Course Code: MED3PC004 *Perspective* Course

M.Ed. DEGREE PROGRAMME
Semester-III

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

✍ COURSE LEARNING OUTCOMES

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

1. Contrast the educational implications of Indian schools of philosophy and western schools of philosophy
2. Compare the contributions of Indian thinkers and Western thinkers on education
3. Discuss the meaning, nature and importance of Sociology, Educational Sociology and Sociology of Education
4. Analyse education as a sub system of society.
5. Examine the role of family, school, religion and media in socialization.
6. Distinguish social equality and social equity.
7. Appraise the education for multi-lingual and multi-cultural Indian society.
8. Explain the role of education in social mobility, social change and modernisation.
9. Justify the need of equality of educational opportunity for the socially and economically disadvantaged sections of the society
10. Describe the Sustainable Development Goals (SDG4).

Unit - I: INDIAN SCHOOLS OF PHILOSOPHY AND PHILOSOPHERS

Learning Outcomes	Content	Suggested strategiesand Approaches	Assessment
1. Examines the educational implications of Indian schools of philosophy 2. Evaluates the contributions	1.1.Indian schools of Philosophy: Vedanta, Advaitha, Buddhism and Jainism. 1.2 Concept of Dharma, Artha, Kama and Moksha 1.3.Indian Philosophers:	• Visual presentation • Seminar • Assignment • Lecture	• Observation • Assignment • Report of seminar • Tests (oral • &written)

of Indian thinkers on education	Shri Aurobindo Ghosh, Tagore, Gandhiji, and Jiddhu Krishnamoorthy.		

Unit- II: WESTERN SCHOOLS OF PHILOSOPHY AND PHILOSOPHERS

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Examines the educational implications of western schools of philosophy 2. Evaluates the contributions of Western thinkers on education	1.1. Western schools of philosophy. 2.1.1.Existentialism, 2.1.2.Perennialism, 2.1.3.Reconstructionism 2.1.4.Positivism 2.2 Thoughts of thinkers in the context of education: i. Plato, ii. Rousseau iii. Paulo Freire iv. Ivan Illich v. John Dewey vi. Immanuel Kant.	• Seminar • Assignment • Group discussion • Lecture	• Observation • Assignment • Report of • discussion • Tests (oral & written

Unit- III: SOCIOLOGY AND EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Discriminates between educational sociology and sociology of education 2. Discusses the meaning, nature and importance of Sociology, Educational Sociology and Sociology of Education 3. Analyses education as a sub system of society. 4. Examines the role of family, school, religion and media in socialization.	3.1 Sociology - Educational Sociology and Sociology of Education: meaning, nature and importance. 3.2 Social System: meaning, concept and characteristics. 3.2.1.Education as a sub-system: its characteristics. 3.2.2.School as a socialsystem. 3.3 Socialization- meaning, types. 3.3.1.Agencies of Socialization: Family, School, Religion and Media . 3.4 Social deviance- meaning, definition and forms.	• Seminar • Assignment • Lecture • Seminar through • visual presentation • Lecture • Peer learning Seminar through • visual presentation	• Observation • Assignment • Report of discussion • Tests(oral &written) • Report of seminar

Unit- IV: EDUCATION AND SOCIO CULTURAL CHANGE

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the characteristics of culture. 2. Distinguishes social equality and social equity. 3. Appraises the education for multi-lingual and multi-cultural Indian society. 4. Explains the role of education in social mobility, social change and modernisation.	4.1 Culture: Meaning and characteristics 4.1.1.Education for multilingual and multicultural Indian society. 4.2 Social Stratification and Social Mobility. 4.2.1.Role of education in promoting social mobility. 4.3 Education and social change. 4.3.1.Constraints of Social Change in India (Caste, Ethnicity, Class, Language, Religion, Regionalism and Politics). 4.3.2.Role of teacher as a change agent 4.4Education and modernization	• Seminar • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning • Seminar through visual presentation	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

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

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Justifies the need of equality of educational opportunity for the socially and economically disadvantaged sections of the society 2. Describes the Sustainable Development Goals (SDG4)	5.1. Social Equity and Equality of Educational Opportunity Education 5.2. Socially and Economically disadvantaged sections of the society (with reference to scheduled castes and scheduled tribes, minorities, women, and rural population) 5.2 Sustainable Development Goals (SDG4)-Education 2030 - the vision, rationale, principles, goal, strategic approaches and targets	• Group discussion • Lecture • Peer learning • Seminar (visual presentation) • Small group discussion	• 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 an Indian philosopher in the emerging Indian Educational scenario.
2. Critically evaluate any two philosophers by comparing and contrasting their educational thoughts.
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 READING

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.
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 ofEducation*. 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 andReligion*. 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. Geeta Gandhi Kingdon&Mohd. Muzammil (2008). A Political Economy of Education in India: The case of Uttar Pradesh. Oxford Policy Institute
12. Hiriyanna M. (1993). *Outlines of Indian philosophy*. New Delhi: Mothilal Benaridhas publishers.
13. Jayaram, N (1990).*Sociology of Education in India*. Jaipur: Rawat Publications.
14. Kumar Krishna (1991). Political Agenda of Education: A Study of Colonialist and Nationalist Ideas. Sage Publication, New Delhi.
15. Margaret L. Andersen & Howard F. Taylor. (2009).*Sociology: The Essentials,* USA: Cengage Learning.
16. 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 READING

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 RebortR.(1962).*The Sociology of Education A Source Book* : Illinois: Diorsey Press.
4. BrembackGoels.(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: McGraw 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: MED3PC005 *Perspective Course*

M.Ed. DEGREE PROGRAMME

Semester - III

CURRICULUM DEVELOPMENT

(4 credits - 120 hours)

✍ COURSE LEARNING OUTCOMES

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

1. Summarize the need and principles of curriculum
2. Categorize the types of curriculum
3. Formulate the foundations of curriculum development
4. Debate the issues in curriculum planning
5. Illustrate the components and dimensions of curriculum design
6. Contrast the approaches of curriculum design
7. Identify the stages of Curriculum development process
8. Debate the models of curriculum development, implementation and evaluation.
9. Express the factors of effective curriculum implementation and transaction.
10. Modify the curriculum through evaluation and updation.

Unit- I: CONCEPT OF CURRICULUM DEVELOPMENT

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Summarizes the need and principles of curriculum 2. Categorizes the types of curriculum 3. Debates curriculum planning and related issues 4. Formulates the foundations of curriculum development 5. Investigates why Knowledge is a basis for curriculum development	1.1 Curriculum: meaning, definition, need, importance, principles and types 1.2 Curriculum planning and related issues 1.3 Curriculum foundation : Philosophical, Sociological Psychological, Political, Cultural and Economical 1.4 Knowledge as a basis for curriculum development	• Lecture-discussion • Digital presentation • Peer Learning • Brainstorming • Assignment • QA session	• Assignments • Report • Test (written/ oral)

Unit -II: CURRICULUM DESIGN AND APPROACHES

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Illustrates the components, sources and dimensions of curriculum design 2. Compares and contrasts the approaches of curriculum design 3. Categorises the types of subject centered, learner centered and life centered curriculum.	2.1 Components of curriculum design 2.2 Sources of curriculum design–Horizontal and Vertical organisation 2.3 Design dimensions and considerations: Scope, Integration, Sequence-Articulation, Balance and Continuity 2.4 Approaches of Curriculum design: 2.4.1 Subject Centred Designs: Subject design, Discipline design, Broad-field design and Correlation design 2.4.2 Learner-centred designs: Child-centred design, Experience-centred design, Romantic design and Humanistic design 2.4.3 Problem-centred designs: Life-Situation design, Core design, Social reconstruction design	• Comparison of • text books of any two standards • Group discussion • Peer learning • Talk by experts • Digital presentation • Seminar	• Assignment • Observation Test written/oral) • Quiz • Presentations

Unit-III: PROCESS AND MODELS OF CURRICULUM DEVELOPMENT

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Distinguishes curriculum development as a continuous and cyclic process. 2. Analyses the stages of Curriculum development process. 3. Debates the models of curriculum development	3.1 Curriculum development as a continuous and cyclic process 3.2 Stages in the process of curriculum development. 3.2.1.Need assessment, Formulation of aims, goals and objectives, 3.2.2.Selection of content and learning experience 3.2.3.Organization of Content, 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)	• Peer learning • ICT enabled lecture • Group discussion • Seminar • Brainstorming • Debate	• Performance in activities • Test paper • Documentation • Assignments • presentation Observation • Quiz

Unit-IV: CURRICULUM IMPLEMENTATION AND TRANSACTION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Describes curriculum implementation and its influencing factors. 2. Expresses the factors necessary for effective curriculum transaction. 3. Examines the models of curriculum implementation. 4. 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: 4.4.1.Formation of general objectives at School stage and their specification 4.4.2.formation of instructional objectives and their specifications 4.4.3.Terms of expected behavior changes in the students 4.4.4.Suggesting appropriate content to fulfill the objectives.	• Narrative lecture • Assignment • Self study • Lecture-discussion • Video analysis • Reflective practices • Textbook analysis	• Assignment • Quiz • Observation • Report • Tests

Unit-V: EVALUATION AND CONTINUOUS UPDATION OF CURRICULUM

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Discusses the concept and need of curriculum evaluation 2. Examines the sources and methods of curriculum evaluation 3. Compares the models of curriculum evaluation. 4. Justifies the need for continuous updation of curriculum 5. Determines the factors influencing curriculum updation. 6. Modifies the curriculum through evaluation and updation.	5.1 Curriculum evaluation: concept, need, framework, sources and methods 5.2 Models of curriculum evaluation: 5.2.1.Tyler's Objective centered Model 5.2.2.Stufflebeam's CIPP Model and 5.2.3.Robert Stake's Congruence-Contingency model 5.3 Continuous updation of curriculum: need and influencing factors	• Digital presentation • Group discussion • Seminar • Listing the factors • Brain storming • QA session	• 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 READING

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 READING

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 Inc Publication.
3. Evaluation and Research in Curriculum Construction-M.I. Khan I B.K. Nigam- Kanishka, Publisher, New York.
4. Glatthorn, A. A Boschee, F., & Whiteheed, B.M.(2009). Curriculum leadership: strategiesfor 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:MED3TC003 *Tool Course*

M.Ed. Degree Programme

Semester – III

ADVANCED RESEARCH METHODOLOGY

(4 credits- 120 hours)

✍ COURSE LEARNING OUTCOMES

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

1. Identify the basic concepts in hypothesis testing
2. Discriminate type I error and type II errors with examples
3. Enumerate the characteristics of a good dissertation
4. Practice in writing various components of dissertations
5. Carry out the various aspects of ethics in research
6. Choose suitable software for checking plagiarism
7. Categorize different types of parametric tests
8. Employ various statistical tests based on the context
9. Differentiate the parametric and non-parametric tests
10. Analyse the various components of qualitative research

Unit- I: TESTING OF HYPOTHESIS

Learning Outcomes	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	1.1 Basic concepts in testing hypothesis 1.2 Procedure for hypothesis testing 1.3 Type I and Type II errors 1.4 Two tailed and one tailed tests	• Lecture/briefing • Discussion • Digital Presentation	• Questioning • Tests (Written/Oral) • Participant observation

Unit - II: WRITING OF DISSERTATION

Learning Outcomes	Content	Suggested strategies and Approaches	Assessment
1. Explains the characteristics of a good research report 2. Writes Dissertation	2.1 Dissertation – characteristics of a good dissertation 2.2 Dissertation – Format, Research language, Style, Content, Bibliography (APA Style) and Appendices.	• Lecture • Discussion • Digital Presentation • Simulated writing • Work shop	• Observation • Tests (Written/Oral) • Preparation of Dissertation.

Unit-III: RESEARCH ETHICS

Learning outcomes	Content	Suggested activities and approaches	Assessment
1. Recognises research ethics 2. Identifies different types of scientific mis-conduct 3. Familiarizes with publication mis conduct 4. Examines different plagiarism softwares.	3.1. Ethics, Definition 3.2. Intellectual honesty and research integrity. 3.3. Scientific mis-conducts: Falsification, Fabrication and plagiarism 3.4. Reduldant Publications: duplicate and overlapping publications 3.5. Selective reporting and mis-representation of data. 3.6. Publication misconduct: definition, problems that lead to unethical behaviour and vice versa. 3.7. Use of plagiarism software like Turnitin, urkund and other open source software tools.	• Lecture/briefing • Digital presentation • Discussion • seminar	• Tests (written/oral) • Seminar presentation • Questioning

Unit-IV: PARAMETRIC STATISTICS

Learning Outcomes	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 test 4.2 Test of significance of difference between means for independent and correlated sample (large and small sample) 4.3 Uses of analysis of variance – ANOVA, ANCOVA, fractional design (computation not required)	• Introductory lecture • Class discussion • Demonstration • Hands on experience	• Oral test • Problem sheets • Study report

Unit-V: NON PARAMETRIC STATISTICS

Learning Outcomes	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	1.1 Non parametric test – Chi square 1.2 Uses of Mann Whitney U- test, Sign test (computation required) 1.3 Qualitative data analysis – data reduction and classification, analytical induction, constant comparison	• Introductory lecture • Demonstration • Hands on experience	• Group work • Short answer questions

Suggested Activities (any two)

1. Compile a Bibliography on a selected topic
2. Prepare a model research report.
3. 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 READING

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*, Hyderbad: 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 and Non Parametric tests in Education and Psychology*. Meerut: R.Lall Book Depot.
11. Sharma R.N. (2003).*Statistical Techniques in Educational Research*. Delhi: Surjeet Publications.
12. Sidhu, Kulbir Singh.(1985).*Methodology of Research in Education*, New Delhi:Stering Publishers Pvt. Ltd.

🕮SUGGESTED READING

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* (7th ed) London:Routledge Taylor and Francis Group.
9. Mangal, S.K., & Shubhra Mangal (2013) *Research Methodology in Behavioural Sciences*, Delhi: PHI Learning.
10. Mridula. (n.d.). *Educational Statistics at A Glance.* New Delhi: Association of Indian Universities.

Course Code: MED3SD001 *Specialisation Course*

M.Ed. DEGREE PROGRAMME

SEMESTER – III

ADVANCED METHODOLOGY IN LANGUAGE EDUCATION

(4 credits – 120 hours)

✍ COURSE LEARNING OUTCOMES

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

1. Explain the meaning ,nature and scope of English language
2. Define various theories of language learning
3. Analyse various methods and techniques in teaching English
4. Employ innovative strategies in classroom teaching
5. Identify the barriers in oral and written communication
6. Explain the different strategies for effective communication
7. Select the appropriate resources for teaching English
8. Analyse the role of teacher as Techno- pedagogue
9. Justify the need for professional development
10. Synthesize various programmes for professional development

Unit- I: PERSPECTIVES IN TEACHING AND LEARNING OF LANGUAGE

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the meaning ,nature and scope of language 2. Identifies various ways of language acquisition 3. Defines various theories of language learning	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	• Group discussion • Seminar • Assignment • Lecture-briefing	• Seminar presentation • Assignment Evaluation • Evaluating the Level of participation

Unit-II: APPROACHES AND TECHNIQUES IN LANGUAGE TEACHING

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various approaches in teaching English 2. Applies various techniques in teaching English 3. Employs innovative strategies in classroom teaching 4. Adapts suitable techniques in various teaching methods	2.1 Methods, techniques and approaches 2.1.1.Natural Approach 2.1.2.Humanistic Approaches 2.1.3. TPR 2.1.4.Silent Way 2.1.5.Cooperative Learning 2.2 Innovative Strategies and Techniques for Teaching Language Skills 2.2.1Language Elements [Vocabulary and Structures] 2.2.2 Literary Elements : Imagery, Figures of Speech	• Digital presentation • Assignment • Peer Learning • Lecture-briefing	• QA Session • Evaluation of • assignment • Test (written/oral)

Unit-III: ENHANCING PROFICIENCY IN LANGUAGE SKILLS

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Develops the basic language skills 2. Identifies the barriers in oral and written communication 3. Explains the different strategies for effective communication	3 .1 Developing Basic Language Skills [LSRW] 3.1.1.Listening: casual, intensive, top down-bottom up listening, listening with purpose and listening for comprehension 3.1.2.Speaking – conversational, oratory and presentation skills 3.1.3. Reading – literal, Inferential, critical and creative 3.1.4. Writing – graphic and creative, expository 3.2 Barriers in oral and written communication 3.3 Strategies for Effective – communication 3.4 Teacher as an effective communicator.	• Peer Learning • Lectures • Digital presentation • Multimedia • Approach • Seminar • Invited Talk • Self-study	• Test (written/ oral) • QA Session • assignment

Unit-IV: DIGITAL TECHNOLOGY IN LANGUAGE EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Develops skills in multimedia presentation in English language 2. Integrates innovative technologies in teaching English 3. Identifies the various resources for teaching English 4. Analyses the role of language teacher as a techno pedagogue	4.1 Role of teacher and learner in digital era 4.2 Teacher as techno – pedagogue 4.3 Digital Native and Migrants Technology enabled Language teaching and learning 4.3.1 Multimedia labs 4.3.2 Blended learning 4.3.3 e-Learning 4.3.4 m-Learning 4.3.5 Online tutoring 4.3.6 Video Conferencing 4.4 Open Educational resources 4.5 Virtual class rooms, e-Library, e-journals, Audio podcasts, online Language Games, Film clips	• Lecture • Small Group • Discussion • Group Discussion • Seminar • Assignment	• QA Session • Test (oral/ written)

Unit-V: ASSESSMENT AND PROFESSIONAL DEVELOPMENT FOR LANGUAGE TEACHERS

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the importance of professional development of English teacher 2. Discusses the role and responsibilities of language teacher 3. Investigates the effect of English teacher as a reflective practitioner 4. Categorizes the various programs of professional development	5.1 Continuous and Comprehensive Evaluation : 5.1.1 Self-evaluation 5.1.2 Peer evaluation 5.1.3 Teacher evaluation 5.2 Language Tests for vocabulary, grammar, pronunciation, listening, speaking, reading and writing. 5.3 Changing role of teachers 5.3.1 Professional competencies 5.3.2 Pre-service and In-Service Training 5.4 Strategies of Professional Development: 5.4.1 Orientation Programmes 5.4.2 Refresher Courses 5.4.3 Seminars 5.4.4 Symposium 5.4.5 Panel Discussion 5.4.6 Workshops 5.4.7 Conferences 5.4.8 Self-study 5.4.9 Study Groups 5.4.10 Study circles.	• Group tasks by assigning specific roles • Active learning strategies • Brain storming • Group discussions • Seminars • Digital Presentation	• 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 Tamil Nadu and submit a report.
2. Design instructional strategies and teaching learning materials to address the Children with Special Needs (CWSN) in the language classroom.
3. Prepare an innovative strategy to enhance language learning.
4. Prepare a CD on any five Language Games.

📖PRESCRIBED READING

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: AIllied Publishers.
3. Bhattacharya, Indrajit. (2002). *An Approach to Communication Skills*. New Delhi: Dhanpat Rai & Co. Books.
4. Brewster Jean,Gail Ellis & Denis Giraf. (1992).*The primary English teachers guide* London*:* Penguine Books.
5. Bond, L.G., et al .(1980).*Reading Difficulties- Their Diagnosis and Correction*, New York: Appleton - Century Crafts.
6. Byrne, D. (1975).*Teaching Writing*, London: Longman.
7. Choudhary, N.R. (2002). *English Language Teaching*, Mumbai: Himalaya Publish House.
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4. David, E. (1977).*Classroom Techniques- Foreign Languages and English as a Second Language*, New York: Harcourt Brace.
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Course Code: MED3SD002 *Specialisation Course*

M.Ed. DEGREE PROGRAMME

SEMESTER – III

ADVANCED METHODOLOGY IN MATHEMATICS EDUCATION

(4 credits– 120 hours)

✍ COURSE LEARNING OUTCOMES

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

1. Explain the nature and scope of Mathematics Education
2. Trace the historical development of Mathematics
3. Analyze various methods and techniques in teaching Mathematics
4. Employ innovative strategies in classroom situations
5. Explain the modern trends in mathematics education
6. Identify new methods of instruction
7. Select the appropriate resources for teaching Mathematics
8. Analyze the role of teacher as Techno-pedagogue
9. Justifies the need for professional development
10. Synthesize various programmes for professional development

Unit-I: NATURE, DEVELOPMENT AND SIGNIFICANCE OF MATHEMATICS EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the nature and scope of Mathematics Education 2. Describes the structure of Mathematics 3. Identifies the factors influencing Mathematics Education 4. Traces the historical development of Mathematics	1.1 Structure of Mathematics – axioms, postulates, propositions 1.2 Scope of Mathematics – applied and pure mathematics, modern mathematics 1.3 Factors influencing the direction of Mathematics education – societal need factor, learner need factor and psychological aspects of mathematical education 1.4 Historical development of Mathematics with special reference to the developments in the 19^{th}, 20^{th} and 21^{st} century 1.5 Psychological bases of teaching Mathematics – implications of theories of Piaget, Bruner, Gagne and Vygotsky 1.6 Philosophy of teaching mathematics with reference to idealism, realism, experimentalism and existentialism.	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• Test (oral/written) • Reports • Paper presentation • and Evaluation • Evaluation of • assignments

Unit-II: STRATEGIES FOR TEACHING AND LEARNING MATHEMATICS

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various approaches in teaching Mathematics 2. Applies various techniques in teaching Mathematics 3. Employs innovative strategies in classroom teaching 4. Adapts suitable techniques in various teaching methods	2.1 Approaches in teaching and learning of Mathematics 2.1.1 Behaviouristic approach 2.1.2 Constructivist approach 2.1.3 Heuristic approach 2.2 Methods of teaching Mathematics: Teacher centred and Learner centred 2.3 Techniques of teaching Mathematics 2.3.1 Questioning 2.3.2 Homogenous grouping 2.3.3 Brain storming 2.4 Participatory learning – Cooperative and Collaborative learning	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• Test (oral/written) • Reports • Paper presentation and Evaluation • Evaluation of • assignments

Unit-III: MODERN TRENDS IN TEACHING MATHEMATICS

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Identifies new methods of instruction 2. Explains the role of computer in mathematics education 3. Distinguishes linear, branched and mathetics programming 4. Develops	3.1 Invariants in Mathematics 3.2 New methods of instruction 3.2.1 Gettegno method 3.2.2 Dyne's method 3.2.3 Van Hiele Geld method 3.2.4 Paup's conception 3.2.5 Axiomatic method 3.2.6 Logical arguments 3.3 Role of computer in Mathematics education 3.4 Programmed instruction	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• Test (oral/written) • Reports • Paper presentation and Evaluation • Evaluation of assignments

programmed learning materials in Mathematics	3.4.1 Linear, Branched and Mathetics programming 3.4.2 Mechanism of developing programmed learning materials		

Unit-IV: TECHNOLOGY IN MATHEMATICS INSTRUCTION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Develops skills in multimedia presentation in Mathematics 2. Integrates innovative technologies in teaching Mathematics 3. Identifies the various resources for teaching Mathematics 4. Analyses the role of Mathematics teacher as a techno pedagogue	4.1 Techno Pedagogic Content Knowledge (TPCK) 4.2 Web based lessons and multi media presentations 4.3 Blogging – concept, format, steps for preparing blog 4.4 e-learning, m-learning, u-learning: its relevance 4.5 Software used in Mathematics 4.6 Modules in teaching and learning mathematics	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• Test (oral/written) • Reports • Paper presentation • Evaluation of assignments

Unit-V: PROFESSIONALISM OF MATHEMATICS TEACHER

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the importance of professional development of Mathematics teacher 2. Discusses the role and responsibilities of Mathematics teacher 3. Investigates the effect of Mathematics teacher as a reflective practitioner 4. Categorizes the various programmes of professional development	5.1 Professionalism – importance 5.2 Conditions that necessitates professionalism among mathematics teachers 5.3 Nature of professionalism demanded by technology 5.4 Updating knowledge of learning material and technology of instruction 5.5 Active participation in co-curricular activities related to mathematics education 5.6 Developing a work culture 5.7 Active participation in professional bodies 5.8 Reflective practices in professional development	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• 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 a lesson transcript in Mathematics based on any approach.
3. Develop a programmed learning material for any topic in mathematics
4. Prepare a blog for any topic in Mathematics.

🕮PRESCRIBED READING

1. Aggarwal.J.C .(2008). *Teaching of Mathematics*. UP: Vikas Pubishing 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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7. Sidhu.K.S. (2000). *Teaching of Mathematics.* New Delhi: Sterling Publishers.
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🕮SUGGESTED READING

1. Costello,J. (1991). *Teaching and learning of mathematics*. London: Routledge Publications.
2. Ediger, M &Rao, D.B. (2000). *Teaching Mathematics successfully*. New Delhi: Discovery Publishing House.
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4. Pratap.N. (2008). *Teaching of Mathematics*. Meerut: R. Lall Books Depot.
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Course Code: MED3SD003 *Specialisation Course*

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

✍ COURSE LEARNING OUTCOMES

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

1. Analyse the development of science education over centuries
2. List out the various process skills in science
3. Identify the national and international goal of science education
4. Examine the various taxonomy of science education
5. Explain the various curricular development approach
6. Suggest various strategies for curricular evaluation process
7. Analyse the research in science education in India and abroad
8. Illustrate the ethics of research in science education
9. Identify the importance of social network sites in science education
10. Justify the use of internet in science classroom

Unit- I: NATURE OF MODERN SCIENCE EDUCATION

Learning OutcomeS	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the nature and scope of science education 2. Traces the development of sciences over centuries 3. DiscussES the social function of science 4. Identifies the importance of science education in modern perspectives	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 1.4Science Education in the Modern perspectives 1.4.1 Nature and use of Scientific Method 1.5Science and Philosophy: Positivism and Constructivism 1.6Scientific Literacy 1.7Process Skills in Science 1.7.1 Basic Processes 1.7.2 The integrated Processes and its application	• Discussion • Lecture • Seminar • Peer learning	• Tests (oral/ written) • Assignment • Seminar

Unit-II: GOALS AND OBJECTIVES OF SCIENCE EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. List out the national and international goal of science education 2. Analyses the National curricular frame work 2005 3. Examines the various taxonomies for science education 4. Writes the specific instructional objectives for science education	2.1 International Goals of Science Education 2.1.1.Science Technology and Society(STS) Goals 2.2National Goals of Science Education given by various Education commissions 2.3 National Curriculum Frame Work(2005) 2.4 Taxonomies of a)Bloom, b)Simpson, c)Dave Anderson d)Krathwohl, e)McComark f)Yager 2.5Integrating the taxonomies for science education. 2.6 Specific performance objectives of physical science / Biological science.	• Small group • discussion • Lecture-discussion • Digital presentation • Peer learning	• Report writing • Test(oral/written) • Seminar • Assignment

Unit-III: CURRICULA TRENDS IN SCIENCE EDUCAION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains the various curricular development approaches 2. Identifies the various correlated patterns for science education 3. Analyses the various curricular materials for teaching science education 4. Lists out the curricular evaluation strategies	3.1 Curriculum Development Approaches: 3.1.1Unified 3.1.2 Disciplinary 3.1.3Inter disciplinary 3.1.4Integrated 3.2 Correlated Patterns: 3.2.1Subject centred 3.2.2Teacher initiated 3.2.3Learner 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 3.4.1Principles 3.4.2Instrumentation 3.4.3Strategies	• Digital presentation • Discussion • Assignment • Lecture	• Test(oral/ written) • Seminar • Science text Book analysis

Unit-IV: RESEARCH IN SCIENCE EDUCAION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the research in science education in India and abroad 2. Applies the idea of research in classroom teaching 3. Identifies the importance of classroom research in science education 4. Illustrates the ethics of research in science education	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 4.3.1Need and scope 4.3.2Research methods in Science Education 4.4 Ethics in research, Plagiarism.	• Discussion • Lecture • Peer learning	• Assignment • Test(oral/written) • Seminar

Unit-V: TECHNOLOGICAL RESOURCES FOR SCIENCE EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Identifies various ICT based resources for teaching science 2. Integrates the various social networking settings in science education 3. Develops content in using e-content in science education 4. Employs the user generated content in science education	5.1 ICT based resources - multimedia, internet, e- book, reader, open learning resources, online repositories, virtual libraries, e-journals, e-projects, m-Learning 5.2 Social networking Sites in science education 5.2.1 You tube 5.2.2 Flicker 5.2.3 Virtual field trips 5.2.4 Virtual labs 5.2.5Virtual classrooms 5.2.6 User Generated Content (UGC) a) wikis b) blogs c) podcasting d) discussion forum e) tweets f) audio forum g) other forms of media 5.3 Internet in the science Classroom 5.3.1 Internet enabled e- Content 5.3.2 Steps for using Internet in the science classroom 5.3.3 Internet safety in the classroom – cyber security and cyberethics	• Digital presentation • Discussion • ICT resource • Peer learning • Hands on experience • Lecture	• 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 READING

1 Bhatt, B. D. and Sharma, S. R. (1993).*Methods of science teaching*. New Delhi: Kanishka Publishing House.

2 Radha Mohan. (2010). *Teaching of physical science*. New Delhi: Neelkamal Publishers.

3 Sharma, R.C. (2006). *Modern Science Teaching*. New Delhi: DhanpatRai Publications.

4 Gupta, S.K. (1985). *Teaching of Physical Science in Secondary Schools*. Sterling Publication Pvt Ltd.

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6. Sivarajan K & Faziluddin. A .(2006). *Science Education*, Calicut: University, Central Co.

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3. Biehler, Robert F. & Snowman, Jock .(1993).*Psychology Applied to Teaching*. Boston: Houghton Mifflin Company.
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8. Eggen, Paul D.et al.(1979).*Strategies for teachers*. Englewood cliffs: Prentice hall.
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12. Petrina, Stephen. (2007).*Advanced teaching methods for the technology classroom*. Her shey: Information Science Publishing.
13. Singh.V. K. & Nayak, A. K. (1997).*Teaching of science*. New Delhi: Common Wealth Publishers.
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Course Code: MED3SD004 *Specialization Course*

M.ED. DEGREE PROGRAMME
Semester-III
ADVANCED METHODOLOGY IN SOCIAL SCIENCE EDUCATION

(4 credits–120 hours)

✍ COURSE LEARNING OUTCOMES

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

1. Explain the meaning, nature and scope of social sciences
2. Trace the evolution of social science theories
3. Investigate the contribution of social sciences to human knowledge.
4. Exemplify the contribution of social sciences to human knowledge
5. Analyse the different theories of teaching
6. Develop lesson plan based on models of teaching.
7. Justify the need for professional development of social science teachers
8. Synthesis various programme for professional development.
9. Select appropriate resources for teaching social sciences
10. Analyse the role of social science teacher as techno-pedagogue.

Unit- I: NATURE AND SCOPE OF SOCIAL SCIENCE

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the meaning, nature and scope of social sciences 2. Correlates the interdisciplinary approaches in social sciences 3. Traces the evolution of	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 –	• Lecture • Group discussion • Interactive session • Self Learning • QA Session	• Test (Oral/ • Written) • Report • writing

social sciences 4. Discusses the various dimensions of social sciences.	Individual, Social, Cultural. 1.4 Dimensions of Social science – social thought, social change, social continuity and social progress.		

Unit-II: CONTRIBUTION OF SOCIAL SCIENCE TO HUMAN KNOWLEDGE

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the different methods of research in social sciences 2. Correlates different methods of research 3. Integrates the interdisciplinary nature of social science research 4. Analyses various problems of social science research	2.1 Method of Research in social sciences – analytical, synthesis, inference, model building and prediction 2.2 Interdisciplinary nature of social science research 2.3 Problems in various social science research with reference to Indian situation	• Lecture • Discussion • Seminar • Assignment	• Test (oral/written) • quiz • Assessing seminar • presentation and report

Unit-III: STRATEGIES FOR SOCIAL SCIENCE INSTRUCTION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Defines various theories of learning social science 2. Applies appropriate theories in suitable classroom situation 3. Selects suitable model of teaching social science 4. Develops lesson plan based on suitable models	4.1 Psychological considerations of Social Science instruction 4.1.1Humanistic theories(Carl Rogers and Abraham Maslow) and Learning Social science in inclusive classrooms. 4.1.2 Cognitive theory (Piaget, Bruner, & Ausubel) and its implications for instruction in social science 4.2. Instructional Models in Social science 4.2.1. Social Inquiry model 4.2.2 Advanced Organizer Model 4.2.3. Concept Attainment Model 4.2.4. Jurisprudential Model	• Lecture • Discussion • Seminar • Assignment • QA Session	•Test (Oral/Written) •Assessing seminar presentation andpaper

Unit-IV: SOCIAL SCIENCE TEACHER EDUCATOR

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the importance of professional development 2. Discusses the role and responsibilities of social science teacher 3. Investigates the effects of social science teacher as a reflective practicioner. 4. Categorizes various proggrammes for professional development.	4.1 Reflective practitioner : concept and strategies 4.2 Teacher educator : skills and competencies, role and responsibilities, 4.2.1 Understanding the learner 4.3 Professional development of social science teacher educator 4.3.1 Continuing education for teacher educators 4.3.2 Orientation and refresher courses 4.3.3 Professional ethics 4.4 Teacher educator as curriculum designer and researcher.	• Lecture • Discussion • Seminar • Assignment • QA Session	•Test (Oral/Written) •Assessing seminar presentation and paper

Unit- V: INTEGRATION OF TECHNOLOGY IN SOCIAL SCIENCES

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Develops skill in multimedia presentation 2. Integrates innovative technologies in teaching social science. 3. Identifies various resources for teaching social science 4. Analyses the role of social science teacher as techno-pedagogue	5.1 Techno Pedagogic Content Knowledge (TPCK) 5.1.2 Inter relationship among TPCK 5.2 Multimedia integration 5.2.1 Virtual learning 5.2.2 Audio video laboratory – radio, television 5.3 Integration of ICT in learning Social Sciences 5.3.1 Online learning 5.3.2 e-learning 5.3.3 m-learning 5.3.4 open and distance learning (ODL) 5.4 Instructional resources for social sciences – text book, hand book, work book, source book 5.5 Resource mapping – media, library, laboratory, museum, archives 5.6 Social science teacher a techno pedagogue	• Lecture • Discussion • Seminar • Assignment • QA Session	• Test (Oral/Written) • Assessing seminar presentation and paper

SUGGESTED ACTIVITIES (any two):

1. Prepare a research abstract of any five studies related to Social science education conducted in India and abroad.
2. Prepare a report on various professional programme for social science teachers.
3. Conduct a survey in the neighborhood and prepare a brief report on resource for teaching Social Studies.
4. Prepare any one model on lesson transcript based on any one topic in Social science.

🕮 PRESCRIBED READING

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*. Newyork: McGraw Hill Co.
4. Hunt,F. Eligin.,& Colander, C. David.(2012). *Social Science: An introduction to the study ofsociety* (13th Ed.). New Delhi: Pearson.
5. Joyce, B. & Weil, M. (1985). *Models of teaching* (2nd Ed.). New Delhi: Prentice hall of India.
6. 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.
7. Sharma, S.P. (2011). *Teaching of Social Studies*. New Delhi: Kanishka Publication distributions.
11. Sivarajan. K., Thulaseedaran, & Vijayan, N. K. (2007) *Social science education: Methods and techniques of teaching.* Calicut: Calicut university co-operative store.
8. Talla, M. (2012). *Curriculum development perspectives, principles and issues*. New Delhi: pearsonpvt Ltd.

🕮 SUGGESTED READING

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*. Newyork: McGraw Hill Co.
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10. Ronis, Diane. (2007). *Brain compatible assessment*. California: Corwin Press, Sage Publications.
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12. Talla, M. (2012). *Curriculum development perspectives, principles and iss*ues. New Delhi: pearson Pvt Ltd.
13. Zais, R.S. (1976). Curriculum principles and foundations. Newyork: Thomas Y. Crowell Co