

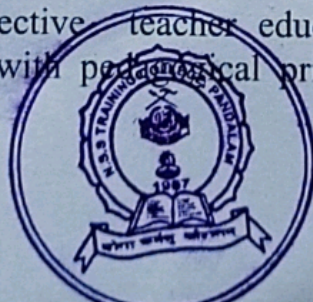
MEd Programme

This is a professional programme leading to a Master's Degree in Education. The duration of the programme shall be two years comprising four semesters of 100 working days each. The course of study shall be by regular attendance for the requisite number of lectures, practical training, field study, and internship.

PROGRAMME OUTCOMES

After the completion of the programme, the student teacher would be able:

- to develop professional attitudes, values and interests needed to function as a teacher educator
- to appreciate as well as evaluate the national education policies and provisions made in the plan documents of state and central governments to spread quality education at all levels in the country
- to generate an awareness cum practical exposure to the prospective teacher educator as a content creator
- to get acquainted with the content, and organisation of pre-service teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation.
- to design in-service teacher professional development program/activities based on the needs of teachers
- to gain insight and reflect on the concept and the status of pre-service and in-service teacher education
- to critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
- to understand and appreciate the research perspective on various practices in teacher education.
- to master the methods and techniques of developing competencies, commitments and performance skills of teachers.
- to explain the nature of issues and problems faced by the state system of education and suggest some innovative remedies or policies to solve them
- to propagate the ways and means to inculcate intellectual, emotional and performance skills among the different categories of pupils in order to execute their responsibilities as
“Global citizens”
- to imbibe the attitudes and skills required of ‘life-long learners’ on the ‘ICT influenced world’ of today and tomorrow
- to acquire skills to design a curriculum for research embedded instruction.
- To equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
- to identify the national and international trends in maintaining gender equality
- to empower prospective teacher educators through the blending of technological aspects with pedagogical principles



Wshedw
PRINCIPAL
U.S.S. TRAINING COLLEGE
PANDALAM.

- to gain knowledge about the basic framework of the local community-based learning practices to ensure mutual respect for teacher, student and community and creates a sense of community belongingness in the learning space.

COURSE OUTCOMES

SEMESTER I

PCS1: ADVANCED PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES

After the completion of the course students will be able:

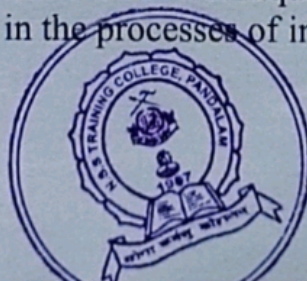
- to philosophize educational actions and interactions
- to logical analysis, interpretation, and synthesis of various philosophical principles about the educational process.
- to develop a philosophical outlook towards educational issues.
- to facilitate discussion on indigenous/ native philosophies.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

TCS1: CONVERGENCE OF TECHNOLOGY IN CLASSROOMS: ICT AND BEYOND

COURSE OBJECTIVES

After the completion of the course students will be able:

- to efficiently use ICT tools, software applications and digital resources in day-to-day teaching – learning situations.
- to use ICT to make classroom processes more inclusive and address the issue of diverse learning abilities.
- to utilise and generate their own digital resources in classrooms.
- to contribute and actively engage in the activities of teachers' networks.
- to develop the ability to select and critically evaluate ICT resources.
- to assimilate innovative ICT techniques in the curriculum for fostering significant changes in the processes of instruction and learning.



Wshedw
PRINCIPAL
E.B.S. TRAINING COLLEGE
PANDALAM.

- to develop the digital knowledge resources of the educational institution further and organize them fittingly on the cyberspace.
- to recognise how to fully make use of the potentials of a virtual classroom environment.
- to create an awareness regarding the availability of open-source software that could be successfully integrated into the curriculum.
- to develop a well-articulated perspective on ICTs in education formulated by personal experience and critical examination of resources, curriculum, and educational practice.
- to practice safe and ethical usage of ICT and be aware of the legal ramifications of inappropriate use.

TEC 1: TRENDS AND PRACTICES IN TEACHER EDUCATION

COURSE OBJECTIVES

After the completion of the course students will be able:

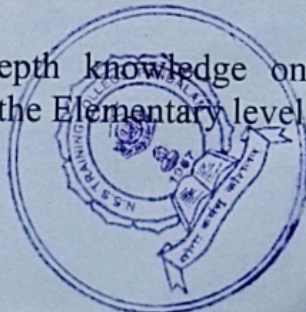
- to develop an understanding of Concepts, Objectives, and Principles of teacher education
- to become acquainted with the existing practices regarding structure, curriculum, and assessment at various levels
- to come out as an efficient teacher professional
- to critically examine the role and contribution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

SCS 1: ELEMENTARY EDUCATION: CURRICULUM AND MANAGEMENT

COURSE OBJECTIVES

After the completion of the course students will be able:

- to analyze, interpret and synthesize various concepts, propositions and assumptions on elementary education
- to develop a positive outlook towards issues related to elementary education
- to make critical appraisal of contributions made to elementary education by prominent educational thinkers.
- to development an understanding classroom management at Elementary Level.
- to develop an understanding of the strategies and theories in Elementary Education.
- to develop an in-depth knowledge on the assessment and evaluation strategies adopted at the Elementary level.



nsbedw
PRINCIPAL
L.B.S. TRAINING COLLEGE
PANDALAM.

SDCI: SELF-DEVELOPMENT COURSE: YOGA

COURSE OBJECTIVES

After the completion of the course students will be able:

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

SEMESTER- II

PCS2: ADVANCED EDUCATIONAL PSYCHOLOGY

COURSE OBJECTIVES

After the completion of the course students will be able:

- to conceptualize the advanced theories of learning and to design classroom practices to develop the learner potentialities to the maximum extent possible by exploring the various theories.
- to bridge the gap between intellectual competencies and academic excellence
- to familiarise the conceptual application of cognitive neuroscience in classroom practices
- to understand diverse learners and to provide education for them to develop skills and competencies to design learning strategies for diverse learners
- to practice the integration of universal skills and functional skills for professional competency to acquire competencies and skills in assessing individual factors and capabilities (Intelligence, personality, and aptitude)
- to acquire skills and competencies in designing and application of psychological tools and techniques.
- to apply the knowledge of psychology in bringing equity and social justice to all.



Neeladri
PRINCIPAL
N.S.S. TRAINING COLLEGE
PANDALAM.

TCS2: FUNDAMENTALS OF EDUCATIONAL RESEARCH AND STATISTICS

COURSE OBJECTIVES

On completion of the course content the student will be able:

- to familiarise the meaning and process of research in education.
- to acquaint with different types of research to select a suitable research problem after consulting various sources
- to acquaint with meaning and techniques of sampling
- to familiarise the meaning and application of statistics in educational research to apply statistical techniques in educational research to select the correct statistical measure appropriate to the research problem.
- to interpret results obtained through different techniques of analysis of data
- to draw generalizations on the basis of results of a research study to familiarise normal distribution and its application in educational research.

SCS2: SECONDARY/SR.SECONDARY EDUCATION: CURRICULUM AND MANAGEMENT

COURSE OBJECTIVES

After the completion of the course students will be able:

- to understand the conceptual framework of secondary and senior secondary school education
- to familiarize the structural and hierarchical organization and management system of secondary and senior secondary education
- to examine informal, formal, and non-formal education providers
- to analyze the issues in secondary education with regard to equality of educational opportunities.
- to explore the challenges faced by secondary education for effective Inclusive educational practices
- to investigate the support system by analyzing its challenges and problems to familiarize the theoretical framework of curriculum planning and development in secondary education system
- to examine the strategies and concerns of secondary and senior secondary education with regard to curriculum evaluation
- to acquaint with the ways and means of effective transaction of curriculum
- to analyze the key elements of techno pedagogical practices integrated with secondary and senior secondary education
- to explore the varied dimensions of Instructional Support Systems for pedagogic practices
- to analyze programme evaluation practices in secondary and senior secondary education system.



M. S. K. S. K.
PRINCIPAL
U.S.S. TRAINING COLLEGE
PANDALAM.

SELF DEVELOPMENT COURSE SDC 2: WORKING WITH COMMUNITY

COURSE OBJECTIVES

After the completion of the course students will be able:

- to gain knowledge about the primary method of social work practice with communities.
- to understand the techniques and approaches of social work practice with communities.
- to acquire the skill of working with communities. t
- develop insight and attitude towards social problems to develop an understanding of disasters and disaster management.
- to gain knowledge of various disaster management strategies
- to learn the international and national policies, institutional mechanisms in disaster services
- to introduce various disasters that have occurred in India and their management
- to study the role of social work practice in disaster management

SEMESTER III

PCS3: CURRICULUM DEVELOPMENT IN 21st CENTURY LEARNING CONTEXT

COURSE OBJECTIVES

On completion of the course the student will be able:

- to appreciate the social context of curriculum, change and evaluate curriculum development in the light of diverse social perspectives on knowledge and learning
- to understand the philosophical, social and ethical implications of curricular policies and decisions
- to identify the main features of Wardha scheme of Education or Basic Education (Nai Talim)
- to understand the different dimensions of curriculum changes
- to examine curriculum differences and developments in terms of educational aims, traditions, values, and processes
- to develop skills in framing local curriculum with respect to the national/state frame works for subjects of teaching
- to develop skills in analyzing different curriculum for the teaching-learning process
- to appreciate the need for continuous curriculum reconstruction and renewal
- to acquaint with the patterns of different curriculum designs
- to acquaint with system approach to curriculum design
- to gain insight into the process of curriculum evaluation
- to develop research insight for curriculum development in various levels



M. S. S. S.
PRINCIPAL
U.S.S. TRAINING COLLEGE
PANDALAM.

- to understand issues, trends, researches in the area of curriculum and the process of curriculum evaluation

TCS 3: ADVANCED EDUCATIONAL RESEARCH AND STATISTICS

COURSE OBJECTIVES

On completion of the course content the student will be able:

- to carry out meaningful research in various areas of education.
- to familiarise the characteristics and use of different tools and techniques for data collection.
- to construct different tools to measure educational variables.
- to explore and create learning situations in Educational Research and Statistics
- to prepare a dissertation and understand how to evaluate a research report to understand the importance of inference in educational research
- to select the correct statistical measure appropriate to the research problem.
- to apply suitable inferential statistical (Parametric and non-parametric) technique for data analysis to interpret results obtained through different techniques of analysis of data
- to draw generalizations on the basis of results of a research study

SES1: ADVANCED METHODOLOGY IN CLASSROOM PRACTICES

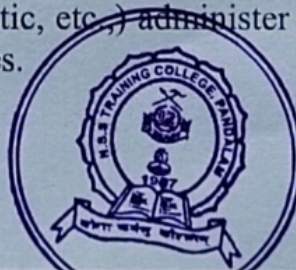
SES1 a: ADVANCED MATHEMATICS EDUCATION

SES 1 b: ADVANCED SCIENCE EDUCATION

COURSE OBJECTIVES

On completion of the course content the student will be able:

- to understand the nature of the discipline of Mathematics and Science in the light of its historical and philosophical background
- to understand the trends, approaches, theories, and strategies in mathematics education.
- to understand the latest theoretical and practical considerations in developing a mathematical and science curriculum as part of education for development.
- to develop the skill of developing curriculum modules to acquaint various technological inputs in mathematics and science education to design and practice instructional strategies and techniques in mathematics and science education-based upon modern innovative approaches and practices
- to practice formative, summative and comprehensive evaluation of pupil performance using appropriate tools and techniques.
- to develop tools for evaluating cognitive, affective, and psychomotor competencies to develop diagnostic tests for various purposes (Pre-diagnostic, post-diagnostic, etc.) administer them, interpret the results, and design remedial activities.



Neeladri
PRINCIPAL
U.S.S. TRAINING COLLEGE
PANDALAM.

c: ADVANCED ENGLISH LANGUAGE EDUCATION

e: ADVANCED MALAYALAM LANGUAGE EDUCATION

COURSE OBJECTIVES

On completion of the course content the student will be able:

- to understand the key ideologies in teaching and learning of language.
- to develop an understanding of nature, scope and functions of language teaching and learning
- to analyze the application of linguistic, psycho-linguistic, socio-linguistic, neuro-linguistic theories in language learning.
- to apply the current approaches, methods, and innovative techniques in language teaching and learning
- to equip prospective teacher educators in developing language skills, communication skills, teaching skills and study skills
- to grasp the techniques underlying the designing and administration of various kinds of language tests
- to attain the skills of curriculum construction and design in a language to adopt and practice instructional strategies for teaching the language and to address the special needs of differently-abled children
- to become equipped in retrieving and incorporating suitable ICT enabled learning resources in a language
- to explore modern assessment practices that are in vogue in the field of language teaching
- to ensure quality in the continuing professional development of teachers
- to equip the prospective teacher educators with a positive attitude towards research to acquaint themselves with areas of research and various research too.

SES I. ADVANCED SOCIAL SCIENCE EDUCATION

SESj. ADVANCED COMMERCE EDUCATION

SES k. ADVANCED GEOGRAPHY EDUCATION

COURSE OBJECTIVES

On completion of the course content the student will be able:

- to understand the aims and objectives of teaching social science, geography, and commerce education in the relevance of knowledge of objectives in formulating appropriate methodology of teaching.
- to understand the principles and techniques of the organization of the curriculum.
- to understand the nature and importance of inter-disciplinary approaches to teaching.
- to understand the processes of curriculum development (renewal, planning, designing, and dimensions).



Neeladri
PRINCIPAL
H.B.S. TRAINING COLLEGE
PANDALAM.

- to understand the psychological considerations of social science instruction.
- to use modern instructional strategies and models in the teaching and learning of social science.
- to understand the nature, scope, and use of technology in Social Science, geography, and commerce education.
- to identify the various resources for learning and effectively use different media, materials, and resources for teaching to develop the competence to construct and administer appropriate assessment tools of evaluation and interpret results.
- to identify priority areas of research and experimentation in education.
- to develop competencies through practical experiences to become an effective teacher educator in social science, geography, and commerce.

TCS 3(a): EDUCATIONAL STATISTICS PRACTICAL

COURSE OBJECTIVES .

On completion of the course, students will be able:

- to apply knowledge of research methodology in actual situations
- to familiarize with statistical data analysis using software

SELF DEVELOPMENT COURSE SDC3: COMMUNICATION AND ACADEMIC WRITING

COURSE OBJECTIVES

On completion of the course, students will be able:

- to identify various communication styles and differentiate between verbal and nonverbal communication.
- to make use of proper techniques when communicating through speech and writing.
- to Improvise on their conversational skills and build up their skills to communicate within a group.
- to make use of strategies for integrating communication with technology.
- to identify the barriers which prevent them to be in communication.
- to grasp the meaning and characteristics of genres of Academic Writing.
- to familiarize themselves with different forms of academic writing.
- to acquaint themselves with the stages in academic writing and its structure.
- to prepare different kinds of academic documents using appropriate academic vocabulary and style with ease.
- to utilize relevant material in their writing from reliable online sources.
- to use suggested referencing styles and keep plagiarism at bay



Hebedh
PRINCIPAL
U.B.S. TRAINING COLLEGE
PANDALAM.

SELF DEVELOPMENT COURSE SDC4: GENDER ISSUES: AWARENESS AND MANAGEMENT

COURSE OBJECTIVES

- On completion of the course, students will be able:
- to emerge as citizens who are gender-responsive.
- to identify the national and international trends in maintaining gender equality.
- to grasp the impact of globalization on gender issues.
- to familiarize them with the concept of the digital gender divide and understand the consequences.
- to analyze the gender issues and concerns in the education system
- to analyze the causes of gender inequality to realize how education can lead to gender equity.
- to recognize the role of women in the social building process.
- to acquaint themselves with the strategies and techniques that are to bring about gender equality.

SELF DEVELOPMENT COURSE SDC 5: PRACTICES PROMOTING ECO-FRIENDLINESS

COURSE OBJECTIVES

On completion of the course students will be able:

- to identify the components of the ecosystem, resources, pollution and sustainability.
- to internalize the appropriate concepts in their life.
- to understand the age-old and time-tested cultural values which ensure a sustainable living.
- to understand the various eco-friendly practices that are adopted by individuals and institutions.
- to evolve their own eco-friendly practices incorporating the concept of sustainable development.

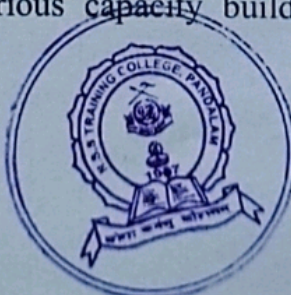
SEMESTER IV

PCS 4: FUTURISTIC PERSPECTIVES OF EDUCATION

COURSE OBJECTIVES

On completion of the course students will be able:

- to understand the development and democratic outlook of Indian Society during different periods
- to acquaint with the major educational plans and policies in India to competent to analyse various capacity building development initiatives through Indian education



Asheesh
PRINCIPAL
U.S.S. TRAINING COLLEGE
PANDALAM.

- to evaluate the practices of educational administration, management and governance
- to understand the Innovative development in our system and generate skills to address innovative instructional issues
- to awareness about the education in international perspectives.

SES 2: CONTEMPORARY TRENDS AND PRACTICES IN EDUCATION

SES2. 1: HUMAN RIGHTS EDUCATION

COURSE OBJECTIVES

On completion of the course, the student will be able:

- to understand the concept of Human Rights to explore various agencies contributing towards the implementation of Human Rights
- to gain knowledge about emerging trends in human rights to develop an insight into the concept, and importance of Human Rights Education
- to probe into various strategies of teaching Human Rights.
- to develop an insight into the significance of value approach to human rights education

SES 2.2.LIFE SKILL EDUCATION

COURSE OBJECTIVES

On successful completion of the programme, the students will be able:

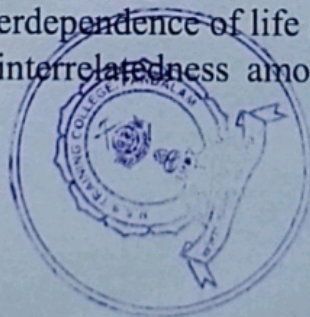
- to translate knowledge, attitude, skills and values into action; to behave responsibly and develop a positive attitude towards themselves and others
- to make decisions, communicate effectively, develop coping and management skills that can help them lead a healthy and productive life.
- to promote risk-free behavior, communicate effectively and develop negotiation skills
- to improve self-perception by building self-confidence and self-esteem to lead their lives effectively and efficiently with a positive attitude.
- to deal effectively with the demands and challenges of everyday life.
- to promote healthy lifestyles through health education.
- to act as facilitators for promotion of Life Skill to appreciate the benefits of an active lifestyle and constructive use of leisure time

SES2.3: ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

After the completion of the course, students will be able to

- understand the biodiversity richness of our country and the state to understand the interdependence of life and environment
- to recognise the interrelatedness among man, his cultural and biological surroundings.



Neeladri
 PRINCIPAL
 H.S.S. TRAINING COLLEGE
 PANDALAM.

- to name the regulatory and ranking bodies in higher education.
- to construct a model of evaluation on various aspects of university/ higher education.
- to give a detailed description of various evaluation practices followed in higher education

SES2.6. EDUCATIONAL AND VOCATIONAL GUIDANCE AND COUNSELLING

COURSE OBJECTIVES

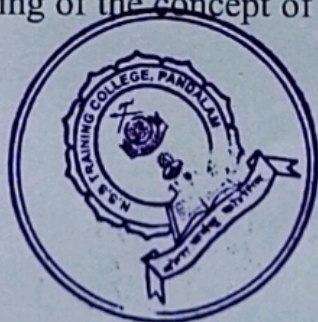
- On successful completion of the programme, the students will be able:
- to understand the meaning, nature, need, and scope of guidance and counseling
- to know the relevance of guidance and counselling at different stages of education.
- to understand the importance of making the right choice in life, education, and vocation
- to understand the concept of vocational guidance, job analysis, and job satisfaction.
- to understand the different types and processes of counselling to understand the role of different tools and techniques in guidance and counselling programme.
- to understand the role of various personnel in counselling and how to organize guidance services in schools.
- to understand the problems of children with special needs and the techniques to be adopted for them.
- to understand the current status of guidance and counseling programme in India.

SES2.7. E-LEARNING AND WEB TECHNOLOGIES

COURSE OBJECTIVES

On successful completion of the programme, the students will be able:

- to develop an understanding of the concepts and characteristics of e-learning and Web-Based Technologies in Education.
- to empower prospective teacher educators through the blending of technological aspects with pedagogical principles.
- to acquaint the prospective teacher educators with the application and use of e-resources, free and open-source software in developing educational content.
- to explore the creative avenues in technological advancements for improving the teaching-learning process through theoretical and practical experiences.
- to broaden the understanding of the concept of teacher as a Techno -Pedagogue in a higher plane.



W. S. S. S.
PRINCIPAL
W. B. S. TRAINING COLLEGE
PANDALAM.

- to integrate natural and social environment and prepare one to solve problems for improving his life.
- to utilize educational approaches, methods and techniques of teaching to identify the real cause of environmental problems.

SES 2.4: INCLUSIVE EDUCATION

COURSE OBJECTIVES

On completion of this course the learners will be able:

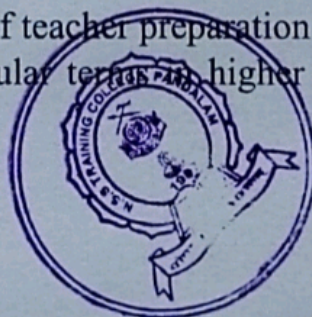
- to understand the global and national commitments towards the education of children with diverse needs
- to appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel
- to understand the nature of difficulties encountered by children and prepare conducive teaching-learning environment in inclusive schools
- to analyze special education, integrated education, mainstream and inclusive education practices
- to develop a positive attitude and sense of commitment towards actualizing the right to education of all learners
- to enable the teachers in preparing a conducive teaching-learning environment in varied school settings
- to analyse the trends and issues in Inclusive Education and develop the ability to conduct and supervise action research activities
- to seeking parental and community support for utilizing available resources for education in inclusive settings

SES.2.5.HIGHER EDUCATION

COURSE OBJECTIVES

On successful completion of the programme, the students will be able:

- to explain the historical development of higher education.
- to describe the early development of higher education in India.
- to identify the core concerns of higher education.
- to differentiate between different forms of universities and their structure.
- to list out the innovative ideas in higher education in India. to comment on the reports of various commissions and committees on higher education.
- to state the effective role of various national agencies in the functioning and development of higher education.
- to critically evaluate the curriculum of various universities of higher learning.
- to discuss and comment on pedagogic strategies popularly used in higher education.
- to substantiate the need of teacher preparation in higher education
- .to define various curricular terms in higher education viz. CSS, CBCS, Credit, etc.



Rehadi
 PRINCIPAL
 E.S.S. TRAINING COLLEGE
 PANDALAM.

- to generate an awareness cum practical exposure to the prospective teacher educator as a content creator.
- to explore avenues of technology for research, assessment, and continuous professional development.
- to create sync with man, machine and material with regard to technological resources.
- to create awareness about the impact of web technologies in the rejuvenating classroom practices.
- to generate critical practical wisdom of the role and scope of the new age technological avenues in the present classroom context.

SDC 6: SELF DEVELOPMENT COURSE–CAREER DEVELOPMENT COURSE OBJECTIVES

On completion of the course students will be able:

- to know the nature and importance of career development.
- to identify the different strategies of career development
- to identify the role of teachers in career development programme.
- to realise the status of the teaching profession.
- to identify different opportunities of the teaching profession.
- to acquaint themselves with the career development programme.

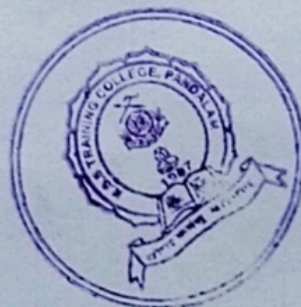
SDC 7: SELF DEVELOPMENT COURSE

PARTICIPATION IN RURAL RECONSTRUCTION AND SOCIAL WELFARE IN COLLABORATION WITH LSG

COURSE OBJECTIVES

On completion of the course students will be able:

- to gain knowledge about the basic framework of the local community-based learning practices to ensure mutual respect for teacher, student, and community and creates a sense of community belongingness in the learning space.
- to understand Mahatma Gandhi's vision of Nai Talim as well as comparable pedagogic methods like Work Education, Experiential Learning, and Community Engagement.



Shobhi
PRINCIPAL
S.S. TRAINING COLLEGE
PANDALAM.