wilma H. (2202). Alternative Assessment Techniques for Reading and Writing. Jossey-Bass, Spl edition.

Mishra, S. (Ed.) (2009). STRIDE Hand Book 08: E-learning. New Delhi: IGNOU.

Mohanty, Laxman & Vora, Neeharika (2008). ICT strategies for schools - a guide for school administrators. New Delhi: Sage publications.

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

Nunan, D. (1992). Research Methods in Language Learning. Cambridge: Cambridge University Press.

Papa, Rosemary (2010). Technology Leadership for School Improvement. New Delhi: Sage.

Parrott, Martin (2000). Grammar for English Language Teachers. Cambridge: Cambridge University Press.

Prabhu, N. S. (1987). Second Language Pedagogy. Oxford: Oxford University Press.

Richards, J. C. & Theodore, S. R. (1998). Approaches and Methods in Language Teaching. New York: Cambridge University Press.

Richards, Jack C. (1990). The Language Teaching Matrix. Cambridge: Cambridge University Press.

Rivers, Wilga M. (1986). Communicating naturally in a second language. Cambridge: Cambridge University Press.

Roblyer M. D. & Doering, Aaron H. (2012). Integrating Educational Technology into Teaching (6th Edition).

Schrum, Lynne & Levin, Barbara B. (2010). Leading 21st-Century Schools: Harnessing Technology for Engagement and Achievement. Corwin: New Delhi.

Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO.

ShalinHai-Jew (2012). Open-Source Technologies for Maximizing the Creation, Deployment, and Use of Digital Resources and Information. Information Science.

Shemtov, Noam & Walden, Ian (2014). Free and Open Source Software: Policy, Law and Practice. Oxford University Press.

Swan, Michael (2005). Practical English Usage (3rd Ed.) Oxford University Press.

Theodore, Lee (2008). Professional Development of ICT Integration for Teachers.

Underhill, Nic (1987). Testing spoken Language: A Hand Book of Oral Testing Techniques. Cambridge: Cambridge University Press.

Viva, Lachs (2000). Making Multimedia in the Classroom - A Teachers Guide. London: Routlegde Farmer.

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

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

Yule, George (2005). The Study of Language (3rd Ed.). New York: Cambridge University Press.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester

Faculty of Education

SPECIALISATION ELECTIVE COURSE

**ED820401 – Advanced Methodology and Pedagogical Practices
of Language Education - English**

(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. State any two objectives of teaching English in India.
2. What are the principles on which a language curriculum is constructed? Mention any two principles.
3. State any two recommendations of NCF 2005 regarding the teaching of languages in India.
4. Write any two implications of the Constructivist theory of learning for second language classrooms.
5. Name any two online networks of English teachers.
6. Define the concept 'learner corpora'.
7. What is meant by a rubric?
8. What is the expansion of TOEFL?
9. What is m-learning?
10. Name any two online databases.   **(8X1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. How does the theory of Connectivism explain language learning in the digital era?
12. Compare and contrast the communicative syllabus and discourse-based syllabus.
13. How can learning grammar be made interesting for students?
14. Briefly explain the steps involved in the design and construction of online assessment.
15. Suggest how teachers can cope with stress in professional life.
16. Elaborate on Bloom's revised taxonomy of educational objectives.
17. Explain the principles of construction of a language curriculum.
18. Why is the knowledge of netiquette essential for a good netizen?   **(6X2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Critically analyse the current pedagogical practices in teaching of English.
20. Critically review the latest research trends in English language education.
21. The teacher is a professional. Explain the need for professionally updating oneself in the teaching profession.
22. Critically examine the reforms and revisions in English education in India.   **(2X5=10)**

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED820402 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES
OF LANGUAGE EDUCATION - MALAYALAM

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the student will be able to

➤ understand the key ideologies in teaching and learning of language
➤ develop an understanding of the nature, scope and functions of language teaching and learning
➤ analyze the application of linguistic, psycho linguistic, socio linguistic, neuro-linguistic theories in language learning
➤ apply the current approaches, methods and innovative techniques in language teaching and learning
➤ equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
➤ grasp the techniques underlying the designing and administration of various kinds of language tests
➤ attain the skills of curriculum construction and design in a language
➤ adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children
➤ become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language
➤ explore modern assessment practices that are in vogue in the field of language teaching ensure quality in the continuing professional development of teachers
➤ equip the prospective teacher educators with a positive attitude towards research acquaint themselves with areas of research and various research tools

MODE OF TRANSACTION:

Lecture cum discussion, Power point presentations, contribution to debate/discussion, Brain storming sessions, Video presentations, Invited Talks, Seminars, Assignments, Self-study, Group presentations, General and Peer group discussions, Peer tutoring, Project work, Group work, Case Study, Creative workshop

COURSE CONTENT:

Module One: Perspectives in Language Learning (10 hours)

1. Nature, functions and scope of language learning, changes in the goal of teaching Malayalam, mother tongue as the medium of thought and communication of ideas, emotions and experiences, language and cultural heritage.

2. The Indian tradition: contributions of Panini and Patanjali, Bharthruhari, A.R. Rajaraja Varma, Kuttikrishna Marar, Seshagiri Prabhu, Ezhuthachan – songs, stories, and folklore – influence of media.

3. The western tradition –behaviouristic approach – cognitive approach – constructivist approach – social constructivist approach – communicative approach.
4. Contributions of Chomsky, Vygotsky– Generative grammar – Psycho linguistic approach– principles and psychology of language learning.
5. Physiological, sociological and philosophical bases of language learning– State Institute of languages– Role and significance in developing as medium of instruction.
6. Aims, objectives and principles of Language learning – Bloom's Taxonomy and revised versions – objective based instruction, process-oriented and outcome based learning.

Module Two: Dimensions of Language Curriculum Development (15 hours)

7. General principles– foundations of curriculum: philosophical, psychological, sociological– different types of curriculum: structural, skill based, situational, notional, functional, communicative, discourse based. Modern trends in curriculum development.
8. Different types of language syllabi.
9. Comparison and critical analysis of different school curricula and text books.
10. Review of National School Curriculum 2016.

Module Three: Modern Pedagogical Practices (30 hours)

11. 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. Detailed study of multiple intelligence theory and its classroom implications with special reference to language education. Suitable models of teaching for Malayalam language learning – Synectics and Concept attainment Models.
12. 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.
13. Teaching of Poetry – aims of teaching poetry – methods of teaching poetry.
14. 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.
15. Modern Approaches and Techniques: 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).
16. Digital Resources: Role of Teacher and Learner in Digital Era – Teacher as Techno-pedagogue – Digital Natives and Migrants, Technology enabled Language Teaching and Learning – Multimedia Labs – CALL, Blended Learning, e-learning, m-learning, online tutoring – Networking in Language, Learning-Forum – Wiki - Blog - Video Conferencing - Teacher Tube - ESL Café – LinkedIn - Learning Management System.

17. Digital Resources and e-content – Educational Websites, Open Education Resources – Virtual Classrooms, e-library, e-journals, Audio Podcasts, Online Language Games, Film Clips. Cyber Security, Server Security, e-mail Security, Copyright Laws.
18. Inclusion and differential pedagogical practices – instructional strategies and teaching learning materials to address the children with special needs.

Module Four: Changing Trends in Evaluation and Assessment (20 hours)

19. Formative, Summative CCE, Grading, and CBCSS – Performance based assessments – portfolio assessment – Types of tests: Teacher made tests, Standardized tests, Diagnostic tests, Achievement tests. Diagnosis and remedial teaching. Different steps in the standardization of an Achievement test. Variables of language testing – Elements and skills.
20. Language Tests for vocabulary, grammar, pronunciation, listening, speaking, reading, writing.
21. Performance based Assessment Techniques – Checklist s, Rubrics (for assessing Language Skills and Discourses), Portfolios – Online and Offline Assessment.
22. Placement Tests – TET, SET, NET.

Module Five: Professional Empowerment (15 hours)

23. Concept of Continuing Professional Development (CPD) – Innovations in the Continuing and Professional Development of Malayalam Language Teachers, Strategies of Professional Development: Orientation Programmes, Refresher Courses, Seminars, Symposium, Panel Discussion, Workshops, Conferences, Self-study, Study groups and Study Circles, Book Clubs, Extension Lectures, Research Colloquium.
24. Pre-service training, In-service training – Different modalities, Role of professional organizations like NCERT, SCERT and voluntary organizations and various Media. Self-developed routine practices using various electronic Media and computer based resources, Online teacher networks – Reflective teaching – Teacher portfolio– strategies for coping with personal and professional stress. Professional traits of a teacher – Need for professional development of teachers. Professional organizations – Teacher portfolio.
25. Professional Code of Ethics – Stress Coping Strategies and soft skills required of Teachers.
26. A survey of recent research trends available which can be applied in Malayalam language education, Teacher – Relevant areas of research in Malayalam education with special emphasis on curriculum revisions, pedagogy, testing and assessment, development of innovative techniques – Research gap s in Language education. Identification of research topics and preparation of research designs.
27. Research journals – undertaking research publications – research on reflective teaching– action research – practitioner research – constructive research paradigm.

PRACTICUM (any two)

1) Prepare a Lesson Transcript in Malayalam based on Synectics Model or Concept Attainment Model.
2) Prepare a multimedia learning package or a lesson design based on any one modern instructional strategy on any topic relating to communicative skill in Malayalam.

3) Conduct a survey on various problems with respect to Malayalam language learning: contextual, curriculum, etc.
4) Review five recent studies in the area of teaching and learning of Malayalam.

RECOMMENDED REFERENCES:

Bindhu, C. M. (2011). Mathrubhasha bhodhanam: pravarthikalum reethikalum.

Chomsky, N. (2000). New horizons in the study of language and mind.

Ellis, Rod. (1987). Understanding Second Language Acquisition. Oxford: Oxford University Press.

Fitchman & Silva (2003). The Reflective Educators' Guide to Classroom Research. California: Corwin Press, Inc.

Fosnot, C. (1996). Constructivism: theory, perspectives and practice.

Frank Rennie & Thara Morrison (2013). E-learning and social net working hand book. Resources for higher education. New York: Taylor and Francis.

Gagne, R. M. (1985). The Cognitive Psychology of School Learning. Boston: Little.

Gardner, Howard (1993). Frames of Mind-The Theory of Multiple Intelligence. New York: Basic Books.

Gurry, P. Teaching of mother tongue in secondary schools.

Hindi Shikshan. New Delhi: Arya Book Depot.

Jeeth, Yogendra B. (1986). Shiksha Mem Adhunik Pravrithiyam. Agra: Vinod Pustak Mahal.

Jeeth, Yogendra B. (2005). Hindi Shikshan. Agra: Vinod Pustak Mandir.

Joyce, B. & Weil, M. (2003). Models of Teaching.

Kumar, Vijendra Varisht. (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.

Lado, R. (1961). Language teaching: A Scientific Approach.

Lado, R. (1979). Language testing: the construction and use of foreign language tests.

Larsen, D. T. (2000). Techniques and Principles of Language teaching. Oxford: Oxford University Press.

Lougran, J. (2010). What EXPERT teachers do: Enhancing professional knowledge for classroom practice. Crow's nest. Allen and Unwin.

NCERT (2006). National Curriculum Frame for School Education. New Delhi.

Pande, K. P. (1988). Advanced Educational Psychology (2nd ed.) Delhi. Konark Publishers Pvt. Ltd.

Reid, J. (1998). Understanding Learning Styles in the Second language class room. New York: Prentice Hall.

Saphaya Reghunath (1998). Hindi Shikshan. Jalandhar: Punjab.

Tiwari, Bholanadh (1974). Bhasha Vigyan. Allahabad: Kitab Maha.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
**ED820402 – Advanced Methodology and Pedagogical Practices
of Language Education - Malayalam**
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. പാനൽ ഡിസ്കഷൻ നടത്തുന്നതിന് നൽകേണ്ട നിർദ്ദേശങ്ങൾ ഏവ?
2. അധ്യാപകരുടെ തൊഴിൽപരമായ ഉന്നമനത്തിനായി പ്രവർത്തിക്കുന്ന പ്രധാന സംഘടനകൾ ഏവ?
3. Virtual Class എന്നാലെന്ത്?
4. വിമർശനാത്മകബോധന ശാസ്ത്രം എന്നാലെന്ത്?
5. Generative Grammer എന്നാലെന്ത്?
6. Blended-Learning എന്നാലെന്ത്?
7. കമ്പ്യൂട്ടർ അസിസ്റ്റഡ് ലേണിംഗിന്റെ മേന്മകൾ എഴുതുക.
8. ഉദ്ദേശ്യാധിഷ്ഠിതബോധനം എന്നാലെന്ത്?
9. സാമൂഹ്യജ്ഞാന നിർമ്മിതിവാദത്തിന്റെ പ്രധാന തത്വമെന്ത്?
10. ഹയർസെക്കന്ററി തലത്തിൽ സിമ്പോസിയം നടത്തുന്നതിന് രണ്ട് വിഷയങ്ങൾ നിർദ്ദേശിക്കുക.

(8X1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. ആശയാധാന മാതൃക വിശദീകരിക്കുക.
12. കവിതാബോധനഘട്ടങ്ങൾ വിശദീകരിക്കുക.
13. വ്യാകരണബോധന രീതികൾ ഏവ?
14. സഹകരണ - സഹവർത്തിത രീതികളുടെ ഗുണദോഷങ്ങൾ വിചിന്തനം ചെയ്യുക.
15. ഭാഷാബോധനത്തിന് സഹായകമായ ഡിജിറ്റൽ റിസോഴ്സസ് ഏവ?
16. CPD എന്നാലെന്ത്?
17. ആന്ത്യന്തിക-സംരചനാ മൂല്യനിർണയ രീതികൾ വിശദീകരിക്കുക.
18. ഭാഷാബോധനത്തിന് ഫോക്ലോറുകൾ നൽകുന്ന സംഭാവനകൾ ഏവ?

(6X2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. ആധുനിക മലയാള ഭാഷാ പുരോഗതിക്കായി നടത്തിയിട്ടുള്ള ഗവേഷണങ്ങൾ വിമർശനാത്മകമായി വിലയിരുത്തുക.
20. വിദ്യാർത്ഥികളുടെ സമഗ്രവികസനത്തിനായി മൂല്യനിർണയ പ്രക്രിയയെ എങ്ങനെ ഫലപ്രദമായി വിനിയോഗിക്കാമെന്ന് വിശദീകരിക്കുക.
21. ഭാഷാബോധനത്തിന് പാണിനി, പതഞ്ജലി, ഭർത്തൃഹരി എന്നിവർ നൽകിയ സംഭാവനകൾ വിശദീകരിക്കുക.
22. ഗദ്യബോധനലക്ഷ്യങ്ങളും ഘട്ടങ്ങളും വിശദീകരിക്കുക.

(2X5=10)

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED820403 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES
OF LANGUAGE EDUCATION - HINDI

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the student will be able to

- understand the key ideologies in teaching and learning of language.
- develop an understanding of the nature, scope and functions of language teaching and learning.
- internalise psychological theories of learning for effective transaction of curriculum.
- understand the various dimensions of curriculum and its relationship with the aims of education.
- compare and analyse different school curricula and textbooks.
- get acquainted with modern pedagogical practices.
- assess the efficacy of methodologies and practices adopted in language education.
- develop technological skills in designing digital texts.
- make use of information technology in Hindi teaching-learning process.
- adopt and practice instructional strategies for teaching the language and to address the special needs of differently abled children.
- grasp the techniques underlying the designing and administration of various kinds of language tests.
- familiarize about performance based assessment techniques.
- understand essential qualities, competencies and professional ethics of a teacher.
- understand the role of agencies and resources in developing teacher professionalism. understand the importance of research in the subject area.

MODE OF TRANSACTION:

Lecture cum discussion, Power point presentations, contribution to debate/discussion, Brain storming sessions, Video presentations, Invited Talks, Seminars, Assignments, Self-study, Group presentations, General and Peer group discussions, Peer tutoring, Project work, Group work, Case Study, Creative workshop

COURSE CONTENT:

Module One: Perspectives in Language Learning (10 hours)

1. Nature and scope of Hindi language learning - Psychological and Sociological factors associated with language development.
2. Applications of theories in Language Learning - Behaviourist, Cognitivist and Constructivist views of language learning -Theories of Skinner, Bruner, Piaget, Vygotsky, Chomsky, Paulo Freire and Howard Gardner.

3. Aims, Objectives and Principles of teaching Hindi - Objective Based Instruction-Bloom's Taxonomy of Instructional objectives - revised version - Process oriented and outcome based learning.

Module Two: Dimensions of Language Curriculum Development (15 hours)

4. Foundations of curriculum – Psychological, Philosophical and Sociological - Principles of curriculum construction - Different types of curriculum – activity oriented, child centred, subject centred, community based, core and hidden curriculum – Approaches to curriculum organization – topical, concentric, spiral, progressive and regressive.

5. Types of language syllabi – structural, skill based, notional functional, communicative and discourse based.

6. Learning resources – Text books – principles of text book preparation – evaluation and improvement.

7. Text book analysis - Supplementary reading materials – Selection of books and journals.

8. School and class library – Organization and use.

9. Comparison and critical analysis of different school curricula and textbooks (SCERT, NCERT and ICSE).

10. 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.

Module Three: Modern Pedagogical Practices (30 hours)

11. Enhancing proficiency in language and communication - Developing language skills.

12. Teaching Language elements - Vocabulary and Grammar.

13. Teaching of prose: Aims of teaching prose lessons – Linguistic aspects – Development of language skills, vocabulary and grammar - Ideational part – Cultural and aesthetic growth. Methods of teaching different forms of prose – drama, short story, biography, autobiography, preparation of reports, screenplays and development of different types of discourses.

14. Teaching of poetry: Aims of teaching poetry – Appreciation and development of creativity.

15. Modern Approaches, methods and techniques in Hindi language Learning - Structural approach – Co-operative learning – Collaborative learning - Brainstorming – Buzz session – Computer assisted instruction – Brain based learning - Situational language teaching – Communicative language teaching - Task-based learning – Concept mapping
– Reciprocal teaching – Graphic organizer – Cognitive apprenticeship – Natural Approach – Experiential learning – Whole Language Approach – Humanistic approach – Models of Teaching – Inquiry training model - Synectics model

16. Current pedagogic practices – multi media lab – CALL – blended learning, e-learning, m-learning, online tutoring, networking in language learning: forum, blog, wiki, on-line discussions, video conferencing, digital learning materials: e-content, teacher tube, Learning Management System (LMS).

17. Digital resources and Cyber security – Copyright laws, Netiquette e-content: educational websites, Open Education Resources (OER), virtual classrooms, e-journals, audio podcasts, e-library, on-line language games, film clips, online Hindi lessons.

18. Inclusive and differentiated pedagogic practices- Instructional strategies to cater to children with special needs (CSWN) in the language classroom.

Module Four: Changing Trends in Evaluation and Assessment (20 hours)

19. Assessment Practices – Formative, Summative, Continuous and Comprehensive Evaluation (CCE) – Grading - Self assessment, Peer evaluation, Teacher evaluation, Proficiency and placement tests – NET, SET, K -TET, C-TET.
20. Language tests for vocabulary, grammar, pronunciation, language skills and discourses.
21. Performance based assessment techniques – checklist s, rubrics (for assessing languages and discourses), portfolios and blogs.
22. On-line and off-line assessments – Design, Construction, Administration (on-line resources, websites, apps, Open Education Resources (OER), virtual classroom, e-journals, audio podcasts, e-library, online language games, film clips, online Hindi lessons)
23. Different types of tests – Teacher made tests – standardised tests – diagnostic test – achievement test. Importance of educational diagnosis and remedial teaching.

Module Five: Professional Empowerment (15 hours)

24. Concept of Continuing Professional Development (CPD), Pre-service and In-service: need, effectiveness and stages – On-line teacher networks – Podcasts-Virtual libraries-EDUSAT, innovative strategies of professional development: orientation programmes, refresher courses, seminars, symposium, panel discussion, workshops, conferences, self-study, reflective teaching, teacher portfolios, study groups and study circles, book clubs, extension lectures, research colloquiums.
25. Professional organizations, agencies and online networks in teacher empowerment.
26. Professional code of ethics, teacher stress coping strategies and soft skills.
27. Current trends and practices in research – Survey of recent research trends which can be applied in Hindi language education with special emphasis on curriculum, teaching strategies and evaluation – Selection of topics for research – Preparation of tools and research design.
28. Review of latest research in Hindi language education – Publishing research papers in journals – Research in reflective teaching and action research.

PRACTICUM (any two):

1) Preparation of lesson transcripts in Hindi based on Synectics Model.
2) Prepare a multi-media learning package on any topic for developing communication skill in Hindi.
3) Developing rubrics for assessing teaching skills.
4) Critical analysis of any Hindi film based on social issues.

RECOMMENDED REFERENCES:

Agnihotri, R. K. & Khanna, A. L. (2002). Second Language Acquisition. New Delhi: Sage Publications.

Anderson, J. B. (1980). Cognitive Psychology and its Implications. San Francisco: W. H. Freeman and Company.

Armstrong, T. (2001). Multiple Intelligence in the Classroom. Washington D.C: ASCD.

Ausubel, David P.; Novak, Joseph. D. & Hanesian, Helen (1968). Educational Psychology: A cognitive view. Holt, Rinchart and Winston Inc.

Burka, K. (2006). From standards to rubrics in six steps. Thousand Oaks, CA: Corwin Press.

Chomsky, N. (1957). Syntactic Structure. The Hague: Mouton and Co.

Dash, B. N. (2005). Psychology of Teaching Learning Process. New Delhi: Dominant Publishers and Distributors.

Ellis, Rod (1987). Understanding Second Language Acquisition. Oxford: Oxford University Press.

Fitchman & Silva (2003). The Reflective Educators' Guide to Classroom Research. California: Corwin Press, Inc.

Gagne, R. M. (1985). The Cognitive Psychology of School Learning. Boston: Little.

Gardner, Howard (1993). Frames of Mind-The Theory of Multiple Intelligence. New York: Basic Books.

Jeeth, Yogendra B. (1986). Shiksha Mem Adhunik Pravrithiyam. Agra: Vinod Pustak Mahal.

Jeeth, Yogendra B. (2005). Hindi Shikshan. Agra: Vinod Pustak Mandir.

Kumar, Vijendra Varisht (2004). Shiksha Mano Vigyan. New Delhi: Arjun Publishing House.

Lal, Raman Bihari (1991). Hindi Shikshan. Meerut: Rastogi Publications.

Larsen, D. T. (2000). Techniques and Principles of Language teaching. Oxford: Oxford University Press.

Lougran, J. (2010). What EXPERT teachers do: Enhancing professional knowledge for classroom practice. Crow's Nest. Allen and Unwin.

NCERT (2006). National Curriculum Frame for School Education. New Delhi.

Pande, K. P. (1988). Advanced Educational Psychology (2nd ed.) Delhi: Konark Publishers Pvt. Ltd.

Reid, J. (1998). Understanding Learning Styles in the Second language class room. New York: Prentice Hall.

Rennie, Frank & Morrison, Thara (2013). E-learning and social net working hand book. Resources for higher education. New York: Taylor and Francis.

Saphaya Reghunath (1998). Hindi Shikshan. Jalandhar: Punjab

Thompson, Linda (1996). The teaching of Poetry. London: Red wood books.

Tiwari, Bholanadh (1974). Bhasha Vigyan. Allahabad: Kitab Mahal.

Vygotsky, L. (1986). Thought and Language. MIT Press. Cambridge: Mass.

Waltson, J. A. (2005). Educational objectives and achievement testing. New Delhi: Common wealth publishers.

Wiggins, G. (1988). Educational assessment. San Francisco: Jossey Bass.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED820403 – Advanced Methodology and Pedagogical Practices
of Language Education - Hindi
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. मूल्यांकन के दो मुख्य प्रयोजन लिखिए |

2. नाटक शिक्षण के दो उदेश्य लिखिए|

3. गद्य शिक्षण की किसी एक विधि का संक्षिप्त परिचय दीजिए|

4. संगोष्ठी (seminar) के दो मूल्यबिं दुलिखिए|

5. S.C.E.R. T के दो मुख्य कार्य लिखिए|

6. निरंतर वृत्तिक विकास (Continuous Professional Development) से क्या तात्पर्य है?

7. केरल के हिंदी अध्यापक प्रशिक्षण क्षेत्र से सम्बंधित दो समस्याएं लिखिए|

8. योजना विधि के मुख्य दो प्रयोजन लिखिए|

9. अभिव्यक्ति कौशल कौन कौन से हैं ? समझाइए|

10. गुप्त पाठचर्या (Hidden Curriculum) – व्यक्त कीजिए|

(8X1= 8)

Section B
(Answer any **six** questions. Each question carries a weight of 2.)

11. बेंजमिन ब्लूम ने भाव क्षेत्र का वर्गीकरण कैसे किया ? समझाइए|

12. वैगोत्सकी के सामजिक ज्ञान निर्मितिवाद हिंदी शिक्षण में कैसे लाभकारी है ?

13. पाठचर्या (Curriculum) के मुख्य चार प्रकारों पर प्रकाश डालिए|

14. हिंदी की आधुनिक मूल्यांकन पद्धति पर विचार कीजिए|

15. भाषा शिक्षण में ज्ञान निर्मितिवाद (Constructivism) का प्रयोग कैसे होता है ? समझाइए|

16. प्रत्यय निष्पत्ति प्रतिमान (Concept Attainment Model) के चरणों को सोदाहरण स्पष्ट कीजिए|

17. कविता शिक्षण में आई.सी.टी का सफल प्रयोग आप कैसे करेंगे ? सोदाहरण व्यक्त कीजिए।

18. भाषा शिक्षण में उपयोगी किन्ही दो सिद्धान्तों को समझाइए।

<div align="right">(6X2=12)</div>

Section C
(Answer any **two** questions. Each question carries a weight of 5.)

19. हिंदी शिक्षण में व्याकरण का स्थान क्या है ?व्याकरण शिक्षण की प्रमुख विधियों पर प्रकाश डाल कर यह व्यक्त कीजिए कि उच्च माध्यमिक कक्षाओ के लिए उचित विधि कौन सी हैं?

20. हिंदी शिक्षण के लिए उपयोगी किन्ही चार आधुनिक शिक्षण विधियों को विशद रूप में समझाइए।

21. बहुआयाम बुद्धि (Theory of Multiple Intelligence) पर प्रकाश डालिए ।हिंदी शिक्षण में इस सिद्धान्त का प्रयोजन व्यक्त कीजिए।

22. हिंदी शिक्षण में उपयोगी मुख्यई -विभव (e-resources) क्या क्या हैं? प्रत्येक के दो-दो लाभ भी लिखिए।

<div align="right">(2X5=10)</div>

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED820404 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES
OF LANGUAGE EDUCATION – SANSKRIT

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of the Course, the learner will be able to

➢ identify the principles, theories and historical aspects of language acquisition in various stages of human development.
➢ develop an understanding of the nature, scope and functions of language teaching and learning.
➢ get an awareness about the various dimensions of teaching Sanskrit language up to higher secondary level.
➢ internalize the linguistic, psychological and social processes underlining learning of Sanskrit language and literature.
➢ get an idea about the foundations of Sanskrit curriculum and steps involved in the construction of language curriculum.
➢ apply the current approaches methods and innovative techniques in Sanskrit language teaching and learning.
➢ equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills.

MODE OF TRANSACTION:

Lecture cum demonstration - Power point presentation- General and group Discussions - Brain Storming - Video presentation – Invited Talks - Problem solving - presentation of projects - contribution to debate/discussion - Project work - Group work - Case Study - Creative workshop.

Resource centre visit, visit to places of Sanskrit importance and interacting with Sanskrit speaking people, Assignments, Video Conferencing, Video chatting with Scholars, listening to radio programmes based on Sanskrit, Action research, conducting Communicative Sanskrit Classes.

COURSE CONTENT:

Module One: Perspectives in Language Learning (10 hours)

1. Nature, functions and scope of Sanskrit Language Learning.
2. Application of theories in Language Teaching and Learning and their Implications - Behaviourism, Cognitivism, Constructivism and Connectivism.
3. Aims and objectives of language learning – Bloom's Revised taxonomy of educational objectives

Module Two: Dimensions of Language Curriculum Development (15 hours)

4. Principles of Curriculum construction – language curriculum.
5. Different types of language Syllabi – structural, skill based, situational, notional – functional, communicative, discourse based.
6. Comparison and critical analysis of different school curricula and text books.
7. Curricular reforms and revisions in India.

Module Three: Modern Pedagogical Practices (30 hours)

8. Enhancing proficiency in language and communication – development of language skills at different levels.
9. Teaching language elements - Vocabulary and grammar.
10. Teaching of prose: Aims of teaching prose lessons – Linguistic aspects – Development of language skills, vocabulary and grammar - Ideational part – Cultural and aesthetic growth. Methods of teaching different forms of prose – drama, short story, biography, autobiography, preparation of reports, screenplays and development of different types of discourses.
11. Teaching of poetry: Aims of teaching poetry – Appreciation and development of creativity
12. Approaches, methods and techniques.
13. Current Pedagogical Practices - digital practices, e-learning, m-learning, flipped learning, blended learning, collaborative learning, online networks.
14. E-resources - Cyber ethics – netiquette, cyber security, copyright rules.
15. Inclusive and differentiated pedagogic practices.

Module Four: Changing Trends in Evaluation and Assessment (20 hours)

16. Assessment Practices and evaluation techniques in Sanskrit language - Formative, summative, CCE, grading, self-assessment, peer evaluation, proficiency.
17. Language tests for vocabulary – grammar – pronunciation - language skills.
18. Performance based assessment techniques – checklists, rubrics, portfolio, blogs, online and offline assessment.
19. Online test administration and offline assessment.
20. Types of tests - teacher made test, standardized test, diagnostic test, achievement test.

Module Five: Professional Empowerment (15 hours)

21. Continuing Professional Development For Sanskrit Language Teachers - Pre-service and in-service strategies, orientation programmes, refresher courses, seminar, symposium, panel discussions, workshops, conferences, self-study, teacher portfolio, reflective teaching, study groups, and study circles, book clubs, extension lectures, research colloquium.
22. Role of Professional organizations and agencies in teacher empowerment – NCERT, SCERT.
23. Professional ethics.
24. Current trends and practices in research in Sanskrit Language education.
25. Review of latest research in Sanskrit language education (since 2000).

PRACTICUM (any two):

1. Prepare a lesson transcript based on constructivist lesson model.
2. Prepare a seminar on recent trends in language research.
3. Conduct an action research based on any problem faced in Sanskrit teaching and learning.
4. Review of recent researches in the area of teaching and learning of Sanskrit.

RECOMMENDED REFERENCES:

Appayyadikshita – Kuvalayananda.

Brown Gillian & Yule George (1983). Discourse Analysis. Cambridge: Cambridge University Press.

D.G. Apte - The Teaching of Sanskrit.

Delavan Edward Perry (1992). A Sanskrit Primer. New Delhi: Motilal Banarsidass Publishers.

Dr. A. Sankaran - Rasa and Dhvani.

Garrod Simon & Pickering J Martin (ed) (1999). Language Processing. UK: Psychology Press Ltd.

Haddon - On Teaching Poetry.

Harmer, Jeremy (2001). The Practice of English Language Teaching. Longman.

Hinkel, Eli (2005). Hand book of Research in Second Language Teaching and Learning. Mahwah, NJ: Lawrence Erlbaum Associate.

Hupanikar - The Problems of Sanskrit Teaching.

Keith - History of Sanskrit Literature.

Laghusidhanta Kaumudi

Macdonel - History of Sanskrit Literature.

Mentis Mandia & Mentis Martene (2008). Mediated Learning. Sage Publications India Pvt. Ltd.

Michael West - Language in Education.

O'Malley Michael J. & Chamot Uhl Anna (1990). Learning Strategies in Second Language Acquisition, Cambridge: Cambridge University Press.

Palmer Principles of Language Teaching.

P. R. D. Sarma - Practical Sanskrit Grammar.

Raghunatha Saphaya - Samskrita Sikshanavidhi.

Rama Sukla Pandya - Samskrita Siksha.

Rama Varma - Methods of Teaching Sanskrit.

Sastri Lakshminarayana & Vidhya Vachaspathi (1997). Samskrita Nibandh Kala. New Delhi: Arya Book Depot.

Viswanatha Sarma - Samskrita Adhyapana.

Walter Harding Maurer - The Sanskrit Language.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
**ED820404 – Advanced Methodology and Pedagogical Practices
of Language Education – Sanskrit**
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. उद्देस्याधिष्ठितबोधनम् नाम किं?

2. संस्कृताध्यापकेन अपेक्षिताः गुणाः के?

3. 'e -port folio' -अस्य प्रयोजनम् किं?

4. संकलित विद्याभ्यासः 'नाम किं?

5. 'Advance Organizer Model'नाम किं?

6. गद्यपठनस्यआवश्यकवाका?

7. संस्कृत भाषायां भाषणकौशलस्य संपादनं कर्थ कर्तुं शक्यते?

8. 'Networking'-संस्कृताध्यापने कथं सहायकम् भवति?

9. S.C.E.R.T, N.C.E.R.T.संस्थायो:नियोगः क?

10. संस्कृत भाषायां गवेषणे प्रयुक्ताः 'web resources and e- tools ' के?

(8X1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. संस्कृतपाठ पुस्तकनिर्माणेश्वघेयानिविषयानिकानि?

12. व्यकरण शिक्षणस्य उद्देशानिकानि? व्याकरणशिक्षणेअनुयोज्याप्रणालीका?

13. क्रियागवेषणं नाम किं? सोपानानि सोदाहरणं स्पष्टयत ।

14. संस्कृत शिक्षणे उपयुज्यमानाः आधुनिक विभवाः (e-resources) के? स्पष्टयत ।

15. नूतन मूल्याङ्कन संप्रदायानधिकृत्य लिखत ।

16. शोषकभेदाः के? स्पष्टयत ।

17. 'CPD' कर्थ कर्तुं शक्यते?

18. 'Netiquette'. नाम किं? संस्कृत शिक्षणेअस्य प्रयोजनम् किं?

(6X2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. माध्यमिककक्ष्यासु काव्यशिक्षणस्यउद्देशानिकानि? काव्यशिक्षणविषयःके?

20. भाषाध्यापनस्य सामन्यतत्वानि कानि? विश्रदयत ।

21. संस्कृतभाषायाः प्राधान्यं किं? इतरभरतीयभाषासु साहित्ये च संस्कृतभाषायाः स्वाधीनं प्रतिपादयत ।

22. संस्कृतपाठचर्यायः रूपवल्करणे श्रघेयानि अंशान् सविस्तरं प्रतिपादयत ।

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED820405 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES
OF LANGUAGE EDUCATION - ARABIC

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the student will be able to

- explore the features of varied instructional approaches, techniques and methods of teaching Arabic language & related areas of knowledge.
- examine the content and scope of school curriculum in Arabic language.
- acquaint with the recent developments in the curriculum revisions
- analyze the contemporary learning theories and concepts and acquire the basic skills.
- understand the various aspects and dimensions of teaching Arabic as a foreign language in the secondary school/colleges in Kerala.
- understand the problems/hindrances in teaching Arabic as second language to students of schools and colleges whose medium of instruction in other subject areas is their mother tongue.
- internalize various skills involved in teaching Arabic and apply the acquired skills in actual classroom situations.
- acquaint with practices of feedback mechanisms and online assessment tools
- acquaint with the concept of techno pedagogy and understand the role of the teacher as a techno-pedagogue
- gain insight in to the recent research trends in Arabic education
- explore the scope of models of teaching in effectual instructional practices of Arabic education.
- uphold professional quest in varied dimensions of Arabic education.

MODE OF TRANSACTION:

Lecture cum discussion, Power point presentations, contribution to debate/discussion, Brain storming sessions, Video presentations, Invited Talks, Seminars, Assignments, Self-study, Group presentations, General and Peer group discussions, Peer tutoring, Project work, Group work, Case Study, Creative workshop

COURSE CONTENT:

Module One: Language Education and its Dimensions (15 hours)

1. The learning of Arabic in India - Contributing factures to the teaching and learning of Arabic language in India. - The aims of teaching Arabic in schools and colleges – Scope of Arabic education at the under graduate and P.G. teacher education programmes –Teaching of Arabic as a second language.

2. Philosophical basis of language learning: various schools of philosophy and language learning.

3. Psychological basis of language learning – learning theories and language learning – Behaviourism, Insight learning and Constructivism.
4. Sociological basis of language learning – language and culture – role of environment and society.
5. Technological basis of language learning – Information and communication technology (ICT) in education– audio visual aids - Language Laboratory – Television – Computer – Internet.

Module Two: Language Education - Scope and Function (15 hours)

6. Language Education: Scope and Nature - General principles of language learning – Role of psychology and linguistics in language learning.
7. Teaching and learning methods: Translation method, Direct Method, Communicative method, Play-way method, Project method, Programmed instruction – Activity based learning – Student centered learning.
8. Learning activities – Basic language skills: Listening, speaking, reading and writing skills - Language learning - Developmental process of environmental assistance.
9. Bilingual and multi-lingual communication problems in teaching a foreign language - Interference of the mother tongue - Factors effecting language learning and teaching.
10. Role of Teacher – Facilitator – Text books and Hand book – Class Planning – Reading and Library - Co-curricular activities – Micro teaching – Curriculum construction and organization – Student evaluation and assessment – Models of teaching – Student aptitude – Mixed ability classes – Motivation – Teacher student relationship.

Module Three: Pedagogical Practices (25 hours)

11. Instructional objectives in teaching Arabic as a second language - Objectives in cognitive, affective domains - formulation of objectives - Planning to teach - year plan - unit plan - lesson designing.
12. Structures**:** Content and organization of structural syllabus - principles of gradation of structures, methods of teaching structures - the production stage of language item in new situation and context.
13. Prose passage: Design of the prose passage - techniques of teaching prose - classroom procedures during the questioning stage of a reading lesson - types of comprehension errors - the place of charts and cut outs in teaching prose.
14. Poetry**:** Values and aims of teaching poetry in higher standards - Teaching of comprehension and appreciation - the place of dramatization, narration and explanation to stimulate imagination and interest in poems - the teaching of recitation by groups and individuals.
15. Writing**:** Teaching to write in Arabic - the guided and free compositions - composition exercises - paragraph production - completion of stories - letter writing – diaries - caption compositions - letter writing, etc.
16. Reading skills: Reading- the abilities of a skilled reader – the importance of reading habit as a source of pleasure and information – the choice and treatment of books for extensive reading- the teaching of silent reading - reference and study skills - ways of stimulating extensive reading – the use of class and school libraries to foster extensive reading.

16. Communication Skills **-** Arabic as a phonic language – Pronunciation: influence of mother tongue – Elements - Arabic vowels and consonants – Basic intonation patterns – phonetics transcription of words – phonic drill - listening and production exercises - Using pictures and objects - using short dialogues – Role play- Topic discussion - Headlines from newspapers - short speeches

Module Four: Curriculum Construction and Evaluation (20 hours)

18. The New Curriculum in Kerala: Scope and challenges – Social constructivism, Critical pedagogy, Issue Based Curriculum – Code switching and code mixing, Graphical learning.
19. National Curriculum Framework 2005 – State Curriculum Framework 2007 – Grading & Examination reforms – Continuous evaluation – DPEP – Sarva Shikshan Abhiyan (SSA) – Rashtreeya Madhyamik Shikshan Abhiyan (RMSA).
20. Curriculum construction in Arabic at the secondary level - Types of syllabi - Text books- criteria for preparation and use - evaluation and improvement – Text book of secondary schools of Kerala.
21. Use educational technology devises - Language Laboratory - Television - Computer- Internet - Supplementary Reading materials: Criterion for choice - School library and its use - Community resources.
22. Modern concepts of evaluation - Evaluation Techniques in language Teaching - Criteria for a good test - types of tests - Teacher made and Standardized Tests - Reliability, validity and usability - Diagnostic and achievement tests - testing communication skill, pronunciation and language elements - Forms of questions: essay, short answer, true-false, completion, multiple choice-objective based test - improved multiple items. Diagnostic tests - preparation of achievement tests – continuous evaluation.

Module Five: Professional Empowerment (15 hours)

23. Continuous Professional Development (CPD), Pre-service and in-service strategies, orientation programmes, refresher courses, seminar, symposium, panel discussions, workshops, conferences, self-study, teacher portfolio, reflective teaching, study groups, and study circles, book clubs, extension lectures, research colloquium, online professional development courses.
24. Professional organisations and agencies, online networks.
25. Current trends and practices in research - review of latest research in Arabic language education (since 2000).

PRACTICUM (any two):

1) Pedagogical analysis of newly revised Arabic text books in the Kerala school curriculum or its teachers' source books.
2) Preparation of modules for in-service programmes of teachers.
3) Conduct a seminar on recent trends in research in Arabic language.
4) Prepare an achievement, aptitude or diagnostic test.

RECOMMENDED REFERENCES:

Adel, E. & Janet, L. (1988). Arabic at your fingertips. London: Routledge.

Brown, G. & Yule G. (1983). Discourse analysis. Cambridge: Cambridge University Press.

Garrod Simon & Pickering J Martin (ed.) (1999). Language Processing. UK: Psychology Press Ltd.

Haddon – On Teaching Poetry.

Hand books and source books prepared by SCERT, Kerala, for various classes at school level.

Haris, W. & Cowan, M. J. (1976). A dictionary of modern written Arabic. New York: Spoken Language Services.

Hinkel, Eli (2005). Hand book of Research in Second Language Teaching and Learning. Mahwah, NJ: Lawrence Erlbaum Associate.

Mentis M. & Mentis, M. (2008). Mediated learning. New Delhi: SAGE Publications India Pvt. Ltd.

Mentis Mandia & Mentis Martene (2008). Mediated Learning. Sage Publications India Pvt. Ltd.

Michael West – Language in Education.

O'Malley Michael J. & Chamot Uhl Anna (1990). Learning Strategies in Second Language Acquisition, Cambridge: Cambridge University Press.

O'Malley, M. J. & Chamot, U. A (1990). Learning strategies in second language acquisition. Cambridge: Cambridge University Press.

Palmer – Principles of Language Teaching.

Wright, W. (1984). A grammar of Arabic language. New Delhi: S. Chan and Company.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
**ED820405 – Advanced Methodology and Pedagogical Practices
of Language Education - Arabic**
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of 1.)

1. دور التدريس المصغر في تدريب المعلمين

2. المنهج المؤسس على النتائج

3. برنامج "التعليم للجميع"في الهند

4. النظرية المعرفية ودورها في العلم التربوي الحديث

5. دور تدريب المعلمين في تحسين ظروف مدرسية

6. طرق جديدة لتحسين جودة التحدث والتلفظ عند دارسي اللغة العربية

7. أهمية المنظمات المتقدمة في عملية التدريس

8. اكتساب اللغة يعتمد على استماع اللغة. أوضح.

9. عيوب طريقة الترجمة في التدريس

10. الفرق بين الطريقة الاستقرائية والطريقة الاستدلالية

(8X1=8)

Section B
(Answer any **six** questions. Each question carries a weight of 2.)

11. بيّن التقويم التربوي بإشارة خاصة إلى التقويم المستمر المستوعب

12. المنهج المؤسس على القضايا

13. تطبيقات تكنولوجيا التربية في تدريس اللغة العربية

14. نظرية البنائية الاجتماعية

15. أهمية نماذج التعليم Models of Teaching في تدريس اللغة العربية

16. نظرية الذكاءات المتعددة

17. وظائف تربوية لنظريات سغماند فرويد النفسية

18. الفرق بين علم النفس السلوكي وعلم النفس المعرفي

(6X2=12)

Section C

(Answer any **two** questions. Each question carries a weight of 5.)

١٩. الطالب هو المحور في عملية التعلم، ناقش

٢٠. ماهية علم النفس التربوي في تدريس اللغة

٢١. المنهج المدرسي: التنظيم، والبناء، والتنفيذ، والتقويم

٢٢. المناهج المستحدثة والبرامج المعاصرة في مجال تدريس اللغة العربية في ولاية كيرلا

(2X5=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED820406 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES OF MATHEMATICS EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

- understand the key ideologies in learning and teaching Mathematics.
- attain the skills of curriculum design and construction in Mathematics learning.
- understand the Psychology of Mathematics learning.
- gain acquaintance with the modern Mathematics pedagogy.
- gain acquaintance with the latest trends in assessment and evaluation of Mathematics learning.
- gain acquaintance with the digital resources in Mathematics Education.
- develop research attitude.
- develop positive attitude towards the profession.
- realise the need and importance of Continuing Professional Development.
- explore avenues of Professional Growth.

MODE OF TRANSACTION:

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

COURSE CONTENT:

Module One: Nature and Objectives of Teaching Mathematics (20 hours)

1. Abstractness of Mathematics - Pure and Applied Mathematics - Historical development of Mathematical concepts with some famous anecdotes such as from Gauss, Ramanujan, etc. - Mathematical Modelling.
2. Aims and Objectives of teaching Mathematics at various levels of School -Blooms Revised taxonomy of educational objectives.
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 - Connectivism Theory.
4. Structure of Mathematics - Undefined terms and Axioms - Proofs and Verifications - Role of examples in Mathematics - Scope and limitations of Intuition in Mathematics.

Module Two: New Trends in the Teaching of Mathematics (15 hours)

5. Constructivist approach in teaching of Mathematics - Cognitive Acceleration Approach, 7E Learning Cycle Model, Cognitive Apprenticeship Model.

6. Gamification - Meaning, Steps, Advantages.

7. Computer Based Instructions – Interactive soft wares (Geogebra), Mobile Technology Learning Applications in Mathematics, Online tutoring, BLOGS, e-Content.

8. Programmes for Technology Enhanced Learning - SWAYAM, SAMAGRA, EDMODO, MOODLE.

9. Innovative Learning Strategies - Edutainment Learning Strategy, Blended Learning, Brain Based Learning, Problem Based Learning, Flipped Learning.

Module Three: Mathematics Curriculum (15 hours)

10. Curriculum: concept and types - Curriculum Development: Content driven curriculum, Objective driven curriculum and Process driven curriculum - Approaches and Patterns: Discipline wise, Unified, Interdisciplinary, integrated, correlated and Hidden Curriculum- Horizontal and Vertical Acceleration.

11. Curricular Innovations and interventions in India - Reforms by NCERT, SSA, DPEP, NCF, and KCF – new trends in the development and transaction of Mathematics Curriculum.

12. Curriculum Planning: Significance, Steps and Criteria for selection and organization of content.

Module Four: Changing Trends in the Evaluation and Assessment (20 hours)

13. Concepts and role of Evaluation in Teaching – Assessment Practices (Formative, Summative, CCE).

14. Types of Tests: Diagnostic tests, teacher made tests, standardized tests, criterion referenced and norm referenced tests.

15. Types of Test items in Mathematics – Long answer type, Short answer type, Very Short answer type and Objective type.

16. Recent Trends and Practices in Assessment and Evaluation – Assignments, Projects, Seminars, Portfolios, Rubrics, Student Profile, Poster Assessment, Open Book Exam, Peer Assessment, Participatory Assessment.

17. Online Examinations – Concept, characteristics, advantages and limitations.

18. Types of Mistakes in Mathematics - Calculation errors, Procedural errors, and Symbolic errors - Identification and Analysis with a purpose of Preventing and Remedial Measures

19. Digital resources - Cyber ethics – netiquette, cyber security, copyright rules.

Module Five: Professional Development of Mathematics Teachers (25 hours)

20. Classroom management, coping strategies for teachers' stress and burnout - Development of Soft skills - Teacher's ability to integrate pedagogical knowledge with the content knowledge of Mathematics.

21. Professionalism - changing roles and responsibilities of Mathematics teachers - Professional ethics, commitments, dedication, accountability, autonomy and academic freedom - Ethics of Teaching Profession.

22. Professional Development – Needs and provisions for Continuous Professional Development - Ways and Means of Developing Professionalism.

23. Teacher Educators: Roles and responsibilities of teacher educators - Provisions for the continuing education of teacher educators - Extension activities for Mathematics teachers- Pre-Service and In-service Programmes - Participation in Webinars/Orientation/

Conference/Workshops, Professional Forums and Associations (Online & Offline), Journals, Teacher Portfolio, Online Professional Development Courses (MOOCs).

24. Research in Mathematics Education - Recent trends and practices in researches conducted - multimodal learning, qualitative studies - Developing research attitude: Research Journaling – identifying Mathematics Education areas in which more research is needed.

25. Reflective teaching: concept, role, significance and strategies for making teachers reflective practitioners - Teacher as a Reflective Practitioner- concept in instruction and Assessment: Reflective journals, Reflective portfolio.

PRACTICUM (any two):

1. Construct and validate an assessment tool in Mathematics at school level.
2. Prepare a digital Question Bank on any one Unit at Secondary School Level.
3. Develop an e-content on any school level topic in Mathematics.
4. Creation of a blog or uploading a computerized assessment tool in Mathematics.

RECOMMENDED REFERENCES:

A Textbook of Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT.

Artzt, A. F. & Thomas, E. A. (2002). *Becoming a Reflective Mathematics Teacher*. New York.

Bennet, S., Marsh, D. & Killen, C. (2008). *Hand Book of Online Education*. Continuum International Publishing Group. New York.

Cooney T. J. (1975). *Dynamics of Teaching Secondary School Mathematics.* Boston: Miffilin.

Gronlund, N. E. (1990). *Measurement and Evaluation in Teaching*. New York: Macmillan.

Heimer, R. T. & Trueblood, C. R. (1970). *Strategies for Teaching Children Mathematics Reading.* Massachusetts: Affison Wesley Publishing Co.

NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics. New Delhi.

Polya, G. (1957) How to Solve it (2nd Ed). Garden City, New York: Doubleday and Company.

Polya, G. (Mathematical Discovery on Undrstanding, Learning and Teaching Problem Solving. John Wiley & Sons.

Rosan, A. (2011). *E-learning 2.0- Proven Practices and Emerging Technologies to achieve real results*. New Delhi: Reference Press.

Sawyer, W. W. (2011). *Mathematics in Theory and Practice*. London: Udhams Press Ltd.

Tiffin, J. & Rajasinham, L. (1995). In search of the Virtual Class. New York: Routeledge.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester

Faculty of Education

SPECIALISATION ELECTIVE COURSE

**ED820406 – Advanced Methodology and Pedagogical Practices
of Mathematics Education**

(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Name any two Programmes for Technology Enhanced Learning.
2. Write two contributions each of Gauss and Ramanujan to Mathematics.
3. What do you mean by 'Teacher as a Reflective Practitioner'?
4. Define Axioms. Write any two axioms in Mathematics.
5. Write two different types of test items with examples for secondary school Mathematics.
6. What do you meant by Geogebra?
7. Briefly describe any two Coping strategies.
8. Mention the characteristics of Online Examinations.
9. Name any two Pre-Service and In-service Programmes for developing Professionalism of Mathematics teachers.
10. Write are the steps in Mathematics Curriculum Planning at school level?   **(8X1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Explain Bloom's revised taxonomy of educational objectives.
12. Explain the Steps of Gamification.
13. What are the differences between Formative and Summative Evaluation in Mathematics?
14. How will you identify different types of mistakes of students while learning Mathematics at school level? Describe the remedial measures to avert them.
15. How can a mathematics teacher enhance transfer of learning in the class room?
16. Briefly describe any one research work carried out in Mathematics Education.
17. Explain the significance of Continuous Professional Development of Mathematics teachers.
18. Explain briefly the different Approaches and Patterns in School Mathematics Curriculum Development**.   (6X2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Briefly explain the Innovative Learning Strategies for teaching Mathematics.
20. Describe the new trends in the development and transaction of school Mathematics curriculum.
21. Explain the Recent Trends and Practices in Mathematics Assessment and Evaluation at secondary school level.
22. Describe any one Constructivist approach in teaching of Mathematics with the help of any one topic in Secondary School Mathematics Curriculum.   **(2X5=10)**

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED820407 - ADVANCED METHODOLOY AND PEDAGOGICAL PRACTICES
OF SCIENCE EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ understand the features of Science Education.
➢ explain various considerations for curriculum development.
➢ describe various guiding principles for selection and organisation of learning experiences.
➢ discuss various issues in curriculum development.
➢ develop the skills needed for designing the science curriculum and for developing support materials for curriculum transaction.
➢ understand the need to evaluate curricula and evaluate the same on the basis of different validities.
➢ know about and critically analyse innovative curricular efforts in India and abroad.
➢ understand the diversity of instructional materials, their role, and the need for contextualization in science education.
➢ appreciate the role of co-curricular activities in science education.
➢ understand the Constructivist approach to science instruction.
➢ understand the role of assessment in the teaching-learning process in science.
➢ familiarize with new, innovative trends in assessment.
➢ analyze the issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.
➢ develop understanding of the process of In-service education.
➢ use various methods and techniques for the identification of training needs.
➢ use various techniques for the evaluation of In-service teacher education programmes.
➢ reflect on issues, concerns and problems of teacher in-service education.
➢ appreciate the use of ICT for the professional development of teachers.
➢ appreciate the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned.
➢ prepare a conducive teaching learning environment in varied school settings.
➢ identify and utilize existing resources for promoting inclusive practice.
➢ understand the research findings in science education for improving practices related to Science Education.

MODE OF TRANSACTION:

Group discussion, Lecture-cum-discussion, Panel discussion, Seminars, Symposium, Reports, Research Journals, reading additional resources provided on web-based students study sites, individual and group exercises, School visits and sharing of experiences.

COURSE CONTENT:

Module One: Nature and Objectives of Science Education (15 hours)

1. Evolution of Science and Science Education, Goals in Science education based on National Education Commissions.
2. Relevance of Science Education at Primary, Secondary and Tertiary levels.
3. Taxonomy of Educational Objectives- Bloom, McComar & Yager, Anderson and Krathwohl.
4. Social significance of Science Education.
5. Science Education for Sustainable development, Environmental Stewardship, Conservation of Environmental Heritage

Module Two: Science Curriculum (25 hours)

6. Curriculum: concept and types, Curriculum Development – Content driven curriculum, Objective driven curriculum, Process driven curriculum.
7. Approaches in Curriculum development – Discipline-wise, Unified, Interdisciplinary, Integrated, Correlated and Hidden Curriculum.
8. Psychological approaches in Science Education – Behaviouristic approach, Cognitivist approach and Constructivist approach.
9. Critical appraisal of the contributions of Piaget, Bruner, Ausubel and Vygotsky with reference to Science Education. Implications of Gardner's Multiple Intelligence Theory in Science Education.
10. Curricular Innovations and interventions in India - Reforms by NCERT, SSA, DPEP, NCF, and KCF.

Module Three: Instructional Dynamics of Science Education (25 hours)

11. Approaches to science learning: Process and product approach, enquiry approach, pure and guided discovery approach, inductive-deductive approach, Conceptual-Factual approach, Issue based approach.
12. Strategies of Science Instruction – Concept Map ping, Blended Strategies, Meta cognitive strategies, Problem solving strategies, Cooperative and Collaborative learning, Activity based learning, POGIL, ADDIE, 5E and 7E Cycles.
13. Strategies for deformalisation of Science instruction – PSI, PLM, Learning Modules/packages, contact learning, auto lecture. 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.
14. Models of teaching – Concept Attainment Model, Advance Organizer Model, Inquiry Training Model, Inductive Thinking Model, Generative Learning Model.
15. Impact of ICT in science education, Utilizing major services of the internet – Search engines for Science learning, Virtual learning, M-learning, e-Journals, e-books, e-projects, e-content.

Module Four: Assessment of Science Education   (15 hours)

16. Internal and external evaluation, formative and summative evaluation, continuous and comprehensive evaluation.

17. Diagnostic tests, teacher made tests, standardized tests, criterion referenced and norm referenced tests.
18. 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.
19. Performance based assessment of Projects, Models, Seminars, Symposia, and Group Discussions.
20. Innovative Assessment Practices – Open book examination, Self-assessment, Peer assessment, Online assessment, Portfolio assessment, and Rubrics for assessment.

Module Five: Science Teacher (10 hours)

21. The changing profile - changing roles and responsibilities of Science teachers.
22. Teacher Educators - Roles and responsibilities of teacher educators. Provisions for the continuing education of teacher educators, Extension activities for science teachers.
23. Professionalism - Professional ethics, commitments, dedication, accountability, autonomy and academic freedom. Teacher's ability to integrate pedagogical knowledge with the content knowledge of Science.
24. Classroom management, coping strategies for teachers' stress, burnout.
25. Reflective teaching: concept and strategies for making teachers reflective practitioners. Developing Research attitude: Research Journaling, Science Education areas in which more research is needed.

PRACTICUM (any two):

1. Supervision of at least two B.Ed. practice teaching classes in Science and writing supervision comments.
2. Identification of group learning and self-learning strategies for learning Science following constructivist approach and their field-testing.
3. Identification of learning difficulties of the student in Science through administration of diagnostic test and development of remedial instruction.
4. Interaction with the faculty of Science of Secondary Teacher Education Institutions to ascertain the strategies they use for their professional development.

RECOMMENDED REFERENCES:

Aggarwal, Deepak (2007). Curriculum development: Concept, Methods and Techniques. New Delhi: Book Enclave.

Aggarwal, J. C. (1990). Curriculum Reform in India- World overviews. Doaba World Education Series-3. Delhi: Doaba House, Book seller and Publisher.

Ahuja. A. & Jangira, N. K. (2002). Effective Teacher Training; Cooperative Learning Based Approach. New Delhi: National Publishing House.

Ainscow, M. & Booth, T. (2003). The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.

Beck, Clive & Clark, Kosnik Albany (2006). Innovations in Teacher Education: A Social Constructivist Approach. State University of York.

Bhatt, B. D. & Sharma, S. R. (1993). Methods of Science teaching. New Delhi: Kanishka Publishing House.

Caggart, G. L. (2005). Promoting Reflective Thinking in Teachers. Crown Press.

Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130.

Dandapani, S. (2001). Advanced educational psychology (2nd edition). New Delhi: Anmol Publications Pvt Ltd.

Day, C. & Sachs, J. (Ed.) (2004). International Handbook on the Continuing Professional Development of Teachers. Maidenhead: Brinks Open University Press.

Dececo, J. P. (1977). The Psychology of learning and instruction. Delhi: Prentice Hall.

Eason, M. E. (1972). Psychological foundation of education. New York: Holt, Rinehart and Winston, Inc.

Irvine, J. J. (2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.

Jha, M. (2002). Inclusive Education for All: Schools without Walls. Chennai: Heinemann Educational publishers.

Korthagen, Fred A. J. et al. (2001). Linking Practice and Theory: The Pedagogy of Realistic Teacher Education. Lawrence Erlbaum Associates.

Linda Darling, Harmmond & Bransford, John (2005). Preparing Teachers for a changing World. San Francisco: John Wiley & Sons.

Loughran, John (2006).Developing a Pedagogy of Teacher Education: Understanding Teaching and Learning about Teaching. New York: Routledge.

Mohammad, Miyan (2004). Professionalisation of Teacher Education. New Delhi: Mittal Publications.

NCERT (2000).National Curriculum Framework for School Education. New Delhi: NCERT.

NCERT (2005).National Curriculum Framework-2005. Sri Aurobindo Marg, New Delhi: NCERT.

NCTE (1998). Policy Perspective in Teacher Education- Critique and Documentation. New Delhi: NCTE.

Reimers, Eleonora Villegas (2003). Teacher Professional development: an international review of the literature. UNESCO: IIEP, Paris.

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

Schon, D. (1987). Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York: Basic Books.

Science Teacher – NSTA's peer reviewed journal for secondary science teachers.

Steve, Alsop & Hicks, Keith (2003).Teaching Science. Kogan Page India Private Limited.

Taba, Hilda (1962). Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanovich Inc.

Wendy, Conklin (2006). Instructional Strategies for Diverse Learners - Practical Strategies for Successful Classrooms. Shell Educational Publishing.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester
Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED 820407 - Advanced Methodology and Pedagogical Practices
of Science Education
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. Define curriculum and mention the types.
2. What are the criteria for evaluating a seminar?
3. Give the recommendations of NCF on Science Education.
4. Describe the Unified approach in curriculum.
5. What is contact learning?
6. Differentiate between Criterion referenced and norm referenced tests.
7. What is research journaling?
8. Name any two e-journals.
9. Mention the advantage of using Rubrics.
10. What is PLM?   **(8x1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. What is the relevance of science teaching at secondary level?
12. Write a note on the social significance of Science Education.
13. Explain the constructivist approach in Science learning.
14. Describe various Metacognitive strategies.
15. How would you integrate ICT and Science teaching?
16. Explain any four innovative assessment practices in Science Education.
17. What are the different strategies for making teachers reflective practitioners?
18. Explain the coping strategies of teachers for the effective management of classroom.

(6x2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Explain the goals of Science Education based on National Education Commissions.
20. Discuss the salient features of Inquiry Training Model. What are its classroom implications?
21. Enumerate the implications of Gardner's theory of Multiple Intelligences in the teaching and learning of Science with suitable examples.
22. Analyse the changing trends in assessing Science learning.   **(2x5=10)**

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED820408 – ADVANCED METHODOLOGY AND PEDAGOGICAL P RACTICES
OF SOCIAL SCIENCE EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the students will be able to

➢ develop an understanding of the meaning, nature, theoretical imperatives and componental convergence of the concept of social science in relation with education and curriculum.
➢ understand the aims and objectives of teaching social science in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.
➢ understand the principles and techniques of organization of social science curriculum.
➢ understand the nature and importance of inter-disciplinary approaches to teaching social science.
➢ understand the psychological considerations of social science instruction.
➢ use modern instructional strategies and models in the teaching and learning of social science.
➢ understand the nature, scope and use of technology in Social Science education.
➢ identify the various resources for learning social science and use different media, materials and resources for teaching Social Science.
➢ develop competence to construct and administer appropriate assessment tools of evaluation and interpret results.
➢ identify priority areas of research and experimentation in Social Science education.
➢ develop competencies through practical experiences to become an effective teacher educator in social science.

MODE OF TRANSACTION:

Class room Lecture with ICT Integration, Group Discussion, Seminar Presentations, Practicum, Assignments, Interaction with Community, Cooperative and Collaborative Learning, Experiential Learning, On-line Submissions, Blog based uploading.

COURSE CONTENT:

Module One: Epistemological Theories of Social Science (20 hours)
1. Emergence of Social Science theories – Karl Popper (Evolutionary Epistemology), Max Weber (Social Action), George Simmel (Conflict Theory), Daisaku Ikeda (Peace Education).
2. Positivism and Post Positivism.
3. Knowledge – Construction, De-construction and Re-construction.
4. Society – Growth, Development and De-growth.

Module Two: Componential Convergence in Social Science (15 hours)

5. Geo-political understanding about Society, Critical geo-political inquiry, Geo-political Economy.

6. Social adaptation and Community living – Economic Restructuring and Living Standards - Values and Culture.

7. Eco-habitation – Eco friendly living, effective use of resources, scarcity issues, and population related issues.

8. Human Rights Education, Dignity of Human being, and Civic Sense.

Module Three: Pedagogical Applications and Strategies of Social Science Discipline (20 hours)

9. Conceptual background of Social Science Pedagogy – NCF (2009, 2014).

10. Pedagogical Approaches and Principles of Social Science – Behaviourist approach, Constructivist approach, Inter-disciplinary approach, Integrated approach.

11. Critical Pedagogy.

12. Inclusive Classrooms- Essentialities, Morale and Relevance.

13. Models of Teaching – Group Investigation Model, Jurisprudential Inquiry Model.

14. Critical appraisal of various teaching learning Strategies – Micro Teaching, Concept Mapping.

15. ICT Integration – Online Learning, E-Learning, M-Learning, Open and Distance Learning (ODL), Virtual Learning, Teleconferencing.

16. Scaffolding Strategies - Peer tutoring, Cooperative learning, Team teaching.

Module Four: Social Science Teacher as a Reflective Practitioner (20 hours)

17. Reflective Teaching: Concepts and strategies for making Social Science Teachers reflective practitioners.

18. Professional Development of Social Science Teacher Educators: Understanding the learner (Teacher Educand), Continuing Education for Teacher Educators.

19. Professional ethics of social science teacher.

20. Teacher Educator – Techno-Pedagogue, Curriculum Designer.

21. Teacher Educator as a researcher – Roles and Responsibilities.

Module Five: Assessment in Social Science Education (15 hours)

22. Designing Learner Evaluation: Class room Assessment Techniques (CATs), Portfolios, Rubrics, Self-reflection, Peer evaluation.

23. Grading: principles of grading, grade inflation.

24. Assessing Student Performance: Internal Evaluation, student progression, quality, innovation, leadership, internship and involvement in community.

25. Examination as a Feedback mechanism: Open book examination, On-line Tests.

PRACTICUM (any two):
1. Conduct a study on the constitutional values of India and the school activities for upholding those values.
2. Prepare a reflective journal based on the Internship programme.
3. Prepare an e-lesson transcript at secondary level.
4. Conduct a debate/seminar/panel discussion on a human rights violation in society.

RECOMMENDED REFERENCES:

Angelo, T. A. & Cross K. P. (1993). *Class room Assessment Techniques: A Handbook* for College Teachers (2nd edn). San Francisco: Josey-Bass Publishers.

Banerjee, A. C. & Sharma S. R. (1999). *Sociological and Philosophical issues in Education.* Jaipur: Book Enclave.

Bining, A. C. & Bining, D. H. (1969). *Teaching Social Studies in Secondary Schools*. New York: McGraw Hill Book Co.

Burrell, G. & Morgan, G. (1979). *Sociological Paradigm and Organizational Analysis*. London: Heinemann Educational.

Coulby, D. & Zambeta, G. (2005). *Globalization & Nationalism in Education*. New York: Routledge, Falmer.

Dobkin, S. W. et al. (1985). *A Handbook for the Teaching of Social Studies*. Massachusetts: Allyn and Bacon.

Haroon, S. & Nasleer, A. (2012). *Teaching of Social Science*. Delhi: Pearson-Dorling Kindersly.

Kenkel, W. F. (1980). *Society in Action: Introduction to Sociology*. New York: Harper and Row.

Kohli, A. S. (1996). *Teaching of Social Science*. New Delhi: Anmol Publications Pvt. Ltd.

Leon, Alexis. & Leon, Mathews (2012). *Internet for Everyone (15th edn*.). New Delhi: Vikas Publishing House.

Leslie, W. T. & Bybee, W. R. (1996). *Teaching Secondary School Science.* New Jersey: Prentice Hall.

Martin, David Jerne (2006). *Elementary Social Science Methods: A Constructive Approach (Ed.).* Singapore: Wordsworth Publishing.

Mathur, S. S. (2008). *A Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.

Pandey, R. S. (1997). *East West Thoughts on Education*. Allahabad: Horizon Publishers.

Philips, Jan (2010). *Teaching History*. New Delhi: Sage Publishers.

Radhakrishnan, N. (2014). *Daisaku Ikeda*. Trivandrum: Ikeda Centre for value education.

Ronis, Diane (2007). *Brain Compatible Assessments*. California: Corwin Press, Sage Publications.

Schultz, T. W. (1963). *The Economic Value of Education*. New York: Columbia University Press.

Sharma, S. P. (2011). *Teaching of Social Studies*. New Delhi: Kanishka Publishers Distribution.

Talla, M. (2012). *Curriculum Development Perspectives, Principles & Issues.* Delhi: Pearson Pvt. Ltd.

Other Resources:

- Journal of Social Science Education
- International Journal of Social Sciences and Education
- Educational Quest – An International Journal of Edu cation and Applied Social Sciences
- International Journal of Humanities and Social Sciences
- International Journal of Humanities and Social Science Invention
- Journal of International Social Studies

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester

Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED820408 - Advanced Methodology and Pedagogical Practices
of Social Science Education
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. What do you mean by positivism?
2. Which are the principles of grading?
3. List out the pedagogical principles in Social Science Education.
4. How can you arouse geo-political understanding in classroom?
5. What are the essentialities of Inclusive Education?
6. What is the role of a teacher educator as a curriculum designer?
7. Distinguish between growth and de-growth.
8. List out the scaffolding strategies that can be employed in social science teaching.
9. What is Critical Pedagogy?
10. List the professional Ethics expected of a Social Science teacher?   **(8X1=8)**

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Examine the relevance of Peace Education in the present scenario.
12. How does Social Science Education help in social adaptation and community living?
13. Elucidate the role of NCF for providing conceptual background for Social Science Pedagogy.
14. What is the role of Micro Teaching in developing teaching skill?
15. Compare and contrast constructivist and behavioural approach in Social Science.
16. How can Jurisprudential Inquiry Model develop social dialogue among students?
17. How can ICT be integrated in the social science classroom?
18. Explain conflict theory.   **(6X2=12)**

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. What are the contributions of Max Weber and Karl Popper in the emergence of Social Science Theory?
20. Explain the role of Human Rights Education in upgrading dignity of labour and civic sense.
21. Briefly explain the classroom assessment techniques in Social Science education.
22. What are the roles and responsibilities of teacher educators as researchers?

                                                           (2X5=10)

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED 820409 - ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES
OF COMMERCE EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the student will be able to

➢ develop into a prospective teacher to uphold professional quest in varied dimensions.
➢ make sense of the aims and objectives of teaching Commerce.
➢ explore the features of varied instructional approaches, techniques and methods of teaching Commerce.
➢ entwine models of teaching in effectual instructional practices of Commerce education.
➢ gain insight about principles and approaches in designing and organization of Commerce curriculum.
➢ outfit prospective teachers in upcoming skills for effectual teaching in Commerce.
➢ acquaint with practices of feedback mechanisms and online assessment tools.
➢ 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 techno pedagogical content knowledge.
➢ conscientise with the recent research trends in Commerce education.

MODE OF TRANSACTION:

Lecture cum discussion - group presentations – seminars - debates and assignments - brainstorming sessions - peer group discussion- Peer tutoring – Project - interaction with community - case study - educational survey - online learning - supervised study

COURSE CONTENT:

Module One: Commerce Curriculum Development (20 hours)

1. Meaning - Definition - Scope of Commerce education - Role of Commerce in technological era - Management thinkers and their contribution - Taylor, Fayol.
2. Aims and objectives of teaching Commerce - Revised Bloom's taxonomy - Competency based instruction and Competency based evaluation.
3. Curriculum - Approaches and Principles of Curriculum Construction - Types of Curriculum - Modern trends in curriculum construction - Curriculum mapping-Curriculum implementation and renewal.
4. Conceptual analysis of Constructivism - Theories of Multiple Intelligence - Emotional Intelligence - implications in Commerce Education.
5. Brief sketch about NCF/KCF and its relevance in vocational education.

Module Two: Approaches for Teaching Commerce (20 hours)

6. Maxims of teaching.
7. Approaches to instruction: Experiential learning, co-operative learning, collaborative learning, brain based learning, concept mapping, Problem based learning.
   8. Methods of Teaching Commerce: Lecture - Socialized methods - Inductive and Deductive - Analytic and Synthetic - Case study - Source Method - Current affairs in Commerce.
9. Techniques of Teaching Commerce: Drill - review- Exposition - Buzz - Brainstorming - Role Play - Simulation.
10. Models of Teaching: Families of Models of Teaching - Advance Organizer Model - Concept attainment Model - Jurisprudential Inquiry Model.

Module Three: Technology in Commerce Education (20 hours)

11. Technology for instruction: Relevance of ICT in Commerce education – CAI – CMI – CBT.
12. Instructional resources: Text book, work book, hand book, library, Community Resources.
13. E -resources: e-journals- educational blogs - Virtual classroom - Video conferencing.
14. E-learning: Concept, modes, characteristics and benefits, m-learning.
15. Techno Pedagogic Content Knowledge: Interrelationship between technology, pedagogy and content - Teacher as a techno pedagogue - Scope and challenges of Techno Pedagogic Content Knowledge.

Module Four: Assessment in Commerce Education (18 hours)

16. Assessing student performance: Formative and Summative Evaluation – Criterion Referenced and Norm Referenced Tests - Continuous and Comprehensive Evaluation.
17. Recent trends in Evaluation.
18. Quantitative and qualitative assessment: Achievement test, Diagnostic test, Portfolio assessment, Rubrics, Peer assessment, Self-assessment.
19. E-assessment: computer assisted assessment - Online assessment tools.
20. Competitive examinations: Basic ideas of MAT, CA and CS.

Module Five: Professional and Research trends in Commerce Education (12 hours)

21. Teacher as a professional, Continuing professional development, network twinning.
22. Teacher accountability, professional ethics of a teacher.
23. Research in Commerce Education - Need and importance - qualities of a good researcher.
24. Recent researches in Commerce learning with special emphasis to instructional strategies.
25. Researches on teaching students with diverse learning needs.

PRACTICUM (any two):

1. Analyse the content of any one unit from business studies or Accountancy of Std. XI/XII and upload a self-designed innovative lesson design.
2. Prepare an online assessment tool in Commerce for students at Higher Secondary level.
3. Prepare a report on the critical analysis of any one text book in Commerce at Higher Secondary level.
4. Prepare an e-learning material based on any topic in commerce at Higher Secondary level.

RECOMMENDED REFERENCES:

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

Anderson, W. L. & Krathwohl, D. R. (2001). A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. Boston: Allyn & Bacon.

Bloom, B. S. et al. (1956). Taxonomy of Educational Objectives, Hand Book 1: Cognitive Domain. New York: Longmans Green & Co.

Borich, Gary D. (2012). Effective teaching methods: Research based practice. New Delhi: Pearson Education.

Brown, J. W. & Lewins (1973). Audio Visual Instruction Technology, Media and Methods. New York: McGraw-Hill Book Co.

Calhoun, C. C. (1980). Managing and Learning process in Business Education. California: Wadsworth.

Cohen (2012). Assessment of Children and Youth with Special Needs (3rd ed.). New Delhi:

Ebel, L. & Frisbie, A. (1991). Essentials of Educational Measurement. New York: McGraw Hill.

Gehlawat, M. (2012). Information Technology in Education. New Delhi: Pearson Education.

Harrow, A. J. (1972).Taxonomy of Psycho-motor Domain. New York: McKay.

htpp://www.questia.com/library/education/curriculum-and-instruction

http://www.youtube.com/user/itsvicters

Joyce, Bruce & Weil, Marsha (1997). Models of Teaching. New Delhi: Prentice Hall of India Pvt Ltd.

Krathwohl et al. (1956). Taxonomy of Educational Objectives, Hand Book II: Affective Domain. New York: McKay.

Linda Darling, Harmmond & John Bransford (2005). Preparing Teachers for a Changing World. John Wiley & Son Francisco.

NCERT (2005). National Curriculum Framework. New Delhi: NCERT.

Rao, Seema (1995). Teaching of Commerce. New Delhi: Anmol Publications Pvt. Ltd.

SCERT (2007). Kerala Curriculum Framework. Trivandrum: SCERT.

victers.itschool.gov.in

Wendy Conklin (2006). Instructional Strategies for Diverse Learners – Practical Strategies for Successful Classrooms. Shell Educational Publishing.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester

Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED 820409 - Advanced Methodology and Pedagogical Practices
of Commerce Education
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)

1. How can we adopt brainstorming in the teaching and learning of Business subjects?
2. Examine the significance of online assessment tools.
3. Define the concept of continuing professional development.
4. List out any problem for research in the area of Commerce education.
5. Differentiate between analytic and synthetic method.
6. What are the stages of PBL?
7. State any two maxims of teaching.
8. Write the features of vocational education in KCF.
9. Define syntax.
10. Name any two e- journals.

(8X1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)

11. Give a brief description of how the revised Blooms Taxonomy can be used in the teaching of business subjects.
12. Examine the principles of curriculum construction in Commerce.
13. Explain the contributions of Taylor.
14. Comment on the role of teacher as a techno-pedagogue.
15. How would you ensure community involvement while teaching Commerce?
16. Describe the recent research trends in teaching students with diverse learning needs.
17. State the educational significance of ICT in Commerce education.
18. Examine the professional ethics of a teacher.

(6X2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)

19. Analyse the quantitative and qualitative assessment modes in Commerce education.
20. Briefly describe the research trends with emphasis to instructional strategies in Commerce education.
21. Explain e-resources. How it can be effectively used in constructivist learning environment for Commerce teaching?
22. Explain the concept of multiple intelligence and its implication in Commerce.

(2X5=10)

Fourth Semester
SPECIALISATION ELECTIVE COURSE
ED8204010 – ADVANCED METHODOLOGY AND PEDAGOGICAL PRACTICES
OF IT AND COMPUTER SCIENCE EDUCATION

Total Credits: 4   **Total Hours: 90**

OBJECTIVES OF THE COURSE:

On completion of this Course, the student will be able to

- gain an analytical perspective on different conceptual versions of IT and Computer Science.
- attain the advanced versions of IT for the teaching-learning process.
- frame and evaluate the research trends in IT and Computer Science Education.
- develop the practical skills in the use of IT enabled instructional materials.
- capacitate the teacher educand to integrate and make use of IT and Computer Science for curriculum transaction.
- internalize the reflections on the use of IT in latest teaching styles.
- develop awareness and insight in the significant values, ethics of computer and communication devices.
- develop an awareness about IT and Computer Science in Open and Distance Education.

MODE OF TRANSACTION:

Lecture cum discussion, demonstration, group presentations, seminars, debates, assignments, brain storming sessions, peer group discussions, case study, survey and dialogue.

COURSE CONTENT:

Module One: Information Technology and Computer Science: An overview (15 hours)

1. Information technology – Scope, advantages an d disadvantages, Role of IT – Significance of role of learning IT in the present scenario – Role of IT in classrooms, school management and professional development.
2. Computer fundamentals – basic units and functions of Computer, Basics of hardware, software and networking – types of hardware, software and networking.
3. Computer Science education – Aims and objectives of teaching IT and Computer Science, Difference between IT and Computer Science – Contributions if IT and Computer Science to the society.
4. Issues faced in the teaching of IT and Computer Science in our school system – Impediments faced by teachers in transacting the IT and Computer Science curriculum.
5. IT as a tool for teaching other subjects – Different application softwares designed to learn subjects like Geogebra, Application of IT in various fields.

Module Two: Advances in computing and its applications in Education (20 hours)

6. Educational software – Introduction – types – popular educational softwares used in school curriculum, which are available in Ubuntu platform – significance of popular educational apps.
7. E-learning – Introduction, types, application s, scopes, advantages and disadvantages; M-learning – Introduction, applications, significance, advantages and disadvantages; Blended learning – components, advantages, role of teachers in blended learning.
8. E-content – Introduction, applications, advantages, Instructional designs related to e-content – ADDIE and ASSURE models – Scope of using e-contents in teaching learning process in the 21st century classrooms.
9. Digital learners – characteristics, need and significance of digital literacy; digital natives and digital emigrants; digital divide.
10. Learning legal and ethical issues – copyright, hacking, netiquettes, cyber security and information security, cyber crime; cyber ethics – importance in present scenario; cyber laws – introduction, importance and awareness.

Module Three: Research Trends in IT Education (15 hours)

11. Learning resources in the technology era – Blog, social networks, discussion forum, educational websites, digital library.
12. You Tube – Introduction, educational applications, significance, advantages and disadvantages.
13. Computer Science in educational research – latest trends, significance of report writing and e-resources for problem identification, review and methodology.
14. IT in inclusive education – Specially designed hardware and software for differently abled children – Advantages of IT in inclusive education – assistive technology.
15. Recent innovations in information technology education – interactive video, computer conferencing, hypertext and video text.

Module Four: IT for Curriculum Monitoring and Evaluation in Education (20 hours)

16. Promising trends in IT – increased online access and connectivity, mobile access, ubiquitous computing, free and open source software, technological sophistication and affordability.
17. Current and future trends – emerging role for augmented and virtual reality in education – learning analytics and education – personalised l earning spaces – 3D printing and its educational applications – digital badging and games.
18. Paradigm shift in education due to IT – challenges in integrating IT and Computer Science in school education.
19. The impact of IT in curriculum planning, curriculum development, curriculum change and curriculum delivery.
20. Monitoring and evaluation of IT in education – concept, meaning and importance – introduction and scope – use of IT in diagnostic test, remedial teaching, computerised test construction and administration – computerised question bank – online examination, advantages and disadvantages of evaluation using IT.

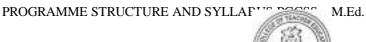**Module Five: Use of IT in Education (20 hours)**

21. Virtual education – nature and concept, Virtual classroom, problems with conventional education, effectiveness of virtual education, limitation and challenges of virtual education.

22. Historic milestones behind EDUSAT – Role of EDU SAT in open and distant education; AKSHAYA project – Introduction and advantages – Significance of AKSHAYA project in 21st century; VICTERS channel – brief report about VICTERS – Educational significance of VICTERS in school education.

23. Recent trends of Educational Technology and its future with special reference to education – Distance education – Role of IGNOU in distance education – Free and open source platforms for learning like MOOC.

24. New trends in information technology education – online education, digital and comprehensive assignments, AI based personalised analysis of students, gaming technology for deep learning.

25. Revolutions in examination management – features of OMR evaluation, online examinations, features of online examination, merits and demerits of online examinations, advantages of automated attendance monitoring, use of AI and virtual reality in examination management.

PRACTICUM (any two):

1. Develop a unit for Higher Secondary class on a selected topic which can be transacted with Computer Aided Learning (CAL).
2. Develop an e-content based on any topic of education.
3. Prepare a lesson design based on IT enabled instruction strategy.
4. Prepare a 20 minutes script for a video / audio lesson on any topic from secondary / higher secondary curriculum.

RECOMMENDED REFERENCES:

Ahrenfelt, J. & Watlain, N. (2008). *Innovate with ICT*. New York: Continum International Publishing Group.

Annadurai, R. & Selvam, S. K. (2013). *Education with Technology*. New Delhi: Discovery Publishing House.

Barrall, M. & Parry, D. (2010). *DIDA Unit 4: ICT in enterprise*. London: Hodder Arnold.

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

Crisp, G. (2008). *The e-assessment handbook*. London: Continum International Publishing Group.

Invoke, Y. (2007). *Technology and Diversity in Higher Education: New challenges*. London: Information science publishing.

Leon, A. & Mathews, L. (2002). *Fundamentals of Information Technology*. New Delhi: Vikas Publishing House.

Leon. (2002). *Internet for everyone*. New Delhi: Vikas Publishing House.

Mott, J. & Leeming, A. (2009). *Information and Communication Technology for A2*. London: Hodder and Stoughton.

November, A. (2008). *Web literacy for education*. USA: Corwin Press.

Ohler, J. B. (2010). *Digital Community Digital Citizen*. USA: Corwin press.

Penrose, B. & Pollard, B. (2007). *Complete A – Z ICT and Computing Hand book (2nd Edition)*. London: British Library cataloguing.

Petrina, S. (2007). *Advanced teaching methods for the technology classroom*. London: Information science publishing.

Richardson, W. (2009). *Blogs, Wikis, Podcasts and other powerful web tools for classrooms*. London: Corwin Publications.

Sharma, I. & Koli, S. K. (2014). *Education Technology for Teachers*. New Delhi: Arpan Publications.

Sharma, R. C., Mistra, S. & Pulist, S. K. (2010). *Education in the digital world.* New Delhi: Viva books.

Simmons, C. & Hawkins, C. (2009). *Teaching ICT*. New Delhi: Sage Publications.

Vallikkad, S. (2009). *ICT for teacher education.* New Delhi: Kanishka Publishers.

Willard, N. E. (2009). *Computer ethics, Etiquitte and Safety for the 21st century student*. New Delhi: Viva books.

MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Examination
Fourth Semester

Faculty of Education

SPECIALISATION ELECTIVE COURSE
ED8204010 – Advanced Methodology and Pedagogical Practices
of IT and Computer Science Education
(2019 admissions onwards)

Time: Three hours   Max. Weight: 30

Section A
(Answer any **eight** questions. Each question carries a weight of **1**.)
1. Write the significance of learning IT in the present scenario.
2. Differentiate between free and open source software.
3. List any four learning resources in the technology era.
4. Enumerate the educational significance of YouTube.
5. Write any two uses of IT in curriculum development.
6. Debate the advantages of virtual reality in education.
7. Write the role of IT in diagnostic test and remedial teaching.
8. Write a brief note on automated attendance monitoring.
9. Write two functions of IGNOU.
10. List the advantages of computer conferencing.

(8X1=8)

Section B
(Answer any **six** questions. Each question carries a weight of **2**.)
11. What are the limitations of virtual education?
12. Write a short note on smart classroom.
13. List the merits and demerits of online examination.
14. Identify the importance of cyber ethics in the present scenario.
15. Distinguish between digital natives and digital emigrants.
16. Prepare a short note on E-content.
17. Explain the role of teachers in blended learning.
18. How does gaming technology help in deep learning?

(6X2=12)

Section C
(Answer any **two** questions. Each question carries a weight of **5**.)
19. Critically evaluate the impediments faced by secondary school teachers in imparting the IT curriculum.
20. Trace the historical milestones up to EDUSAT. Describe the role of EDUSAT in open and distance education.
21. Describe the ADDIE and ASSURE models of instruction in the context of E-content development.
22. "IT made dramatic changes in the field of inclusive education". How would you justify this statement?

(2X5=10)

9. Format of Awards to be issued to Students

The University, under its seal, shall issue to the teacher educands, Grade Cards on completion of each semester and Consolidated Grade Card, Provisional Certificate and Degree Certificate on completion of the Programme. The model Grade Cards for the four semesters, Consolidated Grade Card, Provisional Certificate and Degree Certificate are provided hereunder.

9.1 Grade Cards for each Semester

Grade Cards shall be issued to the teacher educands on completion of each semester, which will indicate the Grade as well as the Semester Grade Point Average (SPGA).

Model Grade Cards are provided hereunder and shall contain the following information.

Model Grade Card (I Semester)
MAHATMA GANDHI UNIVERSITY
Priyadarsini Hills P.O., Kottayam

Section: Date:
Student ID:

Grade Card

Name of the Candidate:
Name of the College:
Permanent Register Number (PRN):
Programme: Master of Education (M.Ed.)
Name of Examination: M.Ed. Degree I Semester Examination, (month & year)

Course Code	Title of Course	Credits (C)	External Awarded (E)	External Maximum	Internal Awarded (E)	Internal Maximum	Total Awarded (E)	Total Maximum	Grade Awarded	Grade Point (GP)	Weighted Grade Point (WGP)
	Common Core Courses										
ED010101	Advanced Philosophy of Education	4									
ED010102	Advanced Educational Psychology: Learning and Development	4									
ED010103	Introduction to Educational Research and Statistics	4									
ED010104	Trends, Issues, Innovations and Research in Teacher Education	4									
ED010105	ICT and Skill Development	4									
	Total Credits	**20**									

I Semester SGPA:

Assistant Section Officer   **Assistant Registrar**   **Controller of Examinations**

Model Grade Card (II Semester)
MAHATMA GANDHI UNIVERSITY
Priyadarsini Hills P.O., Kottayam

Section: Date:
Student ID:

Grade Card

Name of the Candidate:
Name of the College:
Permanent Register Number (PRN):
Programme: Master of Education (M.Ed.)
Name of Examination: M.Ed. Degree II Semester Examination, (month & year)

Course Code	Title of Course	Credits (C)	External Awarded (E)	External Maximum	Internal Awarded (E)	Internal Maximum	Total Awarded (E)	Total Maximum	Grade Awarded	Grade Point (GP)	Weighted Grade Point (WGP)
	Common Core Courses										
ED010201	Perspectives on Education Studies	4									
ED010202	History, Sociology and Political Economy of Education	4									
ED010203	Advanced Educational Psychology: Individual Differences	4									
ED010204	Advanced Educational Research and Statistics	4									
ED010205	**Specialisation Core Course** Context and Issues of Elementary Education	4									

II Semester SGPA:

Assistant Section Officer   **Assistant Registrar**   **Controller of Examinations**

Model Grade Card (III Semester)
MAHATMA GANDHI UNIVERSITY
Priyadarsini Hills P.O., Kottayam

Section: Date:
Student ID:

Grade Card

Name of the Candidate:
Name of the College:
Permanent Register Number (PRN):
Programme: Master of Education (M.Ed.)
Name of Examination: M.Ed. Degree III Semester Examination, (month & year)

Course Code	Title of Course	Credits (C)	External Awarded (E)	External Maximum	Internal Awarded (E)	Internal Maximum	Total Awarded (E)	Total Maximum	Grade Awarded	Grade Point (GP)	Weighted Grade Point (WGP)
ED800301 to ED800304	**Specialisation Elective Course** Thematic Cluster A - Current Practices in Education: (title of one Course)	4									
ED810301 to ED810304	**Specialisation Elective Course** Thematic Cluster B - Emerging Issues in Education: (title of one Course)	4									
ED010301	**Common Core Course** Field Internship in Primary Schools, Primary Teacher Education Institution, & Field Site relevant to Cluster A & Cluster B	4									
ED010302	Dissertation	8									
ED010303	Dissertation Viva Voce	2									
	Total Credits	**22**									

III Semester SGPA: ……….

Assistant Section Officer **Assistant Registrar** **Controller of Examinations**

Model Grade Card (IV Semester)
MAHATMA GANDHI UNIVERSITY
Priyadarsini Hills P.O., Kottayam

Section: Date:
Student ID:

Grade Card

Name of the Candidate:
Name of the College:
Permanent Register Number (PRN):
Programme: Master of Education (M.Ed.)
Name of Examination: M.Ed. Degree IV Semester Examination, (month & year)

Course Code	Title of Course	Credits (C)	Marks						Grade Awarded	Grade Point (GP)	Weighted Grade Point (WGP)
			External		Internal		Total				
			Awarded (E)	Maximum	Awarded (E)	Maximum	Awarded (E)	Maximum			
ED010401	**Common Core Course** Curriculum Development and Transaction	4									
ED010402	**Specialisation Core Course** Context and Issues of Secondary and Senior Secondary Education	4									
ED820401 to ED8204010	**Specialisation Elective Course** Thematic Cluster C - Advanced Methodology and Pedagogical Practices of Optional Subjects in Secondary and Senior Secondary Education: (title of one Course)	4									
ED010403	**Common Core Course** Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	4									
ED010404	Comprehensive Viva Voce	2									
	Total Credits	**18**									

IV Semester SGPA: ……….

Assistant Section Officer **Assistant Registrar** **Controller of Examinations**

9.2   Consolidated Grade Card

The final Grade Card issued at the end of the final semester shall contain the details of all Courses taken during the last semester along with the total credits acquired for each semester (SGPA) and the overall credits (CGPA) acquired for the whole Programme. A Consolidated Grade Card shall be issued to the teacher educands on completion of the M.Ed. Programme. A model of the Consolidated Grade Card is provided hereunder and shall contain the following information.

<div align="center">

Model Consolidated Grade Card
MAHATMA GANDHI UNIVERSITY
Priyadarsini Hills P.O., Kottayam

</div>

Section: Date:
Student ID:

<div align="center">

Grade Card

</div>

Name of the Candidate:
Name of the College:
Permanent Register Number (PRN):
Programme: Master of Education (M.Ed.)
Name of Examination: M.Ed. Degree Examination, (batch)

Course Code	Course Title	Common/ Specialisation Course	Credits	Grade
ED010101	Advanced Philosophy of Education	Common Core Course	4	
ED010102	Advanced Educational Psychology: Learning and Development	Common Core Course	4	
ED010103	Introduction to Educational Research and Statistics	Common Core Course	4	
ED010104	Trends, Issues, Research and Innovations in Teacher Education	Common Core Course	4	
ED010105	ICT and Skill Development	Common Core Course	4	
I Semester:	**Total Credits acquired: 20**	**SGPA:**		
ED010201	Perspectives on Education Studies	Common Core Course	4	
ED010202	History, Sociology and Political Economy of Education	Common Core Course	4	
ED010203	Advanced Educational Psychology: Individual Differences	Common Core Course	4	

ED010204	Advanced Educational Research and Statistics	Common Core Course	4	
ED010205	Context and Issues of Elementary Education	Specialisation Core Course	4	
II Semester:	**Total Credits acquired: 20**	**SGPA:**		
ED800301 to ED800304	Thematic Cluster A - Current Practices in Education (title of the Course)	Specialisation Elective Course	4	
ED810301 to ED810304	Thematic Cluster B - Emerging Issues in Education (title of the Course)	Specialisation Elective Course	4	
ED010301	Field Internship in Primary Schools, Primary Teacher Education Institution, & Field Site relevant to Cluster A & Cluster B	Common Core Course	4	
ED010302	Dissertation	Dissertation	8	
ED010303	Viva Voce	Dissertation	2	
III Semester:	**Total Credits acquired: 22**	**SGPA:**		
ED010401	Curriculum Development and Transaction	Common Core Course	4	
ED010402	Context and Issues of Secondary and Senior Secondary Education	Specialisation Core Course	4	
ED820401 to ED8204010	Thematic Cluster C - Advanced Methodology and Pedagogic Practices of Optional Subjects in Secondary and Senior Secondary Education (title of the Course)	Specialisation Elective Course	4	
ED010403	Field Internship in Secondary and Senior Secondary Schools, Secondary Teacher Education Institution, & Field Site relevant to Cluster C	Common Core Course	4	
ED010404	Viva Voce	Comprehensive	2	
IV Semester:	**Total Credits acquired: 18**	**SGPA:**		

Total Credits acquired for the programme: 80

CGPA:

Assistant Section Officer   **Assistant Registrar**   **Controller of Examinations**

MAHATMA GANDHI UNIVERSITY
Grading System

Range	Grade	Indicator
4.50 to 5.00	A+	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B+	Very Good
3.00 to 3.49	B	Good /Average
2.50 to 2.99	C+	Fair
2.00 to 2.49	C	Marginal
upto 1.99	D	Deficient / Fail

9.3   Provisional Certificate

A Provisional Certificate shall be issued to the teacher educands on successful completion of the M.Ed. Programme. A model of the Provisional Certificate is provided hereunder and shall contain the following information.

Mahatma Gandhi University
(Established by Kerala State Legislature by Notification
No. 3431/Leg. C 1/85/Law, dated 17th April 1985)

Sl. No.:   (Emblem)   **Date:**

PROVISIONAL CERTIFICATE

Certified that Sri/Smt (name) …………………………………………. has passed the following examination of the University with the details as shown below:

Name of the Examination: M.Ed. Degree Examination, (month and year)

FACULTY OF EDUCATION

Permanent Register Number :
Grade:
Specialisations: 1.
                        2.
                        3.

Section: E IV

Checked by   (emblem)

Section Officer   *for* **CONTROLLER OF EXAMINATIONS**

9.4 Degree Certificate

The University shall issue a Degree Certificate to the teacher educands on successful completion of the M.Ed. Programme. A model of the Degree Certificate is provided hereunder and shall contain the following information.

Register No.:   **Date:**
Month and Year: (emblem)

The Syndicate of the Mahatma Gandhi University
hereby makes known that
(name)
has been admitted to the
Degree of Master of Education
having been certified by duly appointed examiners to be
qualified to receive the same with specialisations in

……………………………………………………………………………….. ,

………………………………………………………………………………… &

Advanced Methodology and Pedagogical Practices of …………………………………

at the examination held in …………………………………………………………… .

Given under the seal of the University