

Course Code: MED3PC04

Perspective Course

M.Ed. DEGREE PROGRAMME
Semester-III

PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION
(4 credits – 120 hours)

📖 COURSE OBJECTIVES:

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

1. analyze the contributions of Indian Schools of Philosophy and Thinkers on education
2. examine the implications of Western Schools of Philosophy and thinkers on education
3. understand sociological perspectives on education
4. analyse education as a sub system of society.
5. understand the process of Socialization and agencies of Socialization
6. analyse the role of education in social change and multi-lingual and multi-cultural Indian society
7. understand the relationship between education and democracy

Unit - I: INDIAN SCHOOLS OF PHILOSOPHY AND PHILOSOPHERS

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1.Explains the contributions of Indian philosophers. 2.Evaluates the contributions of Indian philosophers and thinkers on education	1.1.Indian schools of Philosophy: Vedantam, Advaitham, Buddhism Jainism. 1.2.Indian Philosophers: ShriAurobindo Ghosh, Tagore, Gandhi and Jiddhu Krishnamoorthy.	<ul style="list-style-type: none"> • Visual presentation • Seminar • Assignment • Lecture 	<ul style="list-style-type: none"> • Observation • Assignment • Report of seminar • Tests (oral & written)

Unit- II: WESTERN SCHOOLS OF PHILOSOPHY AND PHILOSOPHERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Realizes the implications of western educational philosophies in education 2. Identifies the contributions of western thinkers on education	2.1. Western schools of philosophy. Existentialism- Perennialism- Reconstructionism- Positivism 2.2. Philosophical thoughts of thinkers in the context of contemporary education: Plato, Rousseau, Pestalozzi, Froebel, Montessori, John Dewey, Immanuel Kant.	<ul style="list-style-type: none"> • Seminar • Assignment • Group discussion • Lecture 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written)

Unit- III: SOCIOLOGY AND EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the difference between educational sociology and sociology of education. 2. Recognizes the importance of sociology in education 3. Explains social System. 4. Discusses education as a subsystem of society. 5. Recognizes school as a system 6. Discusses the different types of socialization. 7. Examines the role of family, school, religion and media in socialization. 8. Recognizes the social deviance.	3.1 Sociology, Educational Sociology and Sociology of Education: Meaning, Nature and importance. 3.2 Social System: Meaning, concept and characteristics. Education as a Sub-system - its characteristics. School as a social system. 3.3 Socialization- meaning types. Agencies of Socialization: Family, School, Religion and media Social deviance- meaning, definition and forms.	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar through • visual presentation • Lecture • Peer learning Seminar through • visual presentation 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests(oral &written) • Report of seminar

Unit- IV: EDUCATION AND SOCIO CULTURAL CHANGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the characteristics of culture 2. Discusses the education for multi-lingual and multi-cultural Indian society 3. Explains social stratification and social mobility 4. Recognises the role of education in social mobility 5. Explains the constraints on social change in India 6. Examines the role of education in social change 7. Analyses the roles of teacher as a change agent. 8. Analyses the role of education in modernization	4.1 Culture: Meaning and characteristics Education for multilingual and multicultural Indian society. 4.2 Social Stratification and Social Mobility. Role of education in promoting social mobility. 4.3 Education and social change, Constraints of Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism & Politics). Role of Education in Social Change. Role of teacher as a change agent 4.4 Education and modernization	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning • Seminar through visual presentation 	<ul style="list-style-type: none"> • Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

Unit- V: DEMOCRACY, EQUALITY, SOCIAL JUSTICE AND EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains democracy 2. Recognizes the interrelationship of education and democracy 3. Recognizes the difference between social equity and equality 4. Discuss the equality of educational opportunity education of the socially and economically disadvantaged sections of the society 5. Explains the SDG4-Education 2030	5.1. Democracy: Meaning and concept - Education and Democracy. 5.2 Social Equity and Equality of Educational Opportunity Education of the Socially and Economically disadvantaged sections of the society with reference to Scheduled Castes and Scheduled Tribes, Minorities, Women, and Rural population. 5.4 Sustainable Development Goals (SDG4)-Education 2030 - the vision, rationale, principles, goal, strategic approaches and targets	<ul style="list-style-type: none"> • Group discussion • Lecture • Peer learning • Seminar (visual presentation) • Small group discussion 	<ul style="list-style-type: none"> • Report of group discussion • Assignment • Tests (oral & written) • Report of seminar • Report of discussion

SUGESTED ACTIVITIES (Any two)

1. Prepare a report on the contribution of any one Indian philosopher in the emerging Indian Educational scenario.
2. Compare the educational thoughts of any two philosophers.
3. Write an assignment on the issues of inequalities of accessing education in India.
4. Analyse the constraints on social change in India and prepare a report on the role of education in overcoming the constraints.

**PRESCRIBED READINGS**

1. Aggarwal J. C. (1998). *Theory and principles of education, Philosophical and Sociological bases of education*. New Delhi: Vikas Publishing House.
2. Aggarwal, J. C, (2003). *Philosophical and Sociological Perspectives on Education*. New Delhi: Shipra publications.
3. Arjunan N. K.(2009). *Philosophical and sociological Bases of Education*. Palakad: Yuva Publications.
Benaridhas publishers.
4. Bhatia S., Savin, A. (2004). *Philosophical Foundations of Education in India*. Jaipur: ABD Publisher.
5. Bhatia, K. K., &Narang, C. L., (2002). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
6. Brown, F.J. (1961). *Educational Sociology*. New York: Prentice Hall Inc.
7. Butler, J. Donald. (1968). *Four Philosophies and their practice in Education and Religion*. New York: Harper & Row.
8. Chaube. S. P. (1988). *Indian and Western Educational Philosophies*. Agra: VinodPustakMandir.
9. Cooper David E. (2003). *World Philosophy*. Oxford: Blackwell publishers.
10. Dukhiem, E. (1950). *Education and Sociology*. New York: The Free Press.
11. Hiriyanna M. (1993). *Outlines of Indian philosophy*. New Delhi: Motilal
12. Jayaram, N (1990). *Sociology of Education in India*. Jaipur: Rawat Publications.
13. Margaret L. Andersen & Howard F. Taylor. (2009). *Sociology: The Essentials*, USA: Cengage Learning.
14. Parsons, T. (1951). *The Social System*. New York: Free Press,
15. Shankar Rao. C. N.(2009). *Sociology - Primary principles*. New Delhi: S. Chand Publishing.
16. Taneja, V.R. (1990). *Socio-Philosophical Approaches to Education*. New Delhi :Atlantic Publishing.
17. Weerasinghe, SGM.(1993). *The Sankhya Philosophy*. NewDelh: Sri Satguru publications.

📖 SUGGESTED READINGS

1. Acharya, Poromesh. (1988). *Is Macaulay Still Our Guru? Economic and Political Weekly*, 23,(22),1124-1130.
2. Annamalai, E.(2001).*Managing Multilingualism in India: Political and Linguistic Manifestations*. New Delhi: Sage Publications.
3. Bell RebertR .(1962).*The Sociology of Education A Source Book* : Illinois: Diorsey Press.
4. BremsbackGoels .(1966).*Social Foundations of Education- A Cross Cultural Approach*. New York:John Wiley.
5. Bruner, J.S. (1996).*The Culture of Education*. Cambridge, M.A.: Harvard University Press.
6. Cook, L.A., Cook, E.F.(1960).*A Sociological Approach to Education*. Newyork: Mc Graw Hill Book Company.
7. Demaine Jack. (1981).*Contemporary Theories in the Sociology of Education*. London: Mac Millan Press Ltd.
8. Dewey, J. (1916/1977): *Democracy and Education: An introduction to the Philosophy*
9. Dunsoft.(1975). *An Introduction to Sociology*, New York: Macmillan
10. Gupta.S.(2007).*Education In Emerging India*. Delhi: Shipra Publications.
11. John. S. Brubacher. (1969). *Modern Philosophies of education*. New Delhi: Tata Mc. Graw, Hill Publishing Co.
12. Mannheim, K. & Steward, A.W.C. (1962).*An Introduction to the Sociology of Education*. London: Routledge & Kegan Paul
13. Naik, J. P. (1975). *Equality, Quality and Quantity: The Elusive Triangle of Indian Education*. Bombay: Allied Publications.
14. Nambissan, Geetha B. & RaoSrinivasa S. (2013). *Sociology of Education in India*, New Delhi:Oxford University Press.
15. NCTE (1998). *Gandhi on Education*. New Delhi:
16. Ruhela S.P.&Vyas K C.(1970). *Sociological Foundation of Education In the Contemporary India*. New Delhi: D Rai and Sons.
17. Srinivas M.N. (1995).*Social Change in Modern India*. Bombay: Allied Publishers.
18. Swift (1991).*Sociology of Education*. New Delhi: International Book House.

Course Code: MED3PC05

Perspective Course

M.Ed. DEGREE PROGRAMME
Semester - III
CURRICULUM DEVELOPMENT
 (4 credits - 120 hours)

✍ COURSE OBJECTIVES:

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

1. develop understanding about the concept of the curriculum development and its determinants.
2. appreciate the components of curriculum design and its approaches.
3. analyse the process and models of curriculum development.
4. evaluate the factors necessary for effective curriculum implementation and transaction.
5. develop favorable attitude towards curriculum evaluation and continuous updation.

Unit- I: CONCEPT OF CURRICULUM DEVELOPMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Explains curriculum meaning, definition, need, importance, principles and types 2. Discusses curriculum planning and its related issues 3. Differentiates the foundations of curriculum 4. Generalizes the basic considerations in curriculum development	1.1 Curriculum: meaning, definition, need, importance, principles and types 1.2 Curriculum planning and related issues 1.3 Philosophical, Sociological and Psychological, Political, Cultural and Economical foundations of curriculum 1.4 Knowledge as a basis for curriculum development.	<ul style="list-style-type: none"> • Lecture-discussion • Digital presentation • Peer Learning • Brain storming • Assignment • QA session 	<ul style="list-style-type: none"> • Assignments • Report • Test (written/oral)

Unit -II: CURRICULUM DESIGN AND APPROACHES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the components of curriculum design, sources and organisation 2. Appraises the design dimensions of Curriculum. 3. Compares the approaches of curriculum design. 4. Classifies the curriculum designs of different philosophies, sociologies and psychologies.	2.1 Components of Curriculum design – Sources of curriculum design–Horizontal and Vertical organisation 2.2 Design dimensions considerations: Scope, Integration, Sequence- Articulation, Balance and Continuity 2.3 Approaches of Curriculum design: subject- centred, learner- centred, problem-centred. 2.3.1 subject Centred Designs: Subject design, Discipline design, Broad-field design and correlation design 2.3.2 Learner-centred designs: Child-centred design, Experience-centred design, Romantic design and Humanistic design 2.3.3 Problem-centred Designs: Life-Situation design, Core design and Social Reconstruction design.	<ul style="list-style-type: none"> • Comparison of text books of any two standards • Group discussion • Peer learning • Talk by experts • Digital presentation • Seminar 	<ul style="list-style-type: none"> • Assignment • Observation • Test (written/oral) • Quiz • Presentations

Unit-III: PROCESS AND MODELS OF CURRICULUM DEVELOPMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Distinguishes Curriculum Development as a continuous and cyclic process 2. Outlines the stages of Curriculum development 3. Compares the different models of curriculum development	3.1 Curriculum Development as a continuous and cyclic process 3.2 Stages in the Process of Curriculum development, (Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience, Organization of content and learning experience and Evaluation). 3.3 Models of curriculum development- 3.3.1 Technical-Scientific models (Tyler's, Hilda Taba's, Saylor and Alexander's Model) 3.3.2 Non- technical- Non-scientific models(Kohl and Holt's model and Roger's model)	<ul style="list-style-type: none"> • Peer learning • ICT enabled lecture • Group discussion • Seminar • Brainstorming • Debate 	<ul style="list-style-type: none"> • Performance in activities • Test paper • Documentation • Assignments • presentation • Observation • Quiz

Unit-IV: CURRICULUM IMPLEMENTATION AND TRANSACTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Describes curriculum implementation and its influencing factors 2. Examines the models of curriculum implementation 3. Recognizes the concept of curricular transaction 4. Appraises the factors of effective curriculum transaction. 5. Justifies the procedure of organizing content at school stage	4.1 Curriculum implementation: Concept and influencing factors 4.2 Models of curriculum Implementation (Overcoming Resistance to change (ORC Model), Leadership Obstacle Course (LOC) Model). 4.3 Curriculum transaction: concept and influencing factors of effective teaching 4.4 Procedure of organizing Content: Formation of general objectives at School stage and their specification, formation of instructional objectives and their specifications, terms of expected behavior changes in the students suggesting appropriate content to fulfill the objectives.	<ul style="list-style-type: none"> • Narrative lecture • Assignment • Self study • Lecture-discussion • Video analysis • Reflective practices • Textbook analysis 	<ul style="list-style-type: none"> • Assignment • Quiz • Observation • Report • Tests

Unit-V: EVALUATION AND CONTINUOUS UPDATION OF CURRICULUM

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the concept, need, frame work, sources and methods of curriculum evaluation 2. Differentiates the models of curriculum evaluation 3. Examines the need for continuous updation of curriculum 4. Determines the factors influencing curriculum updation	5.1 Curriculum evaluation: concept, need, framework, sources and methods 5.2 Models of curriculum evaluation: Tyler's Objective centered Model, Stufflebeam's CIPP Model and Robert Stake's Congruence-Contingency model 5.3 Continuous updation of curriculum: need and influencing factors	<ul style="list-style-type: none"> • Digital presentation • Group discussion • Seminar • Listing the factors • Brain storming • QA session 	<ul style="list-style-type: none"> • Participation in discussion • Seminar presentation • Class test • Report

SUGESTED ACTIVITIES (Any two)

1. Conduct a group discussion on the determinants of curriculum.
2. Conduct a debate on models of curriculum development.
3. Undertake a comparative study of two syllabi -State Government/ NCERT.
4. Analyze the models of curriculum evaluation and prepare a report.

📖 PRESCRIBED READINGS

1. Aggarwal, Deepak. (2007). *Curriculum development: Concept, methods and techniques*. New Delhi: Book Enclave.
2. Arora, G.L. (1984). *Reflections on curriculum*. New Delhi: NCERT.
3. *Curriculum and lifelong Education*-Studies for UNESCO.
4. Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi.
5. Developing the Core Curriculum 3/ 4 roland C. Faunce, Nelson L. Bossing, Prentice Hall Of India, New Delhi.
6. Jack Walton, Great Briton- Curriculum Organisation and Design.
7. School Curriculum- Mohmmad Sharif Khan-ASHISH Publishing House, New Delhi.
8. Taba Hilda (1962).*Curriculum Development: Theory and Practice*, New York: Harcourt Brace, Jovanovich Inc.
9. The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.

📖 SUGGESTED READINGS

1. Curriculum Development & Educational Technology Mamidj, S. Ravishankar- Sterling Publishers.
2. Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass IncPublication.
3. Evaluation and Research in Curriculum Construction-M.I. Khan I B.K. Nigam- Kanishka, Publisher, New York.
4. Glatthorn, A. A Boschee, F., & Whitehead, B.M.(2009). Curriculum leadership: strategies for development and implementation, New Delhi: Sage.
5. Joseph.P.B et al. (2000). *Cultures of curriculum (Studies in Curriculum Theory)*. New York: Teachers college press.
6. Oliva, Peter F. (1988).*Developing the Curriculum*. Scott and Foresman and Co.
7. Reddy, B. (2007): *Principles of curriculum planning and development*.
8. Wiles, J.W. & Joseph Bondi (2006): *Curriculum Development: A Guide to Practice*. Pear son Publication.

Course Code: MED3TC03

Tool Course

M.Ed. Degree Programme
Semester – III
ADVANCED RESEARCH METHODOLOGY
 (4 credits- 120 hours)

✍ COURSE OBJECTIVES:

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

1. understand characteristics of qualitative and mixed research.
2. acquaint with the basic concepts in testing of hypothesis.
3. develop skill in research report writing.
4. develop understanding of the applications of parametric and non parametric statistics

Unit- I: QUALITATIVE METHODS OF RESEARCH

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Recognizes the characteristics of qualitative research 2. Identifies different types of qualitative research 3. Describes principles of mixed research	1.1 Qualitative Research: Meaning and Characteristics. 1.2 Types of Qualitative Research 1.2.1 Case Study 1.2.2 Genetic Studies 1.2.3 Document analysis 1.2.4 Historical research 1.2.5 Ethnography 1.3 Mixed research – Meaning principles, types, strengths and limitations.	<ul style="list-style-type: none"> • Lecture / briefing • Seminar • Group Discussion • Digital Presentation • Assignment • Peer learning • Brain storming 	<ul style="list-style-type: none"> • Questioning • Tests (Written/oral) • Seminar Presentation

Unit- II: TESTING OF HYPOTHESIS

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Recognises the basic concepts in testing hypothesis. 2. Analyses the procedure for hypothesis testing. 3. Differentiates between type I and Type II error. 4. Differentiates between two tailed and one tailed tests.	2.1 Basic concepts in testing Hypothesis 2.2 Procedure for hypothesis testing 2.3 Type I and Type II errors 2.4 Two tailed and one tailed tests	<ul style="list-style-type: none"> • Lecture/ briefing • Discussion • Digital Presentation 	<ul style="list-style-type: none"> • Questioning • Tests (Written/ Oral) • Participant observation

Unit - III: WRITING OF DISSERTATION

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Explains the characteristics of a good research report 2. Writes Dissertation	3.1 Dissertation – characteristics of a good dissertation 3.2 Dissertation – Format, Research language, Style, Content, Bibliography (APA Style) and Appendices.	<ul style="list-style-type: none"> • Lecture • Discussion • Digital Presentation • Simulated writing • Work shop 	<ul style="list-style-type: none"> • Observation • Tests (Written/Oral) • Preparation of Dissertation.

Unit-IV: PARAMETRIC STATISTICS

Learning Outcome	Content	Strategies and Approaches	Assessment
1. Interprets the relationship between two variables 2. Draws inference when comparing results from two random samples 3. Familiarizes with the tables of parametric tests to obtain probabilities values	4.1 Parametric statistics-concept 4.2 Test of significance of mean - t-test for large sample and small sample; 4.2.1 Critical ratio. 4.3 Test of significance of correlation coefficient; 4.4 Analysis of variance (ANOVA) – meaning and computation 4.5 Analysis of covariance (ANCOVA); - meaning 4.6 Factor Analysis – meaning	<ul style="list-style-type: none"> • Introductory lecture • Class discussion • Demonstration • Hands on experience 	<ul style="list-style-type: none"> • Oral test • Problem sheets • Study report

Unit-V: NON PARAMETRIC STATISTICS

Learning Outcome	Content	Strategies and Approaches	Assessment
1. Selects relevant Chi-Square test for assumptions of normality. 2. Familiarizes with tables of non parametric tests to obtain probability values.	5.1 Chi Square concept 5.1.1. Test of ‘Goodness of fit’, 5.1.2. Test of independence between two variables, 5.1.3. Contingency coefficient 5.2 Sign test for large and small sample; 5.3 Wilcoxon matched pairs test; 5.4 Mann- Whitney U test	<ul style="list-style-type: none"> • Introductory lecture • Demonstration • Hands on experience 	<ul style="list-style-type: none"> • Group work • Short answer questions

Suggested Activities (Any two)

1. Conduct a discussion on qualitative research
2. Compile a Bibliography on a selected topic
3. Prepare a model research report.
4. Compare five Colleges of Education in terms of students who graduated in the previous year and secured jobs in school. Conduct a chi square goodness of fit test.

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 Limited.
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. LokeshKoul. (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: Concept Publishing Company.
9. Saxena N.R. et.al. (2012).*Fundamentals of Educational Research*, Meerut: R. Lal Book Depot.
10. Sharma R.A. (2006).*Parametric andNon Parametric in Education and Psychology*. Meerut: R.Lall Book Depot.
11. Sharma R.N. (2003).*Statistical Techniques in Educational Research*. Delhi: Surjeet Publications.

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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 and 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 ed.) 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* (7thed) London: Routledge Taylor and Francis Group.
9. Mangal, S.K., & ShubhraMangal (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: MED3SD01

Specialisation Course

M.Ed. DEGREE PROGRAMME**SEMESTER – III****ADVANCED METHODOLOGY IN LANGUAGE EDUCATION**

(4 credits – 120 hours)

📖 COURSE OBJECTIVES:

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

1. appreciate the major perceptions in teaching and learning of language
2. comprehend the methods , approaches and techniques in language teaching and learning
3. develop language skills
4. identify and incorporate suitable ICT enabled learning resources for language acquisition
5. recognise contemporary assessment practices that are in exercise in the field of language teaching for professional development

Unit- I: PERSPECTIVES IN TEACHING AND LEARNING OF LANGUAGE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Understands the nature, functions, scope, aims, objectives and principles of language teaching and Learning 2. Identify the role of language in cultural conception 3. internalizes language theories	1.1 Language:Nature, Functions and Scope, Aims and Principles 1.2 Language acquisition: L1,L2 1.3 Theories in Language Learning: Psycho-linguistic, Socio-linguistic and Neuro-linguistic	<ul style="list-style-type: none"> • Group • discussion • Seminar • Assignment • Lecture-briefing 	<ul style="list-style-type: none"> • Seminar presentation • Assignment Evaluation • Evaluating the Level of participation

Unit-II: APPROACHES AND TECHNIQUES IN LANGUAGE TEACHING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Apply the approaches and techniques in language teaching and learning. 2. Designs innovative strategies to enhance English language learning.	2.1 Methods and Approaches - Natural Approach, Humanistic Approaches, TPR, Silent Way-, Cooperative Learning. 2.2 Innovative Strategies and Techniques for Teaching Language Skills -Language Elements [Vocabulary and Structures] and Literary Elements : Imagery, Figures of Speech.	<ul style="list-style-type: none"> • Digital presentation • Assignment • Peer Learning • Lecture - briefing 	<ul style="list-style-type: none"> • QA Session • Evaluation of assignment • Test (written/oral)

Unit-III: ENHANCING PROFICIENCY IN LANGUAGE SKILLS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develop language skills	3.1 Developing Basic Language Skills [LSRW] 3.2 Listening: casual, intensive, top down-bottom up listening, listening with purpose and listening for comprehension 3.3 Speaking – conversational, oratory and presentation skills 3.4 Reading – literal, Inferential, critical and creative 3.5 Writing – graphic and creative, expository 3.6 Barriers in oral and written communication in language – Strategies for Effective – communication – Teacher as an Effective Communicator.	<ul style="list-style-type: none"> • Peer Learning • Lectures • Digital presentation • Multimedia • Approach • Seminar • Invited Talk • Self-study 	<ul style="list-style-type: none"> • Test (written/ oral)

Unit-IV: DIGITAL TECHNOLOGY IN LANGUAGE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies and incorporates suitable ICT enabled learning resources for language acquisition 2. Practices suitable instructional strategies for teaching language.	4.1 Role of Teacher and Learner in Digital Era – Teacher as techno – pedagogue – Digital Native and Migrants Technology enabled Language teaching and learning – multimedia labs – CALL, Blended learning, e-Learning, m-Learning, Online tutoring – Forum – Wiki – Blog – Video Conferencing, Open Educational resources- Virtual class rooms, e-Library, e-journals, Audio podcasts, online Language Games, Film clips	<ul style="list-style-type: none"> • Lecture • Small Group • Discussion • Group Discussion • Seminar • Assignment 	<ul style="list-style-type: none"> • QA Session • Test (oral/ written)

**Unit-V: ASSESSMENT AND PROFESSIONAL DEVELOPMENT FOR
LANGUAGE TEACHERS**

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Discovers contemporary assessment practices that are in exercise in the field of language teaching 2. Identifies the need to enhance professional competency	5.1 Continuous and Comprehensive Evaluation, Self-evaluation, Peer evaluation and Teacher evaluation Language Tests for vocabulary, grammar, pronunciation, listening, speaking, reading and writing. 5.2 Changing role of teachers – Professional competencies Pre-service and In-Service Training for Language Teacher – Strategies of Professional Development: Orientation Programmes, Refresher Courses, Seminars, Symposium, Panel Discussion, Workshops, Conferences, Self-study, Study Groups and Study circles.	<ul style="list-style-type: none"> • Group tasks by assigning specific roles • Active learning strategies • Brain storming • Group discussions • Seminars • Digital Presentation 	<ul style="list-style-type: none"> • Participation in brain storming / Relevance of ideas • Observation • Seminar reports • Participation in the Seminar • QA Session • Observation

SUGGESTED ACTIVITIES (Any two)

1. Analyze the Current Pedagogic Practices in language teaching with special reference to schools under State Syllabus in Tamilnadu and submit a report.
2. Design Instructional Strategies and Teaching Learning Materials to address the Childrenwith Special Needs (CWSN) in the Language Classroom.
3. Prepare an innovative strategy to enhance language learning.
4. Prepare a CD on Language Games (5 nos.).

📖 PRESCRIBED READINGS

1. Alexander. L.G. (1975).*A first book in comprehension, précis and composition*. Longman :Hongkong.
2. Amritavatli .R. (1999). *Language as a Dynamic Text: Essays on Language, Cognition and Communication*. CIEFL Akshara series. Hyderabad: Allied Publishers.
3. Bhattacharya, Indrajit. (2002). *An Approach to Communication Skills*. New Delhi: DhanpatRai & Co. Books.
4. Bond, L.G., et al. (1980).*Reading Difficulties- Their Diagnosis and Correction*, New York: Appleton - Century Crafts.
5. Brewster Jean,Gail Ellis & Denis Giraf. (1992).*The primary English teachers guide* London: Penguin Books.
6. Byrne, D. (1975). *Teaching Writing*, London: Longman.
7. Cameron, Lynne.(2001).*Teaching language to my young learners*. Cambridge: Cambridge University Press
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Course Code: MED3SD02

Specialisation Course

M.Ed. DEGREE PROGRAMME
SEMESTER – III
ADVANCED METHODOLOGY IN MATHEMATICS EDUCATION
 (4 credits– 120hours)

✍ COURSE OBJECTIVES:

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

1. develop understanding of the nature and significance of Mathematics Education.
2. familiarise instructional strategies in Mathematics education based upon modern innovative approaches and practices.
3. acquaint with curriculum development in Mathematics Education.
4. familiarise with the assessment techniques in Mathematics Education.
5. develop the skill of doing research in Mathematics Education.

Unit-I: NATURE AND SIGNIFICANCE OF MATHEMATICS EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the nature of mathematics 2. Develops the ability to appreciate the contribution of various mathematicians 3. Develops the ability to correlate mathematics with other subjects	1.1 Mathematics Education– Nature and scope, Need and significance 1.2 Historical development of Mathematics with special reference to the developments in the 20 th and 21 st century. 1.3 Aims of teaching Mathematics as suggested in NCF (2005)	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussions • Assignment 	<ul style="list-style-type: none"> • Test (oral/written) • Reports • Paper presentation • and Evaluation • Evaluation of assignments

Unit-II: STRATEGIES FOR TEACHING AND LEARNING MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Designs instructional strategies and techniques in mathematics education based upon modern innovative approaches and practices</p> <p>2. Develops the skill of using models of teaching mathematics</p>	<p>2.1 Approaches to Mathematics Education – Traditional and Learner-centred</p> <p>2.2 Techniques of teaching Mathematics</p> <p>2.2.1 Models of Teaching Mathematics – Information Processing Models (Piaget, Bruner, Such man) and Behaviour Modification Model (Contingency Management)</p> <p>2.2. Constructivist Learning Theories and Reflective Practices</p> <p>2.3 Technology in Mathematics Instruction</p> <p>2.2.1. Concept of Techno pedagogic content knowledge</p> <p>2.2.2 Web-based lessons and Multimedia Presentations</p> <p>2.2.3 Blogging – Concept, format and steps for preparation of Blog</p>	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussions • Assignment 	<ul style="list-style-type: none"> • Test (oral/written) • Reports • Paper presentation and Evaluation • Evaluation of assignments

Unit-III: MATHEMATICS CURRICULUM

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Acquaints with Curriculum development in Mathematics Education	<p>3.1 Principles governing construction of Mathematics curriculum with reference to recommendations of NCF.</p> <p>3.2 Psychological theories and researches of Piaget, Bruner and Gagne and their implications in curriculum construction</p> <p>3.3 Need for changing Mathematics curriculum– social needs, developments in the discipline of Mathematics</p> <p>3.4 Evaluation of curriculum – Need, nature and aspects of curriculum evaluation, sources of obtaining information related to curriculum</p>	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussions • Assignment 	<ul style="list-style-type: none"> • Test (oral/written) • Reports • Paper presentation and Evaluation • Evaluation of assignments

Unit-IV: ASSESSMENT IN MATHEMATICS LEARNING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Assimilates the strategies of evaluation and design the tools of evaluation. 2. Develops the skill to construct and standardize achievement test in Mathematics	4.1 Construction and standardization of achievement test in Mathematics 4.2 Diagnostic testing and remedial instruction in Mathematics – Need and importance 4.3 Online examination and computer-based examination 4.4 Portfolio assessment and Evaluation based on Rubrics	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussions • Assignment 	<ul style="list-style-type: none"> • Test (oral/written) • Reports • Paper presentation • and Evaluation • Evaluation of assignments

Unit-V: RESEARCH IN MATHEMATICS EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops the skills of research	5.1 Importance of Research in Mathematics education 5.2 Action research in Mathematics education 5.3 Areas of research in Mathematics education.	<ul style="list-style-type: none"> • Lecture • Digital presentation • Seminar • Discussions • Assignment 	<ul style="list-style-type: none"> • Test (oral/written) • Reports • Paper presentation and Evaluation • Evaluation of assignments

SUGGESTED ACTIVITIES (Any two)

1. Prepare a report on the development of Mathematics in the 21st century.
2. Prepare sample lesson transcripts in tune with selected models of teaching.
3. Analyse any selected Mathematics curriculum in the high school in the light of the principles of curriculum development.
4. Prepare an achievement test in Mathematics and standardize it on a small sample.

PRESCRIBED READINGS

1. Aggarwal.J.C. (2008). *Teaching of Mathematics*. UP: Vikas Publishing House.
2. Bhatia.K.K. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publications.
3. Bruce, Joyce.,& Weil, Marsha. (2004). *Models of Teaching*. U.K: Prentice Hall of India.
4. James, Anice. (2005). *Teaching of Mathematics*. New Delhi: Neelkamal Publications.
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2. Ediger, M &Rao, D.B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House.
3. Mustafa, M. (2005). *Teaching of Mathematics*. New Delhi: Deep and Deep Publications.
4. Pratap.N. (2008). *Teaching of Mathematics*. Meerut: R. Lall Books Depot.
5. Siddizui, M.H. (2005). *Teaching of Mathematics*. New Delhi: APH Publications.

WEB RESOURCES

1. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf
2. http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=11&Itemid=17
3. http://math.arizona.edu/~atpmena/conference/proceedings/Damodharan_Innovative_Methods.pdf

Course Code: MED3SD03

Specialisation Course

M.Ed. DEGREE PROGRAMME
Semester III
ADVANCED METHODOLOGY IN SCIENCE EDUCATION
(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 nature of Science as a dynamic, expanding body of knowledge.
2. understands the goals and objectives of teaching Science.
3. develop the skills needed for devising the Science curriculum and for developing
4. support materials for curriculum transaction.
5. apply the ideas of research in Science education
6. appreciate the implication of technology in teaching Science education.

Unit- I: NATURE OF MODERN SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the development of science over centuries 2. Recognises the social and personal values 3. List out various Process skills in science	1.1 Science -Nature and Scope 1.2 Development of Science over the Centuries 1.3 Social Functions of Science: 1.3.1 Social and Personal Values of Science Education 1.4 Science Education in the Modern perspectives 1.4.1 Nature and use of Scientific Method 1.5 Science and Philosophy: Positivism and Constructivism 1.6 Scientific Literacy 1.7 Process Skills in Science 1.7.1 Basic Processes 1.7.2 The integrated Processes 1.7.3 Its Application	<ul style="list-style-type: none"> • Discussion • Lecture • Seminar • Peer learning 	<ul style="list-style-type: none"> • Tests (oral/written) • Assignment • Seminar

Unit-II: GOALS AND OBJECTIVES OF SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the international goals of science education 2. Report the national Goal given by various commissions 3. Express the idea of taxonomy of educational objectives	2.1 International Goals of Science Education 2.1.1.Science Technology and Society (STS) Goals 2.2 National Goals of Science Education given by various Education commissions 2.3 National Curriculum Frame Work (2005) 2.4 Taxonomies of Educational Objectives: Cognitive, Affective and psychomotor 2.4.1 Taxonomies of a) Bloom b) Simpson c) Dave Anderson d) Krathwohl, e) Mc Comark f) Yager 2.4.2 Integrating the taxonomies for science education. 2.4.3 Specific performance objectives of physical science / Biological Science (according to own discipline)	<ul style="list-style-type: none"> • Small group • discussion • Lecture-discussion • Digital presentation • Peer learning 	<ul style="list-style-type: none"> • Report writing • Test (oral/written) • Seminar • Assignment

Unit-III: CURRICULA TRENDS IN SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explain the various curricular development approaches 2. Point out the development of curricular materials 3. Prepare the curricular material for teaching	3.1 Curriculum Development Approaches: 3.1.1 Unified 3.1.2 Disciplinary 3.1.3 Inter disciplinary 3.1.4 Integrated 3.2 Correlated Patterns: 3.2.1 Subject centred 3.2.2 Teacher initiated 3.2.3 Learner initiated 3.3 Development of Curricular materials 3.3.1 Textbooks 3.3.2 Learning supplements 3.3.3 Teacher texts 3.3.4 Other enrichment materials 3.4 Curriculum Evaluation 3.4.1 Principles 3.4.2 Instrumentation 3.4.3 Strategies	<ul style="list-style-type: none"> • Digital presentation • Discussion • Assignment • Lecture 	<ul style="list-style-type: none"> • Test(oral/ written) • Seminar • Science text book analysis

Unit-IV: RESEARCH IN SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the research in science education 2. Apply the idea of research in classroom learning 3. Illustrate the ethics in research	4.1 Research in Science Education in India and other countries 4.2 Implications of Science Education researches on classroom practices 4.3 Classroom research in Science 4.3.1 Need and scope 4.3.2 Research methods in Science Education 4.4 Ethics in research, Plagiarism.	<ul style="list-style-type: none"> • Discussion • Lecture • Peer learning 	<ul style="list-style-type: none"> • Assignment • Test (oral/written) • Seminar

Unit-V: TECHNOLOGICAL RESOURCES FOR SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. List out the resources for science education 2. Identifies the relevance of social network sites in science education 3. Prepare the user generated content 4. Justify the use of internet in science classroom	5.1 ICT based resources -Scope 5.2 Resources: multimedia, internet, e-book, reader, open learning resources, online repositories, virtual libraries, e-journals, e-projects, webinar, m-Learning 5.3 Social networking Sites in science education 5.3.1 You tube 5.3.2 Flicker 5.3.3 Virtual field trips 5.3.4 Virtual labs 5.3.5 Virtual classrooms 5.3.6 User Generated Content (UGC) a) wikis b) blogs c) podcasting d) discussion forum e) tweets f) audio forum g) other forms of media 5.4 Internet in the science Classroom 5.4.1 Internet enabled e- Content 5.4.2 Steps for using Internet in the science classroom 5.4.3 Internet safety in the classroom – cyber security and cyber ethics	<ul style="list-style-type: none"> • Digital presentation • Discussion • ICT resource • Peer learning • Hands on experience • Lecture 	<ul style="list-style-type: none"> • Test(oral/ written) • Seminar • Assignment • Blog preparation • Report writing

SUGGESTED ACTIVITIES (Any two)

1. Conduct a panel discussion on development of science over centuries.
2. Write a report on research in science education (Indian and abroad).
3. Critically analyse the higher secondary school Science syllabus in Tamil Nadu.
4. Prepare a BLOG of your own and submit the hard copy of the same.

📖PRESCRIBED READINGS

- 3 Sharma, R.C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publications.
- 4 Gupta, S.K. (1985). *Teaching of Physical Science in Secondary Schools*. Sterling Publication Pvt Ltd.
- 1 Bhatt, B. D. and Sharma, S. R. (1993). *Methods of science teaching*. New Delhi: Kanishka Publishing House.
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- 6 Sivarajan K & Faziluddin. A. (2006). *Science Education*, Calicut: University, Central Co.
- 5 Vanaja.M.(2010). *Educational technology*. New Delhi: Neelkamal Publishers.

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5. Dembo, Myron H. (1990). *Applying Educational Psychology in the classroom*. New York: Longman.
6. Devereux, Jane. (2007). *Science for primary and early years*. Los Angeles: Sage publications.
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9. Elizabeth Hegarthy.(199).*The student Laboratory and Science curriculum*. New York: Rout ledge.
10. Martin, David Jerner. (2006). *Elementary Science Methods: A Constructive Approach*'(Ed.W). Singapore: Wadsworth Publishing.
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12. Parkinson, John. (1994). *The Effective Teaching of secondary science*. New York: Longman.
13. Petrina, Stephen. (2007).*Advanced teaching methods for the technology classroom*. Her shey: Information Science Publishing.
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16. Trowbridge N.L. & Bybee W.R. (1996).*Teaching Secondary school science*. New Delhi: Prentice Hall.

Course Code: MED3SD04

Specialization Course

M.ED. DEGREE PROGRAMME
Semester-III
ADVANCED METHODOLOGY IN SOCIAL SCIENCE EDUCATION
 (4 credits–120 hours)

✍ COURSE OBJECTIVES

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

1. understand the nature and scope of Social Sciences in relation with education and curriculum.
2. apply principles and techniques of organization of Social Science curriculum.
3. familiarize with the processes of curriculum development (renewal, designing and dimensions)
4. develop skill in instructional strategies of teaching and learning of Social Sciences.
5. develop competencies through practical experiences to become an effective teacher in social science.

Unit- I: NATURE AND SCOPE OF SOCIAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the nature and meaning of Social Sciences. 2. Discuss the evolutionary concept of Social Sciences.	1.1. Meaning, Nature and scope of Social Science with special emphasis on the recent trends in the discipline. 1.2. Interdisciplinary approach of Social Science education 1.3. Evolution of the concept of Social Science – Individual, Social, Cultural.	<ul style="list-style-type: none"> • Lecture • Group discussion • Interactive session • Self Learning • QA Session 	<ul style="list-style-type: none"> • Test (Oral/ Written) • Report • writing

Unit-II: AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies and analyze the aims and objectives of teaching social sciences.	2.1 Aims and objectives of teaching social sciences in schools 2.2 Relevance of teaching social science in school curriculum. 2.3 Categorization of objectives: Cognitive, Affective and Psycho-motor domains. 2.4 Specific objectives in the instruction of social sciences	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Assignment 	<ul style="list-style-type: none"> • Test (oral/written) • quiz • Assessing seminar • presentation and report

Unit-III: CURRICULUM CONSTRUCTION IN SOCIAL SCIENCE

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with Trends and principles in the construction of Curriculum. 2. Studies and prepare critical report of social science text book in the secondary level.	3.1 Nature of curriculum, changing curriculum patterns, different approaches 3.2. Components of social science curriculum: Traditional and modern approaches of framing curriculum 3.3. Principles of curriculum construction. 3.4. Curriculum evaluation: need, nature and aspects of curriculum evaluation.	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Assignment • Self-learning • QA Session 	<ul style="list-style-type: none"> • Test (oral/written) • Assessing seminar presentation and paper

Unit-IV: STRATEGIES FOR SOCIAL SCIENCE INSTRUCTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Analyzes the unique features of various strategies for social Sciences instruction.</p> <p>2. Prepares models based on models of teaching.</p>	<p>4.1 Psychological considerations of Social Science instruction</p> <p>4.1.1 Humanistic theories (Carl Rogers and Abraham Maslow) and Learning Social science in inclusive classrooms.</p> <p>4.1.2 Cognitive theory (Piaget, Bruner, & Ausubel) and its implications for instruction in social science</p> <p>4.2. Instructional Models in Social science</p> <p>4.2.1. Social Inquiry model</p> <p>4.2.2 Advanced Organizer Model</p> <p>4.2.3. Concept Attainment Model</p> <p>4.2.4. Jurisprudential Model</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Assignment • QA Session 	<ul style="list-style-type: none"> • Test (Oral/Written) • Assessing seminar presentation and paper

Unit- V: TECHNOLOGY IN SOCIAL SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the technological concept of social science education. 2. Uses technological gadgets in teaching the discipline.	5.1 Individualized instruction, Programmed learning; developing programmed learning materials. 5.2 Micro teaching - Advantage and Limitations. 5.3 Team teaching- characteristics – types - advantages and limitations. 5.4. Audio-video laboratory; concept of Social Science laboratory, Archives 5.5. Integration of ICT in learning and teaching social science.	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Assignment • QA Session 	<ul style="list-style-type: none"> • Test (Oral/Written) • Assessing seminar presentation and paper

SUGGESTED ACTIVITIES (Any two):

1. Preparation of pedagogic analysis of some selected topics from social sciences and submit a report.
2. Preparation and administration of a diagnostic test and suggestion for remedial teaching.
3. Conduct a survey in the neighborhood and prepare a brief report on resource for teaching Social Studies.
4. Prepare a lesson plan based on concept attainment model

**PRESCRIBED READING:**

1. Aggarwal.J.C. (1982). *Teaching of social studies*. New Delhi: Vikas publishing house.
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3. Bining, A.C., & Bining. (1952). *Teaching of social studies in secondary schools*. Newyork: Mc Graw Hill Co.

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5. Joyce, B. & Weil, M. (1985). *Models of teaching* (2nd Ed.). New Delhi: Prentice hall of India.
6. Sharma, S.P. (2011). *Teaching of Social Studies*. New Delhi: Kanishka Publication distributions.
7. Talla, M. (2012). *Curriculum development perspectives, principles and issues*. New Delhi: pearson pvt Ltd.
8. Kohila, A. S. (1996). *Teaching of Social Science*. New Delhi: Anmol Publications pvt ltd.
9. Leslie, W.T. & W.R. Bybee. (1996). *Teaching secondary school science*. Messachusettes: Allyn and Baconine.
10. NCTE. (2001). *National Curriculum Framework for School Education, Report Edition*. New Delhi: NCERT.
11. Sivarajan. K., Thulaseedaran, & Vijayan, N. K. (2007) *Social science education: Methods and techniques of teaching*. Calicut: Calicut university co-operative store.

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1. Aggarwal, J.C. (1982). *Teaching of social studies*. New Delhi: Vikas publishing house.
2. Arora, G.L. (1988). *Curriculum and Quality in Education*, New Delhi: NCTE.
3. Bining, A.C., & Bining. (1952). *Teaching of social studies in secondary schools*. New York: Mc Graw Hill Co.
4. Haroon, S., & Nasleer, A. (2012). *Teaching of Social Science*. New Delhi: Dorling Kindersley.
5. Joyce, B. & Weil, M. (1985). *Models of teaching* (2nd Ed.). New Delhi: Prentice hall of India.
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13. Sivarajan. K., Thulaseedaran & Vijayan, N. K. (2007) *Social science education: Methods and techniques of teaching*. Calicut: Calicut university co-operative store.
14. Zais, R.S. (1976). *Curriculum principles and foundations*. Newyork: Thomas Y. Crowell Co