

UNIVERSITY OF KERALA
THIRUVANANTHAPURAM



TWO YEAR MASTER OF EDUCATION (M.Ed.) DEGREE PROGRAMME

CURRICULUM

(WITH EFFECT FROM 2015 ADMISSION ONWARDS)

Preface

The vision statement of the M.Ed. curriculum which reads: *Make education the Global Positioning System (GPS) of human resources and Intellectual Property Rights (IPS) of our nation as well as make citizens capable of undertaking innovations in the new millennium* which symbolizes the dream of a promising nation that banks upon its teachers to mould a generation of 21st century learners who can not only critically analyze themselves and indulge in meaningful decision making, but also are enabled to meet the challenges of a knowledge society.

The quality and functions of Teacher Education have a spectacular impact on the education system of the Nation. Since national problems and visions are not the same throughout the world, the concept of uniform curriculum for all nations in the world is Platonic. Our problems in education are very different from those in developed countries. There is, for instance, no problem of compulsory elementary education to all children up to the age of 14 years in advanced countries in the west and Europe. Unemployment among the educated is still a problem in our nation. Maintaining quality is a hurdle. Despite all the existing problems, we need to place and execute an education system that is built upon the millennium skills viz., employable skills and cognitive skills.

The present two year curriculum retains the best practices in the existing curriculum and incorporates the current educational thinking and latest developments in pedagogy and research. In continuation of the spirit of Problem Based Practicum and Reflective Practices incorporated by the previous curriculum, the present revision emphasizes field based experiences to the prospective teachers at various sectors of teacher education. A significant step in the present edition of the curriculum is the thrust given for Evidence Based Continuous Assessment as per Competency- Based Performance Indicators. The performance indicators are to be fixed based on the mental processes that the prospective teacher undergoes during the implementation of the curriculum and hence thrust is given for process-based classroom procedures and reflective sessions through guided discovery.

The BOS (PG) has taken initiative in preparing the two year curriculum on a war footing in order to avoid delay in beginning the two year M.Ed. Programme. Extensive discussions and consultations were made among very eminent resource persons nationwide and the process involved decision-making and detailed planning. The senior Faculty members in the field of teacher education, members of the Faculty of Education and Board of Studies (PG) teacher educators from various institutions and other stakeholders jointly began an attempt to revise the curriculum.

The present revision of M.Ed. course for two years incorporates new content and embraces modern approaches and methodologies. The course is designed in keeping with an intention to help perspective teacher educators integrate theory and practice of teacher education, on the one hand, and of school experiences with that of teacher education on the other by introducing self-development courses and internship.

It is a fact that a workable curriculum can be successfully transacted only through the cooperation and continued assistance of all the stake-holders of the educational institutions. We would like to take this opportunity to thank one and all who were involved directly or indirectly in the process of development of the curriculum, especially to those who guided and monitored the process. We express our sincere thanks to the Vice Chancellor and the concerned Officials of the University of Kerala.

Thiruvananthapuram

10-06-2015

**Chairperson
Board of Studies in Education (PG) &
Dean, Faculty of Education
University of Kerala**

CONTENTS

SL. NO	CONTENT	PAGE NO.
1.	INTRODUCTION	1
2.	NATURE OF PROFESSIONALIZATION IN EDUCATION	2
3.	THE BROAD OBJECTIVES OF THE TEACHER EDUCATION	2-3
4.	COMPONENTS OF THE PROGRAMME STRUCTURE (NCTE)	3-4
5.	A) PERSPECTIVE COURSES	4-5
6.	B) TOOL COURSES	5
7.	C) TEACHER EDUCATION COURSE	5-6
8.	D) SPECIALISATION IN CORE SUBJECT	6
9.	E)SELF-DEVELOPMENT COURSES	6
10.	HIGHLIGHTS OF THE 2 YEAR M.ED. PROGRAMME	6-7
11.	INTERNSHIP IN EDUCATION	7-9
12.	REGULATIONS FOR THE M.ED. DEGREE PROGRAMME FOR AFFILIATED COLLEGES	13-16
13.	COURSE FRAMEWORK	17-18
14.	DETAILED COURSE FRAMEWORK	19-27
15.	DETAILED CONTENT OF COURSES	28-228
SEMESTER I		
16.	CORE PAPER: PCS1 PHILOSOPHICAL PERSPECTIVES OF EDUCATION	31-35
17.	CORE PAPER: PCS2 SOCIOLOGICAL PERSPECTIVES OF EDUCATION	36-39
18.	CORE PAPER: TEC1 TEACHER EDUCATION: CONCEPTUAL BASES, COMPETENCIES AND PROFESSIONALISM	40-44

19.	CORE PAPER: TCS1 BASICS OF EDUCATIONAL RESEARCH AND STATISTICS	45-48
20.	CORE PAPER: SCS1.a CONTEXT AND ISSUES IN ELEMENTARY EDUCATION	49-52
21.	OPTIONAL PAPER: SCS1.b CONTEXT AND ISSUES IN SECONDARY EDUCATION	53-56
22.	OPTIONAL PAPER: SCS1.c CONTEXT AND ISSUES IN HIGHER EDUCATION	57-60
SEMESTER II		
23.	CORE PAPER: PCS3 PERSPECTIVES IN ADVANCED EDUCATIONAL PSYCHOLOGY	61-65
24.	CORE PAPER : TCS2 ADVANCED EDUCATIONAL RESEARCH AND STATISTICS	66-69
25.	ELECTIVE PAPER: SCS2.a CURRICULUM, PEDAGOGY AND ASSESSMENT IN ELEMENTARY EDUCATION	70-73
26.	ELECTIVE PAPER : SCS2.b CURRICULUM, PEDAGOGY AND ASSESSMENT IN SECONDARY EDUCATION	74-77
27.	ELECTIVE PAPER : SCS2.c CURRICULUM, PEDAGOGY AND ASSESSMENT IN HIGHER EDUCATION	78-80
28.	INTERNSHIP IN EDUCATION	81
29.	SELF DEVELOPMENT COURSES SDC1.a YOGA AND MEDITATION	82-86
30.	SELF DEVELOPMENT COURSES SDC1.b COMMUNICATION AND ACADEMIC WRITING	87-89
SEMESTER III		
31.	PCS4 EDUCATIONAL MANAGEMENT	90-94
32.	PCS5 EMERGING TRENDS IN CURRICULUM DEVELOPMENT	95-99
33.	SDC2.a COMMUNICATION AND SOFT SKILLS DEVELOPMENT	100-102
34.	SDC2.b EXPOSITORY WRITING PRACTICE	103-104
SEMESTER IV		
35.	PCS6 ICT INTEGRATION AND INNOVATIVE PRACTICES IN EDUCATION	105-108
36.	TEC2 MODERN EDUCATIONAL POLICIES AND TEACHER EDUCATION	109-113
37.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES1.a EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING	114-117
38.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP	118-121

	1 – CURRENT PRACTICES IN EDUCATION SES 1.b TOOLS AND TECHNIQUES OF ASSESSMENT IN EDUCATION	
39.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES 1.c TRENDS AND INNOVATIONS IN EDUCATIONAL TECHNOLOGY	122-125
40.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES 1.d ECONOMICS OF EDUCATION	126-129
41.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES 1.e LIFE SKILL EDUCATION	130-132
42.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES 1.f MENTAL HYGIENE AND CHILD DEVELOPMENT	133-136
43.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES1.g EARLY CHILDHOOD CARE AND EDUCATION	137-140
44.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES 1.h INCLUSIVE EDUCATION	141-145
45.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES1.i ENVIRONMENTAL EDUCATION	146-149
46.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES1.j HUMAN RIGHTS AND VALUE EDUCATION	150-153
47.	SPECIALIZATION IN ELECTIVE SUBJECT: GROUP 1 – CURRENT PRACTICES IN EDUCATION SES 1.k COMPARATIVE EDUCATION	154-157
48.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.a ADVANCED MATHEMATICS EDUCATION	158-161
49.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.b ADVANCED SCIENCE EDUCATION	162-168

50.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.c ADVANCED ENGLISH LANGUAGE EDUCATION	169-175
51.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.d ADVANCED HINDI LANGUAGE EDUCATION	176-182
52.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.e ADVANCED MALAYALAM LANGUAGE EDUCATION	183-189
53.	SPECIALIZATION IN ELECTIVE SUBJECT- :SPECIAL METHODOLOGY COURSES SES2.f ADVANCED SANSKRIT LANGUAGE EDUCATION	190-196
54.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.g ADVANCED TAMIL LANGUAGE EDUCATION	197-203
55.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.h ADVANCED ARABIC LANGUAGE EDUCATION	204-210
56.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.i ADVANCED SOCIAL SCIENCE EDUCATION	211-215
57.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.j ADVANCED COMMERCE EDUCATION	216-219
58.	SPECIALIZATION IN ELECTIVE SUBJECT-: GROUP 2 – SPECIAL METHODOLOGY COURSES SES2.k ADVANCED GEOGRAPHY EDUCATION	220-222
59.	SELF DEVELOPMENT COURSES SDC3.a GENDER ISSUES: AWARENESS AND MANAGEMENT	223-225
60.	SELF DEVELOPMENT COURSES SDC3.b PRACTICES PROMOTING ECO- FRIENDLINESS	226-228