

MAURITIUS INSTITUTE OF EDUCATION

TEACHER'S DIPLOMA SECONDARY PART TIME

Course Handbook 2010-2012

Business Education

Design & Technology

Mathematics

Physical Education

Visual Arts

Acknowledgement

The Programme Coordinator would like to thank the following for their help in producing this handbook.

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- Teacher Education Section
- Examinations Section
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INTRODUCTION

This programme handbook is an important document for Teacher's Diploma trainee teachers. It will remain a useful reference throughout the programme.

This present Teacher's Diploma programme has undergone noteworthy reviews. It now includes new areas of learning such as Study Skills, The Teaching Profession, ICT, Media and Communication and Peer and Micro teaching. The introduction of 'Independent Study' and 'Online Teaching and Learning' modules aims at developing in trainee teachers autonomous learning. During the review process, care was taken to ensure a smooth transition to the B.Ed Programme.

The handbook comprises the *General Rules and Regulations* regarding the Teacher's Diploma (Secondary) programme, the *programme structure, content and the scheme of evaluation*.

The active participation, commitment and involvement of trainee teachers are essential ingredients that will enhance the quality of professional experience this programme proposes.

**Members of the Teachers Diploma (Secondary) Programme
Committee Team**

Programme Coordinator : Mr N. A. Jeetoo

Coordinators:

Mr S Dhunnoo	Curriculum Studies & Evaluation
Mr V Bundhoo	Mathematics
Dr R Dhoowooah	English
Mr N Pyeneeandee	French
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Mr M S Sohawon	Study Skills II
Mr R Rajcoomar	Physical Education
Mr R Boodhoo	Social Sciences
Mrs F Goolam Hossen	Media and Communication
Mrs C Ricaud, Mr S Radegonde	Western Music
Mr C Jahangeer	Professional Practice
Miss A Gungadeen	Online Teaching and Learning (CODL)

Contact Persons

Trainee teachers are advised to address themselves initially to the Course Coordinator/Lecturer as appropriate if they need assistance regarding their studies.

For information regarding rules and regulations pertaining to examination.

Mrs R. Azaree – Deputy Registrar, Examinations Section, Room A10

In case of general nature.

Mr N A Jeetoo – Teacher's Diploma (Secondary) Programme Coordinator, Dept of Visual Arts, School of Arts and Humanities – Ext 224 (Old Building) and Ext 313 (MIE New Complex, 2nd Floor)

1 TEACHER'S DIPLOMA (SECONDARY) PT 2010-2012

COURSE STRUCTURE (PART TIME)

YEAR 1	
SEMESTER 1	SEMESTER 2
Subject Area	Subject Area
Subject Area	Subject Area
Curriculum Studies & Evaluation	Education Studies
YEAR 2	
SEMESTER 3	SEMESTER 4
Subject Area	Subject Area
Subject Area/ODL*	Subject Area
Education Studies	Education Studies
Media & Communication	
YEAR 3	
SEMESTER 5	SEMESTER 6
Subject Area	Subject Area
Subject Area IS**	Subject Area
Education Studies	Curriculum Studies & Evaluation
ICT	

Study Skills & Teaching Profession Year 1/Year 2 (off semester time)

Peer/Micro Teaching Year 2 Sem 4

Teaching Practice
 1st visit - Year 2 Sem 3
 2nd visit Year 2 Sem 4
 Final Assessment Yr 3 Sem 5

Teaching Portfolio Year 3 Sem 5

*Online Teaching and Learning ODL - Year 2 Sem 3

** IS - Independent Study IS - Year 3 Sem 5

2 AIM OF PROGRAMME

The Teacher's Diploma Programme (Part-time) has been designed for practising teachers of secondary schools. It aims at equipping them with the necessary knowledge, skills and attitudes for the development of professional competence that will enable them to improve their effectiveness in teaching and classroom management with a view of making the teaching/learning process more relevant, meaningful and stimulating.

3 RULES AND REGULATIONS

3.1 Entry requirements

- (i) 5 credits at SC/GCE 'O' level including English Language.
- (ii) 2 'A' levels with at least one of them being relevant to the course applied for (except for physical education) or acceptable alternative qualifications.

3.2 Registration

Trainee teachers for the Teacher's Diploma Programme will be registered at the beginning of each academic year.

- All students selected to attend courses at the Institute are required to register before starting their respective courses at the beginning of each subsequent Academic Year (for the duration of the course enrolled).
- Information on the venue, date and time of registration will be communicated officially to selected candidates.
- At the end of registration, all students are required to sign a statement undertaking that they will conform with the rules and regulations in force at the Institute.

- At the time of registration, all registered students are issued with an Identity Card which must be carried at all times and produced on request. A student who loses her/his Membership Card must inform the Registrar immediately. A duplicate card may be issued on payment of a fee determined by the Registrar.
- For the purpose of registration, students will have to produce: Original Certificates (Educational, Birth, Marriage, etc.), two passport size photos and pay the registration fees.
- All students are required to state, at the time of registration, their address and other particulars. Any change in address must be notified **immediately** in writing to the Registrar. A student shall also notify the Registrar as soon as possible of any subsequent change in the information s/he has provided at registration.
- Arrangements will be made for special needs students.
- All fees for the academic year are payable at the time of registration unless special arrangements have been made with the Registrar. Results of the examination will be withheld for non-payment of fees due.
- A student is not allowed to register for any academic year if s/he has fees in arrears due to the Institute for a previous academic year, unless s/he has obtained **special permission** from the Registrar.
- A person shall cease to be a registered student of the Institute
 - (i) when s/he has completed the course of study for which s/he is registered.
 - (ii) if s/he informs the Institute of his/her withdrawal from the course for which s/he has registered.
 - (iii) if under any of the Institute's regulations s/he is required to withdraw from the Institute.

3.3 Duration and Mode of Delivery

The Teacher's Diploma (Part-time) is a **three-year** (6 semesters) programme for secondary in-service teachers in their respective subject area.

3.3.1 Programme of studies

The Teacher's Diploma Programme comprises of:-

- Taught modules in subject area and education and curriculum studies
- Independent study modules in subject area
- Core modules in Media and Communication, ICT Skills, Study Skills & The Teaching Profession
- Professional Practice

3.3.2 Course structure/module distribution

	No. of modules	No. of credits
Subject area:	12	36
Education Studies	4	12
Curriculum Studies:	2	6
Media and Communication:	1	3
ICT:	1	3
Study skills & The Teaching profession:	1	3
Professional Practice:	4 *	12

*Micro and Peer Teaching: 2 credits. Teaching Practice subject area: 3 credits

Teaching Practice Education: 3 credits, Teaching Portfolio/report: 4 credits

Total: 25 modules

75 credits

3.4 Scheme of Evaluation

Each module/component will be assessed on a four point scales. To pass in these modules/components, candidates have to earn at least a 'C' grade.

3.4.1 Grading structure

Grade	Percentage	Grade Point
A	≥ 70	4
B	$60 \leq m < 70$	3
C	$50 \leq m < 60$	2
E	$0 < 50$	0

3.4.2 Grade Indicators

Grade D (partly referred)

Grade D will apply for any module with more than one component for which the student will be re-examined in only one component of the module if s/he has obtained an overall of 50% in the module.

Grade F

Grade F will apply where the Grade Point Average (GPA) of a student is less than 2.00.

Grade G

Grade G will apply in case a student is absent for exams and/or has not submitted her/his assignment for valid reasons.

Grade I (Incomplete)

Grade I will cover the following situations:

- (i) Students are absent for one or more modules but the absence is justified (e.g. absence due to ill-health and presentation of valid medical certificates within the prescribed time limit).
- (ii) Interruption of courses.
- (iii) Teaching Practice not yet completed if justified with valid reasons.

3.4.3 Assignments/Examination

All modules will be assessed through final examinations and/or coursework. The appropriate weighting between the two modes of assessment will apply as per Rules and Regulations governing same.

Each module carries a total of 100 marks and will be assessed through written examination and/or coursework. A minimum of 50% should be attained to pass in the module. When a module is assessed through coursework and examination, a minimum of at least 40% should be attained in coursework and examination separately with a minimum total of 50% for the trainee to pass the module.

3.5 School Based Experience (SBE)/Professional Practice (PP)

SBE will also be assessed on a three point scale.

School Based Experience comprises:

Peer/micro teaching

Teaching practice

Teaching portfolio

A tutor will be assigned to each trainee for SBE.

3.5.1 Failure in SBE

A candidate who fails in SBE shall be given another chance for final assessment. In case of failure again, the Academic Board may decide to withdraw him/her from the course.

3.6 Conduct of Students and discipline

The Institute may suspend a student whose behavior or action interrupts or impedes the normal work of the Institute or whose conduct is deemed to be otherwise unsatisfactory, or may, at any time preclude him/her from further study at the Institute, or take such other disciplinary action deemed to be appropriate.

- A student whose behavior interferes with the good running of the class may be required by a member of the Academic Staff to withdraw from a lecture, seminar, laboratory classes, tutorial or any other class.
- A student who spreads litter in the Institute premises or creates excessive noise is liable to disciplinary action by the Institute.
- Students are expected to dress respectfully, in accordance with their future roles as a teacher.
- Smoking and use of alcoholic drinks is prohibited in all Institute buildings.
- Students of the Institute are subject to the rules and regulations of the Institute with regards to use of resources, academic performance, attendance and conduct.
- Students are not allowed to make statements to public media on behalf of the Institute without prior permission of the Directorate of the Institution.
- Damage/destruction of the Institute's property, act of intimidation, gross misconduct, harassment and breaches of the rules and regulations of the Institute will be referred to a Disciplinary Committee for necessary action.

3.7 Submission of Assignments/Teaching Portfolios

- A deadline for the submission of assignments/teaching portfolios shall be decided upon by the Lecturer concerned preferably after consultation with the trainee teachers.
- The assignments/teaching portfolios shall be submitted to the Executive Officer of the School/Department concerned who shall record all incoming assignments along with the trainee teacher's signature and submission date.
- An assignment/teaching portfolio submission sheet should be attached to your assignment/teaching portfolio when submitting. This sheet will bear both the trainee teachers signature and the signature of the Executive Officer. The trainee teachers will have to keep a copy of the same.
- The Executive Officer shall hand over all assignments/teaching portfolios submitted to the Lecturer concerned who shall acknowledge receipt of same.
- Deadline for the submission of assignments/teaching portfolios shall be scrupulously observed.
- Any late submission of assignment/teaching portfolio shall be individually negotiated with the Lecturer concerned well before the submission date, preferably at least two weeks before.
- All unwarranted delay in the submission of assignments/teaching portfolios by trainee teachers shall be treated as "referred" for the semester, with results declared at the end of the subsequent semester.
- The trainee teachers shall keep a copy of the assignment/teaching portfolio submitted.
- The trainee teachers shall be apprised of the criteria of assessment.

3.8 Penalty for late submission of assignments/teaching portfolios

- Late submission of assignments/teaching portfolios will incur a weekly penalty of 5% (up to a maximum period of three weeks) on the assignment/teaching portfolio marks obtained.
- After this period of 3 weeks, the assignment/teaching portfolio will be deemed to be unreceivable.
- A student, who has valid grounds against the decision, shall have the right to appeal to the Programme Coordinator with copy to the Head of Department.

3.9 Referred/Failed Cases

- A candidate who has obtained a "D" or "E" grade in any course work/examination will be re-examined/re-assessed in the subsequent semester. Two resits are allowed per module, If, at the second re-examination/re-assessment, the candidate again obtains a "D" or "E" grade, the Academic Board may withdraw him/her from the programme.
- Upon re-assessment, the highest grade to be obtained will be a "C".

3.10 Exceptional Cases/Cases of Illness

- A trainee teacher who fails to sit for one or more examination papers, or fails to submit any assignment, on the ground of exceptional circumstances or illness may be given special examination for the paper/s concerned, in the following semester.
- In case of illness, a medical certificate from a government Medical Practitioner or a Private Medical Practitioner/Private

clinic must be submitted to the Registrar at latest on the day of the examination. The MIE reserves the right to have the candidate examined by a doctor of its choice. In all cases, the MIE must be satisfied with the evidence submitted.

- In all exceptional cases/cases of illness duly accepted by MIE, the limited maximum grading of 'C' does not apply.

3.11 Unsatisfactory Progress/Conduct

- A trainee teacher whose progress or conduct is not satisfactory shall be given a written warning by the Registrar on the recommendation of the Programme Coordinator and the Lecturer concerned.
- In the absence of improvement, a strong and last written warning shall be sent to the trainee teacher by the Registrar on the recommendation of the Programme Coordinator and the Course Coordinator. In case there is still no improvement, the matter shall be referred to a Committee set up by the Academic Board. The Committee will hear all parties concerned and make its recommendations to the Academic Board.
- The decision of the Academic Board shall be final.

3.12 Attendance

- A trainee teacher shall satisfy a minimum of 80% attendance in each module in order to be eligible to sit for that module.
- In case a trainee teacher fails to satisfy the 80% attendance for module assessed by coursework only, he/she will have to resubmit coursework and will not be awarded a grade higher than "C".
- The attendance shall be taken by each lecturer concerned on registers specially prepared for that purpose.

- In case a trainee teacher shows signs of eventual deficit attendance, the lecturer concerned shall issue a **written warning** with copy to the Course Coordinator and the Programme Coordinator.
- If, at the end of the semester, the trainee teacher falls short of the mandatory 80% in any one or more modules without any plausible reason, s/he shall be barred from the examinations/coursework concerned and shall be informed accordingly in writing by the Course Coordinator, with copy to the Programme Coordinator and the Examinations Section.

3.13 Punctuality

- A trainee teacher shall be punctual and shall attend all classes.
- A trainee teacher who is regularly late may not be allowed to enter the class at the discretion of the Lecturer concerned and s/he will be marked absent. In such a case the trainee teacher may fall short of the required 80% attendance in that module and s/he shall be barred from the related examinations/course work.

3.14 Award of the Teacher's Diploma Secondary

To be awarded a Teacher's Diploma (Secondary), a trainee teacher will have to:

- earn 75 credits and obtain an overall minimum grade point average of 2.00
- attain a GPA of 3.20 or above along with Grade A in SBE/PP (Peer Micro Teaching, Teaching Practice and Portfolio) who will be recommended for the award of a Teacher's Diploma with a **Distinction**.

3.15 Validation of Results

Semester results

The results for each semester are validated by the:

- (i) Subject Board of Examiners
- (ii) School Board
- (iii) Award Committee

Final results

- On completion of the programme each trainee will be given a transcript indicating the course components taken, the results obtained in each module, SBE component and the Grade Point Average (GPA).

3.16 Right of Appeal

- A trainee teacher, who, upon publication of semester results or final results, is not satisfied with his/her results, may request for a re-assessment of his/her assignment/s.
- The trainee teacher must submit a written request indicating his/her grounds of appeal to the Head of Examinations section, MIE within 15 days of the date of proclamation of the results. No request will be entertained thereafter. A fee of Rs 500 per module will be payable for re-viewing any officially declared result.
- An Appeals Committee will be set up by the Examination Section to look into these cases.
- The recommendation of the Appeals Committee shall be final. However, for final results, the recommendation of the Appeals Committee should be sent to the Academic Board for approval. The decision of the Academic Board is final.

3.17 Amendment to General Regulation and Scheme of Evaluation

The Academic Board of the Mauritius Institute of Education reserves the right to amend the General Regulations, and scheme of Evaluation as and when the need arises.

4 GUIDELINES FOR IMPLEMENTING QUALITY IN THE PROGRAMME

The Quality Assurance for the Teacher's Diploma will be managed and maintained through the following mechanisms:

- Academic Board
- Teacher Education Committee (TEC)
- The MIE Quality Assurance Division
- Teacher Diploma Programme Committee

4.1 The MIE Academic Board

The MIE Academic Board gives the final approval for the running of the programme. The Academic Board is the Supreme Academic Authority of the MIE. The committee is chaired by the Director of the MIE.

The members of the committee include the Deputy Director, the Registrar, Heads of Schools and Centre, two Academic staff from each School, Librarian, Representatives from the Tertiary Institutions, the Ministry of Education and Human Resource Development, Private Secondary Schools Authority (PSSA), Mauritius Examinations Syndicate, National Curriculum Centre for Research and Development (NCCRD), Primary and Secondary School Unions, Representatives of students' organization of the Institute.

4.2 The Teacher Education Committee

Before going to the Academic Board, the programme is carefully scrutinized by the Teacher Education Committee (TEC). The members of TEC are:

- (i) Professor (Mrs) L. David – Chairperson of the Committee
- (ii) The Heads of Schools/Centre
- (iii) The Deputy Registrar/Exams Section
- (iv) 2 Associate Professors
- (v) The Programme Coordinator (Co-opted member)
- (vi) Co-ordinator Quality Assurance Unit
- (vii) Librarian

4.3 Module and Programme Evaluation

For each module, trainee teachers are given Students' Feedback Questionnaires (SFQ). The student's feedback questionnaire falls under the responsibility of the Quality Assurance (QA) Unit. This Unit develops, administers, collects and processes these questionnaires. The individual reports are then sent to the Heads of Department, Heads of Schools, Coordinator, Quality Assurance Unit and Chairperson of Quality Assurance Steering Committee and the lecturers concerned. The feedback received is used for reviewing/re-designing the module.

At the end of each programme, a programme evaluation, covering all the different aspects of the programme in terms of administrative and organisation as well as the overall relevance of the programme to the needs of the trainees, is carried out. The data, thus, obtained is fed back into the programme.

4.4 Teacher's Diploma Programme Committee

The Teacher's Diploma Programme Committee is chaired by the Programme Coordinator, and the members include the Assistant Programme Coordinator, and representatives (course coordinators) from each of the subject areas in which the programme is offered.

This team is responsible for the smooth running of the programme as well as monitoring the trainees' progress and welfare throughout the programme

This committee looks into all aspects of the running of the programme and seeks to promote the development of the programme in ways that are beneficial to the professional needs of the trainees.

This committee meets regularly to discuss the progress at the various levels of the programme and take action/s, if necessary. The information obtained is fed back into the programme to be responsive to the needs of the trainees.

Students shall address their lecturers and/or course coordinators if they require assistance regarding the course. Should further help be required, they may contact the Programme Coordinator.

This programme is governed by :

Rules and Regulations for Students (June 2007)

SUBJECT AREAS OFFERED

PART TIME 2010 – 2012

1. Business Education
2. Design & Technology
3. Mathematics
4. Physical Education
5. Visual Arts

List of Modules: BUSINESS EDUCATION

	Modules	Code	No. of Credits	Mode of Assessment
1	Principles and Practice of Business Education	BUS 111 (PT)	3	Examination
2	Business Ethics/Consumer Education	BUS 112 (PT)	3	Continuous Assessment
3	Basics of Accounting	BUS 121 (PT)	3	Examination
4	ICT and Mathematical Tools in Business Subjects	BUS 122 (PT)	3	Continuous Assessment
5	Research Methods in Business Education	BUS 231 (PT)	3	Continuous Assessment
6	Process of Economics Education	BUS 241 (PT)	3	Examination
7	Travel, Tourism and Hospitality Management	BUS 242 (PT)	3	Continuous Assessment
8	Business Operations and Environmental Management	BUS 351 (PT)	3	Continuous Assessment
9	Principles and Practice of Business Management	BUS 361 (PT)	3	Examination
10	Business Projects and Case Mode in Business Education	BUS 362 (PT)	3	Continuous Assessment (Oral Presentation)
11	On line Teaching and Learning	ODL 232 (PT)	3	Continuous Assessment
12	Independent Study	IS 352 (PT)	3	Continuous Assessment
Total no. of Credits			36	

BUSINESS EDUCATION

General Aims

- ❖ To reinforce overall knowledge of Business subjects.

- ❖ To develop skills and competences in the teaching of business subjects up to Form V level.

Module Title: Principles and Practice of Business Education
Module Code: BUS 111 (PT)
No of Credits: 3

Aim

To develop in trainee teachers essential skills for the teaching of business subjects.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- identify relevant teaching methods to be used at classroom level for business subjects
- differentiate between conventional and non-conventional learning styles in business education
- evaluate the need for highly dynamic classroom activities for specific business subjects
- apply relevant teaching styles for specific issues in business education

Content

- Teacher centered and student participatory classroom models.
- Introduce innovative classroom strategies for effective teaching and learning.
- Appraisal of curriculum development and textbook evaluation.
- Lesson planning, portfolio preparation and evaluation process in business education.
- Develop responsible and active citizenship through business education.

Teaching & Learning Strategies

Lectures
Brainstorming sessions
Group activity
Classroom experimentation
Analysis of teaching documents

Mode of Assessment

Examination : 100%

Module Title: Business Ethics/Consumer Education
Module Code: BUS 112 (PT)
No of Credits: 3

Aim

To provide trainee teachers with the knowledge, skills and the right attitudes to business situations.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- explain the basic principles underlying business operations and ethical issues
- recognise the need for business decisions to be good and right
- critically evaluate the burning issues affecting business activities
- illustrate the philosophy behind Consumerism
- organise a consumer rights charter and formulate general guidelines for consumer education
- distinguish between consumer responsibility, consumer rights and consumer awareness

Content

- The nature and dimension of business ethics.
- Moral development and moral reasoning.
- The case for and against business ethics.
- Moral Responsibility and Blame.
- Good and Right Business decisions.
- Consumer Privacy.
- Corporate Social Responsibility (CSR).
- Good Governance.
- Social accountability of business operations.
- Fairness and Competition.
- Fraud, corruption, favouritism, nepotism, commissions and favours.
- Drafting of Consumer Rights Charter.
- Identifying Consumer lifestyle.
- Multidimensional issues associated with consumer behavior.
- The A to Z rules in consumer behavior.
- The rationale behind a comprehensive consumer education policy.
- The pressing need for a consumer tribunal, consumer ombudsperson, procedures and registration of complaints.
- Consumerism amidst monopolies, cartels, competition, pricing policy and taxation system.

Teaching & Learning Strategies

Lectures
Group work
Interviews
Survey questionnaires
Conferences

Mode of Assessment

Continuous Assessment : 100%

Module Title: Basics of Accounting
Module Code: BUS 121 (PT)
No of Credits: 3

Aim

To equip trainee teachers with the basic accounting knowledge and skills.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- recall facts, terms, concepts, conventions, principles and techniques appropriate to accounting
- illustrate accounting principles through numeracy, literacy and orderly presentation of items
- apply relevant knowledge and information to various accounting solutions and problems

Content

- Role of accounting
- Difference between book-keeping and accounting
- Role of accounting in generating data for monitoring purposes and decision-making
- Double entry system of book-keeping
- Meaning of assets, liabilities and owner's capital
- Documentary Research
- Books of prime entry
- Cash Book
- General Journal
- Ledger and adjustments to ledger
- Trial Balance
- Accounting Procedures
- Accounting for Depreciation
- Correction of errors
- Control Accounts
- Final Accounts and preparation of final accounts
- Balance Sheets
- Payroll Accounting
- Advanced Principles in accounting

Teaching & Learning Strategies

Lectures
Brainstorming sessions
Groupwork
Collaborative learning
Analysis of financial reports

Mode of Assessment

Examination : 100%

Module Title: ICT and Mathematical Tools in Business Subjects

Module Code: BUS 122 (PT)

No of Credits: 3

Aim

To equip trainee teachers with ICT and mathematical skills for the teaching of business subjects

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- apply the multi-dimensional approach to the Business education curriculum
- organise the introduction and application of technology in the teaching of business subjects
- apply modern technology and PowerPoint in specific areas of business education
- recognise the correlation between mathematical tools and business subjects

Content

- Impact and importance of modern technology on human functioning.
- Effect of ICT on the way people learn, teach and work.
- E-Learning.
- PowerPoint presentations in specific areas of Business subjects.
- Benefits of using ICT in the teaching of Business subjects.
- Application of basic mathematical concepts in handling problem issues in Business subjects.

Teaching & Learning Strategies

Computer based tutoring

Power Point presentation

Mode of Assessment

Continuous Assessment : 100%

Module Title: Research Methods in Business Education
Module Code: BUS 231 (PT)
No of Credits: 3

Aim

To provide trainee teachers with the basics of research in education.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- identify the process of research
- identify appropriate literature for the research process
- apply the principles of research to business education
- compare different models of research undertaken by local and international business organisations

Content

- Attributes of a good research proposal.
- Generating and refining research ideas.
- Transforming research ideas into research projects.
- Establishing the correlation between research literature and practice with Business Education.

Teaching & Learning Strategies

Lectures
Project analysis
Review of business projects
Group work activities

Mode of Assessment

Continuous Assessment : 100%

Module Title: Process of Economics Education
Module Code: BUS 241 (PT)
No of Credits: 3

Aim

To provide trainee teachers with appropriate knowledge of Economics.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- discuss the basic concepts in economics: scarcity, choice, allocation of resources, opportunity cost and economic system
- identify the syllabus structure of Economics at SC and HSC level
- distinguish between micro and macro economic framework
- evaluate controversial economic issues

Content

- Basic economic concepts: scarcity, choice, allocation of resources, opportunity cost and economic system.
- Outline of syllabus at SC and HSC level in Economics.
- Distinguish between micro and macro economic analysis.
- Major macro economic objectives.
- Forms and impact of government intervention.
- Budgetary Principles.
- Consumer and Producer Behaviour.
- National Income accounting and Keynesianism.
- Economy of Mauritius in figures.
- Transformation of the economy of Mauritius.
- International economics.

Teaching & Learning Strategies

Lectures
Brainstorming
Analysis of reports on economic performance

Mode of Assessment

Examination : 100%

Module Title: Travel, Tourism and Hospitality Management
Module Code: BUS 242 (PT)
No of Credits: 3

Aim

To empower trainee teachers with the knowledge and skills to understand concepts in Travel, Tourism and Hospitality Management.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- identify the transformation of the economy of Mauritius from a sugar-based to a tourist-based society
- analyse the trends in travel, tourism and hospitality
- conduct SWOT analysis of activities linked with tourism
- apply key terminologies associated with tourism

Content

- Structure of international travel, tourism and hospitality management.
- Social, cultural, economic, environmental, legal, religious, political and technological forces influencing travel and tourism (CLEERPTS variables).
- Policy measures adopted for the promotion of tourism.
- Internal and external dimensions of travel, tourism and hospitality management.
- Costs and Benefits approach to tourism industry.
- Future trends in travel, tourism and hospitality management in an era of globalisation and international competitiveness.

Teaching & Learning Strategies

Lectures
Analysis of travel reports
Field visits
Interview mode

Mode of Assessment

Continuous Assessment : 100%

Module Title: Business Operations and Environmental Management
Module Code: BUS 351 (PT)
No of Credits: 3

Aim

To equip trainee teachers with the skills to appraise the business environment.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- recognise the positive and negative impact of business operations on the environment
- identify the stages in the formulation of costs and benefits in the investment process undertaken by business organisations
- critically evaluate environmental issues pertaining directly to business activities
- explain the reasons for sustainable development to meet the needs of the present without compromising the requirements of future generations

Content

- Debate over Development AND/OR Environment.
- Environmental Challenges and Human Strategy.
- Increasing environmental pressures.
- Stages in the formulation of costs and benefits analysis for investment appraisal projects.
- The nature and dimension of sustainable development.
- Challenges of environmental management.
- Waste minimization and life cycles assessment: issues for product and process design
- Communicating the difference: Green marketing, packaging, eco-labelling and green pricing.

Teaching & Learning Strategies

Lectures
Field visits
Practical projects

Mode of Assessment

Continuous Assessment : 100%

Module Title: Principles and Practice of Business Management
Module Code: BUS 361 (PT)
No of Credits: 3

Aim

To provide trainee teachers with the appropriate skills with a view to understand how a business is managed.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- identify the factors influencing the operations of business organisations
- critically evaluate the business environment around them
- classify basic business management concepts in an entire package of business principles
- evaluate the local, regional and international context of business operations
- recognise basic business concepts from a theoretical and practical angle

Content

- Factors governing business activities (CLEERPTS Variables).
- Internal and External forces influencing business activities.
- Changing business organisations and operations in a changing environment and an era of globalization.
- Scale of Operation: Large and Small Scale enterprises.
- Management Functions.
- Process of Business communication.
- The essentials of marketing.
- Managing the human factor at workplace.
- Multi-national corporations (MNCs).
- Labour Productivity and Investment in Human Capital.

Teaching & Learning Strategies

Lectures
Handouts
Brainstorming sessions
Case mode

Mode of Assessment

Examination : 100%

Module Title: Business Projects and Case Mode in Business Education
Module Code: BUS 362 (PT)
No of Credits: 3

Aim

To enable trainee teachers to design projects with creativity.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- identify the nature and process of business reports, business plans and projects
- explain the economic and non-economic implications of business projects
- list the stages in the formulation, presentation, implementation and evaluation of business projects
- discuss the process of formulating case study
- identify appropriate literature for case mode
- apply the theoretical background of case mode to business education

Content

- Definition and importance of business planning.
- Designing specific tools and techniques in the formulation of business projects.
- Investment Appraisal process.
- Conducting SWOT Analysis.
- Identifying and analysing of specific models of business projects.
- Identifying the nature and dimension of case mode.
- Origin of case mode.
- Basic features of case mode.
- Reasons for using case study techniques in the teaching and learning process.
- Rationale for using case modes in Business Education.
- Formulating and evaluating specific case modes in business education.

Teaching & Learning Strategies

Lectures

Group Activity

Analysis of business reports

Case study analysis

Presentation of specific case

Mode of Assessment

Continuous Assessment (Oral presentation) : 100%

List of Modules: DESIGN AND TECHNOLOGY

	Modules	Code	No. of Credits	Mode of Assessment
1	Materials Technology I	DT 111 (PT)	3	Continuous Assessment/ Examination
2	Design & Communication Studies I	DT 112 (PT)	3	Continuous Assessment/ Examination
3	Control Technology I Electricity and Electronics	DT 121 (PT)	3	Continuous Assessment/ Examination
4	Materials Technology II	DT 122 (PT)	3	Continuous Assessment/ Examination
5	Design and Communication Studies II	DT 231 (PT)	3	Continuous Assessment/ Examination
6	Control Technology II Structural Mechanics	DT 233 (PT)	3	Continuous Assessment/ Examination
7	Technology Education	DT 241 (PT)	3	Continuous Assessment/ Examination
8	Design Project I	DT 242 (PT)	3	Continuous Assessment
9	Control Technology III Pneumatics, Hydraulics & Energy Systems	DT 351 (PT)	3	Continuous Assessment/ Examination
10	Design Project II	DT 361 (PT)	3	Continuous Assessment
11	Online Teaching & Learning	ODL 232 (PT)	3	Continuous Assessment
12	Independent Study	IS 352 (PT)	3	Continuous Assessment
Total no. of Credits			36	

DESIGN AND TECHNOLOGY

General Aims

- ❖ To empower trainee teachers with basic knowledge, skills and attitudes to teach Design and Technology at the lower secondary school level.
- ❖ To provide trainee teachers with appropriate pedagogical knowledge to develop effective teaching competencies in the field of Design and Technology.

Module Title: Materials Technology I
Module Code: DT 111 (PT)
No. of Credits: 3

Aim

To provide trainee teachers with knowledge and understanding of the structure, properties and uses of timber and metals as engineering materials.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- describe the growth of trees
- describe the structures and properties of metals and timber
- explain common natural, and man made defects in timber
- construct and interpret thermal equilibrium diagrams for eutectic and solid solution metallic alloys
- describe the structure and properties of α and carry out heat treatment on plain carbon steels and cast irons
- explain the effect of alloying elements on the properties of steels
- demonstrate a knowledge of structures, properties and uses of the common alloys of copper and aluminium

Content

- Growth of trees and structure of rings.
- Cellular structure of timber and wood tissues.
- Defects in timber.
- Bonding in materials.
- Structure of metals.
- Construction and interpretation of thermal equilibrium diagrams for eutectic and solid solution alloys.
- Plain carbon steels and cast irons structures, properties and heat treatments.
- Low and high carbon alloy steels.
- Common alloys of copper and aluminum – structure, properties, uses and heat treatment.

Teaching & Learning Strategies

Lectures
Demonstration
Modelling
Group work
Discussion

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Design and Communication Studies I
Module Code: DT 112 (PT)
No. of Credits: 3

Aim

To provide trainee teachers with the competencies to produce and present information in the area of Design and Technology.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- produce drawings in 2-D and 3-D modes
- present design drawings using appropriate techniques and media, including the computer

Content

- Applications of isometric, oblique, planometric and perspective projections in design projects.
- Freehand drawing of objects in the above projections.
- Rendering techniques using a range of media.
- Presentation of design ideas in 2-D and 3-D modes.
- First and third angle orthographic projections and their application to layout of drawings.
- Sectioning, assembly and multi-view drawings.
- Dimensioning and standards in presentation of design drawings.
- Intersection and development of complete and truncated solids
- Graphical analysis of structures.
- Computer graphics and design.

Teaching & Learning Strategies

Lectures
Demonstration and modelling
Discussion/Seminar
Research work
Group work
Presentation
Project work

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Control Technology 1 - Electricity and Electronics
Module Code: DT 121 (PT)
No. of Credits: 3

Aim

To empower trainee teachers with knowledge and skills of using electrical control systems in the design and realisation of simple artefacts.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- describe the basic operation and use of simple electrical and electronic components in control circuits
- use simple electrical and electronic components to design and make simple control circuits
- explain the principle of generation, transformation and control of electrical energy
- design and realise simple electrical and electronic circuits

Content

- Electric Circuits - superposition theorem, Kirchhoff's Laws, Thevenin's theorem.
- Electromagnetism - magnetic fields and electromagnetic induction.
- Inductance - self and mutual inductance
- Electrostatics - electric charges, capacitors in series and in parallel, energy stored in capacitors.
- Alternating Voltage and Current - generation of alternating current, addition and subtraction of phasors, simple phase circuits with resistors, inductors and capacitors in series and in parallel.
- Transformers - principle of action and efficiency.
- Electronics - basic components, semi-conductors, integrated circuits, operational amplifiers and basic digital electronics, signal processing, electronic circuit design and technology application.
- Power Supplies - rectification and smoothing, dry and rechargeable batteries, solar cells.
- Electric Installations - codes of practice, installation and wiring, safety.

Teaching & Learning Strategies

Lectures
Demonstration
Modelling
Discussion/Seminar
Research work
Group work
Presentation
Project work

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Materials Technology II
Module Code: DT 122 (PT)
No. of Credits: 3

Aim

To equip trainee teachers with knowledge and understanding of the structure, properties and uses of timber and its derivatives, common metallic alloys and polymers as engineering materials.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- identify common methods of wood seasoning
- apply wood preservatives and finishes to timber
- demonstrate a knowledge of structure, properties and uses of manufactured timber boards
- demonstrate a range of skills in the joining of materials
- show a range of skills in the safe use of hand and power tools
- describe the chemistry of polymerisation of plastics and vulcanisation of rubbers
- describe and apply common processing techniques for wood, metal and polymer
- apply tests for identification and determination of properties of materials
- explain the mechanism of metallic corrosion and metal protection techniques

Content

- Principles and methods of wood seasoning.
- Types and application of wood preservatives.
- Wood finishing techniques.
- Manufactured boards – particles and laminated plywood.
- Joining of materials – joints, adhesives, locking devices, temporary and permanent joints, welding and other joining processes.
- Thermosetting/thermoplastic polymers – their structures, properties and uses.
- The processing of materials – timber, metal, plastic – casting and machining (turning and milling), moulding, laminating and veneering and bench working of materials.
- Mechanical properties and testing of materials.
- Corrosion and protection of metals.
- Safe use of power and hand tools.

Teaching & Learning Strategies

Lectures
Demonstration
Modelling
Group work
Discussion

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Design and Communication Studies II
Module Code: DT 231 (PT)
No. of Credits: 3

Aim

To provide trainee teachers with knowledge and understanding to appreciate the relationship between design and society.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- explain the meaning of design and design methods as they have evolved through time
- use the concepts of ergonomics and anthropometrics in designing
- explain the role and responsibility of designers in a changing world

Content

- Meaning of design, its origin and purpose.
- The evolution of Industrial Design.
- Design methods and their uses.
- Ergonomics and anthropometrics in Design and Technology.
- Elements of design and design concepts.
- Design, invention and innovation.
- Aesthetics in Design.
- Design and Technology in a developing world.
- The responsibility of the designer.

Teaching & Learning Strategies

Lectures
Demonstration
Modelling
Discussion/Seminar
Research work
Group work
Presentation
Project work

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Control Technology II - Structural Mechanics
Module Code: DT 233 (PT)
No of Credits: 3

Aim

To provide trainee teachers with knowledge and skills of using mechanical control systems and structures in the design and realisation of simple artefacts.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- demonstrate the need for structural members to resist forces
- design structures using the notion of shear forces and bending moments in members
- demonstrate an awareness of the element of safety in the design of structures
- assess the principles of the working of basic mechanisms
- apply an understanding of basic mechanisms in solving design problems

Content:

- Forces - types of forces, stress, strain, Hooke's Law, Young's modulus of elasticity and rigidity. Factor of safety.
- Frame and Shell Structures - triangulation and reinforcement, frameworks, forces in members.
- Beams - types of beams, mathematical and graphical solutions for shear force and bending moments. Deflection of beams and application of standard formulae to beam deflection.
- Mechanisms - velocity and acceleration - linear and angular velocity and motion, torque, power.
- Machines - force ratio, velocity ratio, efficiency, levers, wheels and axles, gears, pulleys, cams, couplings, brakes and clutches, bearings. Use of basic machines to solve simple design problems.

Teaching & Learning Strategies

Lectures
Demonstration
Modelling
Discussion/Seminar
Research work
Group work
Presentation
Project work

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Technology Education
Module Code: DT 241 (PT)
No of Credits: 3

Aim

To provide trainee teachers with knowledge, understanding and skills of Technology teaching in schools.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- examine the nature, scope and rationale of Technology Education
- describe the main framework of curriculum planning and organisation of learning opportunities in Technology Education
- examine models of assessment in Technology Education

Content

- Aims and objectives of Technology Education.
- Justification of the content of secondary school technology curriculum.
- Problem solving and creativity.
- Technology Education and Industrialization.
- Syllabus, schemes of work and lesson organisation.
- Workshop management and resource planning.
- Safety education.
- Assessment and evaluation in Technology Education.

Teaching & Learning Strategies

Lectures
Demonstration
Modelling
Discussion/Seminar
Research work
Group work
Presentation
Project work

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Design Project 1
Module Code: DT 242 (PT)
No. of Credits: 3

Aim

To provide trainee teachers with the knowledge and skills to integrate elements of design and technology in the realisation of an artefact.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- identify problems pertinent to their environment/needs
- develop through the design process means to solve selected problems
- realise a product whereby the problem is solved
- test, evaluate, modify the product for optimum solution

Content

- Identification of a problem area.
- Exploration of possible solutions to the problem identified.
- Selection of the best solution to produce artefact.
- Testing and evaluation of artefact.

Teaching & Learning Strategies

Lectures
Demonstrations
Modelling
Discussions/Seminars
Research work
Group work
Presentation
Project work

Mode of Assessment

Continuous Assessment : 100%

Module Title: Control Technology III - Pneumatics, Hydraulics and Energy Systems
Module Code: DT 351 (PT)
No. of Credits: 3

Aim

To provide trainee teachers with the knowledge and skills of using pneumatic and hydraulic control systems together with energy concepts in project realisation.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- describe the basic operation of simple pneumatic and hydraulic components
- use pneumatic and hydraulic components to solve simple design problems
- demonstrate an appreciation of the concept of energy, energy conversion and efficiency
- show awareness of the different sources of energy and their uses
- appreciate the need for the conservation of energy and energy resources
- use an understanding of energy concepts in solving design problems

Content

- Pneumatics - components and symbols, basic control systems, compressed air supply. Operation and applications of pneumatic components and simple design for technological applications.
- Hydraulics – hydraulic, hydrostatic and hydrodynamic principles, fundamental hydraulic circuit, hydraulic system components, hydraulic oils requirements. Hydraulics in action and hydro-pneumatics. Applications of hydraulics to design works.
- Energy Systems - Definitions and units, capital energy and income energy sources, forms of energy, conservation of energy and conversion of energy, efficiency, energy in the home, in transport and in industry. Applications of energy concepts in design and making artefacts.

Teaching & Learning Strategies

Lectures
Demonstration
Modelling
Discussion/Seminar
Research work
Group work
Presentation
Project work

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Design Project II
Module Code: DT 361 (PT)
No. of Credits: 3

Aim

To provide trainee teachers with further knowledge and skills to integrate elements of Design and Technology in the realisation of an artefact.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- identify problems pertinent to their environment
- develop through the design process means to solve selected problems
- realise a product whereby the problem is solved
- test, evaluate, modify the product for optimum solution

Content

- Identification of problem.
- Research and analysis.
- Exploration of possible solutions.
- Selection and development of solutions using materials different from those used in Design Project I.
- Planning and realisation of solution.
- Testing and evaluation of artifact.

Teaching & Learning Strategies

Lectures
Demonstration
Modelling
Discussion/Seminar
Research work
Group work
Presentation
Project work

Mode of Assessment

Continuous Assessment : 100%

List of Modules: MATHEMATICS

	Modules	Code	No. of Credits	Mode of Assessment
1	Mathematical Methods I	MATH 111 (PT)	3	Continuous Assessment/ Examination
2	Calculus I	MATH 112 (PT)	3	Continuous Assessment/ Examination
3	Mathematics Education	MATH 121 (PT)	3	Continuous Assessment
4	Mathematical Methods II	MATH 122 (PT)	3	Continuous Assessment/ Examination
5	Calculus II	MATH 231 (PT)	3	Continuous Assessment/ Examination
6	Algebra	MATH 241 (PT)	3	Continuous Assessment/ Examination
7	Mechanics	MATH 242 (PT)	3	Continuous Assessment/ Examination
8	Complex Numbers & Introductory Complex Analysis	MATH 351 (PT)	3	Continuous Assessment/ Examination
9	Ordinary Differential Equations	MATH 361 (PT)	3	Continuous Assessment/ Examination
10	Probability and Statistics	MATH 362 (PT)	3	Continuous Assessment/ Examination
11	Online Teaching & Learning	ODL 232 (PT)	3	Continuous Assessment
12	Independent Study	IS 352 (PT)	3	Continuous Assessment
Total no. of Credits			36	

MATHEMATICS

General Aims

- ❖ To enable trainee teachers to expand their knowledge of mathematics.

- ❖ To enable them to be familiar with the repertoire needed to teach the various components of Secondary School Mathematics.

Module Title: Mathematical Methods I
Module Code: MATH 111 (PT)
No. of Credits: 3

Aim

To help trainee teachers to consolidate knowledge and skills necessary for the development of higher level mathematics.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- use mathematics in problems involving variations
- apply basics of combinatorics
- use cartesian system of coordinates
- formulate and solve algebraic equations
- use different methods of proofs in mathematics

Content

- Problems involving the use of L.C.M, H.C.F, proportion & fractions.
- Rate, ratio, proportion, variations and problems.
- Relations and functions, hyperbolic and logarithmic functions.
- Sequence and Series – summation of series including the basics of convergence or divergence.
- Series expansion (Taylor and Maclaurin).
- Theory of equations including detailed study of the cubic and quartic equations.
- Mathematical proof: proof by induction, contradiction, contraposition.
- Recurring decimals (including circular orders).

Teaching & Learning Strategies

Lectures
Discussions
Tutorials

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Calculus I
Module Code: MATH 112 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers an understanding and appreciation of techniques of differentiation and integration in Calculus.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- apply the concepts of limits and continuity
- apply knowledge of differentiation
- select appropriate techniques of integration
- apply knowledge of differentiation and integration to mathematical problems

Content

- Introduction to limits and theorems involving limits.
- Continuity.
- Differentiability.
- Applications of differentiation.
- Integration as a limit of a sum.
- Techniques of integration (including the reduction formulae).
- Applications of integration (including length of arc, surface of revolution, centroid).

Teaching & Learning Strategies

Lectures
Discussions
Tutorials

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Mathematics Education
Module Code: MATH 121 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers an understanding and appreciation of curricular, historical and pedagogical issues involved in the teaching of mathematics.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- demonstrate an understanding of the nature of mathematics
- evaluate curriculum materials
- apply history of mathematics to arouse further interest in mathematics
- devise appropriate teaching strategies in classroom situations

Content

- Nature of Mathematics.
- Aims of teaching Mathematics.
- Planning for the teaching of Mathematics.
- Essential elements in a Lesson Plan.
- The Mathematics Curriculum.
- Curriculum development in Mathematics.
- Evaluation of curriculum materials.
- Concept formation, critical thinking, problem solving, thinking skills.
- Historical development in major areas of Mathematics – Number, geometry, calculus.
- Famous Mathematicians and their contributions to Mathematics.
- Instrumental, relational and constructivist teaching and learning of mathematics.
- Teaching of selected topics in Mathematics at secondary level.

Teaching & Learning Strategies

Lectures
Discussions
Peer presentation
Self-directed learning
Projects

Mode of Assessment

Continuous Assessment : 100%

Module Title: Mathematical Methods II
Module Code: MATH 122 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers an understanding of spatial abilities and visualization in mathematics and enable them acquire the basic skills in Vector Analysis and Analytical Geometry, as well as Numerical Methods.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- use vector algebra and vector geometry
- analyse and interpret geometrically general equation of second degree
- demonstrate knowledge of vectors applied to simple physical situations involving components of velocities and accelerations
- use of Newton-Gregory formulae

Content

- Vector geometry, vector algebra, including triple products and applications to third coordinate geometry and particle dynamics.
- Introduction to Euclidean geometry of polygons and circles.
- Analytical geometry: circle, parabola, ellipse.
- General equation of second degree.
- Introduction to conics.
- Polar coordinates.
- Introducing Numerical methods including forward & backward differences, Newton-Gregory interpolation formulae & applications.

Teaching & Learning Strategies

Lectures
Discussions
Tutorials

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Calculus II
Module Code: MATH 231 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers analytical abilities in multi-variable calculus.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- apply different tests for convergence
- extend their notion of differentiation to at least two variables
- apply partial differentiation to problems
- use vector calculus

Content

- Sequences and series – tests of convergence (comparison test, ratio test, the Integral test).
- Partial differentiation.
- Jacobians.
- Applications of partial differentiation.
- Techniques of integration: double integrals.
- Introduction to Vector Calculus (grad., div. & curl etc.).

Teaching & Learning Strategies

Lectures
Discussions
Tutorials

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Algebra
Module Code: MATH 241 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers an understanding and appreciation of algebraic structures.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- apply knowledge of set theory to problems
- use matrices as tools in problem-solving
- interpret geometrically solutions of system of linear equations
- demonstrate an understanding of the concept of group

Content

- Set theory and applications.
- System of linear equations including geometrical interpretations.
- Euclid's algorithm and application of linear congruences.
- Linear transformations and their matrix representations.
- Matrix algebra: Quadratic forms, eigenvectors and eigenvalues.
- Introduction to Groups.

Teaching & Learning Strategies

Lectures
Discussions
Tutorials

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Mechanics
Module Code: MATH 242 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers an understanding and appreciation of concepts in Mechanics, together with applications.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- demonstrate an understanding of fundamental concepts in mechanics
- apply fundamental concepts of kinematics, static and dynamics to mathematical modeling of simple physical situations
- analyse and interpret resulting solutions of the above models

Content

- Broad concept of the use of vectors in Mechanics.
- Forces acting on a particle.
- Calculation of centre of mass.
- Equilibrium of particles under coplanar forces.
- Friction.
- Kinematics of a particle moving in a straight line.
- Concept of relative motion including vectorial treatment.
- Newton's laws of motion.
- Work, power, kinetic and potential energy.
- Motion of connected particles.
- Momentum and Impulse.
- Elastic strings and springs. Hooke's Law.
- Motion of a projectile.
- Uniform circular motion.
- Resistive motion under gravity and on inclined plane.

Teaching & Learning Strategies

Lectures
Discussions
Tutorials

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Complex Numbers & Introductory Complex Analysis
Module Code: MATH 351 (PT)
No. of Credits: 3

Aims

To enable trainee teachers to extend and apply the concepts associated with numbers in the complex field.

Learning Outcomes

At the end of the module, trainees should be able to:

- use complex numbers and apply to Geometry and Theory of Equations
- understand the basics of the calculus of complex numbers

Content

- Geometry of complex numbers and associated algebra.
- Roots of a polynomial equation using Complex Numbers & De Moivre Theorem where applicable including n th roots of unity.
- Summation of trigonometric series using Euler's relations for Complex Numbers and analytical trigonometry.
- Differentiation of complex quantities.
- Radius of convergence in the complex field.
- The Cauchy-Reimann Equation and its Applications.

Teaching & Learning Strategies

Lectures
Discussions
Tutorials

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Ordinary Differential Equations
Module Code: MATH 361 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers an understanding and appreciation of the power and use of differential equations in solving mathematical problems.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- apply different techniques to solve Differential Equation
- formulate O.D.Es from real-life situations
- use the powerful operator technique for solving Differential Equations
- demonstrate an understanding of concepts related to solving differential equations using numerical methods

Content

- Introduction to Linear and simple Non-Linear Differential Equations.
- Solution of Differential Equations, including Euler's Equation.
- The Operator technique for solving linear differential equations including the D-operator method for finding Particular Integrals.
- Modeling problems using O.D.E.
- Numerical solution of differential equations.

Teaching & Learning Strategies

Lectures
Discussions
Tutorials

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Probability and Statistics
Module Code: MATH 362 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers an understanding and appreciation of probability theory and different models of statistical distributions.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- explain the principles governing the laws of probability
- apply laws of probability to problems
- organize, analyse and present the salient features of data sets
- use moments to determine essential characteristics of a data set
- apply knowledge of inferential statistics

Content

- Laws of probability.
- Bayes' Theorem.
- Data collection, organization, summarization, presentation and analysis.
- Probability distributions for discrete random variables (Binomial geometric, Poisson and multinomial).
- Probability distributions for continuous random variables (Normal, Uniform, Exponential distribution).
- Sampling methods.
- Estimation theory.
- Regression and correlation.

Teaching & Learning Strategies

Lectures
Discussions
Peer presentation

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

List of Modules: PHYSICAL EDUCATION

	Modules	Code	No. of credits	Mode of Assessment
1	Part I: Principles of Physical Education Part II: Movement Education	PHYSED 111 (PT)	3	Continuous Assessment/ Examination
2	Part I: Volleyball Part II: History of Physical Education & Sports	PHYSED 112 (PT)	3	Continuous Assessment/ Examination
3	Part I: Methods in Physical Education Part II: Anatomy I	PHYSED 121 (PT)	3	Continuous Assessment/ Examination
4	Part I: The Teaching of Physical Education Part II: Football	PHYSED 122 (PT)	3	Continuous Assessment/ Examination
5	Part I: Anatomy II Part II: Basketball	PHYSED 231 (PT)	3	Continuous Assessment/ Examination
6	Part I: Handball Part II: Traditional Games	PHYSED 241 (PT)	3	Continuous Assessment/ Examination
7	Athletics	PHYSED 242 (PT)	3	Continuous Assessment/ Examination
8	Part I: Swimming Part II: Badminton	PHYSED 351 (PT)	3	Continuous Assessment/ Examination
9	Part I: Motor Skill Learning Part II: Educational Gymnastics	PHYSED 361 (PT)	3	Continuous Assessment/ Examination
10	Part I: Table Tennis Part II: First Aid & Safety	PHYSED 362 (PT)	3	Continuous Assessment/ Examination
11	Online Teaching & Learning	ODL 232 (PT)	3	Continuous Assessment
12	Independent Study	IS 352 (PT)	3	Continuous Assessment
Total no. of Credits			36	

PHYSICAL EDUCATION

General Aim

- ❖ To provide trainee teachers with the necessary knowledge, skills, competencies and professional training that will enable them to teach Physical Education effectively in Secondary Schools.

Module Title: PART I : Principles of Physical Education (1.5 credits)

PART II : Movement Education (1.5 credits)

Module Code: PHYSED 111 (PT)

No of Credits: 3

PART 1 : Principles of Physical Education

Aim

To develop in trainee teachers an understanding of the Principles of Physical Education

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- define the various terms used in Physical Education
- define and explain the aims, objectives and principles of Physical Education

Content

- Definition of terms: Physical training, physical culture, physical education, games, sports, recreation etc.
- Aims and objectives of physical education at different levels of education.
- Physical education, Health and Education.

PART 2 : Movement Education

Aim

To develop in trainee teachers an understanding mastery of the broad concepts of Movement Education and Principles of Physical Education.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- identify the key concepts of Movement Education
- identify various minor games for secondary schools students

Content

- Movement Education approach in teaching Physical Education.
- Movement Concepts.
- Fundamental motor skills.
- Relevance of Minor Games in the school curriculum.

Teaching & Learning Strategies

Lectures
Group Work
Presentations
Discussions
Activities

Mode of Assessment

Continuous assessment : 30%
Examination : 70%

Module Title: PART I : Volleyball (1.5 credits)
PART II : History of Physical Education & Sports (1.5 credits)
Module Code: PHYSED 112 (PT)
No of Credits: 3

PART 1 : Volleyball

Aim

To equip trainee teachers with the basic skills in volleyball and be able to teach same in secondary schools.

Learning Outcomes

At the end of the module, trainees should be able to:

- demonstrate basic skills in volleyball and the ability to teach the subject in secondary schools.
- explain the history & rules of the game and to officiate a match.

Content

- Introduction to principles of volleyball
- Basic skills and tactics
- Introductory activities and teaching progressions
- Rules and safety aspects
- History of volleyball

PART 2 : History of Physical Education & Sports

Aim

To provide trainee teachers with the relevant knowledge about the history of physical education and sports.

Learning Outcomes

- explain the historical perspective of Physical Education.

Content

- Physical Education and Sports through ages.

Teaching & Learning Strategies

Lectures
Group Work
Presentations
Discussions
Activities

Mode of Assessment

Continuous Assessment : 70%
Examination : 30%

Module Title: PART I : Methods in Physical Education (1.5 credits)

PART II : Anatomy I (1.5 credits)

Module Code: PHYSED 121 (PT)

No. of Credits: 3

PART 1 : Methods in Physical Education

Aim

To help trainee teachers to develop an understanding of various teaching methods in Physical Education.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- organise and manage PE sessions effectively
- organise tournaments and competitions

Content

- Various teaching methods and organisations in Physical Education.
- Classroom management and teaching strategies.
- Competitions and tournaments.

PART 2 : Anatomy I

Aim

To help trainee teachers to develop an understanding of the structure and functioning of the human body and to know the effects of exercise on the human body.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- explain the basic concepts in chemistry, physics, biology, nutrition and energy systems pertaining to Physical Education and Sports.

Content

- Introducing basic concepts in physics, chemistry and biology.
- Components of Food & Terminologies.
- Energy systems of the body.

Teaching & Learning Strategies

Lectures
Group work
Presentations
Discussions
Activities

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: PART I : The teaching of Physical Education (1.5 credits)
PART II : Football (1.5 credits)
Module Code: PHYSED 122 (PT)
No. of Credits: 3

PART 1 : The teaching of Physical Education

Aim

To develop in trainee teachers appropriate knowledge and skills for effective teaching at secondary schools.

Learning Outcomes

At the end of the module trainee teachers should be able to:

- use appropriate teaching strategies.
- plan, teach and evaluate a physical education lesson.

Content

- Planning Physical Education lessons.
- Teaching Strategies in Physical Education.
- Assessment and evaluation in Physical Education.

PART 2: Football

Aim

To equip trainee teachers with the basic skills in football and be able to teach same in secondary schools

Learning Outcomes

At the end of the module trainee teachers should be able to:

- demonstrate the historical development of football.
- demonstrate an understanding of the general rules of football
- discuss about safety rules
- demonstrate basic skills in football

Content

- History of Football.
- Rules and safety in Football.
- Basic skills and tactics in Football.

Teaching & Learning Strategies

Lectures
Group Work
Presentations
Discussion
Activities

Mode of Assessment

Continuous Assessment : 70%
Examination : 30 %

Module Title: PART I : Anatomy II (1.5 credits)
PART II : Basket Ball (1.5 credits)
Module Code: PHYSED 231 (PT)
No. of credits: 3

PART 1 : Anatomy II

Aim

To help teachers to develop an understanding of the structure and functioning of the human body.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- explain the structure and functioning of the human body

Content

- Various systems of the human body.
- Effects of exercise on the human body.

PART 2 : Basket Ball (1.5 credits)

Aim

To equip trainee teachers with the basic skills in basketball and be able to teach same in secondary schools.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- demonstrate the basic skills in basketball and the ability to teach it in secondary schools
- explain the history & rules of the game
- officiate a match

Content

- Basic skills of basketball.
- Introductory activities and teaching progression.
- Rules and safety aspects of the game.
- History of the game.

Teaching & Learning Strategies

Lectures
Group work
Presentations
Discussions
Activities

Mode of Assessment

Continuous Assessment : 70%
Examination : 30%

Module Title: PART I : Handball (1.5 credits)
PART II : Traditional Games (1.5 credits)
Module Code: PHYSED 241 (PT)
No. of Credits: 3

PART 1 : Handball

Aim

To equip trainee teachers with the basic skills in handball and be able to teach same in secondary schools.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- demonstrate the basic skills in handball and be able to teach same in secondary schools
- explain the history & rules of handball
- officiate a match

Content

- Techniques and Tactics in Handball.
- History and Rules of Handball.
- Safety aspects.

PART 2 : Traditional Games

Aim

To provide trainee teachers with a knowledge about traditional games of Mauritius.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- demonstrate an understanding of the various traditional games of Mauritius

Content

- Traditional Games of Mauritius.

Teaching & Learning Strategies

Lectures
Group work
Presentations
Discussions
Activities

Mode of Assessment

Continuous Assessment : 70%
Examination : 30%

Module Title: Athletics
Module Code: PHYSED 242 (PT)
No of Credits: 3

Aim

To equip trainee teachers with the basic skills in track and field events and be able to teach same in secondary schools.

Learning Outcomes

At the end of the module trainee teachers should be able to:

- demonstrate basic skills involved in Track & Field events and understand the teaching progressions.
- understand the history & rules of each event
- officiate during an athletic meet.

Content

- The core movement skills (running, jumping, throwing)
- Athletic challenges and techniques involving running and throwing
- Introductory activities and teaching progressions
- Identification and correction of faults
- Basic rules and safety aspects
- Improvisation of equipment
- Officiating each event
- History of each event

Teaching & Learning Strategies

Lectures
Group work
Presentations
Discussions
Activities

Mode of Assessment

Continuous Assessment : 70%
Examination : 30%

Module Title: PART I: Swimming (1.5 credits)
PART II: Badminton (1.5 credits)
Module Code: PHYSED 351 (PT)
No. of Credits: 3

PART 1 : Swimming

Aim

To equip trainee teachers with the various basic swimming strokes and be able to teach swimming in secondary schools.

Learning Outcomes

At the end of the module trainee teachers should be able to:

- demonstrate basic swimming strokes and the ability to teach same in secondary schools

Content

- Introducing water activities and water games.
- Development of swimming skills.
- Development of water safety skills.

PART 2 : Badminton

Aim

- To enable trainee teachers to acquire basic skills in badminton and be able to teach same in secondary schools.

Learning Outcomes

At the end of the module trainee teachers should be able to:

- demonstrate basic skills in badminton and be able to teach same in secondary schools
- explain the history & rules of badminton
- officiate a badminton match

Content

- Skills and tactics in badminton.
- History and rules of badminton.
- Safety in badminton.

Teaching & Learning Strategies

Lectures
Group work
Presentations
Discussions
Activities

Mode of Assessment

Continuous Assessment : 70%
Examination : 30%

Module Title: PART I: Motor Skill Learning (1.5 credits)
PART II: Educational Gymnastics (1.5 credits)
Module Code: PHYSED 361 (PT)
No. of Credits: 3

PART 1 : Motor Skill Learning

Aim

To develop in trainee teachers an understanding of how students learn motor skills.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- demonstrate an understanding of how students acquire motor skills

Content

- Terminologies in motor learning.
- Stages in learning motor skills.

PART 2 : Educational Gymnastics

Aim

To enable trainee teachers to acquire the basic skills in educational gymnastics and be able to teach same in secondary schools.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- demonstrate skills in educational gymnastics and movement patterns
- teach basic gymnastic skills in secondary schools

Content

- Floor exercises and balance.
- Sequencing of movements: jumping, running, landing, rolling, etc.

Teaching & Learning Strategies

Lectures
Group work
Presentations
Discussions
Activities

Mode of Assessment

Continuous Assessment : 70%
Examination : 30%

Module Title: PART I: Table Tennis (1.5 credits)
PART II: First Aid & Safety (1.5 credits)
Module Code: PHYSED 362 (PT)
No. of credits: 3

PART 1 : Table Tennis

Aim

- To equip trainee teachers with the basic skills in table tennis and be able to teach same in secondary schools.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- demonstrate the basic skills in table tennis
- teach table tennis skills in secondary schools.
- explain the history & rules of table tennis
- officiate a table tennis match.

Content

- Skills and tactics in table-tennis.
- History and rule of table tennis.

PART 2 : First Aid & Safety

Aim

- To enable trainee teachers to provide appropriate first aid to students in case of injuries at school.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- provide necessary first aid in case of injuries at schools.

Content

- Introduction to First Aid.
- Various types of injuries encountered in sports.

Teaching & Learning Strategies

Lectures
Group work
Presentations
Discussions
Activities

Mode of Assessment

Continuous Assessment : 70%
Examinations : 30%

List of Modules: VISUAL ARTS

	Modules	Code	No. of credits	Mode of Assessment
1	Drawing	VA 111 (PT)	3	Continuous Assessment (On the spot test)
2	Painting	VA 112 (PT)	3	Continuous Assessment (Portfolio)/ On the spot test
3	Sculpture I	VA 121 (PT)	3	Continuous Assessment (Project)
4	Art History and Appreciation	VA 122 (PT)	3	Continuous Assessment (Portfolio)/ Examination
5	Professional Studies	VA 231 (PT)	3	Continuous Assessment (Project)/ Examination
6	Graphic Printing Techniques	VA 241 (PT)	3	Continuous Assessment (Portfolio)
7	Sculpture II	VA 242 (PT)	3	Continuous Assessment
8	Creative Drawing and Painting	VA 351 (PT)	3	Continuous Assessment (Project)
9	Decorative, Monumental and Environmental Art	VA 361 (PT)	3	Continuous Assessment (Portfolio)
10	Introduction to Graphic Design	VA 362 (PT)	3	Continuous Assessment (Portfolio)
11	Online Teaching & Learning	ODL 232 (PT)	3	Continuous Assessment
12	Independent Study	IS 352 (PT)	3	Continuous Assessment
Total no. of Credits			36	

VISUAL ARTS

General Aim

- ❖ To provide trainee teachers with the necessary knowledge, skills, understanding and attitude in the field of Art education that will enable them to teach Visual Arts up to Form V level.

Module Title: Drawing
Module Code: VA 111 (PT)
No of Credits: 3

Aim

To develop in trainee teachers an understanding and mastery of the basic principles of drawing.

Learning Outcomes:

At the end of the module, trainee teachers should be able to:

- discuss the development of drawing from a historical perspective
- critically analyse and appreciate masters' drawings
- demonstrate an understanding of the concepts of drawing and graphic expression
- demonstrate skills in a variety of drawing media
- apply the experience acquired in the classroom context

Content

- History and development of drawing.
- Masters' works.
- Experiment drawing media and techniques.
- Basic drawing principles.
- Drawing from observation and imagination.
- Drawing activities in the classroom context.

Teaching & Learning Strategies

Lectures
Group discussion
Demonstration
Slide show
Studio work
Field work
Research and documentation

Mode of Assessment

Continuous Assessment : 70%
On the spot test : 30%

Module Title: Painting
Module Code: VA 112 (PT)
No of Credits: 3

Aim

To develop in trainee teachers an understanding and appreciation of painting.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- use different painting techniques/media with confidence
- demonstrate an understanding of the canvas/conventions in the development of art history
- use innovative approaches in the teaching of painting at school level

Content

- Introduction to painting – a historical perspective.
- Investigate canvas/conventions in painting.
- Study a few masters' works in view of analysis of color, composition, style, movement.
- Experiment with different painting techniques – media with aim of achieving an individualistic style.

Teaching & Learning Strategies

Lectures
Discussions
Slides
CD-Roms viewing
Investigation/experimentation and Practical

Mode of Assessment

Continuous Assessment (Portfolio) : 70%
On the spot test : 30%

Module Title: Sculpture I
Module Code: VA 121 (PT)
No of Credits: 3

Aim

To develop in trainee teachers an understanding and appreciation of sculpture.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- identify and use 3D media/techniques with confidence
- experiment and investigate 3D media
- analyse and appreciate 3D work
- teach sculpture creatively

Content

- Introduction to modeling, carving, assemblage and construction.
- Experimentation of 3D materials.
- Use of 3D media and tools.
- Reference to master works.
- Form and colour.
- Innovative and creative approaches in the teaching/learning of sculpture.

Teaching & Learning Strategies

Lectures
Slide projection
Discussions
Studio work and Documentation

Mode of Assessment

Continuous Assessment (Project) : 100%

Module Title: Art History and Appreciation
Module Code: VA 122 (PT)
No of Credits: 3

Aim

To develop in trainee teachers an understanding and appreciation of ancient and modern art forms.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- demonstrate an understanding of the chronological development of art history from ancient civilizations to modern period.
- make an analytical and formal appraisal of art with emphasis laid on basic
- critically analyse and discuss art forms and make informed judgement

Content

- Neolithic and Paleolithic period.
- Art in Mesopotamia, Egypt, Greece and Rome.
- Byzantine and Christian Art.
- Renaissance – A brief introduction.
- Introduction to modern period.

Teaching & Learning Strategies

Lectures
Documentation
Viewing of films
Slide projection etc.

Mode of Assessment

Continuous Assessment (Portfolio) : 30%
Examination : 70%

Module Title: Professional Studies
Module Code: VA 231 (PT)
No of Credits: 3

Aim

To develop in trainee teachers competence and confidence in the learning and teaching of Visual Arts.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- relate theoretical concepts in Visual Arts to classroom practice, thus improving their teaching
- design syllabus and make short term and long term planning
- implementation evaluation and assessment techniques

Content

- Looking at Visual Arts/Art education from universal perspectives and analyzing new trends in Visual Arts.
- Role of Visual Arts teachers in promoting Visual Arts.
- Analytical appreciation of Visual Arts framework and curriculum development.
- Design syllabus – (short term and long term planning) – classroom management.
- Teaching strategies/methods – evaluation/assessment.

Teaching & Learning Strategies

Lectures
Group discussions
Seminar
Reports
Reflection and Analysis

Mode of Assessment

Continuous Assessment (Project) : 70%
Examination : 30%

Module Title: Graphic Printing Techniques
Module Code: VA 241 (PT)
No of Credits: 3

Aim

To develop in trainee teachers technical skills in print making and to help them appreciate prints.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- explore and experiment various printing techniques
- identify different printing techniques appropriate to the classroom context
- appreciate masters' prints

Content

- Develop relevant skills in printing.
- Introduction to graphic printing and study of master's prints.
- Investigation of printing techniques: block, stencil, screen and monoprint.
- Mounting of prints.
- Reflection on application of theory-practice in classroom context.

Teaching & Learning Strategies

Lectures
Slide
CD Roms viewing
Discussion/reflection
Investigation
Experimentation and Practical work

Mode of Assessment

Continuous assessment (Portfolio) : 100%

Module Title: Sculpture II
Module Code: VA 242 (PT)
No of Credits: 3

Aim

To consolidate in trainee teachers knowledge of sculpture through group task and help them apply same.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- plan and carry out a sculpture task in group
- work and participate in group
- develop an understanding of collaborative and participatory learning
- analyse, discuss and reflect on group work

Content

- Analysis of a task based on experience already acquired
- Selection of media/techniques for final work.
- Discuss, plan and implement a group task.
- Evaluation of and reflection on the outcome

Teaching & Learning Strategies

Lectures
Slide viewing
Discussions
Studio work
Documentation
Group work

Mode of Assessment

Continuous Assessment : 100%

Module Title: Creative Drawing and Painting
Module Code: VA 351 (PT)
No of Credits: 3

Aim

To help trainee teachers explore scopes for creativity and expression through the use of drawing and painting media.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- demonstrate an awareness of source, content and process
- think and express creatively feeling and ideas
- demonstrate an understanding of aesthetics in drawing and painting

Content

- Experiment media and techniques
- Individual approach and analysis of theme
- Series of work around a theme
- Analysing and discussing process and product

Teaching & Learning Strategies

Slide show
Studio work
Interactive discussion
Presentation

Mode of Assessment

Continuous Assessment (Project) : 100%

Module Title: Decorative, Monumental and Environmental Art
Module Code: VA 361 (PT)
No of Credits: 3

Aim

To help trainee teachers understand various forms of large scale art work.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- demonstrate an understanding of the history development and principles of techniques and artistic expressions.
- identify appropriate activities in the school context

Content

Introduction to

- mosaic
- stained glass
- mural painting
- relief panel

Teaching & Learning Strategies

Lectures
Slide show
On-site visits
Studio work
Presentation
Groupwork

Mode of Assessment

Continuous assessment (Portfolio) : 100%

Module Title: Introduction to Graphic Design
Module Code: VA 362 (PT)
No of Credits: 3

Aim

To help trainee teaches understand the basic Principles and Concepts of Graphic Design.

Learning Outcomes

At the end of the module, trainee should be able to:

- demonstrate an awareness of the history and development of Graphic communication.
- identify basic skills related to Graphic Design.
- apply the experience acquired to the classroom context.

Content

- Development of signs, symbols and letters from the communication and aesthetic perspectives.
- Integration of Image and text.
- Investigate, experiment and research in calligraphy, expressive lettering, logo, letter types, catchword and illustration, poster and CD sleeve.

Teaching & Learning Strategies

Lectures
Discussions
Slide/video viewing
Use software for hands on activities
Studio work
Research and documentation
Analysis and evaluation

Mode of Assessment

Portfolio : 100%

CORE MODULES

	Modules	Code	No. of credits	Mode of Assessment
1	Curriculum Studies	CUR 111 (PT)	3	Continuous Assessment
2	Foundations of Education	EDS 121 (PT)	3	Continuous Assessment
3	Media and Communication	MCM 231 (PT)	3	Continuous Assessment/ Examination/
4	Teaching and Learning I : Developmental & Educational Psychology	EDS 232 (PT)	3	Continuous Assessment/ Examination
5	Teaching and Learning II : Pedagogy	EDS 243 (PT)	3	Continuous Assessment/ Examination/
6	ICT Skills	CSE 351 (PT)	3	Continuous Assessment/ Examination
7	Sociology of Education	EDS 354 (PT)	3	Continuous Assessment
8	Assessment and Evaluation in Secondary	CUR 362 (PT)	3	Continuous Assessment
9	Study Skills and the Teaching Profession Part I: Study Skills	SSTP 121 (PT)	1.5	Continuous Assessment
10	Study Skills and the Teaching Profession Part II: The Teaching Profession	SSTP 231 (PT)	1.5	Continuous Assessment
Total no. of Credits			27	

Module Title: Curriculum Studies
Module Code: CUR 111 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers knowledge and understanding of the holistic and dynamic nature of the secondary school curriculum.

Learning Outcomes

At the end of this module, trainee teachers should be able to:

- elaborate a working definition of curriculum
- demonstrate how the different parts of the curriculum inter-relate to provide learning experiences
- analyse the main factors influencing the curriculum
- discuss how the three types of curriculum, influence classroom practice
- describe the processes involved in curriculum development
- describe how the secondary school curriculum is organised
- Plan and develop learning activities in accordance with the different needs of learners
- demonstrate a sound understanding of curriculum evaluation

Content

- Meaning and definition of the curriculum.
- Importance of the different parts of the curriculum and the learning experience.
- Foundations and orientation of the curriculum.
- Types of curriculum.
- Organization of the secondary school curriculum.
- Curriculum design, planning and the development process.
- Effective curriculum implementation.
- Curriculum evaluation.

Teaching & Learning Strategies

Lectures
Discussion
Group work
Brainstorming and presentation

Mode of Assessment

Continuous Assessment : 100%

Module Title: Foundations of Education
Module Code: EDS 121 (PT)
No. of Credits: 3

Aim

To enable trainee teachers to reflect on educational issues from a philosophical & historical perspective and on their role as educators.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- discuss about the concept and aims of education in the context of globalization
- analyse the various challenges that teachers face and discuss about its implications
- evaluate some educational theories with respect to their applicability and currency in the mauritian as well as international contexts
- develop a critical awareness of the evolution of educational thoughts
- analyse the historical development of education in Mauritius
- evaluate the impact of history on the present educational system in Mauritius

Content

- (i) Philosophical Issues in Education
- (ii) History of Education

(i) Philosophical Issues in Education	(ii) History of Education
A. Concept and Aims of Education B. The impact of Globalisation on education C. Changing roles of teachers and school D. Moral education in a multicultural context E. Some Educational theories and their relevance in contemporary context.	A. Historical development of education worldwide and its impact on the present system of education. B. The development of education in Mauritius. C. Analysis of the present system of education.

Teaching & Learning Strategies

Brainstorming, Expository, Discussion, Groupwork

Mode of Assessment

Continuous Assessment : 100%

Module Title: Media & Communication
Module Code: MCM 231 (PT)
No. of Credits: 3

Aim

To develop in trainee teacher view to enabling them to become actively involved in developing their communication competence in order to enhance their teaching.

Learning Outcomes

At the end of the module, trainee teacher should be able to:

- show an evidence of understanding the basics concepts of communication
- discuss the role of effective communication in the teaching and learning process
- demonstrate a mastery of verbal and non-verbal skills and adequate attitudes for effective teaching and learning.

Content

- *The communication process*
 - Definition
 - Dimensions
 - Components
 - models
- *Intrapersonal communication*
 - Self
 - Perception
 - Intrapersonal perception
 - Perception of others
 - Communication and communication needs
 - Intrapersonal communication and self disclosure
- *Interpersonal communication*
 - Interpersonal communication theory
 - Listening
 - Interpersonal communication needs
 - Social exchange theory
 - Assertiveness styles
- *Small group communication*
 - Definition
 - Advantages and disadvantages
 - Group characteristics
 - Discussion in groups

- *Communication Pedagogy*
 - Verbal, non verbal and mediated communication skills
 - Ethos and pedagogical communication

- *Presentation Skills*

Teaching & Learning strategies

Lectures

Activities based practical and use of TLM

Micro-teaching and peer teaching

Presentations

Mode of Assessment

Continuous Assessment : 30%

Examination : 70%

Module Title: Teaching and Learning I : Developmental & Educational Psychology
Module code: EDS 232 (PT)
Credits: 3

Aim

To develop in trainee teachers a thorough understanding of adolescent development in order to help them improve teaching and support students at secondary level.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- demonstrate an understanding of the developmental process that adolescents experience during the schooling period
- explain the mechanisms and processes of learning in the classroom
- show evidence of appropriate attitudes expected of a teacher
- analyse the various strategies which can be used to support the adolescent learner

Content

- Introduction to Psychology and its relevance to education.
- Understanding the adolescent from the developmental perspective
 - Physical & sexual
 - Socio-emotional
 - Identity & personality
 - Cognition & intellectual
- Understanding the adolescent learner
 - Intelligence & multiple intelligences
 - The learning process
 - Motivating the adolescent to learn
 - Learning difficulties & remediation
- Strategies to support the adolescent learner
 - Counselling
 - Conflict resolution

Teaching & Learning Strategies

Expository
Individual/group research & presentation
Case studies
Brainstorming & discussion

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: Teaching & Learning II : Pedagogy
Module Code: EDS 243 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers the appropriate pedagogical knowledge and skills and to empower them to use a variety of teaching strategies in their classroom.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- show evidence of a holistic view of the learner and their different needs
- adopt a more reflective stance in their practice
- demonstrate ability to adapt their teaching to the learner's varied need
- select appropriate innovative teaching strategies in different classroom situations in relation to changing trends
- further develop their knowledge and skills over all aspects of the teaching and learning process

Content

- Reflective Teaching/Thinking
- Learner-centered Education
- Learning/Teaching styles
- Teaching and Communication skills
- Instructional Planning
- Teaching Strategies
- Classroom Management
- Differential Pedagogy

Teaching & Learning Strategies

Group work, lectures, group discussion, film viewing, brainstorming, individual work, group presentation.

Mode of Assessment

Continuous Assessment : 30%
Examination : 70%

Module Title: ICT Skills
Module Code: CSE 351 (PT)
No. of Credits: 3

Aim

To develop in trainee teacher an understanding and mastery of the broad concepts of computer and help them apply same.

Learning Outcomes

At the end of the module, trainee teacher should be able to:

- demonstrate an understanding of the fundamentals of a computer system and its components
- identify and describe the different parts of hardware
- identify and describe the different types of software
- use common software packages

Content

- Functional components of a computer system.
- Classification of computer system.
- Input & Output Devices.
- Secondary storage.
- Introduction to computer network.
- Data communications.
- Application software and Systems software.
- Hands on practice in the following software packages such as Word-processing, Spreadsheet, Databases, Graphics (Paint tool), PowerPoint and Internet.

Teaching & Learning Strategies

Lectures
Demonstration
Group work
Brainstorming
Self-directed study
Laboratory workshops

Mode of Assessment

Continuous Assessment : 100%

Module Title: Sociology of Education
Module Code: EDS 354 (PT)
Credits: 3

Aim

To help trainee teachers inquire into the social context of the child and adopt a critical view of the role of the school and the teacher.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- identify and differentiate between different social backgrounds of students
- develop a critical stance on the role of the school and teachers
- reflect upon him/herself as a professional
- identify and explain key problems in the school and society from a variety of perspectives
- provide alternative explanations of achievement in schools

Content

- The social context of the child
- The school as an organization and its role today
- Teacher's role and the teacher as a professional
- Deviance and violence in society and school
- Pupils' achievement

Factors such as class, ethnicity and gender will cut across all the topics above.

Teaching & Learning Strategies

Brainstorming
Lectures
Discussion
Group work
Group presentation
Scaffolding

Mode of Assessment

Continuous Assessment : 100%

Module Title : Assessment and Evaluation in Secondary
Module Code : CUR 362 (PT)
No. of Credits: 3

Aim

To develop in trainee teachers a sound knowledge and understanding of the process of evaluation involve for effective teaching and meaningful learning.

Learning Outcomes

At the end of the module, trainee teachers should be able to :

- describe the key concepts in evaluation
- examine different types of evaluation to promote learning
- describe the main steps involved in planning, preparation and implementation of evaluation procedures
- develop appropriate assessment tools
- use feedback to promote learning
- carry out basic statistical analysis and interpret test results effectively
- keep records and report on student performance
- detect and address students learning difficulties
- discuss ethical issues in evaluation

Content

- Key concepts in evaluation : measurement, assessment, evaluation and decision-making.
- Changing role of evaluation to cater for different categories of learners and to improve learning : placement, diagnostic, formative, summative, criterion referenced norm-referenced and ipsative evaluation.
- Planning, preparing and implementing evaluation activities.
- Teacher-made tests : multiple choice, true/false, completion, matching, short-answer questions, essay-type questions.
- Information gathering techniques: observation, anecdotal notes, checklists, rating scales, questioning, portfolio, work samples.
- Using feedback to construct learning.
- Interpreting and judging student performance : basic statistical concepts in measurement.
- Keeping records and reporting : guidelines for keeping records, parent-teacher interviews, written reports.
- Ethical issues in Education.

Teaching & Learning Strategies

Lectures

Discussions

Individual and group presentation

Mode of Assessment

Continuous Assessment : 100%

Module Title: Study Skills and the Teaching Profession
Part I: Study Skills
Module Code: SSTP 121 (PT)
No. of Credits: 1.5

Aim

This module aims at equipping TDS trainees with fundamental skills and knowledge to enable them to take optimal advantage of their professional training at MIE.

Learning Outcomes

At the end of the module, trainee teachers should be able to :

- Read with a good level of understanding extensive papers/books dealing with educational issues, specialised subject area content and teaching methodology
- Write various types of assignments in an effective manner
- Enhance assignments through use of media and information technologies

Content

- Reading strategies for effective study skills at tertiary level
- Note taking and graphic organizers of content.
- Establishing general plan, main points & outline of views exposed in papers.
- Writing down synopsis & summary of research and academic papers.
- Coping with assignments in an effective manner (from task management to data and documentation research & collection/activation of ideas/plan constructing/draft writing.
- Sensitization to academic discourses/genres.
- Academic ethics: Plagiarism, References, sources of information, *etc.*
- Using media and information technologies to enhance assignments

Teaching & Learning Strategies

Lecture
Activities
Group work
Presentation
Project work
Case study approach

Mode of Assessment

Continuous Assessment : 100%

Module Title: Study Skills and the Teaching Profession
Part II: The Teaching Profession
Module Code: SSTP 231 (PT)
No. of Credits: 1.5

Aim

To help trainee teachers develop knowledge and understanding of the teaching profession.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- explain the organizational structure of the school and situate the teacher in that structure.
- critically analyse the roles and responsibilities of a teacher : pedagogical, administrative and social.
- understand the legal framework of the teaching profession.
- investigate into the changing expectations of teachers today.
- address issues related to the well being of the students in school and in society.
- identify and describe the responsibilities of the teacher vis-à-vis other stakeholders.

Content

- The school organization and the teacher.
- Nature of the teaching profession.
- Roles and responsibilities of the teacher from the pedagogical, administrative and social perspectives
- The legal aspects of the teaching profession
- The student and the teacher within the changing context of schooling.
- The expectations of the profession from different stakeholders' point of view.
- Rights and responsibilities of the teacher and students.
- The teachers' role with regards to the wider community.

Teaching & Learning Strategies

Lectures
Brainstorming
Talks and conferences

Mode of Assessment

Continuous Assessment : 100%

Module Title: Online Teaching and Learning
Module Code: ODL 232 (PT)
No. of Credits: 3

Aim

To enable trainee teachers to become more autonomous, responsible and lifelong learners through effective use of ICT in online pedagogy. This innovative approach will further aim at applying technology in transforming what goes on in the classroom.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- apply online pedagogical principles in creating online materials
- develop independent learning skills through technology
- display ability to work in a collaborative environment
- analyse critically fundamental emerging issues in Open and Distance Learning.

Content

- Principles of Online Pedagogy.
- Web 2.0 tools and educational learning platform.
- Collaborative learning environment.
- Issues pertaining to Open and Distance Learning.
- Challenges of Open and Distance Learning.

Teaching & Learning Strategies

Blended mode of delivery with a mix of online and face-to-face sessions.

Mode of Assessment

Continuous Assessment (Individual/Collaborative Tasks) : 100%

Module Title: Independent Study
Module Code: IS 352 (PT)
No. of credits: 3

Aim

To enable trainee teachers to identify, investigate and reflect on issues relating to teaching and learning in their respective subject areas.

Learning Outcomes

At the end of the module, trainee teachers should be able to:

- identify issues related to teaching and learning
- demonstrate the ability to undertake a structured and systematic investigation
- present, analyse and critically reflect on findings

Content

- Issues in the teaching and learning.
- Methodology for structured investigation.
- Collecting and presenting information.
- Evaluation and critical reflection on the outcomes of an investigation.

Teaching & learning strategies

Lectures
Tutorials
Discussion

Mode of Assessment

Continuous Assessment : 100%

PROFESSIONAL PRACTICE

	COMPONENT	CODE	NO. OF CREDITS
1	Peer/Micro Teaching	PP1 (PT)	2
2	Teaching Practice (Subject Area)	PP2 (PT)	3
3	Teaching Practice (School of Education)	PP3 (PT)	3
4	Teaching Portfolio Report	PP4 (PT)	4
Total no. of Credits			12

School Based Experience

Final Assessment Forms

- I. Teaching Performance**
- II. Teaching Portfolio**
- III. Peer Micro Teaching**

I. Teacher's Diploma Secondary SBE – Teaching Performance Final Assessment Form

	Weighting	a	b	c	d	e	Marks obtained (100)
		Outstanding	Good	Average	Fair	Unsatisfactory	
Trainee's name:							
School posted:							
Programme & year:							
Subject area:							
Name of tutor: <i>(School of Education/Subject Area)</i>							
A. Teacher characteristics Understanding and supportiveness of students. Enthusiasm (lively, stimulating, imaginative). Approach (responsible, business-like, systematic). Presence (confident, poised)	10	9-10	7-8	5-6	3-4	0-2	
B. Planning and preparation Aims and objectives. Selection of content. Selection of teaching strategies. Selection and preparation of materials <i>Critical reflection as evidenced in Portfolio</i>	20	18-20	15-17	10-14	5-9	0-4	
C. Implementation Determining student readiness. Development and sequencing, Pacing of lesson(s). Flexibility of approach, Student participation and activities. Communication. Closure of lessons. Control and management. Knowledge of subject matter. Coping with range of ability. Background and needs of students. <i>Evidence of reflection from the SBE Portfolio.</i>	25	21-25	17-20	13-16	6-12	0-5	
D. Language & communication skills Quality of language oral & written. Interaction, questioning. Expressions, movements & gestures.	15	14-15	11-13	8-10	4-7	0-3	
E. Evaluation Adequacy and variety of procedure. Use of feedback to improve teaching and learning <i>Reflection on teaching as evidenced in the SBE Portfolio</i>	20	18-20	15-17	10-14	5-9	0-4	
F. Professional attitudes and commitment Keenness to improve teaching effectiveness. Interest and participation in the school activities. Co-operation with others <i>Evidence from Portfolio.</i>	10	9-10	7-8	5-6	3-4	0-2	
TOTAL (X)							
Grade & marks obtained		Total Marks:.....			Grade:		
A: Distinction ($X \geq 70\%$), B: Pass ($60\% \leq X < 70\%$), C: Pass ($50\% \leq X < 60\%$), E: Fail ($0\% \leq X < 50\%$),							

Tutor's remarks:

.....

.....

Date:

Signature:

II. Teacher's Diploma Secondary SBE – Teaching Portfolio Final Assessment Form

Trainee's Name: School posted: Programme & Year: Subject Area: Name of Tutor: (School of Education/Subject Area)	Marks obtained: Grade: Signature: Date:
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s.n.	Assessment Criteria	Weighting	Marks obtained (100)
1	CONTENT: Selection of content as per SBE Handbook	20	
2	PLANNING: Evidence of planning as per SBE Handbook	20	
3	Overall organisation & presentation	10	
4	Quality of reflection and self-assessment	20	
5	Quality of Language	10	
6	Overall professional development as witnessed from evidences provided and report from school	20	
TOTAL (X)		100	

Grade	Marks
A: Distinction	($X \geq 70\%$)
B: Pass	($60\% \leq X < 70\%$)
C: Pass	($50\% \leq X < 60\%$)
E: Fail	($0\% \leq X < 50\%$)

III. Teacher's Diploma Secondary SBE – Peer/Micro Assessment Form

		Weighting	a	b	c	d	e	Marks obtained (100)
			Outstanding	Good	Average	Fair	Unsatisfactory	
1	Planning for teaching	30	26 - 30	20 - 25	15 - 19	8 - 14	0 - 7	
2	Probing & questioning skills	15	14 - 15	10 - 13	8 - 9	4 - 7	0 - 3	
3	Communication & teaching skills	20	18 - 20	14 - 17	10 - 13	6 - 9	0 - 5	
4	Reinforcement used	15	14 - 15	10 - 13	7 - 9	4 - 6	0 - 3	
5	Use of a variety of teaching experiences/ stimulus variation	20	18 - 20	14 - 17	10 - 13	6 - 9	0 - 5	
TOTAL (X)								
Tutor's comments:								
Grade & marks								
Total Marks: Grade:								
A: Distinction ($X \geq 70\%$), B: Pass ($60 \leq X < 70\%$), C: Pass ($50\% \leq X < 60\%$), E: Fail ($0\% \leq X < 50\%$),								
Programme & year: Subject area:								
Trainee's name:								
Name of tutor: Dept.:								
Tutor's signature: Date:								