



St. Thomas College of Teacher Education, Pala, Kerala – 686 575

Affiliated to Mahatma Gandhi University, Kottayam

Criterion I – Curricular Aspects

1.3 Curriculum Enrichment

1.3.2 (b) DOCUMENTARY EVIDENCE IN SUPPORT OF THE CLAIM



**ST. THOMAS COLLEGE
OF TEACHER EDUCATION, PALA
ESTD. 1957**

**SSR Submitted to
NAAC
Fourth Cycle of
Accreditation**

1.3.2 (b) DOCUMENTARY EVIDENCE IN SUPPORT OF THE CLAIM

Sl. No:	Title	Page No:
1.	Discussion on the courses provided in B.Ed. and M.Ed. Programmes	1-59
2.	Interaction with eminent personalities	60
3.	Seminars/Webinar	60-66
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1.3.2 b Documentary Evidences in support of the claim

Institution familiarizes students with the diversities in school system in India as well as in an international and comparative perspective


The institution provides different chances for students to acquaint themselves with diversity in the school system.

A. Discussion on the courses provided in B.Ed. and M.Ed. Programmes

The discussion of the courses

- **EDU 101 Contemporary India and Education**
- **EDU 201 Knowledge and Curriculum, and**
- **EDU 203 Assessment for Learning of B.Ed. Programme and**
- **Common Core Course: ED010104- Trends, Issues, Innovations and Research in Teacher Education**
- **ED010205- Context and Issues of Elementary Education**
- **ED800304 –Higher Education**
- **ED010401 -Curriculum Development and Transaction,**
- **ED010101-Advanced Philosophy of Education**
- **ED800301-Environmental Education**
- **ED800301 Educational Evaluation**
- **ED010402 Context and Issues of Secondary and Senior Secondary Education of the M.Ed. Programme provides a theoretical background regarding Diversity in School System in India.**




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**MAHATMA GANDHI UNIVERSITY
KOTTAYAM, KERALA**




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

**CREDIT AND SEMESTER SYSTEM WITH GRADING
Reviewed w. e. f July 2018**

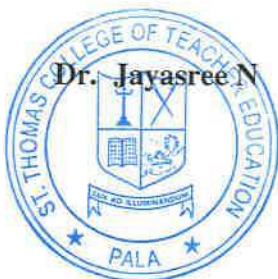
**BOARD OF STUDIES IN EDUCATION (UG)
MAHATMA GANDHI UNIVERSITY
2018**




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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.

Kottayam
18/06/2018

Dr. Varghese K Cheriyan
Chairman
Board of Studies in Education (UG)
Mahatma Gandhi University



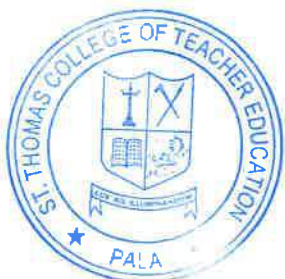

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CURRICULUM VISION

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.




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SEMESTER I



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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)

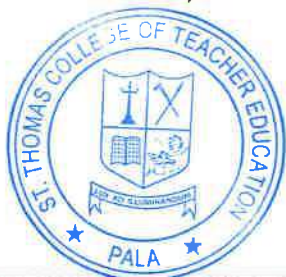
- 5.1 District Primary Education Programme (DPEP)
- 5.2 Sarva Shiksha Abhiyan (SSA)
- 5.3 Rashtriya Madhyamic Shiksha Abhiyan (RMSA)
- 5.4 Rashtriya Uchathar Shiksha Abhiyan(RUSA)
- 5.5 Role of various organisations/Agencies in Education - UGC, NCTE, NCERT, SCERT, NUEPA, NAAC, DIET, General Awareness 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

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SEMESTER II



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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



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- 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, Chattampi 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

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EDU 203 : ASSESSMENT FOR LEARNING

NO.OFCREDITS	: 3
CONTACTHOURS	: 60
MARKS	: 60 (External 50 + Internal10)
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.




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- 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

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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**



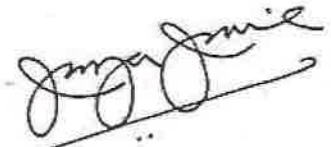
PROGRAMME STRUCTURE AND SYLLABUS PGCSS – M.Ed.

Beena
Prof. Dr. BEENAMMA MATHÉW
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA

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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.



PROGRAMME STRUCTURE AND SYLLABUS
PRINCIPAL
ST. THOMAS COLLEGE OF
TEACHER EDUCATION
PALA



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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.

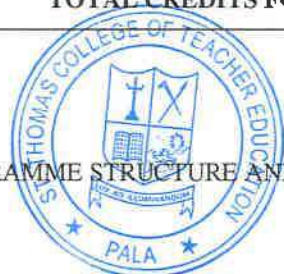
Course Code	Title of Course	Type of Course	Teaching hours per week	Credits	Total Credits in Semester
FIRST SEMESTER					
ED010101	Advanced Philosophy of Education	Common Core Course - Perspective Course - Taught Course & Practicum	5	4	20
ED010102	Advanced Educational Psychology: Learning and Development	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	20
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	
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	

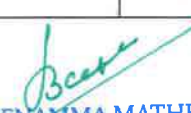
THIRD SEMESTER					
Thematic Cluster A – Current Practices in Education (one Course from Thematic Cluster A shall be opted)		Specialisation Elective Course - Taught Course & Practicum	5	4	22
ED800301	Educational Evaluation				
ED800302	Educational Technology				
ED800303	Guidance and Counselling				
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	
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			
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

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PROGRAMME STRUCTURE AND SYLLABUS PGCSS – M.Ed.


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**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.

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MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

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, Innovative 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):

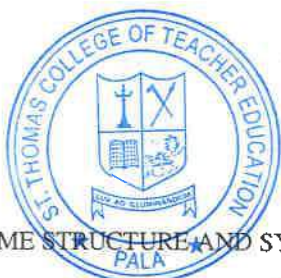
1. A comparative study of the pre-service teacher education programme in primary, and secondary levels in terms of duration, organization, transaction and evaluation.
2. Identify the challenges in present teacher education system and remedies.
3. Prepare a report on 'Best Practices' prevailing in teacher education institutions.
4. Review of any two published research papers in Teacher Education.

RECOMMENDED REFERENCES:

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 ST. THOMAS COLLEGE OF
 TEACHER EDUCATION
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**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)

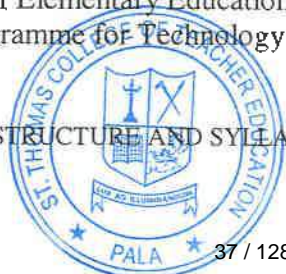
12. Systems and structural organization of Elementary Education in India.
13. Universalisation of Elementary Education – Issues and Challenges.
14. National Elementary Education Mission – Aims and Programmes, Quality Elementary Education – Responsibilities and challenges of MHRD, NCERT, SCERT, DIETs, 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):

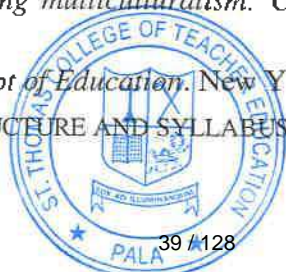
1. Prepare a questionnaire for evaluating curriculum for any standard at elementary level.
2. Prepare an innovative lesson transcript based on a subject at elementary level of your choice.
3. Prepare a report on the recent research on curriculum development at elementary level.
4. Make comparative Study of two syllabi of standard I – Kerala State Government and CBSE.

RECOMMENDED REFERENCES:

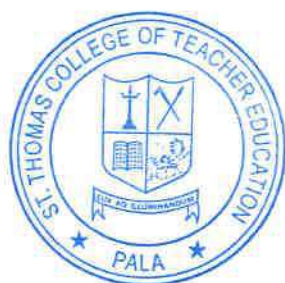
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MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

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,

PROGRAMME STRUCTURE AND SYLLABUS PGCSS – M.Ed. Prof. Dr. BEENAMMA MATHEW⁷⁴



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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.

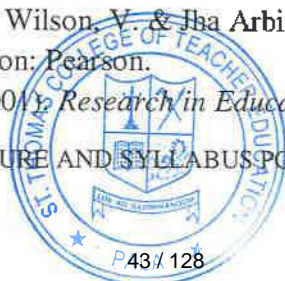


PRACTICUM (any two):

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.


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**MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme**

**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.



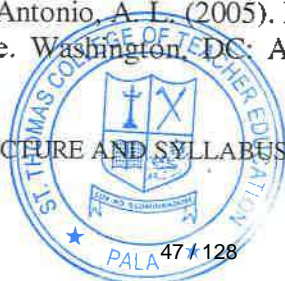
24. Maintenance of International Standards in Higher Education. Competition from the Emergence of Foreign Higher Education Institutions in India.
25. Academic Network and Alliances with Foreign Universities. Comparison of Higher Education System in India, USA and UK.
26. The Changing Nature of Research 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.

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Beene
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MAHATMA GANDHI UNIVERSITY
M.Ed. Degree (CSS) Programme

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.

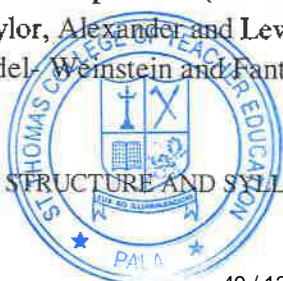
COURSE CONTENT:

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.



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**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)**

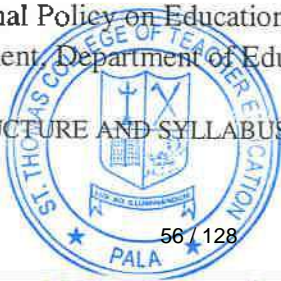
23. Technology based learning models – Problem based learning – Virtual Learning – Web based Learning.
24. Type of Media and Interactive Technologies – Multimedia – Teleconferencing – Video Conferencing – Web Conferencing.
25. New horizons in educational technology – Cloud computing, Game-based learning, 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):

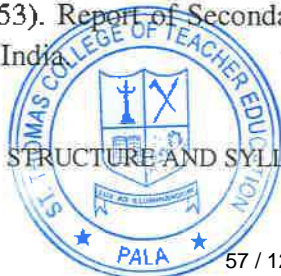
1. Prepare a report based on the over use of technology among secondary or senior secondary school students.
2. Conduct a comparative study on the Enrolment and results of students at secondary schools in your locality (preferably 10th or 12th standards).
3. Conduct a survey of the accessibility of school 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.

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B. Interaction with eminent personalities


Mr P. R. Raveendran Niar (Mr. Ravi Pala) Pala, the former Municipal commissioner, interacted with students and shared his knowledge and experiences about different school systems on 25 March 2023. He discussed the education system as it was during his education and how it is now.



C. Seminars/ Webinar

- i) A talk by an experienced teacher, Prof. Tommy Cherian - **The Youth Empowerment Programme** on 20 December enlightened the students about the norms and standards of the school system.




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59th

LIONS CLUBS INTERNATIONAL DISTRICT 318 B

YOUTH EMPOWERMENT PROGRAMME



M.J.F. Ln. Dr. SUNNY V. ZACHARIA
District Governor



Sr. Beenamma Mathew
Principal, St. Thomas College
of Teacher Education Pala



LN. SIBY MATHEW
PLATHOTTAM
ADVISOR & DISTRICT SECRETARY



P. KRISHNAKUMAR
PRESIDENT, LIONS CLUB OF PALA METRO



LIONS CLUB OF PALA METRO

in Association with

N.S.S. Unit and Alumni Association of
St. Thomas College of Teacher
Education, Pala

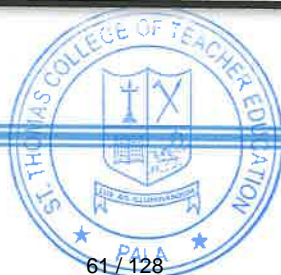
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TEACHERS AS CAREER GUIDES

FACULTY

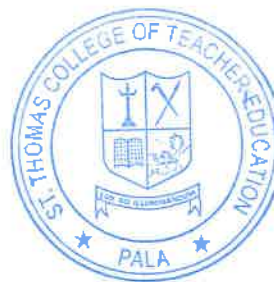
Ln. Prof. Tommy Cherian
Director
KISCO Career Heights, Pala
Career Dreams College, Pala




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ii) National Semnar organisd by Mar Augusthinose College Ramapuram: The Seminar on National Education Policy 2020 at Mar Augusthinose College Ramapuram, on 17 June 2022, served as a valuable platform for students and educators to grasp the intricacies of the new policy.




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MAR AUGUSTINOSE COLLEGE RAMAPURAM
(UGC Recognized College (2011) & Affiliated to Government of Kerala)

In Association with IQAG
Organizes

NATIONAL SEMINAR ON NEP 2020
Transforming Vision into Action
17th June 2022 Friday

Time: 9:30 AM – 3:30 PM Venue: MAC Seminar Hall

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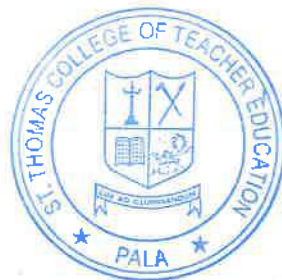
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iii). Webinar on NEP2020- The college organised a national online seminar to acquaint students with the National Education Policy (NEP) 2020.



Be...
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IQAC organised a webinar on National Education Policy 2020: Challenges and Concerns on 27th August 2020 at 2.00 PM through Google Meet. Dr. T. C. Thankachan, Associate Professor, St. Thomas College of Teacher Education, Pala, was the resource person for the programme. The programme's core was to **recognise the highlights and challenges of National Education Policy 2020 in transforming the Indian educational system.** Dr. Sr. Beenamma Mathew, the Principal of St. Thomas College of Teacher Education, Pala welcomed the group. Dr. Shajimon P. P., Assistant Professor, St. Thomas College of Teacher Education, Pala, introduced the theme. Successful participation was ensured, and a discussion was about the future of teacher education in India. The queries and doubts of the participants were clarified and discussed accordingly. The meeting ended with a vote of thanks by Dr. Lavina Dominic, Assistant Professor, St. Thomas College of Teacher Education, Pala.




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NATIONAL EDUCATION POLICY 2020



IQAC ORGANISES A WEBINAR ON NEP 2020: CHALLENGES AND CONCERN



Key Note Address:
Dr. T.C. Thankachan
Associate Professor
St. Thomas College of
Teacher Education, Pala

27 AUGUST 2020
Time: 2.00 – 3.00 P.M.

AIM:
Recognise the highlights and challenges of National Educational Policy 2020 in transforming Indian educational system.

Programme :

Welcome : Dr. Sr. Beenamma Mathew (Principal, St. Thomas College of Teacher Education Pala)

Session I :

Introduction : Dr. Shajimou P.P (Assistant Professor & Co-ordinator)

Session II : Keynote Address on NEP 2020: Challenges and Concern

Discussion: Future of Teacher Education in India.

Note of thanks: Dr. Lavina Dhanraj (Assistant Professor & IQAC Co-ordinator)


We cordially invite you all for this event.

Registration link: <https://forms.gle/poio5Kt3K7Thd4o0>

Join in Google Meet using: <https://meet.google.com/ooqy-oywvst>

☛ certificates will be provided to the participants.




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St. Thomas College of Teacher Education, Pala

A LOOK AT THE DIVERSE SCHOOL SYSTEMS



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**FAMILIARIZING THE DIVERSITY IN SCHOOL SYSTEM
IN INDIA**



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FAMILIARIZING THE DIVERSITY IN SCHOOL SYSTEM IN INDIA

India, with over 1.5 million schools, over 8.7 million primary and secondary teachers and more than 260 million enrolments, is home to the largest and most complex education system in the world. Imagine a vast and vibrant classroom, where ancient wisdom meets modern needs. This is the story of India's educational system, a journey that stretches back centuries. In the beginning, there were gurukuls, residential schools where students learned not just from books, but from life itself. Fast forward to today, and classrooms hum with activity as students prepare for a globalized world.

The National Education Policy 2020 is a new chapter, one that emphasizes creativity, problem-solving, and real-world skills alongside core subjects. It's a vision for classrooms that empower students to become not just literate, but well-rounded individuals ready to take on the future.

Levels of School Education in India

India's school system follows a **K-12 model**, encompassing kindergarten to grade 12.

- **Pre-Primary (Age 3-6):** Optional programs like preschool and kindergarten focus on play-based learning and development of foundational skills.
- **Primary Education (Age 6-11, Grades 1-5):** Mandatory under the Right to Education Act. Introduces core subjects like math, science, social studies, and languages (typically Hindi and English).
- **Secondary Education (Age 11-14, Grades 6-8):** Also mandatory, expands on core subjects and may introduce new ones.
- **Upper Secondary Education (Age 14-18, Grades 9-12):** Students choose academic streams (Science, Arts, Commerce) or vocational options based on their interests. Public exams at Grades 10 and 12 determine eligibility for higher education.

Functioning of various Boards

India's school education system operates with a unique structure involving multiple boards, each with its own role and reach.

National Boards:

- **Central Board of Secondary Education (CBSE):** A government body under the Ministry of Education, CBSE sets curriculum, conducts exams, and affiliates schools nationwide. It's known for its standardized approach and focus on core subjects like math and science.



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- Council for the Indian School Certificate Examinations (CISCE): An independent, non-government board, CISCE offers a more holistic curriculum with emphasis on project-based learning and a wider range of subjects.
- **State Boards:**
 - Each Indian state has its own education board that governs schools within its borders. These boards develop curriculum aligned with the state's specific needs and languages. This ensures some regional relevance but can lead to variations in difficulty and content compared to national boards.
- **Open Schooling:**
 - The National Institute of Open Schooling (NIOS) provides flexible and open education opportunities for students who cannot attend regular schools. NIOS offers courses for secondary and senior secondary levels, allowing students to learn at their own pace.

How it Works:

- Schools choose to affiliate with a specific board based on factors like curriculum, exam pattern, and their educational philosophy.
- Each board has its own governing body that sets curriculum guidelines, develops textbooks, and conducts examinations.
- Students enrolled in affiliated schools prepare for board exams set by their chosen board at the end of Grades 10 and 12. These exams determine eligibility for higher education.

Functional Differences of School Boards

India's school system offers a diverse landscape with multiple boards, each catering to different educational approaches.

Curriculum:

- **CBSE & CISCE:** These national boards have a more standardized curriculum with a focus on core subjects like mathematics, science, and social studies. CBSE may have a slight edge in preparing students for national competitive exams.
- **State Boards:** These boards have more flexibility in curriculum design, often incorporating regional languages and local contexts. Difficulty levels and content can vary compared to national boards.

Examinations:

- **CBSE & CISCE:** These boards conduct their own standardized exams at the end of Grades 10 and 12. These exams are widely recognized by universities across India.



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**FAMILIARIZING THE DIVERSITY IN SCHOOL SYSTEM IN
DIFFERENT COUNTRIES**



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FAMILIARIZING THE DIVERSITY IN SCHOOL SYSTEM –PORTUGAL

Development of School Education System in Portugal

Portugal's school system has evolved significantly over time, with reforms aimed at modernization and inclusivity. The system has transitioned from traditional models to more comprehensive approaches, focusing on universal access to education. Educational context educational outcomes in the Portuguese education system have improved but there remain challenges in terms of grade repetition and disparities between regions in the past three decades, the Portuguese education system has witnessed significant improvements. The share of 25-64-year-olds in Portugal who completed at least secondary education increased from 20% in 1992 to 47% in 2016 and 55% in 2019. The upper secondary out-of-school rate decreased from 17% in 2005 to less than 1% in 2019, the lowest rate among OECD countries. In addition, at least 90% of the students aged 4 to 17 were enrolled in education in 2019, while in 2010, at least 90% of the students aged 4 to 14 were enrolled in education.

Furthermore, 15-year-old students in Portugal saw significant improvements in their reading, mathematics, and science abilities as measured by the OECD Programme for International Student Assessment (PISA) between 2006 and 2015, although there was a slight decrease in reading and science in 2018. In reading, the score increased from 472 in 2006 to 496 in 2015 and 492 in 2018; in mathematics, it increased from 466 in 2006 to 492 in 2015 and remained stable in 2018; in science, it increased from 474 to 501 in 2015 but decreased to 492 in 2018. In 2018, the score of Portuguese students was close to the OECD average in all subjects. However, the Portuguese education system still faces considerable challenges. For example, grade repetition is a major concern in Portugal. In PISA 2018, 26.6% of 15-year-old students reported having repeated a grade at least once in either primary or secondary education, which places the country considerably above the OECD average of 11%. There are also significant variations between regions. For instance, in 2019 there were on average 7.9% early school leavers in the Centre, but 19.9% in the Algarve. Nearly all students are enrolled in mainstream schools, which are increasingly diverse, but students' backgrounds have a significant impact on outcomes According to PISA 2018, on average across OECD countries, 13% of students had an immigrant background, compared to 10% in 2009. In Portugal, about 7% of students had an immigrant background in 2018, up from 5% in 2009. The High Commissioner for Migrations (Alto Comissariado para as Migrações, ACM) estimates that during the 2018/2019 school year, there were 52 641 students with a foreign nationality in



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Portuguese schools, which represents an increase of 18.5% from the previous school year. In Portugal, an exceptionally high rate of students with special education needs (SEN) attends mainstream schools. The latest available data show that, in 2018, 98.9% of students with SEN were enrolled in mainstream schools, while the remaining 1.1% of students were enrolled in private special schools.

Functioning of Various Boards of School Education:

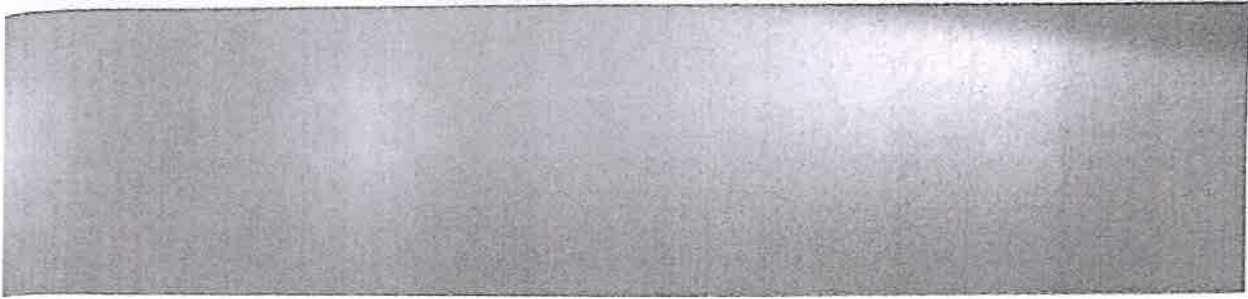
Portugal has several boards responsible for different educational levels, including basic, secondary, and higher education. Each board oversees curriculum development, teacher training, and assessment within its jurisdiction.

In Portugal, the education system is overseen by various boards and entities, each with its own roles and responsibilities. Here's an overview:

1. **Ministry of Education:** The Ministry of Education is the highest authority responsible for education policy and regulation in Portugal. It sets the overall framework for education in the country, including curriculum standards, assessment policies, and educational goals.
2. **Provisional Boards of Education (Conselhos Provisórios de Educação):** These are temporary bodies established during transitional periods or in situations where there's a need for immediate governance in educational institutions. They typically consist of representatives from the government, teachers, parents, and sometimes students.
3. **School Boards (Conselhos de Escola):** School boards are decision-making bodies within individual schools. They often consist of teachers, parents, students (in higher grades), and sometimes community members. School boards are responsible for matters such as budget allocation, curriculum decisions, and school policies. They play a crucial role in fostering community involvement in education.
4. **Private School Boards:** Private schools in Portugal are often governed by boards of directors or trustees. These boards are responsible for the overall management and administration of the school, including hiring staff, setting tuition fees, and ensuring compliance with legal and regulatory requirements. Private school boards may also include representatives from the school's parent body or other stakeholders.
5. **Public School Boards:** Public schools in Portugal are typically overseen by their respective school boards, as mentioned earlier. These boards operate within the framework set by the Ministry of Education and are responsible for managing the affairs of the public school, including educational programs, budgeting, and staff management.



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SHARING OF EXPERIENCE



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Rosmy Mathew, Alumna
Doha Qatar

I am working as teacher and activity coordinator in the Mathematics Department of Loyola International School, Doha Qatar.

Loyola International School, founded in September 2014 in Al Nasr, Doha Qatar, offers holistic education within a nurturing environment. Following the CBSE curriculum, our focus is on developing students' overall personality through comprehensive facilities and a natural campus setting. We prioritize physical activities to foster a love for learning. Safety measures include CCTV surveillance, fire alarms, regular drills, and a well-equipped nurse room for first aid care.

We also have a reading room with Library facility provided to the students, to improve in their reading skills. Transport facility is provided by the School and every bus is supervised by a bus attender while travelling.

Our curriculum integrates the latest global insights, employing both formative and summative assessments for continual evaluation. Empowering students to devise their own success strategies, we prioritize confidence-building to enhance their overall growth. Aligned with CBSE and international standards, our approach emphasizes early learning goals and value-based education guidelines from MOEHE, Qatar, fostering a positive atmosphere for holistic student development.

At LIS, KG and Primary levels utilize diverse assessment methods, such as class tests, monthly tests, biannual periodic tests, and half-yearly and annual exams, to monitor student progress comprehensively. Promotion is contingent upon continual assessment, with worksheets and assignments used for regular progress monitoring. Ipsative assessment is pivotal, enabling students to compare current performance with past scores. Our core objective is to respect the needs of students, parents, and staff, ensuring equal opportunities for all students, devoid of discrimination. We prioritize a supportive environment conducive to holistic development.



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Anila Antony, Alumni
United Kingdom

The British curriculum which established in 1988 is one of the most widely used educational systems in the world. Schools from Madrid to Manila choose the British curriculum because they believe it as the best choice for providing their students with a first quality education. The UK education system is apparently student-centred and well balanced, giving emphasis on both breadth and depth of the subject matter. The curriculum structures the learning in such a way that guides students through a variety of subjects including not only the core subjects such as Maths, Science and Literature but also the Arts, Humanities and more.

Generally the UK education system has five stages of education - Early years, Primary years, Secondary education, Further education and Higher education. Education is compulsory for all children in UK between the ages of 5 (4 in Northern Ireland) and 16. The education system in UK is also known for its research intensive universities and a strong focus on STEM (Science, Technology, Engineering and Mathematics) subjects. The curriculum is designed to provide all round education for a student focusing on academics and on personality development as well. The students are encouraged to develop critical thinking, problem-solving and analytical skills in the curriculum.

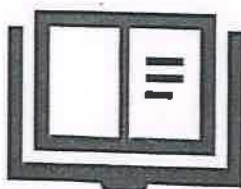
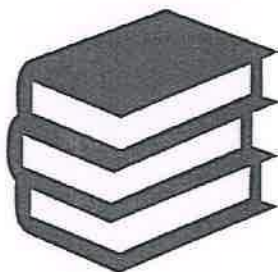
An educator should peep into the UK education system during his/her studies. This document gives you a brief idea about the system of education in the UK. The document contains different types of schools in UK, the education system in UK schools, the assessment, the standards and norms of the education system and difference between the Indian education system and the UK education system.

Types of Schools in UK

In UK at both primary and secondary levels, there could be several different types of schools and colleges from state-funded free schools and academics to technical colleges and private schools. All children in UK aged between 5 and 16 are entitled to a free place at a state school



A Look at the Diverse School Systems



St. Thomas College of Teacher Education, Pala



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D. A Look at the Diverse School System

A reference material prepared by the college to familiarizing the diversity in school system (i)in India, (ii) Different Countries and (iii) Experiences of Alumni in Abroad

The students are provided with soft copies of the material and collected their feed backs.

	Name of the Student	Reflections
1	Linta Eldos	Each country has its own education system. There are similarities as well as differences between the education systems in different countries. Countries differ in teaching methods, assessment practices etc. It gives ideas about government-led education systems in each country along with their policies.
2	Sivani Sai A S	Studying education across nations is fascinating, revealing diverse teaching approaches and cultural attitudes. It highlights where some countries excel, broadening our global education understanding. The book emphasizes government-led education's importance, covering areas like uniformity and vocational training.




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3	Elizabeth Cyriac	<p>The diversity in school systems across the world is vast, ranging from highly centralized and standardized systems to decentralized and flexible ones. Countries differ in their educational philosophies, teaching methods, assessment practices, and even in the age at which children start formal schooling. Cultural norms, economic conditions, historical factors, and government policies all play significant roles in shaping the unique characteristics of each nation's education system.</p>
4	Ajina Joseph	<p>Educational practices followed by different countries has different approaches to education influenced by cultural and historical factors. It may vary in terms of centralisation and curriculum focus. Finland and Denmark stand out for their student-centered approaches, emphasizing creativity, critical thinking, and equality. Despite differences, all these countries prioritize providing accessible and quality education to their citizens, albeit through different frameworks and methodologies.</p>
5	Sradha Meria Babu	<p>From Portugal's reforms fostering modernisation and inclusivity to Finland's renowned emphasis on equity and innovation, each nation offers distinct approaches to education. Appreciating these diverse systems highlights the significance of global</p>



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		perspectives in shaping educational practices. The perspectives of educators who have worked in various countries offer valuable insights into this.
6	Meriya Veronica Sam	The book offers a good analysis of global education systems, showcasing diverse priorities like uniformity, national identity, and preparing individuals for a globalized world. It underscores the significance of government-led education, addressing core areas such as multilingualism, special education, and vocational training, with notable examples.
7	Ancymol Joy	The book that explores education practices from various countries sounds fascinating. It could offer valuable insights into different cultural approaches to learning, teaching methods, and educational philosophies. It highlights areas where certain countries excel and others could learn from,
		fostering a broader understanding of global education systems. It helps to explore the diverse perspectives it presents.
8	Divya Thankachan	The document 'A look at the diverse school system' was very informative. Each country has its own priorities in school system. The school system in Finland and France were fascinating. It focus on all




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		round development of individual giving more importance to co curricular activities.
9	Pearl Annie Sen	There are considerable similarities as well as differences in the education system of various countries. In almost every country, education is in the hands of the government. Most countries follow a similar education system and provide quality education to all. Core areas like multilingualism, special education etc are properly addressed. In several countries, the vocational aspect of education is given a top priority. It is remarkable that countries like Germany are prioritising adult and continuing education.
10	Sona Alex	Diverse school systems promote inclusivity, cultural understanding, and varied learning approaches, enriching education and preparing students for a globalised world.
11	Sneha Jose	The different school systems will help us to have a greater insight into education and its various aspects.
12	Merrin Ann Philip	School systems vary widely across different countries due to cultural, historical, and socioeconomic factors. Approaches to curriculum, teaching methods, and resource allocation differ significantly. My personal favourite is Finland's




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		education system. Finland's education system is often regarded as one of the best in the world, and it's known for its focus on equity, high-quality teaching, and innovative practices. It prioritizes equity, individualized learning, and teacher professionalism, which have contributed to its success on the global stage.
13	Nayana Babu	It was a fascinating glimpse into the diverse education systems worldwide, offering insights into varying approaches to teaching and learning. It highlighted the strengths and weaknesses of each system, shedding light on how cultural, societal, and economic factors shape educational philosophies and outcomes.
14	Riya Treesa Royce	A look at the diversities in school systems across the world provided insights into the various approaches, priorities, attitudes and uniqueness of educational experiences in different countries.
15	Anse Maria Tomy	Portugal's educational system is characterized by a commitment to providing inclusive, high-quality education that prepares students for success in a rapidly changing world. Canada is often regarded favourably for several reasons: High-Quality Education, Equity and Inclusivity, Decentralized System with Local Control, Bilingualism and Multiculturalism, Strong Emphasis on Student Well-Being, Teacher



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		<p>Professionalism and Training, Community Engagement and Parental Involvement, Adaptability and Resilience.</p> <p>The French education system boasts a strong foundation in academic achievement, fostering critical thinking and a well-rounded knowledge base. The Swiss education system is characterised by diversity, equality, and flexibility.</p> <p>Bahrain is the first Gulf country to start developing education.</p> <p>Australia's education system increasingly emphasises the development of global competence and citizenship skills, preparing students to thrive in an interconnected world.</p> <p>Denmark's education system focuses on problem-solving, collaboration, and group work rather than memorisation and formal tests. Compulsory education in Germany is a fundamental commitment to ensure every child receives an education.</p> <p>The Finnish education system emphasises equality, providing equal opportunities for all students regardless of socioeconomic background or location.</p>
16	Ginse Jose	The world's education systems are as diverse as the countries themselves. Each country has its own



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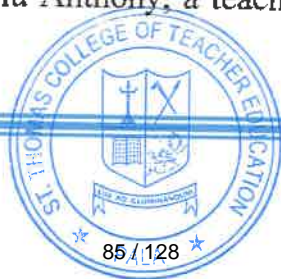
		education system. Each system has strengths and weaknesses, and no one-size-fits-all approach to education exists. The study of diversities in the school system helps to explore the diverse perspectives it presents
17	Lijo Jose	This diversity is fascinating. It highlights how countries prioritise different aspects of education. Some value uniformity and national identity, while others focus on fostering well-rounded individuals who can thrive in a globalised world.

E. Interaction with Alumni

The college has been arranging interaction with alumni who are/were working in schools in different parts of India and abroad every year. Alumni interactions helped students learn about the diversity of school systems in India and abroad.

- i) **A talk on the CBSE, ICSE school boards, and education system of the Republic of Maldives was held by the college IQAC for the final year students on 31 March 2021**

The program featured interactive sessions with two educators representing distinct school systems. Mr. Benny George, Principal of Sanjos Public School, Choondacherry, shared his expertise on the Indian education system, likely delving into topics like the CBSE or state board structures. Complementing this perspective, Mrs Chinchu Anthony, a teacher from Addu High School in



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the Maldives, offered insights into the unique educational landscape of her island nation. This exposure to diverse approaches to education equips future teachers with the adaptability and knowledge to effectively navigate classrooms that encompass a variety of backgrounds and learning styles.



St. Thomas College of Teacher Education, Pala
IQAC

Diversities in School Systems

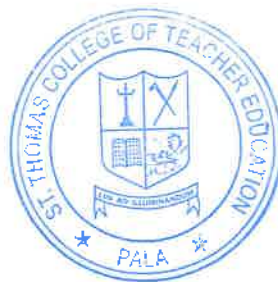
Objective: To familiarise teacher trainees with the diversity in school systems in India and abroad


31 March 2021
10 a.m

RESOURCE PERSONS

Venue:
Seminar Hall

 Dr. T C Thankachan Principal	 Benny George Principal, Sanjos Public School Choondacherry.	 Chinchu Antony Teacher in Addu High School, Republic of Maldives.	 Dr. Lavina Dominic IQAC Coordinator
---	--	---	--




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The IQAC coordinator introducing the resource persons



Sri. Benny George Principal Sanjos Public School Choondacherry sharing his experiences



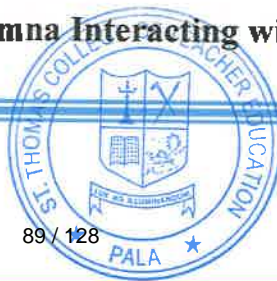

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Mr. Ameer Jinna our Alumna Interacting with our students




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**2017-19 batch students interacting with Sri. Francis Punchakkunnel- Our
First Batch Student**

**ii). A Virtual Interaction with St. Jude's Convent School, Nakodar, Punjab held
on 31 March 2021, 6pm.**




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St. Thomas College of Teacher Education, Pala

IQAC

Diversities in School Systems

Objective: To familiarise teacher trainees with the diversity in school systems in India and abroad



31 March 2021
6 p.m

RESOURCE PERSONS



Google Meet



Dr. T C Thankachan
Principal



Sr. Divya F.C.C.
Principal of St. Jude's
Convent School, Nakodar



Mansi Chhabra
St. Judes Convent School,
Nakodar



Dr. Lavina Dominic
IQAC Coordinator

This session aimed to equip teacher trainees with a broader understanding of the varied educational systems in India. The program featured interactions with representatives from St. Jude's Convent School, Nakodar, Punjab. Sr. Divya F.C.C., the school's Principal, likely shed light on the administrative structure and approach followed by the institution. Complementing this perspective, Ms. Mansi Chhabra, a teacher at the school, could have provided firsthand experience on curriculum implementation and classroom dynamics within their specific context. This exposure to diverse practices within the Indian education system helps prepare future teachers to be adaptable and effective educators in a multicultural classroom environment



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6:05 PM

39

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symphorian is presenting



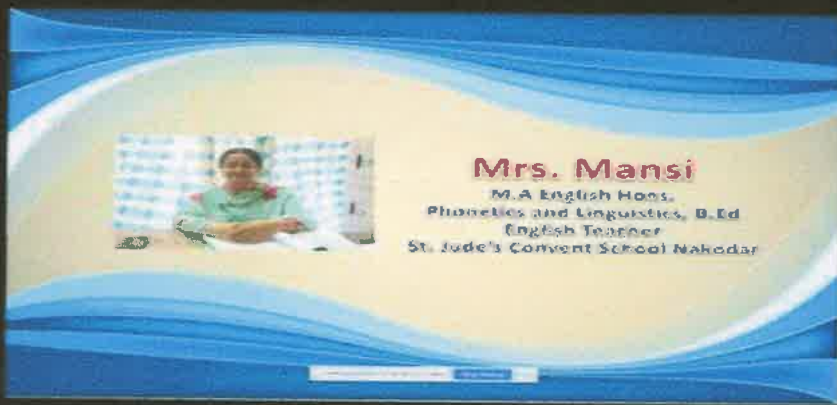
Beena

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6:06 PM

4G 39

ing-xhof-utf



symphorian is presenting



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H. International Faculty Sharing Programme

India and Nigeria



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Re-accredited at A Grade by NAAC
Affiliated to Mahatma Gandhi University, Kottayam, Kerala, India
E-mail : stcepala@gmail.com | Website: stcte.ac.in

INTERNATIONAL FACULTY SHARING PROGRAMME



INDIA AND NIGERIA

TEACHER PREPARATION: PERSPECTIVES



Dr. T.C. Thankachan

Principal,
St. Thomas College of Teacher Education, Pala,
Kerala, INDIA



Dr. Bernedette U. Cornelius-Ukpepi

Department of Curriculum and Teaching,
Faculty of Education,
University of Calabar, NIGERIA

Date & Time:

02/06/2021 (Wednesday)

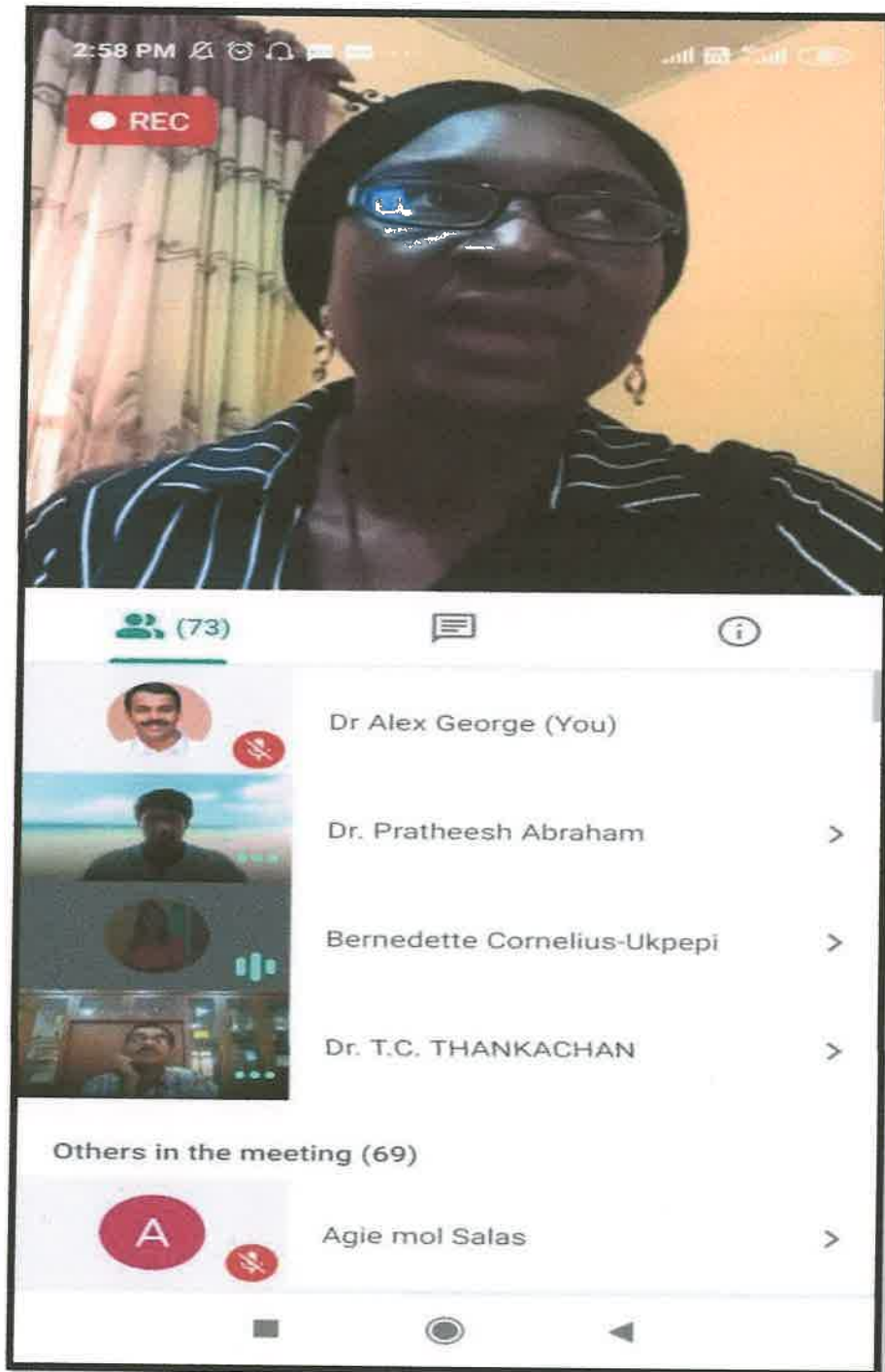
2.30-3.30 p.m. (IST) 10.00-11.00 a.m. (NIGERIA)

PLATFORM : **GOOGLE MEET**

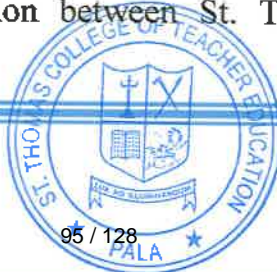



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The International Faculty Sharing Programme held on Wednesday, June 2nd, 2021, fostering collaboration between St. Thomas College of Teacher




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Education (STCTE) in Pala, India and the University of Calabar in Nigeria. The resource person Dr. Bernedette U. Cornelius-Ukpepi described the education system of Nigeria and the procedure of preparation of teachers.

i) India and Nigeria

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 KOTTAYAM (Dt.) - 686575, KERALA, INDIA
 Re-accredited of A Grade by NAAC
 Affiliated to Mahatma Gandhi University, Kottayam, Kerala, India
 E-mail: stcepal@gmail.com | website: stcte.ac.in

INTERNATIONAL FACULTY SHARING PROGRAMME

REFLECTIONS ON 21ST CENTURY
EDUCATION AND TEACHERS
 INDIA AND NIGERIA

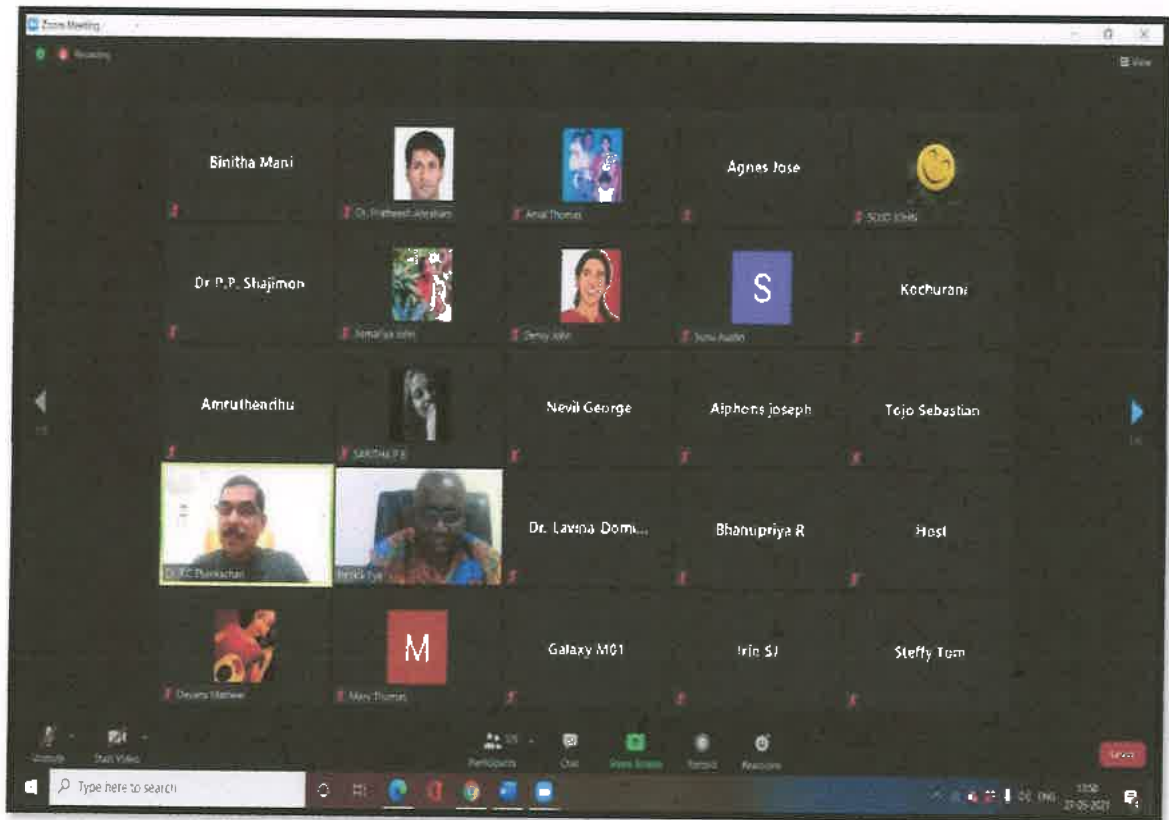
DR. T.C. THANKACHAN
 Principal
 St. Thomas College of Teacher Education, Pala,
 Kerala, INDIA

PROF. (DR.) PATRICK EKE EYA
 Deputy Vice-Chancellor (Former)
 Academic, National Open University of Nigeria,
 Victoria Island, Lagos, NIGERIA

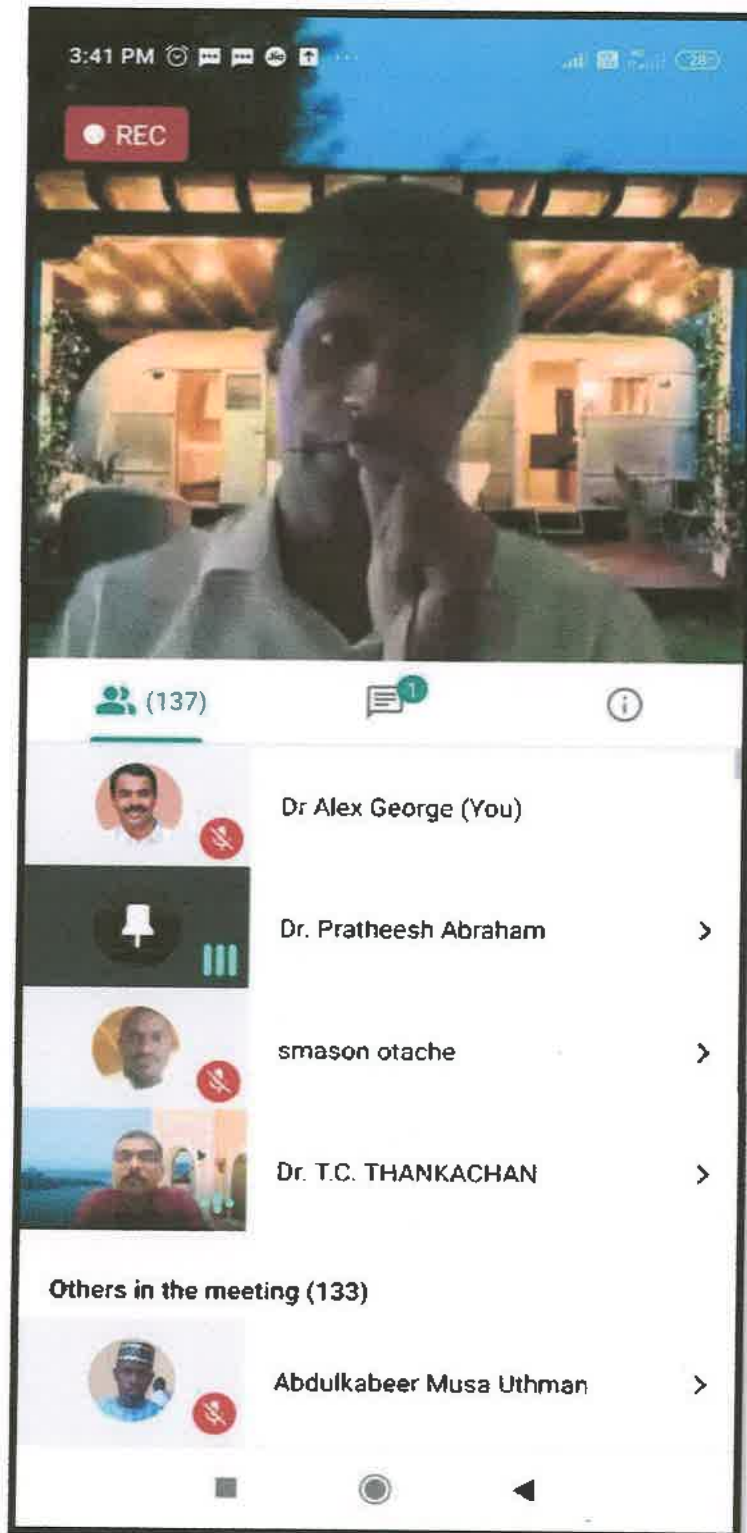
Date: 27/05/2021 (Thursday) | **Time:** 1.30-2.30 pm (IST) 9-10 am (Nigeria) | **Platform:** ZOOM



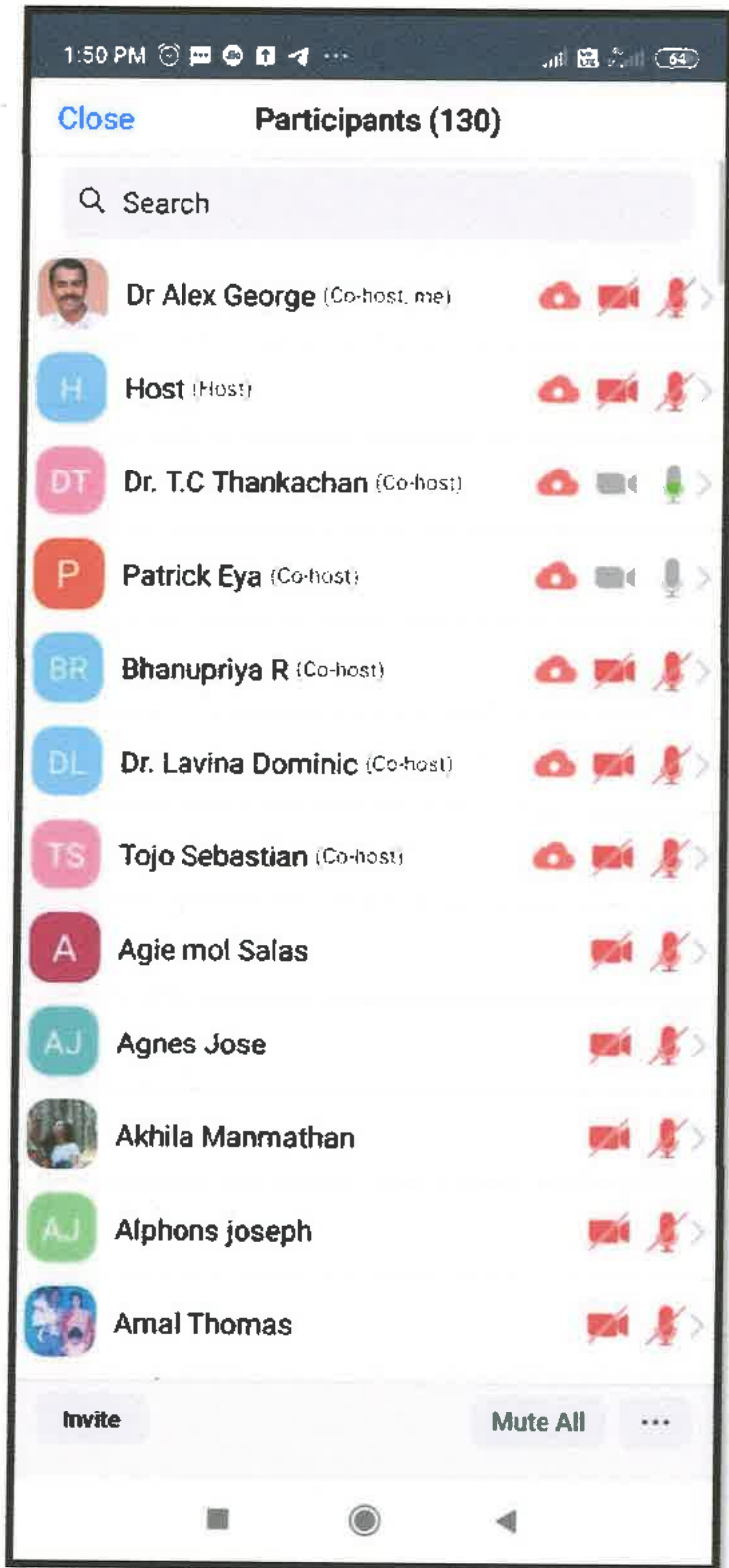
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The program offered a unique chance for all teacher education students to gain a comparative perspective on educational practices in India and Nigeria. The exchange of ideas between the Resource Persons and the audience centered on effective pedagogical methodologies, curriculum development strategies, and the paramount importance of fostering critical thinking and fostering a spirit of innovation within the student body. The program enriched the understanding of 21st century education for all participants.


I. Documentary Video

National Education Policy 2020 is the first education policy of the 21st century and aims to address our country's many growing developmental imperatives. The EBSB club of St.Thomas College of Teacher Education, Pala, prepared a video on 6th June 2021, highlighting the revamping of the educational structure from the lower level to the higher Level. <https://www.youtube.com/watch?v=xzzhZh1G1Wo&t=40s>




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**EBSB Coordinator
Akhila Manmathan**



**NATIONAL
EDUCATION POLICY
2020**

**EBSB CLUB
ST. THOMAS COLLEGE OF
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PALAI**

**Created by
B. Ed Commerce**

**Presented by
Steffy Tom**

Documentary on NEP 2020

195 views 3 yr ago ...more

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Comments

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**Maths Olympiad
Coaching**



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₹29



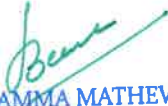
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J. Practicals and Practicum

a. B Ed Programme

- 1) Analysis of prevailing assessment practices in schools**
- 2) Compare and Contrast the Evaluation Systems in the School Leaving Examinations of STATE, CBSE AND ICSE (203).**
- 3) Critical Analysis of Education Policies of Central and State Government**




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Estd. 1957



TWO YEAR B.Ed. PROGRAMME

2022 - 2024

(CREDIT & SEMESTER SYSTEM WITH GRADING)

RECORD

COURSE CODE OF PRACTICALS: EDU 206.1

NAME: CATHERINE JOSE.....

COURSE CODE OF CORE COURSES: EDU 203.....

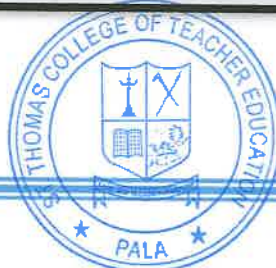
STREAM: MATHEMATICS - EDUCATIONAL.....

REG NO: 223240112075.....

*Certified that this is the bonafide record of CATHERINE JOSE.....
.....for the year 2022 - 2024*

College Co ordinator

Principal



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EDU 206-1 ANALYSIS OF PREVAILING ASSESSMENT PRACTICES IN SCHOOLS

INTRODUCTION

Education is a purposeful activity directed at achieving certain aims, such as transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding, rationality, kindness and honesty. Unleashing the potential of continuous improvement in teaching or learning requires an appreciation of the difference in spirit between assessment and evaluation. Both are an integral part of instruction and learning. It is done to let the educational institutes find out what more can be done to improve the education offered by those educational institutes.

According to Brown (1990), assessment refers to a related series of measures used to determine a complex attribute of an individual or group of individuals. This involves gathering and interpreting information about student level of attainment of learning goals. It is a process that includes four basic components:

- 1) Measuring improvement over time
- 2) Motivating students to study
- 3) Evaluating the teaching methods
- 4) Ranking the students capabilities in relation to the whole group evaluation.

Evaluation, in the field of education means, measuring or observing the process to judge it or to determine it for its value by comparing it to others or some kind of a standard (Hair & Roberts, 1994). The focus of evaluation is on grades. Effective evaluation is a continuous, on-going process.



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REFLECTIVE JOURNAL

DESCRIPTION

In part of our B.Ed, we prepared a report on the formative assessment practices in our school during our induction period. The mentor teachers of the subjects - Social Science, English, Mathematics, Biology and Chemistry were interviewed and the data was collected. Based on the instructions given to us by our teacher educator, a questionnaire of eight questions relating to assessment approach were prepared. I interviewed Smt. Saji Sebastian, Mathematics teacher of SUGHSS Brahmanganam, on March 1, 2023 and collected the relevant details, based on which this report was prepared.


FEELINGS

It was a new and informative experience to study on the formative assessment practices in a school. My mentor teacher was very cooperative and friendly during the interview and provided me with all the necessary data, along with samples of the teaching materials prepared, activity log and students' portfolio as evidence. I was able to complete the analysis fruitfully and efficiently.

EVALUATION

This study gave me a clear insight on the assessment approach adopted by the teacher for an effective teaching-learning process. It made me aware of what techniques are actually feasible or practical and what are not. Some practices are time-consuming but




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could be instrumental in the achievement of the learning outcomes.

ANALYSIS

Assessment has a prominent role in the process of education and continuous assessment of students progress is the need of the hour. The CCE system of assessment adopted is an appropriate way to assess if the students are progressing in a wholesome manner and not just academically. Learner's deficiencies can be diagnosed effectively using a variety of assessment activities and guide the students in all aspects of education. The teacher have to be wise in choosing suitable techniques of assessment and diligently practice it to improve student performance.

ACTION PLAN

As a teacher-learner, I will be mindful of selecting the appropriate assessment practices and employing them according to the learner's needs to enhance their learning outcomes. Keeping in mind the observations from this study, I will use the various assessment techniques for bringing out the best in learners and for a just evaluation of the students. I will try to apply those techniques that benefit both the teacher and students to enrich the whole teaching-learning process.

13/6/23

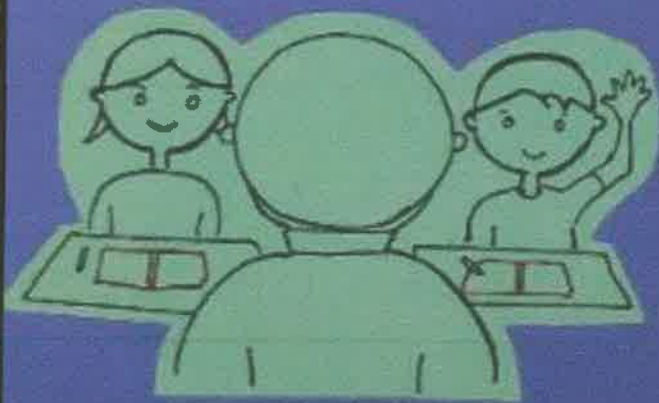


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EDU 206-1 PRACTICAL - ANALYSIS OF PREVAILING ASSESSMENT PRACTICES IN SCHOOL (EDU 203)

As part of the Edu Programme, we had to analyse the prevailing assessment practices in school. I did the study at St. Thomas Bhasananganam, during the School Induction period on March 8, 2012.


It was a very good and informative experience. My mentor teacher was very responsive and provided all the details. The school followed these assessment practices which are practical and effective.



Evidence - Report

2). Compare and Contrast the Evaluation Systems in the School Leaving Examinations of STATE, CBSE AND ICSE (203).




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Assessment refers to collecting information on the progress of learners' learning using a variety of procedures, and evaluation refers to making judgments on the basis of the information collected. The practicum helped students to understand different evaluation practices in different educational systems during exams. It also helped them to get an idea about the advantages and disadvantages of the various evaluation practices. As a teacher trainee, they got complete details regarding the evaluation criteria of state, CBSE and ICSE boards.

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B Ed. 2022 - 2024 Batch

Practicum EDU 203

ASSESSMENT FOR LEARNING

**EVALUATION SYSTEMS IN THE SCHOOL LEAVING
EXAMINATIONS OF STATE, CBSE AND ICSE BOARDS**

Submitted By:

Name : Catherine Jose
Subject : Mathematics Education
Reg. No : 22324012015
Date of Submission : 10-05-23

Submitted To:

Dr. Lavina Dominic
Assistant Professor, St. Thomas
College of Teacher Education, Pala,
Kerala


Evaluation Column

Signature : 
Date : 10/5/23

Principal

College Coordinator




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EVALUATION SYSTEMS IN SCHOOL LEAVING EXAMINATIONS OF STATE, CBSE AND ICSE BOARDS

INTRODUCTION

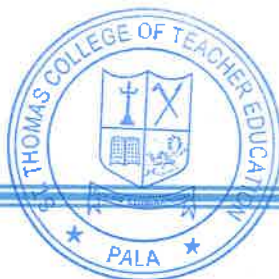
Indian Education System is one of the oldest education systems around the globe. It is unfortunate that while the education systems of other nations have undergone major changes with the changing times and technological advancement we are still stuck with the old and mundane system. Neither has our system seen any major change in the curriculum, nor has there been any significant change in the way the education is imparted. The Indian Education System has made significant progress in recent years. Recognising the importance of education in national development, the Twelfth Plan (2012-2017) places an unprecedented focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all segments of the society.

Evaluation is a process wherein the parts, process or outcomes of the programme are examined to see whether they are satisfactory, particularly with reference to the programme stated objectives of our own standards of excellence (Tuckman). Evaluation system is a continuous process and must be inculcated in the minds of students (Satyamurthy, 2016). It is a combination of the approach with which the process functions, also it deals with data in particular where the outcome of the process needs to be quantified and measured.

Evaluation, in the context of school education, stands for a structured process of collecting, analyzing and interpreting students' progress and achievement both in curricular and non-curricular activities.

Evaluation in education has great importance in teaching-learning process and its most basic purpose is to determine what a student needs.

Evaluation falls into two broad categories - Formative and Summative.




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Formative evaluation are conducted during program development and implementation (while the programme activities are in progress) and are useful if you want directions on how to best achieve your goals or improve your program. It focuses on the process.

Summative evaluation should be completed once your programs are well established and will tell you to what extent the programme is achieving its goals. It is conducted at the end of the academic year after completion of the entire curriculum.

The true importance of evaluation system helps me to judge the potential / quality of the candidate. Teaching and learning is an integral part of the educational system and the effectiveness of this system is to be evaluated to judge the effectiveness of the system. This also authenticates the teaching learning process.

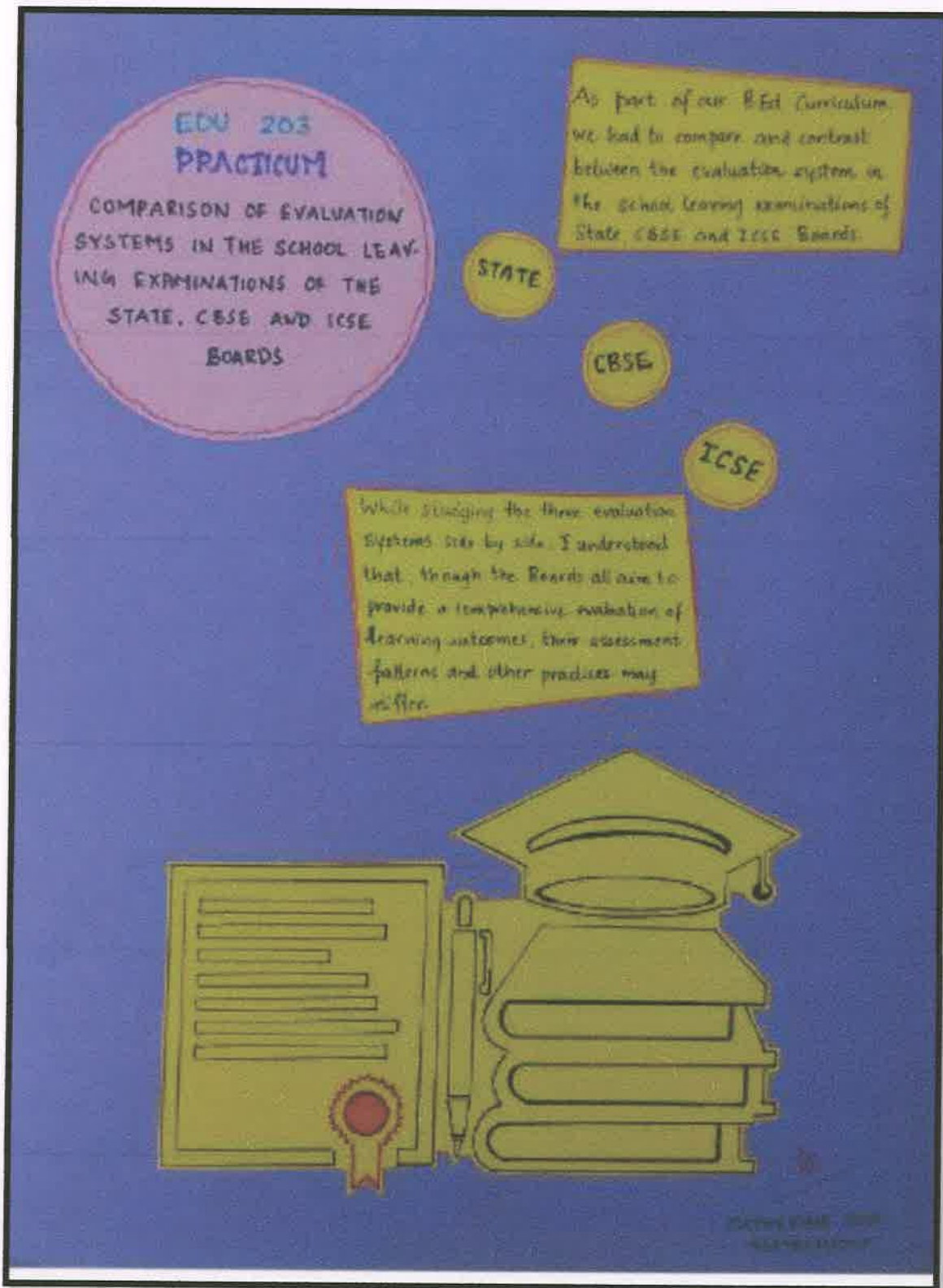
EVALUATION SYSTEMS IN SCHOOL LEAVING EXAMINATIONS

Among the syllabi that schools in India offer, the three prominent ones are:

1. **CBSE** : Central Board of Secondary Education
2. **CISCE** : Council for the Indian School Certificate Examinations
3. **State Board** : State Government Recognised Board.

In India, the two most common school leaving examinations are the Central Board of Secondary Education (CBSE) Board Exam and the Indian Certificate of Secondary Education (ICSE) Board Exam. The CBSE Board Exam is conducted by CBSE and is taken by students at the end of their 10th and 12th grade. The exam is held annually in February or March and it tests students on a range of subjects, including Mathematics, Science, Social Science, English and additional elective subjects. The exam is conducted in both English and Hindi.






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3). CRITICAL ANALYSIS OF EDUCATION POLICIES OF CENTRAL AND STATE GOVERNMENT.

Education as a need for economic and social growth has been emphasized by various theorists. One of the main issues was raised in the Social Choice

Theory by Condercet. He argued that education is an implied right in the constitution. He further stated that there was a need to make it as a right as it would increase the competence of the participants in a society, leading to better and more reasonable outcomes. He further believed that quality of inputs to the legislative process would be improved if the quality of education was improved. As teacher trainees this practicum is much useful for them ,as it gives information about the state and central government education policies. As aspiring teacher trainees, they need to know about the educational policies of the central and state government. They collected information from various articles, internet, journals etc.. Through this practicum work they were able to do a critical analysis of the educational policies of the central and state government and got so many information that they are not aware of.




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**ST. THOMAS COLLEGE OF TEACHER EDUCATION,
PALA, KERALA**



Practicum-EDU 101

(2022-2024 B.Ed. Batch)

Critical analysis of educational policies of central and state government

Topic: Critical analysis of NEP 2020: Reimagining Vocational Education

Submitted By:

Name : ANITA THOMAS

Subject : NATURAL SCIENCE

Reg. No : 22324012092

Date of Submission: 21-11-2022

Submitted To:

Dr. T.C. Thankachan

Associate Professor,

St. Thomas College of Teacher Education, Pala, Kerala

Evaluation Column

Signature:

Date:

Principal

College Coordinator




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INTRODUCTION

The New Education Policy 2020 was unveiled on 29th July 2020 to bring the transformation in the education sector by making education inclusive, accessible and equitable. It proposes the revision and revamping of all aspects of education, including the educational structure, regulations and governance, to create a new system which is aligned with the aspirational goals of 21st century students. The objective of the policy is to bridge the gap in learning outcomes, access and participation in school education. The highest priority of achieving foundation literacy and numeracy by all students by grade 3 is the fundamental aim of NEP 2020. The NEP 2020 also emphasize to inculcate core values that have worn out over time.

According to the policy, by 2025, at least 50% of the learners through the school and higher education system shall have exposure to vocational education, for which a clear action plan with targets and timelines are to be developed. The policy aims to overcome the social status hierarchy associated with vocational education and integration of vocational education into mainstream education in all educational institutions in a phased manner. Every child will learn at least one vocation and is exposed to several more. This would lead to emphasizing the dignity of labour and importance of various vocations involving Indian arts and craftsmanship. By 2025, at least 50% of learners shall have exposure to vocational education, for which a clear action plan is required.




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EDU 101 - PRACTICUM



CRITICAL ANALYSIS OF
EDUCATIONAL POLICIES - NEP 2020

Reimagining Vocational Education



As part of B.Ed programme, I critically analyzed NEP 2020 - Reimagining Vocational Education. I realised the necessity of vocational education and capacity development in boosting the employability skills and vocational skills of the learners at all levels.

Evidence: Report

Anita Thomas

Beena

Anita Thomas
Natural Science



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b. M. Ed Programme

- 1. A comparative study of the pre-service teacher education programme in primary and secondary levels in terms of duration, organisation, transaction and evaluation**

The students met the teacher educators of the primary and secondary levels of St. Thomas College of Teacher Education, Palai and gathered information on the pre-service teacher education programme in terms of duration, organisation, transaction, Research, study tour, community living camp and evaluation. A comparative study was undertaken based on the collected information, and each student submitted a report. This helped the students understand pre-service teacher education and gain coherent insights into the different curricular aspects of teacher education.

- 2. Prepare a questionnaire for evaluating curriculum for any elementary-level standard.**


Each student selected a standard at the elementary level, and the aims and objectives of the curriculum were identified. Based on them, each student prepared a questionnaire to evaluate the various dimensions of the curriculum. It helped the students to comprehend the curriculum and evaluation in elementary education

- 3. Make a comparative Study of two syllabi of Standard I – Kerala State Government and CBSE.**

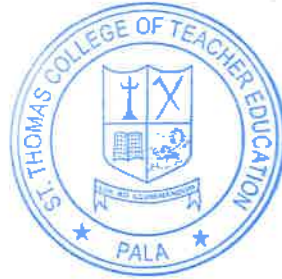
The students make a comparative Study of two syllabi of standard I – Kerala State Government and CBSE

- 4. Critical analysis of existing curriculum at various elementary, secondary, and senior secondary levels.**




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5. Prepare a report on Educational Developments in the British Period in India and its reflection on the post-independent educational system



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M. Ed. Degree Programme 2022-2024

Semester I

**ED010104-TRENDS, ISSUES, INNOVATIONS AND
RESEARCH IN TEACHER EDUCATION**

PRACTICUM 1

**A COMPARATIVE STUDY OF THE PRE-SERVICE
TEACHER EDUCATION PROGRAMME IN PRIMARY, AND
SECONDARY LEVELS IN TERMS OF DURATION,
ORGANIZATION, TRANSACTION AND EVALUATION**

Submitted By

Name : RESHMA REMESH
Class No : 9
Subject : PHYSICAL SCIENCE
Reg. No. :

Submitted To

Dr P P SHAJIMON
Associate Professor, St Thomas College
of Teacher Education, Pala

Evaluation Column

Signature:

Date:

[Handwritten Signature]
[Handwritten Date: 15.3.23]



[Handwritten Signature]
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PRINCIPAL
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PALA 119 / 128

INTRODUCTION

Teacher education or teacher training refers to programs, policies, procedures, and provision designed to equip (prospective) teachers with the knowledge, attitudes, behaviours, approaches, methodologies and skills they require to perform their tasks effectively in the classroom, school, and wider community. The professionals who engage in training the prospective teachers are called teacher educators (or, in some contexts, teacher trainers).

There is a longstanding and ongoing debate about the most appropriate term to describe these activities. The term 'teacher training' (which may give the impression that the activity involves training staff to undertake relatively routine tasks) seems to be losing ground, at least in the U.S., to 'teacher education' (with its connotation of preparing staff for a professional role as a reflective practitioner). The two major components of teacher education are in-service teacher education and pre-service teacher education. Teacher education, as it exists today, can be divided into two stages, preservice and in-service. Preservice education includes all the stages of education and training that precede the teacher's entry to paid employment in a school. In-service training is the education and training that the teacher receives after the beginning of his career.


Pre-Service Teacher Education

Pre service teacher education is a program that prepares freshers for the teaching profession. This program aids crucial learning and helps future teachers create a holistic learning environment for students. It provides skills, knowledge, and attitude to conduct classes efficiently. The program is best suited for freshers who want to pursue a career in the education industry.

The objectives of the pre service teacher education program are:

- To help student teachers become competent and committed full-time teachers.
- To promote teachers as agents of modernization in the education system.
- To sensitize teachers towards the protection of human rights.
- To develop organizational and managerial skills.
- To develop the required skills, one needs to become an efficient teacher.




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M. Ed. Degree Programme 2021-2023

Semester: IV

ED010401 - PRACTICUM 1

**PREPARE A QUESTIONNAIRE FOR EVALUATING
CURRICULUM FOR SECONDARY LEVEL**

Submitted by:

Name : Janet Celine Varghese

Class No : 19

Subject : Physical Science

Reg. No. : 213140610206

Submitted to:

Dr. T. M. Mollykutty

HOD, M.Ed. Department, St. Thomas
College of Teacher Education, Pala,
Kerala


Date of Submission: 11/08/2023

Evaluation Column

Signature

Date:



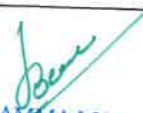

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Questionnaire for Curriculum Evaluation

Instruction: Indicate your response by marking Yes or No against each question.

No.	Item	Response	
		Yes	No
1	Does the curriculum need special facilities for its proper implementation?		
2	Can the curriculum programme be completed within the prescribed time?		
3	Can the curriculum be used effectively in normal school settings?		
4	Whether the curriculum is consistent with what is known about child growth and development?		
5	Is the curriculum a representative of instructional activities to meet the needs of students with varying abilities and needs?		
6	Does the complexity or difficulty level of the treatment of content match with the current standards for and capacities of the secondary level students?		
7	Does the content set out in the curriculum incorporate knowledge and skills that are needed in real life ?		
8	Does the content include problem-centered connections to life in a context that is meaningful to students?		
9	Do the theme and content provide opportunities for multi-dimensional development of learner in terms of both cognitive as well as affective and kinesthetic domains ?		
10	Does the curriculum support the implementation of the 4 Cs (Critical Thinking, Collaboration, Communication, and Creativity) in curriculum, instruction, and assessment ?		
11	Do the topics set out in the curriculum provide opportunity for high level attainment outcomes, such as enhanced comprehension, analysis, synthesis and evaluation, moving beyond mere memorization ?		
12	Does the curriculum maintain an adequate balance between theory and practice within the program?		
13	Do the materials provide guidance and support to students to become more independent learners and thinkers ?		
14	Do the curriculum activities engage children physically and mentally, including organized activities and logical extensions of content, goals, and objectives?		




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M. Ed. Degree Programme 2021-2023

Semester II

**ED010205- CONTEXT AND ISSUES OF ELEMENTARY
EDUCATION
PRACTICUM 2**

**Make comparative Study of two syllabi of standard 1 – Kerala
State Government and CBSE**

Submitted By

Name : Varghese Antony Pulikkan
Class No 06
Subject : English
Reg. No. : 213140610193

Submitted To

Dr P.P Shajimon
Assistant Professor, St Thomas College of
Teacher Education, Pala, Kerala

Evaluation Column

Signature:

Date:

Beena
29.9.22

Date of Submission: 28/09/2022



Beena
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Introduction

The syllabus is defined as the documents that consist of topics or portion covered in a particular subject. It is determined by the examination board and created by the professors. The professors are responsible for the quality of the course. It is made available to the students by the teachers, either in hard copy or electronic form to bring their attention towards the subject and take their study seriously. A syllabus is considered as a guide to the in charge as well as to the students. It helps the students to know about the subject in detail, why it is a part of their course of study, what are the expectations from students, consequences of failure, etc. It contains general rules, policies, instructions, topics covered, assignments, projects, test dates, and so on. In the past, professors handed out paper copies of the syllabus on the first day of each class. Today, most instructors of college classes put their syllabi online.


Kerala State Syllabus

Kerala syllabus comprises all the topics and subtopics to be taught in the course of study during an academic year. Kerala Board Syllabus contains summaries and chapters to be studied during the learning process and teaching a particular class or grade. All the national level entrance examinations are also conducted based on this KBPE syllabus. Every year the Kerala board issues syllabus for all the classes starting from class 1 to class 12. Starting from basic to comprehensive, it has all the necessary information needed by a teacher and a student. Kerala State syllabus Plays an Important role in a Student's Education as it Provides Complete Education System is Designed on the Basis of the Syllabus. The Detailed and Updated Syllabus for the Different Classes and Subjects from all Class are Available on our website. Students can Download the Syllabus in a much easier way by visiting our website. Students are Studying Must Check Latest Kerala state Syllabus before Preparing for Their Examinations. Students can Download Kerala Syllabus Various Subject in the form of PDF through This page or Through its Official Portal. Kerala state Exam are Strictly Based on Syllabus as Prescribed by Kerala state education board, It is Advisable for Students to Carefully Study the Syllabus and Exam Pattern to crack the Exam. While Students are Required to Thorough the Exam Syllabus, Focusing on some important Questions can also Result in Successful Annual Exam Preparation.

State Council for Educational and Training (SCERT)

State Council for Educational and Training (SCERT) is an apex body, responsible for quality education in the state. The State Institute of Education (SIE), which functioned as a part of the department of general education, was converted to form the SCERT, to give a new thrust and direction to school education. SCERT, Kerala, was established in 1994. It is an autonomous body entrusted with planning, implementation and evaluation of all academic programs from pre-school to higher secondary levels. SCERT is concerned with academic aspects of school education including formulation of curriculum, preparation of textbooks, teacher's handbooks and teacher training. It advises the Government on policy matters relating to school education. The State Council of Educational Research and Training has a Programme Advisory Committee under the chairmanship of the Education Minister. There are also Special Advisory Committees for programmes like Population Education, Educational Technology and Non-formal Education.




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Critical analysis of existing curriculum at various levels- Elementary, Secondary, Senior secondary.

ST THOMAS COLLEGE OF TEACHER EDUCATION, PALA

M. Ed. Degree Programme 2021-2023

Semester IV

ED010401 - CURRICULUM DEVELOPMENT AND TRANSACTION

PRACTICUM 2

Critical analysis of existing curriculum at various levels- elementary, secondary, senior secondary.

Submitted By

Name : Neenu Mary Joseph

Class No : 02

Subject : Commerce

Reg. No : 213140610213

Submitted To

Evaluation Column

Dr. T.M Mollykutty

H.O.D, M.Ed. Department,

St. Thomas College of Teacher Education,

Pala, Kerala

Signature

Date

Date of submission : 17/08/2023




Beenu
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TEACHER EDUCATION CURRICULUM - A COMPARATIVE STUDY

SL No	CRITERIA	M.Ed	B.Ed	D.El.ED
1	Name(Title)	Master of Education	Bachelor of Education	Diploma in Elementary Education
2	Duration	Two years (4 semesters)	Two years (4 semesters)	Two years (4 semesters)
3	Medium of instruction	English	English	Malayalam
4	Medium of Evaluation	English	English/Malayalam	Malayalam
5	Programme structure	4 areas- *Perspective courses *Tool courses *Teacher Education courses *Specialisation courses *Dissertation	3 Broader areas *Perspectives in Education *Curriculum & Pedagogic Studies *Engagement in the field	4 areas *Psychological basis *Philosophical, historical and social foundations, democratic education, inclusive education, school management, gender status education *School level topics- Educational technology & communication technology *School and ITE(Institute of Technical Education)related practical experience programs
6	Total credits	80	120 (2400 Marks)	




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Prepare a report on Educational Developments in British Period in India and its reflection in the Post-independent Educational system

The students tried to enumerate the developments in the pre-independent and post-independent Indian education and prepared a report on it. This helped the students to critically examine and develop insights into the development of the education system in India over the years.

ST THOMAS COLLEGE OF TEACHER EDUCATION, PALA

M. Ed. Degree Programme 2021-2023

Semester II

**ED010202 –HISTORY, SOCIOLOGY, AND
POLITICAL ECONOMY OF EDUCATION
PRACTICUM 2**

**prepare a report on Educational developments in British
Period in India and its reflection in the Post-Independent
Educational system**

Submitted By

Name : Josmy M Sebastian

Class No : 12

Subject : Mathematics

Reg. No. 213140610199

Evaluation Column

Submitted To

Mrs. Aneeta George
Assistant Professor, St Thomas College of
Teacher Education, Pala, Kerala

Signature

Date:



Date of Submission: 06/10/2022

Beena
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INTRODUCTION

The British established the modern education system still followed in India. They replaced age-old systems of education in the country with English ways. Following are the policies that paved way for modern education systems. The education system that existed in ancient and medieval India was prominently that of the 'Gurukula' type. In this system, students lived with the teacher or 'guru' in the same house. However, even at that time, India was reputed for many global universities like Nalanda.

The colonial conquest led to the fall of the education system in India. For the initial sixty-odd years, the British did not pay any heed to advancing the education system in the country. As their territory increased and they started to control the revenue and administration, the need for educating the Indians in English became a necessity to procure manpower.

Later, the British started on a mission to abolish the ancient gurukula system and sowed seeds for the cultural and linguistic upheaval of the country.

History of Education policies in British India

The History of Education policies in British India can be classified into two – before 1857 (under the English East India Company) and after 1857 (under the British Crown).


Education policies in India under the English East India Company

1781: Governor - General of Bengal, Warren Hastings established Calcutta Madarasa for Islamic law studies. It was the first educational institute set by East India Company (EIC) governance.

1784: Asiatic Society of Bengal was founded by William Jones to understand and study the history and culture of India. During this period Charles Wilkins translated Bhagwat Gita to English.

1791: The resident of Benares, Jonathan Duncan founded the Sanskrit college for the study of Hindu laws and philosophies.




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