UNIVERSITY OF KERALA

Regulations for the M. Ed. degree programme for affiliated colleges

a. Conditions for admission, and reservation of seats

Eligibility for admission, Norms for admission, reservation of seats for the M.Ed. Degree programme shall be in accordance with the University/Govt./NCTE norms from time to time. Candidates seeking admission to M.Ed. programme must possess a B.Ed. Degree of the University of Kerala or of any other B.Ed. Degree recognized as equivalent thereto by the University of Kerala, with a minimum of 55% marks in aggregate. However, those candidates with B.Ed. Special Education can apply only to M.Ed. Special Education.

Candidates shall satisfy all the academic eligibility requirements at the time of notification for admission.

The number of seats reserved under community merit and open merit at various colleges - shall be made on the basis of the criteria stipulated by the University of Kerala. Of the total seats, 3% shall be reserved for Persons with Disabilities (PWD).

b. Scope

The regulation provided herein shall apply to the regular post-graduate programme in Education (M.Ed.) conducted by the affiliated colleges/Institutions Government/Aided/self-financing of the University of Kerala with effect from the academic year 2018-2020 admission onwards.

The provisions herein supersede all the existing regulations for the regular post-graduate programme in Education (M.Ed.) conducted by the affiliated colleges of the University of Kerala, unless otherwise specified.

c. Subjects for the study

The subjects of study shall be in accordance with the scheme and syllabi of the study.

d. Duration of the Programme

The M.Ed degree programme shall extend over a period of two academic years comprising four semesters. The minimum number of working days in each semester shall be 100.

e. Eligibility for the Degree

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

f .Mode of selection and weightage of marks

The total marks obtained for the B.Ed. Degree Examination shall be the basis for selection.

While preparing the rank list an additional weightage shall be given to the candidates with Post Graduate Degree (MA/M.Sc./M.Com) in their subject of specialization at B.Ed level. The weightage shall be of 15 marks for those having first class with distinction/ 10 marks for those having first class/ 5 marks for those having second class and 3 marks for those having a pass in the respective Post Graduate Examination.

Relaxation of 5% marks for the SC / ST candidates and 2% marks for SEBC candidates/relaxation as per the norms of Govt. shall be allowed.

Weightage of 10 marks shall be given to candidates with B.Ed degree from University of Kerala.

Weightage of 2 marks for every year of approved Teaching experience in Govt. / aided / recognized institutions subject to a maximum of 10 marks. No weightage shall be given to teaching experience of duration less than 6 months. The weightage shall be given on the basis of an Experience Certificate produced which is countersigned by an authorized Official Signatory such as the AEO/DEO/DDCE/DHSE/DVHSE. Experience shall to be counted in completed months. [(2/12) x (X), where X is the number of months of service]. Days will not to be counted.

g)Registration

The strength of students for the M.Ed. programme shall remain as per the affiliation rules of the University.

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

The number of courses that a student can take in a semester is governed by the provisions in these regulations pertaining to the minimum and maximum number of courses permitted to an institution based on its facilities.

A student can opt out of elective subject/subjects of the M. Ed programme registered, subject to the minimum course requirement, within two weeks from the commencement of the semester.

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

Those students who possess the required minimum attendance and progress during the first semester and could not register for the semester examination are permitted to apply for Notional Registration to the examinations concerned enabling them to get promoted to the next class.

h)Attendance

Each semester shall be taken as a unit for the purposes of calculating attendance. A student shall be considered to have put in the required attendance for the Semester, if he/she has attended at least 75% of the number of working periods (lectures, seminars, practical & field work taken together) during each semester.

The shortage of attendance may be condoned as per the rules of the University by the Vice-Chancellor on the recommendations of the Principal of the college and on payment of fee prescribed by the University from time to time.

Students who secure not less than 75% attendance in the total number of working days in the first semester and register for the University Examination alone can continue in the second semester.

There shall be a uniform academic and examination calendar prepared by the University for the conduct of the programmes. The University shall ensure that the calendar is strictly followed.

i)Medium of the course

The medium of the course for both instruction and examination shall be in English except for the elective subjects offered in Malayalam, Hindi, Sanskrit, Tamil and Arabic. However, those candidates who desire to prepare the research tools for Data collection are permitted to prepare it in Malayalam or in any other language but the English version of the same must be appended in the dissertation.

j)Minimum for a pass

For a pass in the examination, a candidate should secure a minimum of 50% marks in aggregate (external and internal put together) with a minimum of 40% in each Theory Paper in the External Examination of the University. There is no minimum for CE including Practicum for the core and elective papers in all the semesters.

Internship

Internship has been proposed in three phases.

For Internship (INT1), (INT2), and (INT3) there has to be a pass minimum of 50%.

Research Proposal Presentation

For research proposal, 25 marks each have to be allotted as external & internal evaluation. The student shall get a pass minimum of 50% in the external as well as internal i.e. 12.5 each.

Likewise, for **Dissertation, SDCs, Institutional Twinning Programme (ITP), Practical, Comprehensive Viva-voce I & Comprehensive Viva-voce II**, there has to be a pass minimum of 50% for each.

In case a candidate gets minimum for all papers(40%) but fails to get semester minimum(50%) she/he has to re-appear for all papers to secure a pass in that semester.

.A candidate cannot complete the course in different schemes. In case such a situation arises, the candidate has to cancel the earlier semesters already appeared or studied and has to take re-admission to the first semester in the revised scheme.

A candidate may be permitted to complete the course within 2 years as stipulated by the University. A candidate has to appear for the failed paper or papers only and shall obtain minimum 50% marks for ESA for each failed paper, for a pass in that paper.

k) Results:

The results shall be published within one month after the completion of each semester Examination or as per the norms of the University. No classification of result will be done in every semester. The classification of the result will be done after combining the marks of all semesters. The marks secured in subsequent appearance(s) will be considered for classification alone, provided the candidate appears for the supplementary examination within one year of completion of the course. The marks secured in subsequent appearance(s) will not be considered for ranking. Consolidated marklist with total marks be issued to candidates.

The classification of results will be as follows.

First class with Distinction	Marks 80% and above
First class	Marks 60% and above, but below 80%
Second class	Marks 50% and above, but below 60%
Failed	Marks below 50%

l)Re-admission

The maximum duration for completing a programme of study be restricted to S+4 semesters for semester programmes unless otherwise specified by the apex bodies, where S stands for normal or minimum duration prescribed for completion of the programme.

m) Transitory Regulations

Whenever a course or scheme of instruction is changed in a particular year, two more examinations immediately following thereafter shall be conducted according to the old syllabus / regulations. Candidates not appearing at the examinations or failing in them shall redo the course and take the examinations.

M.Ed COURSE FRAME WORK

SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV
PCS1 : Advanced Philosophical and Sociological Perspectives of Education **TCS1**: Convergence of Technology in Classrooms : ICT and Beyond **TEC1** : Trends and Practices in Teacher Education **SCS1** :Elementary Education: Curriculum and Management (16 Credits)	**PCS2**: Advanced Educational Psychology **TCS2** : Fundamentals of Educational Research and Statistics **SCS2**: Secondary/Sr.Secondary Education: Curriculum and Management (12 Credits)	**PCS3**: Curriculum Development in 21st Century Learning Context **TCS3** :Advanced Educational Research and Statistics **SES1**:Advanced Methodology in Classroom Practices a. Advanced Mathematics Education b. Advanced Science Education c, d, e, f, g, h. Advanced language education(English, Hindi ,Malayalam, Sanskrit Tamil ,Arabic) i. Advanced social science education j. Advanced Commerce Education k. Advanced geography education (12 Credits)	**PCS4** : Futuristic Perspectives of Education **SES2**: : Contemporary Trends And Practices in Education 1. Human Rights Education 2. Life Skill Education 3. Environmental Education 4. Inclusive Education 5. Higher Education 6. Guidance and Counseling 7. E learning and web technologies (8 Credits)
TCS1(a): ICT practical (1 Credit)	**PCS2 (a)**: Educational Psychology- Practical(1credit)	**TCS3(a)** :Educational Statistics Practical(1Credit) **ITV:** Institutional Twinning Visit(1 Credit)	Attending 2 Seminars (State/National/International) during the course
SDC1: Yoga-(1 Credit)	**SDC2**: Working with Community (1 Credit)	**SDC3**: Communication and Academic Writing-(1Credit) **SDC4** :Gender Issues: Awareness and Management (1Credit)	**SDC5**: Practices promoting Eco friendliness –(1Credit) **SDC6** :Career Development (1 Credit)
TEC1(a): INT I: Attachment with Institution(10 days)- (2 Credits)	**TEC1(b)**: INT II: Teaching at D.Ed/B.Ed level. (15days) –(3 Credits)	**TEC1(c)**: INT III: Teaching at D.Ed/B.Ed level (20Days)- (4 Credits)	
DIS	**DIS1**:Resarch Proposal – Preparation& Presentation (2Credits)		**DIS2**:Dissertation (6 Credits) Attending 2 Seminars (State/National/International) during the course **DIS3**:Dissertation-viva(2 Credits)
CV	**CV 1**:Comprehensive Viva1 (Practical, ,SDCs, Internship I &II) (1 Credit)		**CV2**:Comprehensive Viva2 (Practical SDCs, Internship) (4 Credits)
20 Credits	**20** Credits	**20** Credits	**20** Credits

DETAILED COURSE FRAME WORK

SEMESTER I

Course code	Course Title	Credits	External marks	Internal marks	Total
PCS1	Advanced Philosophical and Sociological Perspectives of Education	4	70	30	100
TCS1	Convergence of Technology in Classrooms : ICT and Beyond	4	70	30	100
TEC1	Trends and Practices in Teacher Education	4	70	30	100
SCS1	Elementary Education: Curriculum and Management	4	70	30	100
TCS 1(a)	ICT- Practical	1	-	25	25
SDC1	Self Development Course: Yoga	1	-	25	25
TEC 1(a) INT I	Attachment with Institution(10 days)	2		50	50
TOTAL		20	280	220	500

SEMESTER II

COURSE CODE	COURSE TITLE	CREDITS	EXTERNAL MARKS	INTERNAL MARKS	TOTAL
PCS 2	Advanced Educational Psychology	4	70	30	100
TCS2	Fundamentals of Educational Research and Statistics	4	70	30	100
SCS 2	Secondary/Sr.Secondary Education: Curriculum and Management	4	70	30	100
PCS 2 (a)	Educational Psychology-Practical	1		25	25
SDC2	Self Development Course .Working with Community	1		25	25
TEC 1 (b) INT II	Teaching at D.Ed /B,Ed level(15 days)	3		75	75
DIS 1	Research proposal: Preparation &Presentation	2	25	25	50
CV I	Comprehensive Viva1 (Practical works, SDCs, and INT I &II Report)	1	25		25
TOTAL		20	260	240	500

SEMESTER III

Course code	Course title	credits	External marks	Internal marks	Total
PCS 3	Curriculum Development in 21st Century Learning Context.	4	70	30	100
TCS 3	Advanced Educational Research and Statistics	4	70	30	100
SES 1	Advanced Methodology in Classroom Practices SES 2.a.Advanced Mathematics Education SES2.b.Advanced Science Education SES2.c,d,e,f,g,h.Advanced Language Education(English, Hindi, Malayalam ,Sanskrit, Tamil, Arabic) SES2.i.Advanced Social Science Education SES2j.Advanced Commerce Education SES2k.Advanced Geography Education	4	70	30	100
TCS 3(a)	Educational Statistics- Practical	1		25	25
ITV	Institutional Twinning Visit	1		25	25
SDC 3	Self Development Courses .Communication &Academic writing.	1		25	50
SDC 4	. Gender Issues: Awareness and Management	1		25	
TEC 1(c) INT III	Teaching at D.Ed/B.Ed level. (20 days)	4		100	100
Total		20	210	290	500

SEMESTER IV

Course Code	Course title	Credits	External marks	Internal Marks	Total
PCS 4	Futuristic Perspectives of Education	4	70	30	100
SES 2	Electives: Contemporary Trends And Practices in Education 1. Human Rights Education 2. Life Skill Education 3. Environmental Education 4. Inclusive Education 5. Higher Education 6. Guidance and Counseling 7. E learning and web technologies	4	70	30	100
	Self Development Courses				
SDC 5	.Career Development	1		25	50
SDC 6	.Practices promoting Eco-friendliness	1		25	
DIS 2	Dissertation Attending 2 Seminars (State/National/International level) during the course.	6	150		150
DIS 3	Dissertation-Viva-voce	2	50		50
C VII	Comprehensive Viva 2 (Practicals, ITV, SDCs, INT III report)	2	50		50
		20	390	110	500

PCS-perspective core subject, TCS-Tool Core Subject, TEC-Teacher Education Core, SCS-Specialisation Core Subject, INT-Internship, SDC-Self Development Course, DIS-Dissertation, SES-Specialisation in Elective Subject, ITV-Institutional Twinning Visit, CV-Comprehensive Viva

COMPONENTS OF THE PROGRAMME

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

- **PERSPECTIVE COURSES** (17 credits)
- **TOOLCOURSES** (14 credits)
- **TEACHER EDUCATION COURSES (**13 credits)
- **SPECIAL CORE SUBJECTS (**12 credits)
- **SPECIALISATION IN ELECTIVE SUBJECT** (8 credits)
- **SELF DEVELOPMENT COURSES (6 credits)**

The course aims to develop the mental and physical well being through modalities such as yoga, gender issues, eco-friendliness and literature. These programmes should engage the students in reflecting on the linkages between the self and one's professional practice. The theme emphasizes the development of personal and professional competencies and to become healthy individuals. A total of 6 SDCs shall be offered as given below.

1. Yoga
2. Working with community
3. Communication and Academic Writing
4. Gender Issues: Awareness and Management
5. Practices promoting Eco-friendliness
6. Career Development

The 1 credit is assigned to each SDC.(25 marks).

CONTINUOUS EVALUATION

The marks awarded for the CE will be on the basis of parameters such as attendance, seminar/assignments, test, and practicum in each theory paper of the M.Ed programme. The faculty member concerned will do the assessment. The marks assigned for each parameter as follows.

Attendance   5 marks

(91& above- 5 marks

81 to 90   -4 marks

76 to 80   -3 marks

75   -2 ½ marks)

Seminar/Assignment -10 marks

Practicum   -10 marks

Tests   -5 marks

Total   -30 marks

- **INTERNSHIP IN EDUCATION(9 Credits)**

Internship in education has been proposed in three phases. Phase I is for a duration of 10working days with 2 credits during semester I, and phase II for a duration of 15 working days with credits 3 during semester II and Phase III for a period of 20 days with 4 credits during semester III under the supervision and assessment of the respective Colleges of Teacher Education and practicing/attached institutions. The assessment of Internship during the three Semesters will be done internally. The report of the internship shall be presented before the external Comprehensive Viva-voce board deputed by the University. The tasks to be carried out by the students during internship and the marks assigned to each are as follows.

Phase – I (Semester I)

(50 marks / 2 credits / 10working days / 60 working hours)

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

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

Phase – II (Semester II)

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

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

components	Marks for Core subjects	Marks for Optional subjects	Total marks
Planning& preparation- Lesson transcripts	10	10	20
Content transaction	20	20	40
Evaluation	7.5	7.5	15

Grand Total 75 marks

Phase-III(Semester III)

(100 marks/4 credits/20 working days/120 hours)

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

components	Marks for Core subjects	Marks for Optional subjects	Total marks
Planning &preparation - Lesson transcripts	10	10	20
Content transaction	20	20	40
Evaluation	10	10	20
Debate(on a topic of educational interest)		10	10
Debate Report		10	10

Grand total 100 marks

- **RESEARCH DISSERTATION**

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

The dissertation is a compulsory component of the M.Ed. programme. A dissertation is distinguished from other writing assignments in the programme on the basis of the expectations and processes involved therein. It is visualised as a curricular space where students (with close mentorship/guidance of a faculty member) learn to plan and conduct a research, and write a thesis. It is also a space where students come to see and draw linkages between education

theory (transacted through taught courses) and research. Thus, while the product or the outcome of this component (i.e. the dissertation) is important, the process through which it is arrived at is equally (if not more) significant. This makes a case for this component to be guided or mentored closely by a faculty mentor. Various skills that are expected to be developed through this component include: articulating and formulating a research problem and research questions, designing a plan to study it,(phase I of Dissertation-preparation & presentation of Research Proposal in Semester II) executing the plan (which includes engaging with the relevant body of literature and theories)), analysing and writing the findings in an academic fashion, and presenting the work(Phase II of Dissertation in Semester IV). However, this should not be seen as implying that the dissertation must be field based.

The dissertation should preferably be in the area of specialisation that a student opts or in the areas introduced in the perspective courses. The main body of the Dissertation shall not be less than 80 pages and shall not exceed 150 pages.

Each student shall submit 3 copies of the Dissertation to the University and of which in two copies the identity shall be masked, and the 3rd copy shall be complete and unmasked. The Dissertation shall be submitted on or before the last working day of January in Semester IV

- **INSTITUTIONAL TWINNING PROGRAMME** (1 credit)

Institutional Twinning Programme (ITP) component of the M.Ed course is intended to generate the Education Master Aspirants to imbibe leadership experience through collaborative inter – institutional visit to institutes of International, National or Regional significance of pure, applied or interdisciplinary research in pedagogy or allied social sciences. The programme is to be of maximum one week duration (ie.5 working days) covering 30 functional hours involving collective academic and co curricular initiatives of mutual interest and consensus. The program must be visualized to generate a taste to engage with the administrative and research culture of a unique institution of reputation leading to a short reporting cum visual presentation by the master aspirant. The assessment could be done internally through on-line submission or by using a standardized rubric. The component carries 1 credit and 25 marks. This shall be given internally by giving weightage to the following parameters such as participation in the programme (15 marks) and reporting cum visual presentation   (10 marks)

- **COMPREHENSIVE VIVA-VOCE**

  PHASE I (1 credit)

There will be a comprehensive viva-voce at the end of the second semester carrying 25 marks. Students securing less than 12.5 marks in the comprehensive viva-voce will have to repeat the same during the next year. Such students will be given a total of two chances to clear the same.

The University will constitute a Board of Examiners (Dean, Faculty of Education, Chairman 2nd semester M.Ed examination and an internal/external examiner) for conducting both the DIS1-Research proposal presentation and the comprehensive viva-voce.

  PHASE II (2 credits)

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

- **ATTENDING 2 SEMINARS (STATE/NATIONAL/INTERNATIONAL) DURING THE COURSE**

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

DETAILED CONTENT OF THE COURSES

SEMESTER I

PCS1: ADVANCED PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION

CREDITS: 4   DURATION: 120 HOURS   MARKS: 100 (70+30)

COURSE AIMS
1. To identify and analyze the underlying philosophical thinking in the present educational practices.
2. To construct cultural pedagogic premises for educational philosophies.
3. To identify and discuss major philosophies of education.
4. To analyze ethical issues in education including professional codes for teaching.
5. To foster comparison between different philosophies and for appropriate decision making.

6. To empower the learners to become virtuous citizens in a globalized society.
7. To conceive education in multiple perspectives through theoretical and practical interaction and interventions in the society.
8. To inculcate values relevant to regional, national and global contexts through social actions and creative praxis.
9. To make classroom a prime space for initiating social actions for transformation

COURSE OBJECTIVES
1. To enable students philosophize educational actions and interactions.
2. For logical analysis, interpretation and synthesis of various philosophical principles about the educational process.
3. To help students to develop a philosophical outlook towards educational issues.
4. To facilitate discussion on indigenous/ native philosophies.
5. To develop critical awareness about the contributions of thinkers on education.
6. To understand the various functions of the society, elements of the society, social movements, forces and changes and their relations with education.
7. To develop an insight into the structure and formation of the society and their importance in framing the system of education for the nation.
8. To understand the role of education as a device for social change, social control, social security and social progress.
9. To realize the contemporary relevance of Indian ethical views.
10. To create a mental set for research on various social issues and to act as an agent of change

COURSE DESCRIPTION
The course provides an in-depth view of the branches of philosophy and the major philosophies of education including idealism, realism, naturalism, existentialism, pragmatism and so on. Fruitful discussion on oriental philosophies, namely, Indian and Japanese, is also designed in the course. The course offers opportunity to acquaint with epistemological theories and research paradigms of the modern and postmodern era. The learner will be enabled to develop world views meaningfully. They are expected to become good decision makers and curriculum organizers in ever newer ways.

Various sociological theories and approaches which are of direct relevance to education are made a part of this course. The course guides the students to interact with the society and encounter with its existing and emerging crises and to respond appropriately to the challenges of education. The internship that forms a part of this course provides opportunity to conduct survey on social issues and to undertake minor programmes of community awareness.

MODES OF CURRICULUM TRANSACTION

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

UNIT I: PHILOSOPHICAL PERSPECTIVE BUILDING IN EDUCATION

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

[10 hours]

UNIT II : SCHOOLS OF PHILOSOPHY

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

- Oriental schools

Indian: a)   The   Orthodox   Schools   (Shad   Darshanas)–Sankhya,   Nyaya, Vaiseshika,Yoga,Mimamsa(PurvaMimamsa),Vedanta   (Uttar Mimamsa)

b)   HeterodoxSchools–Buddhism, Jainismandthe   Charvakas

Japanese: a) The Soka School (Makiguchi, Ikeda) ;
        b) The Non-killing Humanitarian School (Glen Paige)

- Occidental Schools

    Idealism,Realism,Naturalism,Existentialism,Pragmatism,Perennialism, Reconstructionism, Eclecticism.

[15 hrs]

UNIT III : HIGHLIGHTS FROM THE THOUGHTS OF SELECTED PHILOSOPHERS

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

[10 hours]

UNIT IV: EPISTEMOLOGICAL PERSPECTIVES

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

[15 hours]

UNIT V: PHILOSOPHY OF RESEARCH

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

[10 hrs]

UNIT VI SOCIOLOGICAL PERSPECTIVE BUILDING IN EDUCATION

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

[15hours]

UNIT VII. CHALLENGES OF EDUCATION IN THE PRESENT CONTEXT

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

[15hours]

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

(15 hours)

UNIT IX.   EDUCATION FOR SOCIAL JUSTICE AND VALUES IN THE CONTEMPORARY SOCIAL CONTEXT

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

[15hours]

REFLECTIVE PRACTICUMS

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

- Preparation of 'meta narratives' for encouraging students to internalize 'truths' and realities.
- Poster, poetry, songs, solo, skit, role playing, theatre on any theme of education.
- Library visit and report making – elaboration on philosophical thoughts.
- Contemporary media analysis with reference to philosophical anchor.
- Preparation of micro narratives about the life/philosophical outlooks/world views/educational views of educational thinkers.
- Construction of ideas through evidences (filed notes about social phenomena with philosophical resolutions).
- Identifying and observing the philosophical principles implemented in kindergartens, naturalist Montessori schools etc.
- Contemplating on professionalism of teachers and preparing classroom praxis.
- Survey on social challenges like dowry system, mafia influence, terrorism, corruption, etc.
- Conducting seminars/ workshops/ symposia on democracy, secularism technological culture, privatization, globalization, etc.
- Project work on the impact of Kudumbasree, Ayalkoottam, etc
- Observing days of national and social importance.
- Census analysis
- Mass media analysis.
- Brain storming sessions on Gender issues.
- Designing value education sessions and 23racticing them.
- Report making on changing communities, entrepreneurial abilities (teacherpreneurs).

References

Bernd P., (2000) The Modern Condition of Educational Thought. , New Delhi: Gyan Publishing House.

Brubacher J. S(1995). The Challenge to philosophies of Education, University of Chicago Press;

Cerbone,David R(2006)Understanding Phenominology.Chersham:Acumen.

Dash, B.N(2005) philosophical & Sociological Foundations of Education, New Delhi Dominant publishers and Distributers

Epistemic Virtue. Internet Encyclopedia of Philosophy.

Greco,John. Virtue Epistemology.https//:Plato.Stanford.edu/entries/epistemology-virtue

Hawking Stephen(1992).A brief History of Time. London: Bantham Books

Heidegger, Martin (2012).Basic Writings, edited by David Farrel Krell. London: Routledge, Kegan and Paul

Learning to Know, Learning to do, Learning to live together &learning to be: The four pillars of Education (2014)

Pathak, R.P (2007) Philosophical &Sociological Perspectives of Education, New Delhi: Atlantic publishers & distributers.

Popper, Kaul (1979) .Objective Knowledge an Evolutionary Approach. Oxford University press

Sharma, Yogendra K (2004) Sociological Philosophy of Education, New Delhi: Kanishka publishers & distributers

Steven H. Cahn (1970). The Philosophical Foundation of Education New York., Harper & Row Publishers

Swann, Jonna and John Pratt (2003).Educational Research in Practice. Newyork: Continuum.

Zagzebski, Linda (1996).Virtues of Mind. Cambridge: Cambridge University Press.

M.Ed. – SEMESTER I
TCS1: CONVERGENCE OF TECHNOLOGY IN CLASSROOMS: ICT AND BEYOND
CREDITS:4 **DURATION:120 Hrs** **MARKS:100(70+30)**

COURSE AIM
The aim of the course is to address the convergence of ICT in education. It provides students the requisite understanding and skills that will help them make efficient use of ICT in the classroom processes of teaching, learning, assessment and management. The course will focus on innovative practices that equip new age learners with state of the art knowhow that will help them effectively integrate ICT and move beyond in the teaching learning process.

COURSE DESCRIPTION
This course will help students comprehend, employ and fruitfully apply a range of Information and Communication Technologies —such as computers and the Internet, audio and video equipments, mobile phones and online resources and tools—as part of the teaching and learning process. During this course, students will work together with their peers to develop a wide range of learning activities that make use of digital tools and resources to support student-centred learning.

COURSE OBJECTIVES
☐Efficiently use ICT tools, software applications and digital resources in day to day teaching – learning situations.

☐ Use ICT to make classroom processes more inclusive and address the issue of diverse learning abilities.

☐Utilise and generate their own digital resources in classrooms.

☐ Contribute and actively engage in the activities of teachers' networks.

☐ Develop the ability to select and critically evaluate ICT resources.
☐ Assimilate innovative ICT techniques in the curriculum for fostering significant changes in the processes of instruction and learning.

☐ Develop the digital knowledge resources of the educational institution further and organize them fittingly on the cyberspace.

☐ Recognise how to fully make use of the potentials of a virtual classroom environment.

☐ Create an awareness regarding the availability of open source software that could be successfully integrated into the curriculum.

☐ Develop a well-articulated perspective on ICTs in education formulated by personal experience and critical examination of resources, curriculum, and educational practice.
☐ Practice safe and ethical usage of ICT and be aware of the legal ramifications of inappropriate use.

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

COURSE CONTENT

UNIT I: POTENTIALS OF ICT IN EDUCATION
- ICT as a means to connect with the world – The global learner scenario
- Pedagogy and ICT – Potentials of using ICT in class room– Creating Personal learning environments
- Approaches to ICT - Integrate, Enhancement and Complementary; Approaches to ICT Integration in Teacher Education- ICT skills development approach, ICT pedagogy approach, Subject-specific approach, Practice driven approach
- ICT integrated Inclusive education - Assistive and Adaptive technologies to augment physical and cognitive abilities
- National Policy on ICT in School Education (2012)-ICT competencies   **(10hrs)**

UNIT II- ICT PRODUCTIVITY TOOLS
- Productivity Tools –Word Processing – Spreadsheets – Presentations – Databases- Digital Animation – Adobe Flash, Flickr - Photo and video editing software–ACDSee, Windows Movie Maker
- Constructivist Learning Tools: Mindtools, Brainstorming software- Concept Mapping tools
- New gen Web Browsers and Search Tools – Project Spartan – Element Broswer - Dogpile
                                                                                       (20hrs)

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

                                                                                       (20hrs)

UNIT III: INTERNET RESOURCES FOR TEACHING AND LEARNING
- The Internet and ICT environments – Need for Green ICTs

- Web-based learning objects, Online Games, Webquests

- Interactive Web 2.0 applications- Social Networking Services- Email, Forums, Blogs - Social media sites- Facebook, WhatsApp, Instagram, Twitter-Video sharing sites- YouTube- Web applications- Wikis
- Emergence of Web 3.0 and Web 4.0 Technologies
- E-resources-e-books, e-journals, e-subject guides, e-databases- Digital library, J-Stor
- Virtual learning Environment- Content Management System and Learning Management System - Virtual Field Trips
- Online Courses-NPTEL (National Programme on Technology Enhanced Learning), SWAYAM, MOOCS and Coursera
- Online tutoring- Designing e-tivities

(25 hrs)

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

(15 hrs)

UNIT VI: ICT FOR EDUCATIONAL MANAGEMENT
Information Management- process and tools
- Classroom organization for ICT infused lessons (teacher led instruction, self-learning and group activities)
- Role of ICT in Educational Administration and Management – ICT for Time Management and Instructional Planning– School Management Information System (MIS)
- Software for Classroom Management – Lan School – Net OP School –AB Tutor
- National e-Governance Plan (NeGP)-e-governance, e-Kranti, UMANG (Unified Mobile Application for New-age Governance)

(15hrs).

UNIT VII – ICT IN RESEARCH AND DEVELOPMENT
- ICT in Research –TELRI approach -Availability, Authenticity and Appropriateness of ICT resources for research
- E-reference: Citations Tracking- h-index
- Cyber Safety and Security concerns – Referencing – Copy rights – Intellectual Property Rights - Plagiarism -softwares used-Urkund,Turnitin,Plagscan,Unplag,Copyscape
- Creative Commons Licenses – EULA – Multi User License
- Open Source Strategies: Shareware and Freeware

(15hrs).

REFLECTIVE PRACTICUM

☐ Prepare edublog in your subject.

☐ Prepare a video blog of class presentations.

☐Develop a lesson format using webquest.

☐ Create interactive games and quizzes online.

☐ Develop an online evaluation form.

REFERENCES

Bauman, Anna (n.d.).Student's Guide to Internet Security & Safety https://www.securedatarecovery.com

Fallows, Stephen; Bhanot, Rakesh (2002). Educational Development through Information and Communications Technology. Kogan Page.

Fallows, Stephen; Bhanot, Rakesh (2005).Quality Issues in ICT-Based Higher Education.Routledge. Florian, Lani& Hegarty, John (2004).ICT and Special Educational Needs: A Tool for Inclusion. Open University Press.

Gehlawat, Manju (2012). Information Technology in Education. Dorling Kindersley (India) Pvt. Ltd.

John, P. D. & Wheeler, S. (2008). The digital classroom: Harnessing technology for the future. London: Routledge.

Kennewell, Steve (2004). Meeting the Standards in Using ICT for Secondary Teaching, Routledge Falmer.

Kennewell, Steve; Parkinson, John; Tanner, Howard (2003). Learning to Teach ICT in the Secondary School: A Companion to School Experience.Routledge Falmer.

Kozma, Robert B. (2003). Technology, Innovation, and Educational Change: A Global Perspective : A Report of the Second Information Technology in Education Study, Module 2.International Society for Technology in Education.

Lanka, Rabindranath (2013).ICT in Education. New Delhi:Axis Books Pvt. Ltd.

National Policy on Information and Communication Technology (ICT) in School Education (2012). Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.

Steele, G. (2015). Using Technology for Intentional Student Evaluation and Program Assessment. http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Using-Technology-for-Evaluation-and-Assessment.aspx

M.Ed- SEMESTER I

TEC 1: TRENDS AND PRACTICES IN TEACHER EDUCATION

CREDITS: 4   **DURATION: 120 Hrs**   **MARKS: 100(70+30)**

COURSE AIM:

The course aims at developing an understanding of concepts, objectives and principles of Teacher Education. The course is designed for developing skills of practitioners in educational research and innovations in teaching. The course also aims at equipping the students with different innovative modes of curriculum transaction, developing professional competency, making professional advancements in their own disciplines, acquainting with recent developments in the field of Teacher Education and convincing them of the relevance of national educational policies and its practices. It also aims at students achieving various assessment techniques and methods . The course is designed for the development of 21st century skills for enhancing quality teacher education. The students become acquainted with the issues, problems and trends in teacher education which would be helpful in transforming the learner into teacher education professional.

COURSE OBJECTIVES

- To develop an understanding of Concepts, Objectives and Principles of Teacher Education
- To become acquainted with the existing practices regarding structure, curriculum and assessment at various levels
- To come out as efficient teacher professionals
- To critically examine the role and contribution of various agencies and professional organizations in streamlining and enhancing quality of Teacher Education
- To acquire the skills required of a practitioner of educational research and innovations in teacher education.
- To equip with different innovative modes of teaching transaction
- To imbibe attitude and skills required of "Life- Long learners" on the ICT influenced world of today and tomorrow.
- To be familiar with latest trends in teacher education field.

COURSE DESCRIPTION

. The focus of the course will be on to make the students, reflective practitioners and to develop in them observational, empirical, and analytical skills that are necessary to monitor, evaluate and revise continually their interactive strategies and competencies. The course covers Historical and Educational Imperatives of Teacher Education, Structure and Curriculum of Teacher Education, Institutions and Agencies for Managing Teacher Education, Assessment and evaluation in Teacher Education, Professionalism and Teacher Competency; Professional Organizations and Status of Teacher Educators, Innovations, trends and issues in Teacher Education and Research Perspectives in Teacher Education. Another focal point of the course is that teacher education professionals developed through this course will have to be in possession of the vision, social concern and motivation that are required for initiating social action, that is, for serving the community. The course is designed to enable the students link theory and practice leading to contextually grounded solutions to problems of education and life.

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

COURSE CONTENT

UNIT I: HISTORICAL PERSPECTIVES AND POLICY IMPERATIVES OF TEACHER EDUCATION

- Origin and development of Teacher Education -Ancient, Medieval and Modern (Pre independent and Post Independent India). Educational policies and recommendations of various Committees and Commissions on Teacher Education-Pre Independence and Post Independence Period.

- Recent Developments -National Curriculum Frameworks (NCERT),National Curriculum Framework on teacher education (NCTE), and Kerala Curriculum Framework(2007), NCTE Regulations, Justice Verma Commission, Draft National Policy on Higher Education Perspective-2016,   Draft National Policy on Education,2017. **(15 hours)**

- DPEP,SSA,RMSA,RUSA-EFA

- SAMAGRA(Research Portal) , SAMPOORNA(Software) with respect to School Education ,Transition from SSA & RMSA to **Samagra Siksha Abhyan**(SSA),2018.

UNIT II: STRUCTURE AND CURRICULUM OF TEACHER EDUCATION

- Salient features of Teacher Education curriculum
- Structure of Teacher Education- levels and types: 2 year undergraduate, 2 year post graduate and four year integrated B.Ed & three year integrated M.Ed Programme.
- Nature and concept of Teacher Education curriculum at primary, secondary,B.Ed and M.Ed level.
- Methodology of teaching school subjects,
- Internship (concept, relevance and implementation), Practice Teaching, and other practical work.
- Pedagogical theory in terms of Reflective practice, Learner-activated Instruction, Constructivist theory and practice, Convergent and divergent questioning strategies, Metacognitive strategies.
- Socially Useful Productive Work (SUPW) and Working with Community, Physical and Health education, Self Development Programmes**.** **(15 hours)**

UNIT III: INSTITUTIONS AND AGENCIES FOR MANAGING TEACHER EDUCATION

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

(17 hours)

UNIT IV: ASSESSMENT AND EVALUATION IN TEACHER EDUCATION

- Principles & Strategies of Assessment- Types of assessment-Internal vs external assessment (examination)-Critical Analysis of different programmes like School experience, Demonstration, Criticism, Practice teaching in Teacher Education courses:

- Pre-Primary, Primary & Secondary Level- Rubrics for evidence based performance assessment, Problems of Assessment.

- Evaluation Methods-Evaluation of Practice Teaching/ School Experience Programme /Community Living.

- State and National level Eligibility Tests for teachers: KTET/SET/NET/SLET/CTET.

- Types and levels of teacher Evaluation- In-service, Stake holder, School Administrator Evaluation, Evaluation by students and trainees.

- Evaluation on Demand(student Teacher/ Prospective Teacher's Preference)

(15 hours)

UNIT V: PROFESSIONALISM AND TEACHER COMPETENCY

- Professional dimensions: professional elements, career, professional practice, professional values- teaching as a profession-Performance Appraisal of teachers- Need for Continuous Professional Development(CPD),Activities for professional development: different types.

- Teacher Competencies (Professional Development: field competencies, research competencies, curriculum competencies, socio-cultural competencies, emotional competencies, communication competencies, techno-pedagogical competencies and environmental competencies).

- Professional Organizations: objectives and activities of Local, State, National and International level Teacher OrganisationsTeacher Morale and Humane Teachers-creating humane teachers.

- Status of Teacher Educators- Professional, Social and Economic Rights and responsibilities- Online Professional Development (OPD)- Capacity Building-Code of Ethics and its Enforcement. .   **(15 hours)**

UNIT VI: QUALITY MANAGEMENT IN TEACHER EDUCATION

- Assuring Quality of Teacher Education-Characteristics of Educational Quality-Approaches: Quality assurance, Contract conformance quality, Consumer driven quality

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

(14 hours)

UNIT VII: INNOVATIONS, TRENDS AND ISSUES IN TEACHER EDUCATION

- Tutorials, Self-study, Peer tutoring, Focus Group Discussion (FGD), Study circle, In-class writing assignments, Self and Peer assessment, Personal Development Planning and Portfolios, e-teacher education, e-tutor, Value based teacher education.
- Transforming teacher education through Clinical Practice.
- Teacher Education in India emerging as a Superpower- present scenario, Need for modernization of teacher education in the 21st century- main thrust areas.
- Teacher education trends in France, Norway &Sweden
- Teacher Education Model (Presage factor, process factor, product factor).
- Trends to transform the future of Higher Education-Cost vs Access, Learning Outcomes, Technology & Collaboration.
- PINDICS (Performance Indicators: self evaluation by school teachers)
- FLAIR(Fostering Linkages in Academic Innovation and Research)   **(18 hours)**

UNIT VIII: RESEARCH PERSPECTIVES IN TEACHER EDUCATION

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

(11 hours)

REFLECTIVE PRACTICUM

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

REFERENCE

Aggarwal,D.D.(2003).*History and Development of Secondary Education in India*(vol.1). New Delhi:Sarup and Sons.

Chaurasia, N.K. (2006). Quality Assurance System in Higher and Technical Education. *University News,* Vol.44, 24-30.

Chaurasia,G.(2006*). New Era in Teacher Education*, Sterling Publishing Pvt.,Ltd.

Digumarti, Bhaskara, Rao. (1997). Self Evaluation of Lesson by prospective teachers. *Journal of Educational Research and Extension*, Vol 35 (1) pp.1-5.

Dikshit,S.S.(2007). Teacher education in modern Democracies.New Delhi: Sterling Publishers Pvt., Ltd.

Elahi, N. (2006). *Teachers Education in India* (INSET)- NCTE Policy perspectives in Teacher Education – Critique & documentation – NCTE, New Delhi.

Ellahi, N.(1995). *A critical study of inservice teachers education programme of SCERT*, New Delhi: Jamia milla Islamia.

Flynn, Laura., & Flyun, Ellen, M. (2004). *Teaching writing with Rubrics- Practical strategies and Lesson plans for Grades 2-8.* California: Corwin press.

Fontaine, M. (2000). Teacher training with technology: Experience in five country programms. *Teach know Logia*, November/ December 69-71.

Freeman,W.H.(2015).*Physical Education,Exercise and Sports Science in a changing Society*.Burlington,MA:Jones&Bartlett learning.

Hayson, J.J. & Sutton, C.R. (2004). *Innovation in Teacher Education* – M.C Graw Hill book company (UL) Ltd.

Jangira, N.K. (1979). *Teacher training and Teacher Effectiveness an experiment in teacher behaviour*. New Delhi: National publishing house.

Jayaprasad, R (2005) National Curriculum Framework for school education. In *Innovations in Education*, published by SRC Kerala.

Khan, M.S. (1983). *Teacher Education India and Abroad*, New Delhi: A high publishing House.

Kundu, C.L. (1998). *Indian Year book Teacher Education*. New Delhi: Sterling publishing private ltd.

Loughran, John. (2006). *Developing a pedagogy of Teacher education*: *Understanding Teaching and Learning about Teaching*. New York: Routledge. .

Louis, C., Lawrence, M., & Keith, N. (2004). *A Guide to Teaching Practice* (5th edition) New York: Rout ledge Falmer. .

Martin, D. J., & Kimberly S. Loomis. (2006). *Building Teachers: A constructivist approach to introducing education*. WadsworthPublishing, USA.

Millman, Jason., & Hammond, Linda, Darling. (1990). *The new handbook of teacher Evaluation Assessing elementary and secondary school teachers*. California: Corwin press, Inc.

Mohan, Radha. (2013). *Teacher Education*. New Delhi: PHI learning Pvt.Ltd.

Mohanty, J. (2003). *Teacher Education*. New Delhi: Deep & Deep publication pvt. Ltd.

Mukherji,S.N.(2003). *Education of Teachers in India*, Volume I& II,New Delhi: S Chand & Co.

National Curriculum Frame Work for Teacher Education 2009. Towards, preparing professional and Human Teacher, National council for Teacher Education New Delhi, 2009.

NCERT (2005), National Curriculum Framework, NCERT, New Delhi..

NCTE (1998). Curriculum framework for Teacher Education. NCTE, New Delhi.

Neal, A., & Hicks, Cathy, D. (2003). *What successful teachers Research – based classroom strategies for new and veteren teacher.:* California: Corwin press.

Nehru,R.S.S & Suryanarayana,N.V.S.(2013). *Teacher Education*. New Delhi: APH Publishing Company.

Panda,B.N& Tiwari,A.D.(2013*).Teacher Education*.New Delhi:APH Publishing Corporation.

Ram, S. (1999). *Current Issues in teacher education*. New Delhi: Sarup Sine publications

Rao, Digumarti Bhaskara. (1998). *Teacher Education in India.* NewDelhi: Sterling Publishers.

Rao,V.K &Reddy,R.S.(1992).*Teachers and Teaching techniques.* New Delhi:Commonwealth Publishers.

Sharma,R.A.(2004). Teacher education- Theory, Practice & Research –.Report of the study Group on the Education of Secondary Teachers in India Association of Training College.

Sharma,S.P.(2016).*Teacher Education Principles Theories and Practices*.New Delhi:Kanishka Publishers,Distributors.

Shrimali,K.L. *Better Teacher Education*. Ministry of Education, Government of India. Sualemeyarl, Lindsey.(2005). Working with student Teachers, New Delhi: Eurasla Publishing House (Pvt.) Ltd.

Teacher Education for 21ˢᵗ c. search for New Direction to Management of Education in India, Memorandum to Govt. of India for creation of Indian Education Service,National Policy on Education 1986 supported by Prime Minister Rajiv Gandhi,CTE(January 2006).

Tibble,J.W.(ed.).(2003). The future of teacher Education.London Routledge & Kegan Paul.

UNESCO (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCOPublication. Montrea

Valencic,Zuljan &Vogrinc,Janez.(2011).*European Dimensions of Teacher Education Similarities and Differences.Ljubljana.*

Balse, J.O., & Blase, Joseph. J (2006). *Teachers Bringing out the Best in teachers*. California: Corwin Press.

M.Ed. SEMESTER I

SCS 1: ELEMENTARY EDUCATION: CURRICULUM AND MANAGEMENT

CREDITS 4 **DURATION: 120Hrs** **MARKS: 100**
(70+30)

COURSE AIM

Upon successful completion of this course, students should be able to do the following:

- identify and discuss major concepts and issues in elementary education;

- determine and analyze underlying assumptions in educational practice related to elementary   education

- create and describe one's views on elementary education; and

- Analyze ethical issues in elementary education, including professional codes of ethics,   from diverse perspectives.

COURSE OBJECTIVES

- To enable students to analyze, interpret and synthesize various concepts, propositions and assumptions on elementary education

- To help the student to develop a positive outlook towards issues related to elementary education

- Critical appraisal of contributions made to elementary education by prominent educational thinkers.

- To development an understanding classroom management at Elementary Level.
- To develop an understanding of the strategies and theories in Elementary Education.
- To develop an in depth knowledge on the assessment and evalution strategies adopted at Elementary level.

COURSE DESCRIPTION

This course gives an in-depth view on major constructs related to elementary education and is designed to create an understanding of the various dimensions of Curriculum and equip the students in taking the challenges of transacting pedagogy in field and to enhance the quality of Elementary Education by adopting different assessment strategies.

MODE OF CURRICULUM TRANSACTION

- Classroom lecture with the use of ICT.

- Group Discussion/debate

- Seminar and symposia

- Preparation of assignments

- Field trip

COURSE CONTENT

UNIT- I IMPORTANCE AND OBJECTIVES OF ELEMENTARY EDUCATION

- Elementary Education – Meaning, Objectives and Scope

- Social, Psychological and Philosophical Bases of Elementary Education

- Non formal elementary education-– Role of Home, Community and Mass media

- Code of conduct and ethics in elementary education

- Universalisation of Elementary Education and Education For All (EFA)-Equalisation of Educational Opportunities – Programmes at elementary level

(10 hrs)

UNIT II: ELEMENTARY EDUCATION IN INDIA

- Development of Elementary Education in pre and Post Independence India

- Constitutional provisions– Articles related to elementary education and their implications

- Structure of Elementary Education in India in comparison with different States

- Elementary Education in India: Prominent policies- NPE 1986, Kothari Commission, National Curriculum Framework, POA, National Knowledge Commission.

- Elementary education in Five-Year Plans.

- Contribution of Mahatma Gandhi And Tagore to elementary education

- Contribution of organizations to elementary Education- NCERT,SCERT,DIET and NGO's
- Contribution of SSA, DPEP to elementary education

  - RTE 2009 and Child Rights with emphasis on Elementary Education
  - Evolution of elementary education in Kerala

(20 hrs)

UNIT III: ELEMENTARY EDUCATION ABROAD
- Present scenario of Elementary Education in UK, USA, Japan and Netherlands
- A comparative study of Elementary Education of UK,USA, Netherlands, Japan and India
  - Elementary education in the context of globalization and commercialization

(10 hrs)

UNIT IV: ELEMENTARY SCHOOL ORGANIZATION AND MANAGEMENT
- Elementary school organization- Definition, administrative structure
  Importance of administrative structure in school management
- Current scenario of school organization in Kerala at elementary level
- Public private partnership in elementary education
- Decentralization of elementary education

(10 hrs)

UNIT V: CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION
- Curriculum for Elementary Education – Principles and Maxims.
- Pedagogical content knowledge in the major concepts and modes of inquiry for integrated study of social sciences, science Language: Mathematics, Physical Education, Health and Arts for elementary learners

- e-literacy programme in Kerala
- Innovative teaching-learning approaches in elementary education- MOODLE
- Assessment as a continuum.Key principles of assessment in elementary classroom
- Assessment, and evaluation in context of instructional planning- New concept of assessment, Continuous and comprehensive assessment, Competency based assessment.

- Use of multiple sources for comprehensive assessment. Dual Progress plan

- Evaluation of performance (Formative, Interim and Summative), P Scales

- Evaluation tools (Academic Performance Indicators: Scholastic Areas, Co- Scholastic Areas-Life Skills: Thinking Skills, Social Skills, Emotional Skills, Attitudes and Values

(20 hrs)

UNIT VI CHILD DEVELOPMENT, LEARNING AND MOTIVATION

- Theories of Child Development and their influence in Elementary Education.(Freud, Erickson, Bandura, Piaget, Vygotsky, Bronfenbrenner),

- Role of school in promoting, cognitive, psychosocial, and moral aspects of child development.

- Role of elementary education in preparing students for civic participation.

- Emphasis on Girls' education –NPEGEL and gender equality in elementary education.

- Integration of curricular development, learning and motivation in elementary education

(15 hrs)

UNIT VII: ISSUES IN ELEMENTARY EDUCATION
- Factors Affecting Schooling and Socialization of elementary Children,

- Quality Vs Quantity issues in elementary education-Criticality of Teacher Pupil ratio.

- Student learning and leadership, Primacy of learner,

- Issues pertaining to inclusive/ multicultural classroom.

- Issues of students with Diverse needs (differently abled and gifted)

  Issues and Concerns in the Indian elementary education scenario.

- Issues related to classroom management (e.g. behaviour and time management),

- Hindrances of Elementary Education – Child labour – Child abuse – Gender disparity – Marginalisation - Wastage and Stagnation

- Nature and importance of Guiding pupil behaviour
- Addressing achievement gap.

UNIT VIII: QUALITY IMPROVEMENT IN ELEMENTARY EDUCATION

- Quality Improvement in Elementary Education – Role of IT – Contribution of IT@School Project

.Quality and Qualification of Teachers-Teacher Education at Elementary Level

- Ways to enhance parent/community relations, Involvement of parents and stakeholders

- Technology, planning and professionalism of elementary teachers

- In service training for teacher professional development

- Inclusion of children with diverse needs (gifted and differently abled) –Inclusion of Marginalised and disadvantaged through equity.
  - Role of Community schools and Home schooling
  - Positive education for elementary schools

(15)

REFLECTIVE PRACTICUMS

- Visit an elementary Educational Institution for field study.

- Presentations individual and group on diverse context and issues in Elementary Education

- Poster presentation/poetry/songs/solo skit/ role playing on issues related event/ cast and gender discrimination /any other social and cultural aspect related to elementary education

- Classroom discussion for critical understanding.

- Library visit with reference to collection of source / reference material related to aspect of elementary education.

- Content analysis of newspapers and research article with reference to elementary education.

  - Conduct a debate/seminar/panel discussion on a contemporary issue with respect to the quality of the text book at elementary level

REFERENCES

Delors, J. (1996). Learning the Treasure within: Report of International Commission on Education for the21st Century. Paris

Government of India. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education

Humayun Kabir (1959). Education in new India, London: George Allen & Unwin Ltd

MHRD (2012) Vision of Teacher Education in India Quality and Regularity Perspective (Report of the High-Powered Commission on Teacher Education constituted by Hon'ble Supreme Court of India), Department of School Education & Literacy, MHRD, Government of India, New Delhi. 132 37

Sharma, R. N., & Sharma, R. K. (2006). Problems of education in India. New Delhi: Atlantic Publishers & Distributors

Vaidyanathan,A& Gopinathan,N(2001).Elementary Education in Rural India.New Delhi:Sage publications.

Tyagi,Ketika.(2013).Elementary Education. New Delhi: APH Publishing Corporation.

Poff,M.S(1996).Teaching language and literature in the elementary class rooms. New Jersey: Lawrence Erlbaum Associates

M.Ed.SEMESTER I

TCS1 (a): ICT –PRACTICAL

CREDIT: 1 **DURATION: 30 Hrs** **MARKS: 25**

Develop an e-content for any topic in your subject.

- **Evaluation criteria**

No.	criteria	marks
A	Accuracy of content	5
B	Clarity of learning objectives	5
C	Clear identification of target learners	1
D	Professional presentation with use of technology	10
E	Feedback /Assessment	2
F	Appropriate references	2
		25

MEd: SEMESTER I
SDCI:SELF-DEVELOPMENT COURSE: YOGA

COURSE CODE	SDC I
COURSE TITLE	YOGA EDUCATION
CREDIT	I
DURATION	16 HOURS
MARKS	25

COURSE AIM

This course aims at orienting and involving the learners in a process of evoking the hidden potentials of one's being in body. It aims at accomplishing high level perfection of body mind and spiritual potentials that everyone is endowed with.

COURSE OBJECTIVES

- To secure purity in personal life, self-integrity, integrity with others and with the whole multiple living and non-living realities
- To undergo emotional purification and spiritual elevation
- To culture the body so as to make it supple, light but strong and immune to illnesses.
- To the safe keep of the body from all sorts of blocks in its system so that flow of blood, oxygen, water and Prana are maintained optimally and illnesses are kept at bay.
- To enjoy the flow and fill of Prana in the whole 'body-being' by developing full lung capacity.
- To practise meditation for peace, tranquility, joy, energy and Yojana.
- To acquaint with various relaxation techniques.
- To train in concentration enhancing practices.
- To develop a positive, creative, open and happy attitude in general.
- To acquire the ability to channelize one's mental and physical energies at his own will.

COURSE DESCRIPTION

- The MEd curriculum visualizes 'Yoga Education' to be a single credit self-development course carrying 25 marks. The marks will be awarded internally. The duration of the course is 16 taught hours. Theoretical as well as practical orientation is specific to the course.

COURSE CONTENT

UNIT I : The origin, history and development of Yoga, Ashtanga Yoga:its eight limbs. Patanjali, Thirummoolar, Hata Yoga, its popularity. [4 hours]

Unit II : The Theory of Pancha Koshas; The theory of Thrigunas; Theory of Thridoshas; Yogic diet [2 hours]

Unit III :   1. Asanas, Pranayamas, Mudras, Bandhas, Kriyas, Meditation and Relaxation Techniques. (A List of such learning items is attached herein. The items have to be dealt with theoretically and to be performed physically by the students. These or other items may be considered based on relevance).   [10hours]

2. List of Items for Practice
Asanas
- Padmasana
- Suryanamaskar
- Thadasana
- Vrikshasana
- Ardhakhati Chakrasana
- Thiryangasana
- Thrikonasana
- Dandasana
- Pachimothanasana
- Vajrasana
- Ardhamalsyendrasana
- Gomukhasana
- Badhakonasana
- Ushtrasana
- Dhanurasana
- Sethubandhasana
- Simhasana
- Bhujangasana
- Mayurasana
- Salabhasana

- Makarasana

- Savasana

Breathing Practice (Pranayama)
- NadiSudhi Pranayama

- Deep Breathing

- Sectional Breathing

- Surya Bhedhana Pranayama

- Chandra Bedhana Pranayama

- Kapalabhati

- Basthrika

Mudras
- Chin Mudra

- Chinmaya Mudra

- Jnana Mudra

- Brahma Mudra

- Adi Mudra

- Apana Mudra

- Vayu Mudra

- Akasa Mudra

- Pridhvi Mudra

- Jala Mudra (Varuna Mudra)

- Viparidhakarini Mudra

- Veera Mudra

- Vishnu Mudra

Bandhas
- Moola Bandha

- Udiyana Bandha

- Jalandhara Bandha

- Maha Bandha

Kriyas
- Thrataka

- Dhauti

- Nauli, etc.

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

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

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

- Seminars and Assignments

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

REFLECTIVE PRACTICUMS
- Students have to prepare a number of Yoga packages combining asanas, pranayamas, mudras, bandhas, kriyas and meditation for daily practice. Each package should aim at expected specific effects. The length (duration) of the package depends on the convenience and needs of the students. The packages must be presented in written report form.

- The students may make a digital version (video) of one of the packages that she/ he has practised.

- Report of the daily practice of the packages may be prepared for submission

EVALUATION

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

INTERNAL ASSESSMENT SCHEME FOR YOGA EDUCATION

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