*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<br>2. Differentiates information, Instructional and educational technologies<br>3. Compares the Approaches of Educational Technology<br>4. Identifies the components of Educational technology<br>5. Explains the historical development of Educational technology.<br>6. Identifies recent innovations in the area of educational technology.<br>7. Recognizes the benefits of TEL<br>8. Identifies the major institutions of educational technology in India.<br>9. Recognizes the role of major institutions of educational technology in education. | 1.1 Concept, objectives and scope of Educational Technology<br>1.2 Approaches of Educational Technology: hardware, software and systems approach<br>1.3 Recent innovations in the area of ET interactive video – Hypertext.<br>1.4 Technology-Enabled Learning (TEL) Benefits of TEL<br>1.5 Major institutions of educational Technology in India<br>  1.5.1 CIET, AVRC, EMRC,MCRC and SIET<br>  1.5.2 Consortium for Educational Communication (CEC)<br>  1.5.3. Centre for Development of Advanced Computing (C-DAC)<br>  1.5.4 National Institute of Electronics & Information Technology (NIELIT) | • Seminar with Visual presentation<br>• Online Assignment<br>• Lecture<br>• Peer learning<br>• Hands on experience | • Observation<br>• Assignment<br>• Report of discussion<br>• Tests (oral & written )<br>• Report of<br>• seminar |

**Unit-II: ICT IN EDUCATION**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Explains online learning and E-learning<br>2. Discusses the advantages and disadvantages of online and E-learning<br>3. Differentiates the types of E-Learning<br>4. Discusses the advantages and disadvantages of M-learning Blended learning and Flipped learning<br>5. Identifies Web-based learning objects. | 2.1 Meaning, Importance objectives, advantages and disadvantages of:<br>2.1.1 Online learning<br>2.1.2 E-learning:<br>2.1.3 M-learning:<br>2.2 Web-based learning, Simulations and Tutorials.<br>2.3 Blended learning meaning and importance<br>2.4 Flipped learning meaning and importance<br>2.5 Open Educational Resources (OER) meaning and importance | • Seminar<br>• Assignment<br>• Lecture<br>• Seminar with visual presentation<br>• Lecture<br>• Peer learning<br>• Hands on<br>• experience | • Observation<br>• Assignment<br>• Report of discussion<br>• Tests (oral & written )<br>• 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<br>2. Use online resources Recognizes Blogs<br>3. Use online platforms for learning<br>4. Recognizes the virtual learning environment<br>5. Recognizes the various free and opens sources educational software's<br>6. Identifies MOOCS as a pace for continuous learning<br>7. Identifies hardware for teaching and learning<br>8. Uses NPTEL for professional development<br>9. Recgonizes the Virtual learning Environment | 3.1 Online Games, Educational games<br>  3.1.1 Online dictionaries and Encyclopedia<br>3.2.Blogs & Blogging Resources.<br>3.3 Educational Videos, Lectures, Podcasts.<br>3.4 Social Networking And Interactive white Board resources<br>3.5 Vikaspedia, Prashikshak<br>3.6 AmritaVirtual Interactive e-Learning World (AVIEW)<br>3.6 Free and Open Source Software in Education (FOSSEE)<br>3.7 MOOCS as a pace for continuous learning.<br>3.8 National Programme on Technology Enhanced Learning(NPTEL),<br>3.9 Khan Academy Course MIT Open Course Ware.<br>3.10 Virtual learning Environment Virtual laboratory. | • Seminar<br>• Assignment<br>• Lecture<br>• Seminar with visual presentation<br>• Lecture<br>• Peer learning<br>• Hands on Experience | • Observation<br>• Assignment<br>• Report of discussion<br>• Tests (oral & written )<br>• Report of seminar |

**Unit-IV: ICT INITIATIVES OF GOVERNMENT OF INDIA**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Recognizes the ICT initiatives of Government of India<br>2. Uses the ICT initiatives of Government of India as a resource for teaching and learning | 4.1 National Knowledge Network.<br>　4.1.1 Study Webs of Active- Learning for Young Aspiring Minds (SWAYAM)<br>　4.1.2 National Mission on Education through Information and Communication Technology (NMEICT)<br>　4.1.3 National Digital Library (NDL)<br>　4.1.4 National Repository of Open Educational Resources (NROER),<br>　4.1.5 National Programme on School Standards and Evaluation (NPSSE)<br>4.2 Shaala Sidhdhi, Saransh, E-Pathshala, Online Labs (OLabs) e-BASTA,<br>4.3 Geographic Information System (GIS)in schools,<br>4.4 SwayamPrabha, e-kalpa, National Teachers' Portal. | • Seminar<br>• Assignment<br>• Lecture<br>• Seminar with<br>• visual presentation<br>• Lecture<br>• Peer learning<br>• Hands on experience | • Seminar<br>• Assignment<br>• Lecture<br>• Seminar with<br>• visual presentation<br>• Lecture<br>• Peer learning<br>• 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<br>2. Identifies the Software tools for evaluation<br>3. Constructs test and quizzes using softwares<br>4. Recognizes the criteria, norms and standards of online assessment<br>5. Identifies Online Survey Tools<br>6. Explains the role of ICT in educational Administration and Management.<br>8. Recognizes the need for cloud computing in education | 5.1 ICT for Evaluation: Meaning, scope and techniques of ICT for evaluation<br>5.2 Software tools for Evaluation: Constructing tests, Quiz and Assessment rubrics<br>5.3 Techniques of Online Assessment Multiple-choice tests, True-or-false items, Essays, Short-answer tests,<br>5.4 Cloud Computing in Education<br>5.5 Role of ICT in Educational Administration and Management | • Seminar<br>• Assignment<br>• Lecture<br>• Seminar with<br>• visual presentation<br>• Lecture<br>• Peer learning<br>• Hands on experience | • Observation<br>• Assignment<br>• Report of discussion<br>• Tests (oral & written )<br>• Report of<br>• 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.

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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.*

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15. Phillips, Rob. (1997). *The Developer's Handbook to Interactive Multimedia*: A practical guide for educational application. London: Kogan Page.

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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.

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**📖SUGGESTED READINGS**

1. Lee, William.W, Diana, L Owens. (2001) .*Multi-media – Based Instructional Design:*

2. Mallik, Utpal .et al. (2001). *Leaning 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<br>2. Examines different experimental designs | 1.1 Introduction – characteristics of Quantitative research<br>1.2 Types of quantitative research<br>1.2.1 Survey Research<br>1.2.2 Causal Comparative Research<br>1.2.3 Experimental Research<br>1.2.4 Experimental designs<br>1.2.5 Advantages and limitations of quantitative research | • Briefing / Lecture<br>• Seminar<br>• Brain Storming<br>• Digital presentation<br>• Peer learning | • Questioning<br>• Tests<br>• (written/oral)<br>• 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 | • Lecture / briefing • Seminar • Assignment • Peer learning • Auto instruction • Group discussion | • 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<br>2. Identifies the steps in constructing a research tool<br>3. Analyses the characteristics of a research tool | 3.1 Scale measurement – Scaling properties<br>3.2 Types of scales – Nominal, Ordinal, Interval and Ratio scales<br>3.3 Steps in constructing a research tool<br>3.4 Standardization of a research tool<br>3.5 Characteristics of a research tool – validity reliability, objectivity, sensitivity and practicability | • Lecture / briefing<br>• Digital presentation<br>• Workshop<br>• Discussion<br>• Seminar | • Tests (written/oral)<br>• Seminar presentation<br>• Questioning<br>• 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<br>2. Predicts an unknown variable using regression analysis | 4.1 Descriptive statistics – concept<br>4.2 Concept of Correlation<br>   4.2.1.Product moment, Rank correlation, Partial and Multiple correlation – their meaning, significance and issues in interpretation,<br>4.3 Regression-concept<br>   4.3.1 - Linear regression - predicting an estimate and its preciseness. | • Introductory lecture<br>• Visual presentation | • Oral Test<br>• Problem sheets |

**Unit - V: INTRODUCTION IN INFERENTIAL DATA ANALYSIS**

| Learning Outcome | Content | Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Identifies the role of inferential statistics in measuring the possible impact of sampling error.<br>2. Determines the effect of sample size on confidence interval.<br>3. Interprets a normal distribution with its deviations. | 5.1 Inferential statistics – concept<br>5.2 Standard scores;<br>   5.2.1 Standard error of estimate;<br>   5.2.2 Sampling error<br>5.3 Central limit theorem;<br>5.4 Normal probability curve – characteristics and applications,<br>   5.4.1 Skewness and Kurtosis. | • Interactive session<br>• Hands on experience | • Test (Oral/ Written)<br>• 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.

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📖**SUGGESTED READINGS**

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9. Mangal S.K. & Shubhra, Mangal. (2013).*Research Methodology in Behavioural sciences*, Delhi: PHI Learning.
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*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.<br>2. Compares the concept of teacher education and teacher training. | 1.1 Teacher Education: Concept, objectives, scope and characteristics<br>1.2 History and development of teacher education in India: Ancient, Medieval, British and post-Independent period.<br>1.3 Difference between teacher education and teacher training | • Lecture<br>• Discussion<br>• Visual presentation<br>• Assignment | • Test (Oral/ Written)<br>• QA Session<br>• Report based on discussion |

**Unit – II: TRAINING NEEDANALYSIS OF TEACHERS**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Identifies the concept of Training Need Analysis of teachers | 2.1 Meaning and concept of Training Needs<br>2.2 Training Needs of teachers according to their level(elementary, secondary higher secondary)and area (area of specialization)<br>2.3 Analysis of Training Needs and development of objectives<br>2.4 Identification of objectives in relation to knowledge, attitude and practice (Skill) | • Lecture /briefing<br>• Field survey<br>• QA session<br>• Group discussion<br>• Study of documents | • Tests (oral /written)<br>• Evaluation of survey<br>• Evaluation of report |

**Unit-III: MAJOR ISSUES AND CHALLENGES IN TEACHER EDUCATION**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Analyses the major issues and problems in the field of teacher education.<br>2. Suggests remedies to overcome the issues and challenges in teacher education. | 3.1 Admission to Students, Fee structure and duration of the programme.<br>3.2.Organization of practice teaching and relationship with co-operative schools.<br>3.3. Facilities at Teacher education institutions.<br>3.4. Teachers for Students with diverse needs in secondary schools.<br>3.5. Privatization of Teacher Education institutions. | • Discussion<br>• Lecture<br>• Seminar<br>• Peer Learning<br>• Brain storming<br>• QA Session | • Test(oral/ written)<br>• Report writing |

**Unit-IV: PROFESSIONAL DEVELOPMENT OF TEACHER**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Defines the concept of professionalism and professional development.<br>2. Lists out and Explains the various programmes for professional development of teachers. | 4.1 Professional development: concept, nature and scope.<br>4.2 Organisation of pre-service teacher education: need and relevance.<br>4.3 Problems and issues in professional preparation of teachers.<br>4.4 Factors influencing professional development of teachers.<br>4.5 Teaching as a profession: Its legal and official status. | • Lecture cum discussion<br>• Peer learning<br>• Seminar with visual presentation<br>• Assignment | • Tests (oral & written )<br>• Report of the seminar<br>• 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. <br> 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. <br> 5.2 Quality assurance: NAAC and their criteria for quality assessment in Higher Education Institutions. <br> 5.3 Criteria for quality assurance in context of IQAC, Academic Performance Indicator (API) | • Lecture <br> • Debate <br> • Discussion <br> • Peer learning <br> • Visual Presentation <br> • Auto learning | • Test (Oral/ written) <br> • QA session <br> • 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
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## 📖SUGGESTED READING:

1. Kumar, Pradeep. (2012). *Teacher education*. New Delhi: APH Publishing.
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*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 |
|---|---|---|---|
| 1. Familiarizes the design of an ECCE centre. <br> 2. Identifies the measures for creating safe environment for children. <br> 3. Planning programs for children. | 1.1.Design of an ECCE centre <br>   1.1.1.Building plan, different areas in an ECCE centre, Safety precautions, <br>   1.1.2.Learning environment- Indoor and outdoor. <br>   1.1.3.Organizing different corners/areas <br> 1.2.Planning programmes for children – principles and factors of programme planning. yearly, monthly, weekly and daily programme. <br> 1.3.Need for maintaining different kinds of records such as child related, teacher related and material related records in ECCE settings | • Introductory <br> • Lecture <br> • Group discussion <br> • Field visit <br> • Assignment <br> • Development of weekly /daily schedules <br> • Seminar and discussion <br> • Co-operative learning | • Field level observation and reporting <br> • Assignment evaluation <br> • Document verification <br> • Assessing plans <br> • Evaluation of records <br> • 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<br>2. Examines the characteristics of a balanced ECCE curriculum | 2.1 Early childhood education curriculum.<br>　2.1.1.Principles of early learning.<br>　2.1.2.Factors to be considered in ECCE curriculum.<br>　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<br>2.2.ECCE curriculum models–Montessori approach, Reggio Emilla approach, High scope approach, and Thematic approach. | • Seminars<br>• Interactive session<br>• Lecture<br>• Discussion<br>• Assignment<br>• Development of the matic webs | • Test (Oral/ Written)<br>• Assignment evaluation<br>• Evaluation of the matic 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<br>2. Imbibes skill in teaching children<br>3. Familiarizes the characteristics and types of play. | 3.1.Strategies for teaching Children<br>  3.1.1.Sensorytraining<br>  3.1.2.Music and movement<br>  3.1.3.Story telling<br>  3.1.4.Dramatization<br>  3.1.5. Puppetry<br>  3.1.6.Significance of play way approach in the holistic development of children-play activities for developmental areas. | • Field visit<br>• Preparation of sensory materials<br>• Application of electronic devises like smart phone, tablet & computer<br>• Lecture<br>• Observation of programs<br>• Seminar<br>• Discussion<br>• Demonstration<br>• Visual presentations<br>• Peer learning | • Report writing<br>• Evaluation of learning materials<br>• Test(Oral/ Written)<br>• Assignment evaluation |

## Unit - IV: DEVELOPMENT OF SCHOOL READINESS

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1.Familiarises the concept of school readiness<br>2.Acquaints with activities for school readiness | 4.1.Developing school readiness<br>  4.1.1.Concept and significance of school readiness<br>  4.1.2.Components of school readiness<br>  4.1.3.Components and activities for<br>    a. Reading readiness<br>    b. Writing readiness<br>    c. Number readiness<br>4.2. Multiple intelligence based approach in developing school readiness of children. | • Lecture<br>• Observation of programs<br>• Demonstration<br>• Seminar<br>• Discussion | • Test(Oral/ Written)<br>• Assignment evaluation<br>• Document verification |

**Unit - V: ASSESSMENT AND EVALUATION IN ECCE**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1.Familiarizes the methods of assessing children<br>2.Imbibes skill in assessing preschool children | 5.1.Assessing children's progress<br>   5.1.1.Characteristics of evaluation of children<br>   5.1.2. Guiding principles on assessment during early childhood.<br>   5.1.3. Informal assessment strategies – Parent rating, portfolio, checklist, Activity sample, cumulative record, observation, assessment card and report card.<br>5.2.  Evaluating ECCE Programmes-<br>   5.2.1.Quality standards and specifications for ECCE-Interaction<br>5.3. Capacity building of early childhood educators<br>   5.3.1. Pre-service and in-service courses<br>   5.3.2. Teacher quality, competence and skill of an early childhood educator. | • Seminars<br>• Interactive session<br>• Lecture<br>• Discussion<br>• QA session<br>• Assignment | • Test(Oral/ Written)<br>• Assignment evaluation<br>• 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:**

1. Devadhas, & P.Rajammal. (1984). *A text book on child development.* New Delhi: MC Millan India Ltd.

2. Gardner,H.(1993). *Multiple Intelligences:* The Theory In Practice. Newyork: Basic Books.

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8. Montessori, M. (1962). *The Discovery of the Child.* Chennai: Kalakshetra Publications.

9. National Curriculum Frame work (2005). *Early childhood care and Education.* New Delhi. NCERT.

10. Pankajam, G(1994). *Pre.-school education – History and Philosphy.* Ambalka; The Indian publication.

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12. Soni ,Romila. 2005. *Little Steps-Readiness for Reading, Writing and Number Work-A Manual for Pre-School Teachers.* New Delhi: NCERT.

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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..

4. Essa, E. (1990). *Introduction to early childhood education.* New York: Delimar

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6. Gupta ,Sen,P.(2009). *Early Childhood Care and Education.* NewDelhi.PHI Learning.

*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<br>1.2. Psychological basis of present elementary School Curriculum.<br>1.3.Critical appraisal of present elementary School curriculum in the state. | • Lecture<br>• Discussion<br>• Visual presentation<br>• Assignment | • 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<br>2.1 Practice teaching – competency based and commitment oriented Teacher Education.<br>2.3. Curriculum Framework of NCTE Regulations, Norms and standards (2014). | • Discussion<br>• Lecture<br>• Seminar<br>• Visual Presentation | • Test (oral/ written)<br>• 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.<br>3.2. Strategies of Evaluation:<br>3.2.1.Formative Vs summative<br>3.2.2.Criterion Vs norm referenced<br>3.2.3.Internal Vs External evaluation<br>3.2.4.Structured Vs unstructured Evaluation | • Discussion<br>• Lecture<br>• Seminar<br>• Visual Presentation | • Test (oral/ written)<br>• 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<br>4.2. Their activities for professional growth<br>4.3. In-service programmes for elementary school teachers: objectives and strategies<br>4.4 Organizations of Elementary Teacher Education - Role and functions:<br>i) BRCS<br>ii) CRCS<br>iii) DICTS<br>iv) SIEMAT<br>v) SCERT/ DTERT<br>vi) NCERT<br>vii) RIES<br>viii) NUEPA<br>ix)NCTE<br>x) RCI<br>xi) UNESCO<br>xii) UNICEF | • Lecture,<br>• Discussion<br>• Seminar<br>• Brain storming<br>• Visual Presentation | • Assignment<br>• Test (oral/ written)<br>• 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<br>5.2. Problems and issues in Elementary Education<br>5.3.Transaction Mode: Lecturecum Discussion, Brain storming, Group discussion and seminar presentations<br>5.4. Educational activities and programmes of Elementary Education in Tamil Nadu. | • Debate<br>• Discussion | • Assignment,<br>• Test (oral/ written)<br>• 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 educations institution and critically evaluate the facilities available in Elementary Education.

📖 **PRESCRIBED READING:**

1. Alok, 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.*

**SUGGESTED READING:**

1. Alo, Kumar. (n.d.). "*Elementary Education in India: Issues and challenges*". Uppal publicating 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: Vikas Publicating House.
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*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 |
|---|---|---|---|
| 1. Identifies the objectives, planning and evaluation of various subject of secondary level curriculum.<br>2. Analyses the contribution of NCF in curriculum development.<br>3. Realizes with the determinates of curriculum at secondary level. | 1.1 Curriculum planning and organization at secondary education<br>1.2 Pedagogical content knowledge for different subjects.<br>  1.2.1 Objectives, organization and evaluation of language, mathematic, environmental, studies, natural science, social science in curriculam in secondary education.<br>1.3 The relevance of National Curriculum Framework (NCF) 2005 at secondary education.<br>  1.3.1 Preparation and use of different types of curricular materials<br>1.4 Relevance, integration, flexibility, conceptuality and plurality determinants of curriculum at secondary level. | • Lecture/briefing<br>• Group discussion<br>• Assignment<br>• Seminar<br>• Self Learning<br>• QA session<br>• Peer learning | • Test(written oral/)<br>• Assignment Evaluation<br>• 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. <br> 2. Analyses the different approaches of teaching in secondary level. <br> 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. <br> 2.2 Approaches of Teaching: Multidisciplinary and Interdisciplinary approaches, <br> 2.3 Subject, learner and Activity cum experience centered approaches. | • Lecture/ briefing <br> • Group discussion <br> • Assignment <br> • Seminar <br> • Self Learning <br> • QA session <br> • Peer learning | • Test (written/ oral) <br> • Assignment evaluation |

**Unit – III: INNOVATIVE PRACTICE IN LEARNING**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Identifies Electronic comprehensive tool for learning<br>2. Recognizes the important of information and communication technology based approaches. | 3.1 Electronic comprehensive tool for learning.<br>3.2 Brain based learning<br>3.3 Modelling<br>3.4 ICT based learning strategies<br>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. | • Lecture/ briefing<br>• Group discussion<br>• Assignment<br>• Seminar<br>• Self Learning<br>• QA session<br>• Peer learning<br>• Debate | • Test(written oral/)<br>• Assignment evaluation |

**Unit-IV: ORGANISATION AND AGENCIES IN SECONDARY EDUCATION**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Identifies the role and function of various commissions and policies for secondary and higher secondary education<br>2. Realizes the role and function of different schemes in secondary and higher secondary education | 4.1 National Curricular Frame Work (2005)<br>4.2 National Knowledge Commission (Focused discussion on major recommendation with special reference to Secondary Education)<br>4.3 Centrally sponsed schemes for secondary and higher secondary education<br>    4.3.1. Rashtriya MadhyamikShikshaAbhiyan (RMSA)- 2009<br>    4.3.2. ICT at school scheme<br>4.4. Girl Child Development Programme<br>    4.4.1. KishoriShakti Yojana (KSY)–<br>    4.4.2. Nutrition Programme for Adolescent Girls (NPAG)<br>    4.4.3. Dhanalakshmi Scheme | • Lecture through visual presentation<br>• Group discussion<br>• Assignment<br>• Seminar<br>• QA session<br>• Peer learning<br>• Self Learning | • Test(written/ oral)<br>• Assignment evaluation<br>• Observation of classroom behaviour<br>• Seminar<br>• 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.<br>2. Compare and contrast between different method in assessment and evaluation<br>3. Identifies new trends in Evaluation. | 5.1 Meaning, nature And functions of evaluation and assessment<br>5.2 Difference between assessment and evaluation, testing, appraisal and examination, Types of assessment - formative, diagnostic and summative assessment<br>5.3 New trends in evaluation – grading, internal assessment, Semester system, CCE.<br>5.4 Portfolio of Learners Examination reforms at secondary education level<br>5.5 Evaluation of various School subjects and diagnosis and remediation of difficulties in learning mathematics and science | • Lecture/briefing<br>• Group discussion<br>• Assignment<br>• Seminar<br>• QA session<br>• Peer learning<br>• Self - learning | • Test(written/ oral)<br>• Assignment evaluation<br>• Seminar presentation |

📖 **SUGGESTED ACTIVITIES** zAny 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

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9. Arvinda, Chandra.(1977). *Curriculum development and evaluation in education.*NewDelhi : Sterling Publishers.
10. Chandrakumar,P.S, Amalraj & Arockiasamy,S. (1972). *Teacher and curriculum, Teacher and sociert, Teacher and learner.* Palayamkottai : Pas Publications.
1. Faunce, Roland. C., & Bossing Nelson L.(1967). *Developing the core curriculum".* NewDelhi : Prentice-Hall Of India Pvt. Ltd.
2. Janardan Prasad., & Vijay,KumariKaushik.(1997). *Advanced curriculum construction.* New Delhi: Kanishka Publishers.
12. JanardanPrasad.,& Vijay KumariKaushik. (1997). *Advanced curriculum construction.* New Delhi :Kanishka Publishers.
3. Kokila,Thangasamy. (1994). *Curriculum designing and educational management.* MaaNilaa
4. Mohammad Sharif Khan.(2004). *School curriculum.* New Delhi: Ashish Publishing House.
5. Mrunalini,T. (1997). *Curriculum development.* Hyderabad: Neelkamal Publications Pvt. Ltd.
13. Patel.A.S., & Lulla,B.P.(1964). *Curriculum improvement in secondary education.* Baroda: Centre for Advanced Study In Education.
6. Rao,V.K.(2005. *Principles of curriculum.* New Delhi: A.P.H. Publishing Corporation.
14. Sathiamoorthy,S, Simon,K.M, Krishna Prasad,B. (1992). *Education, curriculum and management.* Attoor : Academic Publishing House.

7. Vashist,S.R.(2004). *Historical development of curriculum.* New Delhi :Anmol Publications Pvt. Ltd.

11. Venable Tom C.(1958). *Patterns in secondary school curriculum.* New York: Harper & Row.

## 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 work of 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 in doMarg.

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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<br>2.Develops an insight into process of post-adolescent and adult learning<br>3. Realises the Characteristics of post-adolescent and adult learners.<br>4. Analyses the objectives of higher education | 1.1 Courses of study – undergraduates and post graduate level. General education- concept and Functions Interdisciplinary studies<br>1.2 Process of Learning atPost-Adolescent andAdult Level: Characteristics of post-adolescent and adult learners<br>1.3 Objectives of higher education with reference to the total development of youth. | • Lecture<br>• Group discussion<br>• Seminar (visual presentation) | • Tests (Oral/ Written)<br>• Report of Discussion<br>• Presentation |

**Unit-II: CURRICULUM TRANSACTION IN HIGHER EDUCATION**

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Defines the mode of instruction<br>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.<br>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.<br>2.3 Internship programmes in professional courses. | • Lecture cum<br>• discussion<br>• Seminar with<br>• visual presentation<br>• Group discussion<br>• Peer learning<br>• Assignment | • Tests<br>• Report of discussion<br>• Observation<br>• Assignment |

## Unit-III: EVALUATION IN HIGHER EDUCATION

| Learning Outcome | Content | Suggested Strategies and Approaches | Assessment |
|---|---|---|---|
| 1. Analyses the status of evaluation in higher education<br>2. Explores the evaluation reforms in higher evaluation<br>3. Identifies the evaluation of students and faculty members | 3.1 Status of Evaluation in Higher Education: Mechanics and processes<br>3.2 Evaluation reforms in Higher Education, Choice Based Credit System.<br>3.3 Evaluation of Students and faculty members in Higher Education. API: Appraisal Performance Indicator<br>3.4 Online Evaluation. | • Peer learning<br>• Lecture cum discussion<br>• Seminar visual presentation<br>• Group discussion | • Tests<br>• 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<br>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<br>4.2 Teaching, research and extension in higher education<br>4.3 Professional growth of teachers –FIP, and FDP<br>4.4 Professional association of teachers.<br>4.5 HRDC | • Lecture cum<br>• discussion<br>• Seminar with<br>• visual presentation<br>• Group discussion | • Tests (Oral/ Written)<br>• 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.<br>2. Classifies the kinds of higher learning institutions<br>3. Explains curriculum and pedagogy in higher education<br>4. Analyses the infrastructure facilities of higher education<br>5. Evaluates the funding and governance in higher education | 5.1 Transition to the Learner centered Paradigm of Education, Intensive use of Technology<br>5.2 Kinds of Higher learning Institutions: Foundational institutions, career – focused institutions, research – focused institutions<br>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)<br>5.4 Infrastructure (Physical and Digital)<br>5.5 Higher Educational foundation: Funding and Governance. | • Lecture with visual presentation<br>• Seminar with visual presentation<br>• Group discussion | • Tests (Oral/ Written)<br>• 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. (1985). *Redeeming Higher Education.* New Delhi: Ajanta Publications.
9.  Singh, A. and Sharma, G. (1989). *Higher Education in India: The Institutional Context.* New Delhi: Konark publishers Pvt Ltd.
10. Singh, A. and Sharma, G.(1988). *Higher Education in India: The Socio Context.* NewDelhi: Konark publishers Pvt. Ltd.

**SUGGESTED READINGS**

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4.  Kinaap, C. &Seigel, David. J. (2009). *The business of higher education.* California: ABC – CLIO Press.
5.  Kolhatkar, M.R. (2012). *Survey of higher education* (1947-2007). New Delhi: Concept Publishers.
6.  Mishra Loknath. (2013). *Internalisation of higher education – Access and quality.* New Delhi: Shipra Publications.
7.  Patil, V.T. (1999). *New dimensions and perspectives in higher education.* New York: Rowman Publishers.
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