

Course Code: MED2PC03

Perspective Course

M.Ed. DEGREE PROGRAMME

Semester - II

EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY

(4 credits– 120 hours)

***✍* COURSE OBJECTIVES:**

On successful completion of the course, the prospective teacher educator will be able to

1. understand the concept and scope of advanced Educational technology in the
2. emerging educational scenario
3. understand the role of Information and Communication Technology (ICT) in learning.
4. apply ICT tools, software applications and digital resources in day to day teaching – learning situations
5. understand the ICT initiatives of Government of India
6. analyze the role of ICT in educational administration and management
7. practice safe and ethical usage of ICT

Unit- I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies and recognizes the scope of educational technology 2. Differentiates information, Instructional and educational technologies 3. Compares the Approaches of Educational Technology 4. Identifies the components of Educational technology 5. Explains the historical development of Educational technology. 6. Identifies recent innovations in the area of educational technology 7. Recognizes the benefits of TEL 8. Identifies the major institutions of educational technology in India. 9. Recognizes the role of major institutions of educational technology in education	1.1 Concept, objectives and scope of Educational Technology 1.2 Approaches of Educational Technology: hardware, software and systems approach 1.3 Recent innovations in the area of ET interactive video – Hypertext. 1.4 Technology-Enabled Learning (TEL) Benefits of TEL 1.5 Major institutions of educational Technology in India 1.5.1 CIET, AVRC, EMRC, MCRC and SIET, 1.5.2 Consortium for Educational Communication (CEC), 1.5.3. Centre for Development of Advanced Computing (C-DAC) 1.5.4 National Institute of Electronics & Information Technology (NIELIT)	<ul style="list-style-type: none"> • Seminar with Visual presentation • Online Assignment • Lecture • Peer learning • Hands on experience 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

Unit-II: ICT IN EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains online learning and E-learning 2. Discusses the advantages and disadvantages of online and E-learning 3. Differentiates the types of E-Learning 4. Discusses the advantages and disadvantages of M-learning Blended learning and Flipped learning 5. Identifies Web-based learning objects	2.1 Meaning, Importance objectives, advantages and disadvantages of: 2.1.1 Online learning 2.1.2 E-learning: 2.1.3 M-learning: 2.2 Web-based learning, Simulations and Tutorials. 2.3 Blended learning meaning and importance 2.4 Flipped learning meaning and importance 2.5 Open Educational Resources (OER) meaning and importance	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning • Hands on • experience 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

Unit-III: ICT RESOURCES FOR TEACHING AND LEARNING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies online resources, tools and application 2. Use online resources Recognizes Blogs 3. Use online platforms for learning 4. Recognizes the virtual learning environment 5. Recognizes the various free and opens sources educational software's 6. Identifies MOOCS as a pace for continuous learning 7. Identifies hardware for teaching and learning 8. Uses NPTEL for professional development 9. Recognizes the Virtual learning Environment	3.1 Online Games, Educational games 3.1.1 Online dictionaries and Encyclopedia 3.2. Blogs & Blogging Resources. 3.3 Educational Videos, Lectures, Podcasts. 3.4 Social Networking and Interactive White Board resources 3.5 Vikaspedia, Prashikshak 3.6 Amrita Virtual Interactive e-Learning World (AVIEW) 3.6 Free and Open Source Software in Education (FOSSEE) 3.7 MOOCS as a pace for continuous learning. 3.8 National Programme on Technology Enhanced Learning (NPTEL), 3.9 Khan Academy Course MIT OpenCourseWare. 3.10 Virtual learning Environment Virtual laboratory.	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning • Hands on Experience 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

Unit-IV: ICT INITIATIVES OF GOVERNMENT OF INDIA

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Recognizes the ICT initiatives of Government of India</p> <p>2. Uses the ICT initiatives of Government of India as a resource for teaching and learning</p>	<p>4.1 National Knowledge Network.</p> <p>4.1.1 Study Webs of Active-Learning for Young Aspiring Minds (SWAYAM)</p> <p>4.1.2 National Mission on Education through Information and Communication Technology (NMEICT),</p> <p>4.1.3 National Digital Library (NDL)</p> <p>4.1.4 National Repository of Open Educational Resources (NROER),</p> <p>4.1.5 National Programme on School Standards and Evaluation (NPSSE)-</p> <p>4.2 ShaalaSidhdhi, Saransh, E-Pathshala, Online Labs(OLabs), e-BASTA,</p> <p>4.3 Geographic Information System (GIS) in schools,</p> <p>4.4 SwayamPrabha, e-kalpa, National Teachers' Portal</p>	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning • Hands on experience 	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning • Hands on experience

Unit-V: ICT FOR EVALUATION AND MANAGEMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discuss the meaning, scope and techniques of ICT for evaluation 2. Identifies the Software tools for evaluation 3. Constructs test and quizzes using softwares 4. Recognizes the criteria, norms and standards of online assessment 5. Identifies Online Survey Tools 6. Explains the role of ICT in educational Administration and Management. 7. management 8. Recognizes the need for cloud computing in education	5.1 ICT for Evaluation: Meaning, scope and techniques of ICT for evaluation 5.2 Software tools for Evaluation: Constructing tests, Quiz and Assessment rubrics 5.3 Techniques of Online Assessment Multiple-choice tests, True-or-false items, Essays, Short-answer tests, 5.4 Cloud Computing in Education 5.5 Role of ICT in Educational Administration and Management	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning • Hands on experience 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

SUGGESTED ACTIVITIES (Any two)

1. Preparation of edu blogs with focus on the ability of the blogs to allow interaction.
2. Analysis of a computer based media package with reference to its use in learning process.
3. Analysis of the different instructional packages developed by different agencies/institutions.
4. Prepare a report on ICT initiatives of Government of India.

PRESCRIBED READINGS

1. Ahmad, J., Ahmad, Md. S., & Khan, A. (2012). *Computer Applications in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Alexey Semenov, UNESCO, (2005). *Information and Communication Technologies in Schools: A Handbook for Teachers*.
3. Arulsamy.S.,& Siva kumar.P. (2012). *Applications of ICT in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
4. Barton.R. (2004). *Teaching Secondary Science with ICT*. New Delhi: McGraw Hill International.
5. Conrad, Kerri (2001) *Instructional Design for web – based Training* .HRD Press.
6. DangwalKiran L.(2004). *Computers in Teaching and Learning*. Agra: ShreVinodPustakManir.
7. Gaurav,Chadha, S.M. NafayKumail (2002). *E-Learning: An Expression of the Knowledge Economy*. NewDelhi:Tata McGraw-Hill Publication.
8. Helen Barrett. (2012).*ICT Resources for Assessment. ‘mPortfolios, Step-by-Step Model’*, available:<https://sites.google.com/site/mportfolios/home/step-by-step-model>.
9. Imison.T. & Taylor, P.H. (2001). *Managing ICT in the Secondary Schools*. Heinemann: Oxford.
10. Leon. A. &Leon.M. (2000). *Information Technology*. Chennai: Vikas Publishing House Pvt. Ltd.
11. Kirwadkar. A.,&Karanam. P. (2010). *E-Learning Methodology*. New Delhi: Sarup Book Publishers Pvt. Ltd.

12. Mangal.S.K.,& Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt Ltd.
13. Mason Robin., & Frank R.(2006). *E-learning - The key concepts*. Routledge, NewYork.
14. Norton, P. (2011). *Introduction to Computers*(7th Edition). New Delhi: Tata McGraw-Hill Education Private Limited.
15. Phillips, Rob. (1997). *The Developer's Handbook to Interactive Multimedia: A practicalguide for educational application*. London: Kogan Page.
16. Rejeseakaran S. (2007).*Computer Education and Educational Computing*. NewDelhi: Neel Kamal Publishing PvtLtd.
17. Richardson.W.(2009). Blogs, Wikis, Podcasts, and other powerful web tools for class rooms. (2nd Ed.). California:Corwin Press.
18. Roblyer. M.D. (2006). *Integrating Educational Technology into Teaching*. New Jersey: Pearson Prentice-Hall Inc.
19. Simmons. C. & Hawkins, C. (2009). *Teaching ICT*. New Delhi: Sage Publications.
20. Sinha.P.K.,&Sinha,.P. (2011). *Computer Fundamentals*(6thEdn.) New Delhi: B.P.B Publications.
21. Vaughan, T. (1999) *Multimedia making it work*. New Delhi: Tata McGraw Hill.

SUGGESTED READINGS

1. Lee, William.W, Diana, L Owens. (2001) *Multi-media – Based Instructional Design*:
2. Mallik, Utpal .et al. (2001). *Learning with Computers Level III*. NCERT New Delhi
3. Phillips. R (1997). *Interactive Multi-media* London: Kogan Page.
4. Premkumar.,&Ajit. K. Ghosh. (1991). *Management Information and Communication System*. New Delhi: Manas Publications.
5. Rosenberg, M.J. (2001). *e-learning* New York: McGraw Hill.

Course Code: MED2TC02 Tool Course

M.Ed. DEGREE PROGRAMME

Semester II

ESSENTIALS IN EDUCATIONAL RESEARCH AND STATISTICS

(4 credits – 120 hours)

COURSE OBJECTIVES

On Successful completion of the course prospective teacher educator will be able to

1. understand quantitative research methods.
2. acquaint with different tools of educational research.
3. acquire knowledge about scaling techniques.
4. acquaint with the role of descriptive and inferential statistics in research.

Unit- I: QUANTITATIVE RESEARCH METHODS

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Identifies the characteristics and types of quantitative research methods 2. Examines different experimental designs	1.1 Introduction – characteristics of Quantitative research 1.2 Types of quantitative research 1.2.1 Survey Research 1.2.2 Causal Comparative Research 1.2.3 Experimental Research 1.2.4 Experimental designs 1.2.5 Advantages and limitations of quantitative research	<ul style="list-style-type: none"> • Briefing / Lecture • Seminar • Brain Storming • Digital presentation • Peer learning 	<ul style="list-style-type: none"> • Questioning • Tests • (written/oral) • Seminar presentation

Unit - II: TOOLS OF RESEARCH

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Identifies the different tools of research 2. Selects appropriate tool for conducting research	2.1 Criteria for selection of tools 2.2 Classification of tools 2.2.1 Inquiry forms – Questionnaire, Schedule, Checklist, Rating Scale, Attitude scale (Thurst one Method and Likert Method) 2.2.1 Observation, Interview Sociometry Projective techniques 2.2.2 Achievement test, Aptitude test, Interest inventories, personality inventories	<ul style="list-style-type: none"> • Lecture / briefing • Seminar • Assignment • Peer learning • Auto instruction • Group discussion 	<ul style="list-style-type: none"> • Tests (written/oral) • Seminar presentation • Participation in group discussion • Preparation of Inquiry forms

Unit - III: SCALING TECHNIQUES

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Identifies different types of scales 2. Identifies the steps in constructing a research tool 3. Analyses the characteristics of a research tool	3.1 Scale measurement – Scaling properties 3.2 Types of scales – Nominal, Ordinal, Interval and Ratio scales 3.3 Steps in constructing a research tool 3.4 Standardization of a research tool 3.5 Characteristics of a research tool – validity, reliability, objectivity, sensitivity and practicability	<ul style="list-style-type: none"> • Lecture / briefing • Digital presentation • Workshop • Discussion • Seminar 	<ul style="list-style-type: none"> • Tests (written/oral) • Seminar presentation • Questioning • Construction of research tool

Unit - IV: DESCRIPTIVE STATISTICS

Learning Outcome	Content	Strategies and Approaches	Assessment
1. Selects appropriate correlation techniques to measure the strength of relationship between two variables 2. Predicts an unknown variable using regression analysis	4.1 Descriptive statistics – concept 4.2 Concept of Correlation 4.2.1. Product moment, Rank correlation, Partial and Multiple correlation – their meaning, significance and issues in interpretation, 4.3 Regression-concept 4.3.1 - Linear regression - predicting an estimate and its preciseness.	<ul style="list-style-type: none"> • Introductory lecture • Visual presentation 	<ul style="list-style-type: none"> • Oral Test • Problem sheets

Unit - V: INTRODUCTION IN INFERENCEAL DATA ANALYSIS

Learning Outcome	Content	Strategies and Approaches	Assessment
1. Identifies the role of inferential statistics in measuring the possible impact of sampling error 2. Determines the effect of sample size on confidence interval 3. Interprets a normal distribution with its deviations	5.1 Inferential statistics – concept 5.2 Standard scores; 5.2.1 Standard error of estimate; 5.2.2 Sampling error 5.3 Central limit theorem; 5.4 Normal probability curve – characteristics and applications, 5.4.1 Skewness and Kurtosis.	<ul style="list-style-type: none"> • Interactive session • Hands on experience 	<ul style="list-style-type: none"> • Test (Oral/ Written) • Observation

SUGGESTED ACTIVITIES(Any Two)

1. Conduct a survey and prepare a report
2. Collect any five types of research tool
3. Prepare a Likert type attitude scale
4. Prepare an employee data file from neighbouring institutions and find the difference between mean starting salary and mean current salary

PRESCRIBED READINGS

1. Aggarwal. J.C. (2002). *Educational Research: An Introduction*, New Delhi:Arya Book Depot.
2. Best. J. W.,& Kahn. J.V. (2008).*Research in Education*, (10th ed.) New Delhi: Prentice Hall of India: Private Ltd.
3. Bhandarkar K.M.(2006).*Statistics in Education*. Hyderabad: Neelkamal publications Pvt Ltd.
4. Gouri. K Bhattacharyya.,& Johnson Richard. A. (1977).*Statistical Concepts and Methods*. London: John Wiley and Sons Inc.
5. Hooda R.P. (2002).*Introduction to Statistics*. London: Macmillan and Co. Ltd.
6. Lokesh,Koul.(2007), *Methodology of Educational Research*, New Delhi: Vikas Publishing House Pvt Ltd.
7. Mangal S.K. (2000).*Statistics in Psychology and Education*. New Delhi: Ludhiana Publications.
8. Radha, Mohan. (2006).*Research Methods in Education*, Hyderabad: Neelkamal Publications.
8. Rajamanickam. M.(2001).*Statistical Methods in Psychological and Educational Research*. New Delhi: ConceptPublishing Company.
9. Saxena N.R. et.al. (2012).*Fundamentals of Educational Research*, Meerut: R. Lal Book Depot.
10. Sharma R.A. (2006). *Parametric and Non Parametric in Education and Psychology*. Meerut: R.Lall Book Depot.
11. Sharma R.N. (2003) *Statistical Techniques in Educational Research*. , Delhi: Surjeet Publications.
12. Sidhu, Kulbir Singh. (1985).*Methodology of Research in Education*, New Delhi: Sterling Publishers Pvt.Ltd.

📖 SUGGESTED READINGS

1. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
2. Clive Opie. (2004). *Doing Educational Research – A Guide for First time researchers*, New Delhi: Vistar Publication.
3. Cohen. L., & Manion L. (1994). *Research Methods in Education*. London: Routledge.
4. George, Argyrous. (2011). *Statistics for Research*. London: Sage Publications.
5. King W.H. (1969). *Statistics in Education*. Bombay: Macmillan & Co. Ltd.
6. Kothari C.R. (2009). *Research Methodology Methods and Techniques* (2nd revised) New Delhi: New age international Publishers.
7. Lindquist, E.F. (1968). *Statistical Analysis in Educational Research*. New Delhi: Oxford and IBH Co. Pvt Ltd.
8. Louis Cohen et.al. (2013). *Research Methods in Education* (7th ed) London: Routledge Taylor and Francis Group.
9. Mangal S.K. & Shubhra, Mangal. (2013). *Research Methodology in Behavioural Sciences*, Delhi: PHI Learning.
10. Mridula. (n.d). *Educational Statistics at A Glance*. New Delhi: Association of Indian Universities.

Course Code: MED2TE01

Teacher Education Course

M. Ed. DEGREE PROGRAMME**Semester - II****TEACHER EDUCATION IN INDIA: EMERGING SCENARIO**

(4 credits – 120 hours)

✍ COURSE OBJECTIVES

On successful completion of the course the prospective teacher educator will be able to:

1. acquire knowledge about the development and structure of teacher education in India.
2. develop a clear perspective on capacity building of teachers.
3. reflect on the issues and problems related to teacher education in India
4. evaluate the current strategies being followed for the professional development of teachers.
5. familiarize with the emerging trends in teacher education.
6. identify the changing roles and responsibilities of teachers in Indian society

Unit- I: INTRODUCTION TO TEACHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the concept of teacher education. 2. Compares the concept of teacher education and teacher training.	1.1 Teacher Education: Concept, objectives, scope and characteristics 1.2 History and development of teacher education in India: Ancient, Medieval, British and post-Independent period. 1.3 Difference between teacher education and teacher training	<ul style="list-style-type: none"> • Lecture • Discussion • Visual presentation • Assignment 	<ul style="list-style-type: none"> • Test (Oral/ Written) • QA Session • Report based discussion

Unit – II: TRAINING NEED ANALYSIS OF TEACHERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the concept of Training Need Analysis of teachers	1.1 Meaning and concept of Training Needs 1.2 Training Needs of teachers according to their level (elementary, secondary higher secondary) and area (area of specialization) 1.3 Analysis of Training Needs and development of objectives 1.4 Identification of objectives in relation to knowledge, attitude and practice (Skill)	<ul style="list-style-type: none"> • Lecture /briefing • Field survey • QA session • Group discussion • Study of documents 	<ul style="list-style-type: none"> • Tests (oral /written) • Evaluation of survey • Evaluation of report

Unit-III: MAJOR ISSUES AND CHALLENGES IN TEACHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Analyses the major issues and problems in the field of teacher education.</p> <p>2. Suggests remedies to overcome the issues and challenges in teacher education.</p>	<p>3.1 Admission to Students, Fee structure and duration of the programme.</p> <p>3.2. Organization of practice teaching and relationship with co-operative schools.</p> <p>3.3. Facilities at Teacher education institutions.</p> <p>3.4. Teachers for Students with diverse needs in secondary schools.</p> <p>3.5. Privatization of Teacher Education institutions.</p>	<ul style="list-style-type: none"> • Discussion • Lecture • Seminar • Peer Learning • Brain storming • QA Session 	<ul style="list-style-type: none"> • Test(oral/ written) • Report writing

Unit-IV: PROFESSIONAL DEVELOPMENT OF TEACHER

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Defines the concept of professionalism and professional development.</p> <p>2. Lists out and Explains the various programmes for professional development of teachers.</p>	<p>4.1 Professional development: concept, nature and scope.</p> <p>4.2 Organisation of pre-service teacher education: need and relevance.</p> <p>4.3 Problems and issues in professional preparation of teachers.</p> <p>4.4 Factors influencing professional development of teachers.</p> <p>4.5 Teaching as a profession: Its legal and official status.</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Peer learning • Seminar with visual presentation • Assignment 	<ul style="list-style-type: none"> • Tests (oral & written) • Report of the seminar • Evaluation of Assignment

Unit- V: NEW PARADIGMS AND QUALITY ASSURANCE IN TEACHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identify the various approaches in teacher education. 2. Analyze the Criteria for the quality of teacher education.	5.1 New trends in teacher education: paradigm shift in teaching-learning process, e-learning, mobile-learning, constructivism and interdisciplinary approach. 5.2 Quality assurance: NAAC and their criteria for quality assessment in Higher Education Institutions. 5.3 Criteria for quality assurance in context of IQAC, Academic Performance Indicator (API),	<ul style="list-style-type: none"> • Lecture • Debate • Discussion • Peer learning • Visual Presentation • Auto learning 	<ul style="list-style-type: none"> • Test (Oral/ written) • QA session • Report writing

SUGESTED ACTIVITIES (Any two):

1. Plan a Capacity Building Programme for elementary teachers in your locality for improving teaching competency.
2. Construct a tool for evaluating performance of student-teachers undergoing practice teaching.
3. List out the professional organizations of secondary school teachers and assess the programme carried for professional enhancement.
4. Prepare a report of teacher education institution on the basis of quality criteria determined by the NAAC.

**PRESCRIBED READING:**

1. Kumar, Pradeep. (2012). *Teacher education*. New Delhi: APH Publishing.
2. Mohammed, Miyan. (2004). *Professionalization of teacher education*. New Delhi: Mittal Publications.
3. NCTE (2009). *Curriculum Framework for Teacher Education*. New Delhi: NCTE
4. NCTE (2006). *Curriculum Framework for Teacher Education for Quality Enhancement*. New Delhi: NCTE.
5. Rahman, Hizu. (2005). *Key issues in teacher education: Teachers for secondary schools*. New Delhi: Sanjay Prakash.
6. Rao, Digumart., Bhaskara. (1998). *Teacher Education in India*. New Delhi: Discovery publishing House.
7. Mohan. Radha. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
8. Saxena., Mishra., & Mohanty. (2000). *Teacher education*. New Delhi: Surjeet publications.
9. Sharma. R. A. (2003). *Teacher education: Theory and Practices*. New Delhi: Prentice Hall India Pvt. Ltd.
10. Shukla, R.S. (1984). *Emerging trends in teacher education*. New Delhi: Sterling publishing.

**SUGGESTED READING:**

1. Kumar, Pradeep. (2012). *Teacher education*. New Delhi: APH Publishing.
2. Mohammed, Miyan. (2004). *Professionalization of teacher education*. New Delhi: Mittal Publications.
3. NCTE (2009) *Curriculum Framework for Teacher Education*. New Delhi: NCTE
4. NCTE (2006) *Curriculum Framework for Teacher Education for Quality Enhancement*. New Delhi: NCTE.
5. NCTE: *Policy perspective in teacher education*. New Delhi: NCTE, 1998.
6. Rahman, Hizu. (2005). *Key issues in teacher education: Teachers for secondary schools*. New Delhi: Sanjay Prakash.

7. Rao, Digumart., Bhaskara. (1998). *Teacher Education in India*. New Delhi: Discovery publishing House.
8. Mohan. Radha. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
9. Sharma, R. A. (2003). *Teacher education: Theory and Practices*. New Delhi: Prentice Hall India Pvt. Ltd.
10. Shukla, R.S. (1984). *Emerging trends in teacher education*. New Delhi: Sterling publishing.
11. Singh, L.C. (Ed.1990), *Teacher Education in India*. New Delhi: NCTE.

Course Code: MED2LS05 Level Based Specialisation- 2

M.Ed. DEGREE PROGRAMME

Semester-II

**CURRICULAR PRACTICES IN EARLY CHILDHOOD CARE AND
EDUCATION**

(4 credits – 120 hours)

***✍* COURSE OBJECTIVES:**

On successful completion of the course, the prospective teacher educator will be able to

1. understand the need and ways of creating safe physical space in early childhood centers.
2. develop understanding about different curriculum approaches in ECCE.
3. develop skill in using different instructional strategies.
4. understand the significance of school readiness.
5. acquire skill in assessing children's competency.

Unit - I: ORGANIZING ECCE PROGRAMME

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Familiarizes the design of an ECCE centre.</p> <p>2. Identifies the measures for creating safe environment for children</p> <p>3. Planning programs for children</p>	<p>1.1.Design of an ECCE centre</p> <p>1.1.1.Building plan, different areas in an ECCE centre, Safety precautions,</p> <p>1.1.2.Learning environment- Indoor and outdoor.</p> <p>1.1.3.Organizing different corners/areas</p> <p>1.2.Planning programmes for children – principles and factors of programme planning. yearly, monthly, weekly and daily programme.</p> <p>1.3.Need for maintaining different kinds of records such as child related, teacher related and material related records in ECCE settings</p>	<ul style="list-style-type: none"> • Introductory • Lecture • Group discussion • Field visit • Assignment • Development of weekly /daily schedules • Seminar and discussion • Co-operative learning 	<ul style="list-style-type: none"> • Field level observation and reporting • Assignment evaluation • Document verification • Assessing plans • Evaluation of records • Test(Oral/ Written)

Unit - II: CURRICULUM IN EARLY CHILDHOOD EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Realizes the different aspects of ECCE curriculum 2. Examines the characteristics of a balanced ECCE curriculum	2.1 Early childhood education curriculum 2.1.1.Principles of early learning 2.1.2.Factors to be considered in ECCE curriculum 2.1.3.Curriculum content-Physical and motor development, Language development, Cognitive development, Socio-Personal and Emotional development, Sensorial development, Development of Creative and aesthetic appreciation 2.2.ECCE curriculum models–Montessori approach, Reggio Emilia approach, High scope approach, and Thematic approach	<ul style="list-style-type: none"> • Seminars • Interactive session • Lecture • Discussion • Assignment • Development of thematic webs 	<ul style="list-style-type: none"> • Test(Oral/ Written) • Assignment evaluation • Evaluation of thematic webs

Unit - III: METHODS OF ENGAGING WITH CHILDREN

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the different techniques of teaching children 2. Imbibes skill in teaching children 3. Familiarizes the characteristics and types of play.	3.1.Strategies for teaching Children 3.1.1.Sensory training 3.1.2.Music and movement 3.1.3.Story telling 3.1.4.Dramatization 3.1.5. Puppetry 3.1.6.Significance of play way approach in the holistic development of children-play activities for developmental areas.	<ul style="list-style-type: none"> • Field visit • Preparation of sensory materials • Application of electronic devices like smart phone, tablet & computer • Lecture • Observation of programs • Seminar • Discussion • Demonstration • Visual presentations • Peer learning 	<ul style="list-style-type: none"> • Report writing • Evaluation of learning materials • Test(Oral/ Written) • Assignment evaluation

Unit - IV: DEVELOPMENT OF SCHOOL READINESS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Familiarises the concept of school readiness 2.Acquaints with activities for school readiness	4.1.Developing school readiness 4.1.1.Concept and significance of school readiness 4.1.2.Components of school readiness 4.1.3.Components and activities for a. Reading readiness b. Writing readiness c. Number readiness 4.2. Multiple intelligence based approach in developing school readiness of children	<ul style="list-style-type: none"> • Lecture • Observation of programs • Demonstration • Seminar • Discussion 	<ul style="list-style-type: none"> • Test(Oral/ Written) • Assignment evaluation • Document verification

Unit - V: ASSESSMENT AND EVALUATION IN ECCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Familiarizes the methods of assessing children</p> <p>2. Imbibes skill in assessing preschool children</p>	<p>5.1. Assessing children's progress</p> <p>5.1.1. Characteristics of evaluation of children</p> <p>5.1.2. Guiding principles on assessment during early childhood.</p> <p>5.1.3. Informal assessment strategies – Parent rating, portfolio, checklist, Activity sample, cumulative record, observation, assessment card and report card.</p> <p>5.2. Evaluating ECCE Programmes-</p> <p>5.2.1. Quality standards and specifications for ECCE- Interaction</p> <p>5.3. Capacity building of early childhood educators</p> <p>5.3.1. Pre-service and in-service courses</p> <p>5.3.2. Teacher quality, competence and skill of an early childhood educator</p>	<ul style="list-style-type: none"> • Seminars • Interactive session • Lecture • Discussion • QA session • Assignment 	<ul style="list-style-type: none"> • Test (Oral/ Written) • Assignment evaluation • Assessing tools

SUGGESTED ACTIVITIES (Any two)

1. Case study of an Anganwadi or pre-school center
2. Prepare a resource file on different types of traditional games for children
3. Develop a thematic web for integrated learning (language, Mathematics, and Environmental science), developing lesson plans and teaching materials
4. Prepare a list of activities for accelerating school readiness of pre-school children

**PRESCRIBED READINGS:**

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2. Gardner,H.(1993). *Multiple Intelligences:The Theory In Practice*.Newyork:Basic Books.
3. Hurlock, Elizabeth.B. (2001). *Child growth and development*. NewDelhi:Tata McGraw Hill publishing company.
4. Kaul, Vinetha. (2001). *Early Childhood Education Programm*, New Delhi: National Council of Educational Research and Training.
5. Kaul, V. et al (2004) *Reaching out to the Child*; Oxford University Press.
6. Kaul, V., &Sankar, D. (2009) *Early Childhood Care and Education in India: Mid-DecadeAssessment*; NUEPA.
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SUGGESTED READINGS

1. Austin, Gilbert R. (1976). *Early childhood education: An international perspective*. NewYork: Academic Press.
2. Banta, T. (1966). *Are these really a montessori method?* columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. David, T. (1989). *Teaching Young Children*. New Delhi: Sage publications..
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5. National Curriculum Frame work for Teacher Education (2009). New Delhi. NCTE.
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Course Code: MED2LS06 Level Based Specialization-2

M. Ed. DEGREE PROGRAMME

Semester - II

CURRICULAR PRACTICES IN ELEMENTARY EDUCATION

(4 credits - 120 hours)

COURSE OBJECTIVES

On successful completion of the course the prospective teacher will be able to:

1. understand the positive impact of Elementary Education on Indian Primary Education.
2. understand the quality of education in Elementary level.
3. develop research insight for the elementary curriculum development.
4. gain insight into the importance of in-service teacher education at elementary level.
5. recognize the various modes of evaluation adopted in elementary level.
6. develop an research attitude in teacher education

Unit- I: CURRICULUM IN ELEMENTARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the principles and psychological bases of education.	1.1. Principles of Elementary School Curriculum: Objectives, Planning and organisation 1.2. Psychological basis of present elementary School Curriculum. 1.3. Critical appraisal of present elementary School curriculum in the state.	<ul style="list-style-type: none"> • Lecture • Discussion • Visual presentation • Assignment 	<ul style="list-style-type: none"> • Test (oral/written)

Unit-II: ELEMENTARY TEACHER EDUCATION CURRICULUM AND TRANSACTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Define pedagogical theory of elementary teacher education.	2.1. Pedagogical Theory: methodology of teaching school subjects 2.1 Practice teaching – competency based and commitment oriented Teacher Education. 2.3. Curriculum Framework of NCTE Regulations, Norms and standards (2014).	<ul style="list-style-type: none"> • Discussion • Lecture • Seminar • Visual Presentation 	<ul style="list-style-type: none"> • Test(oral/written) • QA

Unit-III: EVALUATION IN ELEMENTARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognize the evaluation process in elementary education.	3.1. Evaluation: Concept, need and scope. 3.2. Strategies of Evaluation: 3.2.1. Formative Vs summative 3.2.2. Criterion Vs norm referenced 3.2.3. Internal Vs External evaluation 3.2.4. Structured Vs unstructured Evaluation	<ul style="list-style-type: none"> • Discussion • Lecture • Seminar • Visual Presentation 	<ul style="list-style-type: none"> • Test(oral/written) • QA

Unit-IV:STATUS AND PROFESSIONAL GROWTH OF ELEMENTARY SCHOOL TEACHER

Learning Outcome	Content	Suggested Strategies and approaches	Assessment
1. Identifies and chart out different programmes for professional development.	4.1. Professional organization of teachers: Local, National and International level 4.2. Their activities for professional growth 4.3. In-service programmes for elementary school teachers: objectives and strategies 4.4 Organizations of Elementary Teacher Education - Role and functions: i)BRCS, ii) CRCS, iii) DICTS, iv)SIEMAT, v) SCERT/ DTERT, vi) NCERT, vii) RIES, viii) NUEPA, ix)NCTE, x) RCI, xi) UNESCO, xii) UNICEF.	<ul style="list-style-type: none"> • Lecture, • Discussion • Seminar • Brain storming • Visual Presentation 	<ul style="list-style-type: none"> • Assignment •Test (oral/ written) • QA session

Unit- V:RESEARCH AND INNOVATION IN ELEMENTARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Select suitable area for research in elementary education.	5.1. Trends of research in Elementary education including teacher education 5.2. Problems and issues in Elementary Education 5.3. Transaction Mode: Lecture cum Discussion, Brain storming, Group discussion and seminar presentations 5.4. Educational activities and programmes of Elementary Education in Tamil Nadu.	<ul style="list-style-type: none"> • Debate • Discussion 	<ul style="list-style-type: none"> • Assignment, • Test (oral/ written) • QA session

SUGGESTED ACTIVITIES (Any Two)

1. Visit a BRC and prepare a report on how for it supports Elementary School Teachers.
2. Case study of a school or some innovative practice under SSA.
3. Assessment of curriculum of Elementary School Education.
4. Prepare a report on the conduct of any one of the inservice teacher training programme organized in the institutions.
5. Visit to any one of the elementary teacher education institution and critically evaluate the facilities available in Elementary Education.

**PRESCRIBED READING:**

1. Alok, Kumar.(n.d.). *Elementary Education in India: Issues and challenges*. Uppal publishing House.
2. Arun C. Mehta (2006). *Elementary education in India: Progress towards UEE*, NUEPA, New Delhi.

3. Singh L.C.(1990). *Teacher Education in India, A resource book*, New Delhi, NCERT.
4. Sharma P.C. (1995). *Teacher Education and Teachers*, New Delhi: VikasPublicating House.
5. UNESCO (2004).*Education for All quality imperative, EFA global Monitoring Report, Paris.*

SUGGESTED READING:

1. Alo, Kumar. (n.d.). “*Elementary Education in India: Issues and challenges*”. Uppalpublicating House.
2. Arun, C. Mehta. (2006).*Elementary education in India: Progress towards UEE*”, NUEPA, New Delhi.
3. Singh L.C.(1990). *Teacher Education in India: A resource book*, New Delhi, NCERT.
4. *Sharma P.C. (1995). Teacher Education and Teachers*, New Delhi: VikasPublicating House.
5. UNESCO (2004), *Education for All quality imperative, EFA global Monitoring Report, Paris.*

Course Code: MED2LS07

Level Based Specialization– 2

M.Ed. DEGREE PROGRAMME
Semester- II
CURICULAR PRACTICES IN
SECONDARY AND HIGHER SECONDARY EDUCATION
(4 credits - 120 hours)

☞ COURSE OBJECTIVES:

On successful completion of the course, the prospective teacher educator will be able to

1. understand the curriculum development at secondary education
2. understand the pedagogical practices at secondary and higher secondary Level
3. examine the various issues and concerns in secondary education
4. understand the role and functions of commissions and policies for secondary education
5. understand the process of assessment and evaluation in secondary education

Unit- I: CURRICULUM PLANNING AND ORGANIZATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Identifies the objectives, planning and evaluation of various subject of secondary level curriculum.</p> <p>2. Analyses the contribution of NCF in curriculum development.</p> <p>3. Realizes with the determinates of curriculum at secondary level.</p>	<p>1.1 Curriculum planning and organization at secondary education</p> <p>1.2 Pedagogical content knowledge for different subjects.</p> <p>1.2.1 Objectives, organization and evaluation of language, mathematics, environmental, studies, natural science, social science in curriculum in secondary education.</p> <p>1.3 The relevance of National Curriculum Framework (NCF) 2005 at secondary education.</p> <p>1.3.1 Preparation and use of different types of curricular materials</p> <p>1.4 Relevance, integration, flexibility, conceptuality and plurality determinants of curriculum at secondary level</p>	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar • Self Learning • QA session • Peer learning 	<ul style="list-style-type: none"> • Test(written oral/) • Assignment Evaluation • Observation of classroom behaviour

Unit-II: PEDAGOGICAL PRACTICES AT SECONDARY LEVEL

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the methods of teaching at secondary level. 2. Analyses the different approaches of teaching in secondary level. 3. Explains the importance of ICT in secondary school level	2.1 Methods of Teaching: Self learning, Project, laboratory work, simulation, brain storming, role play, group activities, demonstrations, seminar, field work, collaborative learning, cooperative learning, project based learning, Competency based learning, constructivist learning. 2.2 Approaches of Teaching: Multidisciplinary and Interdisciplinary approaches, 2.3 Subject, learner and Activity cum experience centered approaches.	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar • Self Learning • QA session • Peer learning 	<ul style="list-style-type: none"> • Test(written / oral) • Assignment evaluation

Unit – III: INNOVATIVE PRACTICE IN LEARNING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies Electronic comprehensive tool for learning 2. Recognizes the important of information and communication technology based approaches.	3.1 Electronic comprehensive tool for learning. 3.2 Brain based learning 3.3 Modelling 3.4 ICT based learning strategies 3.5 Information and communication technology based approaches. significance of INSPIRE in promotion of science and technology, National Talent Search Examination (NTSE), use of various methods & media in transaction at secondary level.	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar • Self Learning • QA session • Peer learning • Debate 	<ul style="list-style-type: none"> • Test(written oral/) • Assignment evaluation

Unit-IV: ORGANISATION AND AGENCIES IN SECONDARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Identifies the role and function of various commissions and policies for secondary and higher secondary education</p> <p>2. Realizes the role and function of different schemes in secondary and higher secondary education</p>	<p>4.1 National Curricular Frame Work (2005)</p> <p>4.2 National Knowledge Commission (Focused discussion on major recommendation with special reference to Secondary Education)</p> <p>4.3 Centrally sponsored schemes for secondary and higher secondary education</p> <p>4.3.1. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)- 2009</p> <p>4.3.2. ICT at school scheme</p> <p>4.4. Girl Child Development Programme</p> <p>4.4.1. Kishori Shakti Yojana (KSY)–</p> <p>4.4.2. Nutrition Programme for Adolescent Girls (NPAG)</p> <p>4.4.3. Dhanakshmi Scheme</p>	<ul style="list-style-type: none"> • Lecture through visual presentation • Group discussion • Assignment • Seminar • QA session • Peer learning • Self Learning 	<ul style="list-style-type: none"> • Test(written/oral) • Assignment evaluation • Observation of classroom behaviour • Seminar presentation

Unit-V: ASSESSMENT AND EVALUATION IN SECONDARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the meaning nature of evaluation and assessment in secondary education. 2. Compare and contrast between different method in assessment and evaluation 3. Identifies new trends in Evaluation.	5.1 Meaning, nature and functions of evaluation and assessment 5.2 Difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment 5.3 New trends in evaluation – grading, internal assessment, Semester system, CCE. 5.4 Portfolio of Learners Examination reforms at secondary education level 5.5 Evaluation of various Schools subjects and diagnosis and remediation of difficulties in learning mathematics and science	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar • QA session • Peer learning • Self - learning 	<ul style="list-style-type: none"> • Test(written / oral) • Assignment evaluation • Seminar presentation

 **SUGGESTED ACTIVITIES**(Any Two)

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)
2. Writing a report on the implementation of any one of the programmes to improve secondary education
3. Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE)
4. Conducting of a survey to assess the status of Implementation of ICT at School Scheme in Secondary schools.

PRESCRIBED READINGS

1. Janardan Prasad., & Vijay,KumariKaushik.(1997). *Advanced curriculum construction*. New Delhi: Kanishka Publishers.
2. Vashist,S.R.(2004). *Historical development of curriculum*. New Delhi :Anmol Publications Pvt. Ltd.
3. Kokila,Thangasamy. (1994). *Curriculum designing and educational management*.MaaNilaa
4. Mrunalini,T. (1997). *Curriculum development*. Hyderabad: Neelkamal Publications Pvt. Ltd.
5. Rao,V.K.(2005). *Principles of curriculum*. New Delhi: A.P.H. Publishing Corporation.
6. Mohammad Sharif Khan.(2004). *School curriculum*. New Delhi: Ashish Publishing House.
7. Faunce, Roland. C., & Bossing Nelson L.(1967). *Developing the core curriculum*". NewDelhi : Prentice-Hall Of India Pvt. Ltd.
8. Dewey John..(1956). *The child and the curriculum*.London : The University Of Chicago Press.
9. Arvinda, Chandra.(1977). *Curriculum development and evaluation in education*.NewDelhi : Sterling Publishers.
10. Venable Tom C.(1958). *Patterns in secondary school curriculum*. New York: Harper & Row.
11. Chandrakumar,P.S, Amalraj,&Arockiasamy,S. (1972). *Teacher and curriculum, Teacherandsociert, Teacher and learner*. Palayamkottai : Pas Publications.

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SUGGESTED READINGS

1. Charters, W. W. (1923). *Curriculum construction*. New York: Macmillan.
2. Crook. (ed.) *The Transmission of knowledge in south Asia: Essays on Education, Religion,History and Politics*, New Delhi: Oxford University Press, 98-118.
3. Dewey J. (1952). *The school and the child*, New York: The Macmillan.
4. Flinders, D. J., & Thornton, S. J. (Eds.). (2009). *The curriculum studies reader*. New York: Routledge.
5. Hlebowitsh, P. (2005). *Designing the school curriculum*. Boston: Allyn& Bacon.
6. Jickling, B. (1988). *Paradigms in curriculum development: Critical comments on the workof Tanner and Tanner, a tough nut: A rejoinder to Robin Barrow atnd to Daniel and LaurelTanner*. Interchange, 19(2), 41–67.
7. NCERT (2000). *National Curriculum Framework for School Education*, NCERT
8. NCERT (2005). *National Curriculum Framework-2005*, NCERT, New Delhi : Sri Aurob indoMarg.
9. Null, J. W. (2008). *Curriculum development in historical perspective*. In M. F. Connelly (Ed.), *The SAGE handbook of curriculum and instruction* (pp. 478–490). Thousand Oaks, CA: Sage
10. Stiggins R. (2005). *From formative assessment for learning: A path to Dewey, John (1966). The Child and the Curriculum*. The University of Chicago Press.
11. Tanner, D., & Tanner, L. (1988). *The emergence of a paradigm in the curriculum field: A reply to Jickling*.

Course Code: MED2LS08 Level Based Specialisation-2

M.Ed. Degree Programme

Semester- II

CURRICULAR PRACTICES IN HIGHER EDUCATION

(4 credits -120 hours)

✍ COURSE OBJECTIVES

On successful completion of course the prospective teacher educator will be able to

1. understand the concept of curriculum in higher education.
2. evaluate the different approaches and methods of teaching in higher education
3. analyse the need for teacher preparation for college and university teaching and different programmes for teacher preparation
4. understand the concept of evaluation at higher education level.
5. understand the different techniques of evaluation at higher education level.

Unit- I: CURRICULUM OF HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Explains the concept and functions, of Interdisciplinary studies 2.Develops an insight into process of post-adolescent and adult learning 3. Realises the Characteristics of post-adolescent and adult learners. 4.Analyses the objectives of higher education	1.1 Courses of study – undergraduates and post graduate level. General education-concept and Functions Interdisciplinary studies 1.2 Process of Learning at Post-Adolescent and Adult Level: Characteristics of post-adolescent and adult learners 1.3 Objectives of higher education with reference to the total development of youth.	<ul style="list-style-type: none"> • Lecture • Group discussion • Seminar (visual presentation) 	<ul style="list-style-type: none"> • Tests (Oral/ Written) • Report of Discussion • Presentation

Unit-II: CURRICULUM TRANSACTION IN HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the mode of instruction 2. Identifies the various approaches, methods and strategies of teaching at higher education level	2.1 Curriculum transaction: its nature, Medium of Instruction, Psychological basis of Medium of Instruction, Language formula, mother tongue versus English medium 2.2 Various approaches, methods and strategies of teaching at higher education level: lecture, activity based learning, active learning methods, self-study, seminar, tutorials, group discussion, brainstorming, demonstration, assignment, individualized instruction, use of educational technology, field trips, problem based learning, projects etc. 2.3 Internship programmes in professional courses.	<ul style="list-style-type: none"> • Lecture cum • discussion • Seminar with • visual presentation • Group discussion • Peer learning • Assignment 	<ul style="list-style-type: none"> • Tests • Report of discussion • Observation • Assignment

Unit-III: EVALUATION IN HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the status of evaluation in higher education 2. Explores the evaluation reforms in higher education 3. Identifies the evaluation of students and faculty members	3.1 Status of Evaluation in Higher Education: Mechanics and processes 3.2 Evaluation reforms in Higher Education, Choice Based Credit System. 3.3 Evaluation of Students and faculty members in Higher Education. API: Appraisal Performance Indicator 3.4 Online Evaluation.	<ul style="list-style-type: none"> • Peer learning • Lecture cum discussion • Seminar visual presentation • Group discussion 	<ul style="list-style-type: none"> • Tests • Report of seminar and discussion

Unit-IV: TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the need for professional development 2. Examines the teaching, Research and extension in higher education	4.1 Standards of Teaching, Need for professional development, Existing programmes for teacher preparation and professional development and their features 4.2 Teaching, research and extension in higher education 4.3 Professional growth of teachers –FIP, and FDP 4.4 Professional association of teachers. 4.5 HRDC	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar with visual presentation • Group discussion 	<ul style="list-style-type: none"> • Tests (Oral/ Written) • Report of seminar and discussion

Unit-V: INNOVATIVE PRACTICES IN HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the Learner centered Paradigm of Education. 2. Classifies the kinds of higher learning institutions 3. Explains curriculum and pedagogy in higher education 4. Analyses the infrastructure facilities of higher education 5. Evaluates the funding and governance in higher education	5.1 Transition to the Learner centered Paradigm of Education, Intensive use of Technology 5.2 Kinds of Higher learning Institutions: Foundational institutions, career – focused institutions, research – focused institutions 5.3 Higher education architecture: curriculum and pedagogy, faculty, research, partnership (Industry- academic Linkage and Tie-up between higher education institutions and skill-based training providers) 5.4 Infrastructure (Physical and Digital) 5.5 Higher Educational foundation: Funding and Governance	<ul style="list-style-type: none"> • Lecture with visual presentation • Seminar with visual presentation • Group discussion 	<ul style="list-style-type: none"> • Tests (Oral/ Written) • Report of seminar and discussion

SUGGESTED ACTIVITIES (Any Two)

1. Prepare a report on different evaluation practices in higher education.
2. Visit any one NAAC Accredited with grade ‘A’ teacher education institutions and prepare a reflective report on administration, pedagogic practices and best practices.
3. Analyse the various innovative practices in higher education and prepare a report on it.
4. Prepare a report the suggested measures for Professional development of teachers.

PRESCRIBED READINGS

1. Chauhan, S.S. (1989). *Innovations in Teaching – Learning Process*. New Delhi: Vikas Publishing House (Pvt.) Ltd.
2. Gupta, O.P. (1993). *Higher Education in India since Independence: UGC and its approach*. New Delhi: Concept publishing company.
3. Jayaram, N. (1987). *Higher Education and Status Peterson*. New Delhi: Mittal Publications.
4. Kaul, J.N. (1988). *Governance of Universities, Autonomy of the university community*. New Delhi: Abhinav Publications.
5. Pandey.V. (2006). *Higher Education a Globalising World*. New Delhi: IshaRamBooks.
6. Raza, M. and Malhotra, N. (1991). *Higher Education in India – A Comprehensive Bibliography*. New Delhi: Concept Publishing House.
7. Sharma, R.S. (1995). *Higher Education: Scope and development*. New Delhi: Common wealth publishers.
8. Singh, A. and Sharma, G.(1988). *Higher Education in India: The Socio Context*. New Delhi: Konark publishers Pvt. Ltd.
9. Singh, A. and Sharma, G. (1989). *Higher Education in India: The Institutional Context*. New Delhi: Konark publishers Pvt Ltd.
10. Singh, A. (1985). *Redeeming Higher Education*. New Delhi: Ajanta Publications.

SUGGESTED READINGS

1. Chalam, K.S. (1991). *Academic Staff development in Higher Education*. New Delhi: K.P. BAGCH & Company.
2. Agarwal Pawan. (2009). *Indian higher education: Envisioning the future*. London: Sage Publications.
3. Kinaap, C. & Seigel, David. J. (2009). *The business of higher education*. California: ABC – CLIO Press.
4. Kidwari, A.R. (2010). *Higher education: Issues and challenges*. New Delhi: Viva Book House.
5. Kolhatkar, M.R. (2012). *Survey of higher education (1947-2007)*. New Delhi: Concept Publishers.
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7. Patil, V.T. (1999). *New dimensions and perspectives in higher education*. New York: Rowman Publishers.
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