

*Course Code: MED2PC003*

*Perspective Course*

**M.Ed. DEGREE PROGRAMME**

**Semester - II**

**EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY**

(4 credits– 120 hours)

***✍* COURSE OBJECTIVES:**

*On successful completion of the course, the teacher educand will be able to*

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

**Unit- I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies and recognizes the scope of educational technology 2. Differentiates information, Instructional and educational technologies 3. Identifies the components of Educational technology 4. Explains the historical development of Educational technology. 5. Identifies recent innovative area of educational technology and major institutions of educational technology in India. 6. Recognizes the role of major institutions of educational technology in education	1.1 Educational Technology : Concept, scope and approaches 1.1.1. Hardware, Software and Systems approach 1.2 Recent innovations in the area of Educational Technology: Interactive video – Hypertext. 1.3 Technology-Enabled Learning (TEL)- Benefits 1.4 Major institutions of educational Technology in India 1.4.1 CIET, AVRC, EMRC, MCRC and SIET 1.4.2 Consortium for Educational Communication (CEC) 1.4.3. Centre for Development of Advanced Computing (C-DAC) 1.4.4 National Institute of Electronics and Information Technology (NIELIT)	<ul style="list-style-type: none"> <li>• Seminar with visual presentation</li> <li>• Online Assignment</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Hands on experience</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written)</li> <li>• Report of seminar</li> </ul>

## Unit-II: INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Explains online learning and E-learning 2. Discusses the advantages and disadvantages of online and E-learning 3. Differentiates the Types of E-Learning 4. Discusses the advantages and disadvantages of M-learning Blended learning and Flipped learning 5. Identifies Web-based learning objects 6. Defines the Meaning, Nature and Scope of Artificial Intelligence 7. Discusses the various Open Educational Resources (OER)	2.1 ICT in Education: Meaning and Importance, advantages and disadvantages of: 2.1.1 Online learning 2.1.2 E- Learning: 2.1.3 M- Learning: 2.2 Web-based learning, Simulations and Tutorials. 2.3 Blended learning and Flipped learning- meaning and importance 2.4 Artificial Intelligence – Definition, Nature and Scope 2.4.1 Artificial Intelligence in Education 2.4.2 Application of Artificial Intelligence in education 2.4.3 Benefits of Artificial Intelligence for students 2.5 Open Educational Resources (OER) meaning and importance	<ul style="list-style-type: none"> <li>• Seminar</li> <li>• Assignment</li> <li>• Lecture</li> <li>• Seminar with visual presentation</li> <li>• Lecture</li> <li>• Peer learning</li> <li>• Hands on experience</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Assignment</li> <li>• Report of discussion</li> <li>• Tests (oral &amp; written )</li> <li>• Report of seminar</li> </ul>

**Unit-III: ICT RESOURCES FOR TEACHING AND LEARNING**

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

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

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

**Unit-V: ICT FOR EVALUATION AND MANAGEMENT**

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

**SUGGESTED ACTIVITIES** (Any two)

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

 **PRESCRIBED READINGS**

1. Ahmad, J., Ahmad, Md. S., & Khan, A. (2012). *Computer Applications in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
2. Alexey Semenov, UNESCO, (2005). *Information and Communication Technologies in Schools: A Handbook for Teachers*.
3. Arulsamy.S.,& Siva kumar.P. (2012). *Applications of ICT in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
4. Barton.R. (2004). *Teaching Secondary Science with ICT*. New Delhi: McGraw Hill International.
5. Conrad, Kerri (2001) *.Instructional Design for web – based Training .HRD Press*.
6. DangwalKiran L.(2004). *Computers in Teaching and Learning*. Agra: ShreVinodPustakManir.
7. Gaurav,Chadha, S.M. NafayKumail (2002). *E-Learning: An Expression of the Knowledge Economy*. NewDelhi:Tata McGraw-Hill Publication.
8. Helen Barrett. (2012).*ICT Resources for Assessment. 'mPortfolios, Step-by-Step Model'*, available:<https://sites.google.com/site/mportfolios/home/step-by-step-model>.
9. Imison.T. & Taylor, P.H. (2001). *Managing ICT in the Secondary Schools*. Heinemann: Oxford.
10. Leon. A. &Leon.M. (2000). *Information Technology*. Chennai: Vikas Publishing House Pvt. Ltd.
11. Kirwadkar. A.,&Karanam. P. (2010). *E-Learning Methodology*. New Delhi: Sarup Book Publishers Pvt. Ltd.
12. Mangal.S.K.,& Uma Mangal (2011). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt Ltd.
13. Mason Robin., & Frank R.(2006). *E-learning - The key concepts*. Routledge, NewYork.
14. Norton, P. (2011). *Introduction to Computers*(7<sup>th</sup> Edition). New Delhi: Tata McGraw-Hill Education Private Limited.

15. Phillips, Rob. (1997). *The Developer's Handbook to Interactive Multimedia: A practical guide for educational application*. London: Kogan Page.
16. Rejeseakaran S. (2007). *Computer Education and Educational Computing*. New Delhi: Neel Kamal Publishing Pvt Ltd.
17. Richardson.W.(2009). *Blogs, Wikis, Podcasts, and other powerful web tools for class rooms*. (2<sup>nd</sup> Ed.). California: Corwin Press.
18. Roblyer. M.D. (2006). *Integrating Educational Technology into Teaching*. New Jersey: Pearson Prentice-Hall Inc.
19. Simmons. C. & Hawkins, C. (2009). *Teaching ICT*. New Delhi: Sage Publications.
20. Sinha.P.K.,&Sinha,.P. (2011). *Computer Fundamentals*(6<sup>th</sup>Edn.) New Delhi: B.P.B Publications.
21. Vaughan, T. (1999) *Multimedia making it work*. New Delhi: Tata McGraw Hill.

#### SUGGESTED READINGS

1. Lee, William.W, Diana, L Owens. (2001) *Multi-media – Based Instructional Design*:
2. Mallik, Utpal .et al. (2001). *Learning with Computers Level III*. NCERT New Delhi
3. Phillips. R (1997). *Interactive Multi-media* London: Kogan Page.
4. Premkumar.,&Ajit. K. Ghosh. (1991). *Management Information and Communication System*. New Delhi: Manas Publications.
5. Rosenberg, M.J. (2001). *e-learning* New York: McGraw Hill.
6. Khemani, Deepak (2013). *A first course in Artificial Intelligence*. India: McGraw Hill Education Pvt. Ltd.
7. Suguna.S.Kanimozhi, Dhivya.M & Sara Paiva (2021). *Artificial Intelligence Recent trends and Applications*. Abingdon: CRS press.



Course Code: MED2TC002 Tool Course

**M.Ed. DEGREE PROGRAMME**

**Semester II**

**ESSENTIALS IN EDUCATIONAL RESEARCH AND STATISTICS**

(4 credits – 120 hours)

**COURSE OBJECTIVES**

On Successful completion of the course teacher educand will be able to:

1. understand the different tools and techniques of educational research.
2. develop skill in the construction of research tool.
3. acquire knowledge about the role of descriptive statistics in research.
4. understand the role of inferential statistics in research.

**Unit – I: TOOLS AND TECHNIQUES OF RESEARCH**

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Identifies the different tools of research 2. Selects appropriate tool for conducting research	1.1 Criteria for selection of tools 1.2 Tools of research 1.2.1 Questionnaire, Schedule, Checklist, Rating Scale, Attitude scale (Thurst one Method and Likert Method) 1.3 Techniques of research 1.3.1 Observation, Interview Sociometry Projective techniques 1.3.2 Achievement test, Aptitude test, Interest inventories, Personality	<ul style="list-style-type: none"> <li>• Lecture / briefing</li> <li>• Seminar</li> <li>• Assignment</li> <li>• Peer learning</li> <li>• Auto instruction</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (written/oral)</li> <li>• Seminar presentation</li> <li>• Participation in group discussion</li> <li>• Preparation of Inquiry forms</li> </ul>

	inventories		
--	-------------	--	--

## Unit - II: CONSTRUCTION OF RESEARCH TOOLS

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Identifies different types of scales 2. Identifies the steps in constructing a research tool 3. Analyses the characteristics of a research tool	2.1 Types of scales – i) Nominal ii) Ordinal iii) Interval iv) Ratio scales 2.2 Steps in constructing a research tool 2.3 Standardization of a research tool 2.4 Characteristics of a research tool 2.4.1 validity :Types, methods of estimating validity 2.4.2 reliability : methods of estimating reliability 2.4.3 Objectivity 2.4.4 Sensitivity 2.4.5 Practicability	<ul style="list-style-type: none"> <li>• Lecture / briefing</li> <li>• Digital presentation</li> <li>• Workshop</li> <li>• Discussion</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (written/oral)</li> <li>• Seminar presentation</li> <li>• Questioning</li> <li>• Construction of research tool</li> </ul>

**Unit - III: INTRODUCTION TO STATISTICAL METHODS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested strategies and Approaches</b>	<b>Assessment</b>
1. Identifies different types of data 2. Explain the concept of central tendency and dispersion 3. Identifies the relevant measures of central tendency and dispersion	3.1 Significance of statistics in educational research 3.2 Types of data : quantitative and qualitative 3.3 Descriptive statistics 3.4 Measures of central tendency 3.4.1 Arithmetic mean 3.4.2 Median 3.4.3 Mode 3.5 Measures of dispersion 3.5.1 Range 3.5.2 Quartile deviation 3.5.3 Standard deviation 3.6 Position values – quartile, deciles, percentiles, percentile rank, derived scores, z-scores, t-scores, stanine score	<ul style="list-style-type: none"> <li>• Lecture / briefing</li> <li>• Digital presentation</li> <li>• Workshop</li> <li>• Discussion</li> <li>• Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (written/oral)</li> <li>• Seminar presentation</li> <li>• Questioning</li> <li>• Construction of research tool</li> </ul>

**Unit - IV: MEASURES OF RELATIONSHIP**

<b>Learning Outcome</b>	<b>Content</b>	<b>Strategies and Approaches</b>	<b>Assessment</b>
1. Selects appropriate correlation techniques to measure the strength of relationship between two variables. 2. Predicts an unknown variable using regression analysis	4.1 Correlation 4.1.1 Product moment correlation 4.1.2 Rank correlation 4.1.3 Uses of biserial, point biserial, partial, multiple, tetrachoric, pi coefficient of correlation (computation not required) 4.2 Coefficient of relative variation 4.3 Measurement of relationships – prediction (simple regression equation) 4.4 Normal distribution – characteristics and application.	<ul style="list-style-type: none"> <li>• Introductory lecture</li> <li>• Visual presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Oral Test</li> <li>• Problem sheets</li> </ul>

**Unit - V: INFERENCE STATISTICS**

<b>Learning Outcome</b>	<b>Content</b>	<b>Strategies and Approaches</b>	<b>Assessment</b>
1. Identifies the role of inferential statistics in measuring the possible impact of sampling error	5.1 Statistical inferences - 5.1.1 Population and sample 5.1.2 Parameter statistic 5.1.3 Sampling error 5.1.4 Standard error 5.1.5 Central limit theorem 5.1.6 Significance of mean 5.1.7 Degrees of freedom	<ul style="list-style-type: none"> <li>• Interactive session</li> <li>• Hands on experience</li> </ul>	<ul style="list-style-type: none"> <li>• Test (Oral/ Written)</li> <li>• Observation</li> </ul>

---

**SUGGESTED ACTIVITIES (Any Two)**

1. Collect any five types of research tool
2. Prepare a Likert type attitude scale
3. Prepare an employee data file from neighbouring institutions and find the difference between mean starting salary and mean current salary.
4. Prepare any research tool, validate it and establish the norms using percentile

**PRESCRIBED READINGS**

1. Aggarwal. J.C. (2002). *Educational Research: An Introduction*, New Delhi: Arya Book Depot.
2. Best. J.W., & Kahn. J.V. (2008). *Research in Education*, (10th ed.) New Delhi: Prentice Hall of India: Private Ltd.
3. Bhandarkar K.M.(2006). *Statistics in Education*. Hyderabad: Neelkamal publications Pvt Ltd.
4. Gouri. K Bhattacharyya., & Johnson Richard. A. (1977). *Statistical Concepts and Methods*. London: John Wiley and Sons Inc.
5. Hooda R.P. (2002). *Introduction to Statistics*. London: Macmillan and Co. Ltd.
6. Lokesh, Koul.(2007), *Methodology of Educational Research*, New Delhi: Vikas Publishing House Pvt Ltd.
7. Mangal S.K. (2000). *Statistics in Psychology and Education*. New Delhi: Ludhiana Publications.
8. Radha, Mohan. (2006). *Research Methods in Education*, Hyderabad: Neelkamal Publications.
8. Rajamanickam. M.(2001). *Statistical Methods in Psychological and Educational Research*. New Delhi: 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: Sterling Publishers Pvt.Ltd.

---

**📖 SUGGESTED READINGS**

1. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
2. Clive Opie. (2004). *Doing Educational Research – A Guide for First time researchers*, New Delhi: Vistar Publication.
3. Cohen. L., & Manion L. (1994). *Research Methods in Education*. London: Routledge.
4. George, Argyrous. (2011). *Statistics for Research*. London: Sage Publications.
5. King W.H. (1969). *Statistics in Education*. Bombay: Macmillan & Co. Ltd.
6. Kothari C.R. (2009). *Research Methodology Methods and Techniques* (2<sup>nd</sup> revised) New Delhi: New age international Publishers.
7. Lindquist, E.F. (1968). *Statistical Analysis in Educational Research*. New Delhi: Oxford and IBH Co. Pvt Ltd.
8. Louis Cohen et.al. (2013). *Research Methods in Education* (7<sup>th</sup> 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: MED2TE001

Teacher Education Course

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

(4 credits – 120 hours)

**✍ COURSE OBJECTIVES***On successful completion of the course the teacher educand will be able to:*

1. acquire knowledge about the historical perspectives of teacher education in India.
2. familiarizes with different agencies in teacher education.
3. apply the solution on the issues and problems related to teacher education in India
4. evaluate the current strategies being followed for the professional development of teachers.
5. familiarize with the emerging trends in teacher education.
6. analyse the causes for changing roles and responsibilities of teachers in Indian society.

**Unit- I: INTRODUCTION AND DEVELOPMENT OF TEACHER EDUCATION IN INDIA**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Defines the concept of teacher education. 2. Differentiate teacher education and teacher training 2. Explains the historical development of teacher education in India	1.1 Teacher Education: Concept, objectives 1.2 Teacher education and teacher training 1.3 History and development of teacher education in pre and post independent India. 1.4 Recommendations of various committees and commissions on Teacher education 1.5 Recommendations of NPE 2020 on Teacher education.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visual presentation</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Test (Oral/ Written)</li> <li>• QA Session</li> <li>• Report based on discussion</li> </ul>

**Unit – II: AGENCIES FOR MANAGING TEACHER EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<p>1. Identifies various agencies in teacher education</p> <p>2. Explains the role of agencies in teacher education</p>	<p>2.1 Role of agencies in teacher education:</p> <p>i) University Grants Commission (UGC)</p> <p>ii) National Council for Teacher Education (NCTE)</p> <p>iii) Centre for Advanced Studies in Education (CASE)</p> <p>iv) Human Resource Development Centre (Academic staff college)</p> <p>v) State Council of Educational Research and Training (SCERT)</p> <p>vi) District Institute of Education Training (DIET)</p> <p>vii) University Department of Education (UDE)</p>	<ul style="list-style-type: none"> <li>• Lecture /briefing</li> <li>• Field survey</li> <li>• QA session</li> <li>• Group discussion</li> <li>• Study of documents</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (oral /written)</li> <li>• Evaluation of survey</li> <li>• Evaluation of report</li> </ul>



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

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Analyses the major issues and problems in the field of teacher education. 2. Suggests remedies to overcome the issues and challenges in teacher education. 3. Find out the causes for privatization of teacher education	3.1 Admission to Students, Fee structure and duration of the programme. 3.2. Organization of practice teaching and relationship with co-operative schools. 3.3. Facilities in Teacher education institutions. 3.4. Teachers for Students with diverse needs in secondary schools. 3.5. Privatization of Teacher Education institutions.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Lecture</li> <li>• Seminar</li> <li>• Peer Learning</li> <li>• Brain storming</li> <li>• QA Session</li> </ul>	<ul style="list-style-type: none"> <li>• Test(oral/ written)</li> <li>• Report writing</li> </ul>

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

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

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

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Compete with the new trends in teaching and learning process 2. List out the criteria for NAAC assessment	5.1 New trends in teacher education: 5.1.1 paradigm shift in Teaching and learning, e-learning, mobile-learning. 5.1.2 Constructivism and inter disciplinary approach. 5.2 Quality assurance: NAAC and their criteria for quality assessment in higher education Institutions. 5.3 Criteria for quality assurance in the context of IQAC, 5.4 Academic Performance Indicator (API)	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Debate</li> <li>• Discussion</li> <li>• Peer learning</li> <li>• Visual Presentation</li> <li>• Auto learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test (Oral/ written)</li> <li>• QA session</li> <li>• Report writing</li> </ul>

#### SUGESTED ACTIVITIES (Any two):

1. Visit any teacher education agency/regulatory body and prepare a report on its functioning.
2. Construct a tool for evaluating performance of student-teachers undergoing practice teaching.
3. List out the professional organizations of secondary school teachers and assess the programme carried for professional enhancement.
4. Prepare a report of teacher education institution on the basis of quality criteria determined by the NAAC.

 **PRESCRIBED READING:**

1. Khan, M.S. (1983). *Teacher Education India and Abroad*, New Delhi: High Publishing House
2. Kumar, Pradeep. (2012). *Teacher education*. New Delhi: APH Publishing.
3. Mohan. Radha. (2011). *Teacher education*. New Delhi: PHI Learning Pvt. Ltd.
4. Mohanty, J. (2003). *Teacher Education*. New Delhi: Deep and Deep Publication Pvt. Ltd.
5. NCTE (2009). *Curriculum Framework for Teacher Education*. New Delhi: NCTE
6. NCTE (2006). *Curriculum Framework for Teacher Education for Quality Enhancement*. New Delhi: NCTE.
7. Rahman, Hizu. (2005). *Key issues in teacher education: Teachers for secondary schools*. New Delhi: Sanjay Prakash.
8. Rao, Digumart., Bhaskara. (1998). *Teacher Education in India*. New Delhi: Discovery publishing House.
9. Ram, S. (1999). *Current Issues in Teacher Education*. New Delhi: Surup & Sons Publications
10. Singh, L.C. (Ed. 1990), *Teacher Education in India*. New Delhi: NCTE.
11. Saxena., Mishra., & Mohanty. (2000). *Teacher education*. New Delhi: Surjeet publications.
12. Sharma, R. A. (2003). *Teacher education: Theory and Practices*. New Delhi: Prentice Hall India Pvt. Ltd.
13. Shukla, R.S. (1984). *Emerging trends in teacher education*. New Delhi: Sterling publishing.

 **SUGGESTED READING:**

1. Beck, Cleve & Kosnik, Albany. (2006). *Innovations in Teacher Education. A Social constructive approach*. State University of York.

2. Jangira, N.K. (1979). *Teacher training and Teacher Effectiveness an experiment in teacher behavior*. New Delhi: National publishing house.
3. Jayaprasad, R. (2005) National Curriculum framework for school education. In *Innovation in Education*, published by SRC Kerala.
4. Kundu, C.L. (1998). *Indian Yearbook Teacher Education*. New Delhi: Sterling publishing private Ltd.
5. Loughran, John. (2006). *Developing a pedagogy of Teacher education: Understanding Teaching and Learning about Teaching*. New York: Routledge.
5. Louis, C., Lawrence, M., & Keith, N. (2004). *A Guide to Teaching Practice* (5<sup>th</sup> edition) New York: Routledge Falmer.
6. Martin, D.J., & Kimberly S. Loomis. (2006). *Building Teachers: A constructivist approach to introducing education*. Wadsworth Publishing, USA.
7. Millman, Jason., & Hammond, Linda, Darling. (1990). *The new handbook of teacher Evaluation Assessing elementary and secondary school teachers*. California: Corwin press, Inc.
8. Yadav, M.S. & Lakshi, T.K.S. (2003). *Conceptual inputs of Secondary Teacher Education*. The instructional role. India, NCTE.

*Course Code: MED2LS005*

*Level Based Specialisation- 2*

**M.Ed. DEGREE PROGRAMME**

**Semester-II**

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

(4 credits – 120 hours)

** COURSE OBJECTIVES:**

*On successful completion of the course, the teacher educand will be able to*

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

### Unit - I: ORGANIZING EARLY CHILDHOOD CARE AND EDUCATION PROGRAMME

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the design of an ECCE centre. 2. Identifies the measures for creating safe environment for children 3. Plans various programmes for children 4. Collects different types of record related to students	1.1. Design of an ECCE centre 1.1.1. Building plan, different areas in an ECCE centre, Safety precautions, 1.1.2. Learning environment- Indoor and outdoor. 1.1.3. Organizing different corners/areas 1.2. Planning programmes for children – principles and factors of programme planning. (yearly, monthly, weekly and daily) 1.3. Need for maintaining different kinds of records -Child related, teacher related and material related records in ECCE settings	<ul style="list-style-type: none"> <li>• Introductory</li> <li>• Lecture</li> <li>• Group discussion</li> <li>• Field visit</li> <li>• Assignment</li> <li>• Development of weekly /daily schedules</li> <li>• Seminar and discussion</li> <li>• Co-operative learning</li> </ul>	<ul style="list-style-type: none"> <li>• Field level observation and reporting</li> <li>• Assignment</li> <li>• evaluation</li> <li>• Document</li> <li>• verification</li> <li>• Assessing plans</li> <li>• Evaluation of records</li> <li>• Test (Oral/ Written)</li> </ul>

**Unit - II: CURRICULUM IN EARLY CHILDHOOD EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Realizes the different aspects of ECCE curriculum 2. Examines the characteristics of a balanced ECCE Curriculum 3. Recognises different models of ECCE	2.1 Early childhood education curriculum 2.1.1. Principles of early learning 2.1.2. Factors to be considered in ECCE curriculum 2.1.3. Curriculum content-Physical and motor development, Language development, Cognitive development, Socio-Personal and Emotional development, Sensorial development, Development of Creative and aesthetic appreciation 2.2. ECCE curriculum models 2.2.1. Montessori approach 2.2.2. Reggio Emilia approach 2.2.3. High scope approach 2.2.4. Thematic approach	<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Interactive session</li> <li>• Lecture</li> <li>• Discussion</li> <li>• Assignment</li> <li>• Development of thematic webs</li> </ul>	<ul style="list-style-type: none"> <li>• Test (Oral/ Written)</li> <li>• Assignment evaluation</li> <li>• Evaluation of thematic webs</li> </ul>



**Unit - III: METHODS OF ENGAGING WITH CHILDREN**

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

**Unit - IV: DEVELOPMENT OF SCHOOL READINESS**

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

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

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Familiarizes the methods of assessing children 2. Imbibes skill in assessing preschool children 3. Recognise the need for capacity building for teachers	5.1. Assessing children's progress 5.1.1. Characteristics of evaluation of children 5.1.2. Guiding principles on assessment during early childhood. 5.1.3. Informal assessment strategies – Parent rating, portfolio, checklist, Activity sample, cumulative record, observation, assessment card and report card. 5.2. Evaluating ECCE Programmes- 5.2.1. Quality standards and specifications for ECCE- Interaction 5.3. Capacity building of early childhood educators. 5.3.1. Pre-service and in-service courses. 5.3.2. Teacher quality, competence and skill of an early childhood educator.	<ul style="list-style-type: none"> <li>• Seminars</li> <li>• Interactive session</li> <li>• Lecture</li> <li>• Discussion</li> <li>• QA session</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Test (Oral/ Written)</li> <li>• Assignment evaluation</li> <li>• Assessing tools</li> </ul>

**SUGGESTED ACTIVITIES** (Any two)

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

**PRESCRIBED READINGS:**

1. Devadhas, & P. Rajammal. (1984). *A text book on child development*. New Delhi: MC Millan India Ltd.
2. Gardner, H. (1993). *Multiple Intelligences: The Theory In Practice*. New York: Basic Books.
3. Hurlock, Elizabeth. B. (2001). *Child growth and development*. New Delhi: Tata McGraw Hill publishing company.
4. Kaul, Vinetha. (2001). *Early Childhood Education Programme*, New Delhi: National Council of Educational Research and Training.
5. Kaul, V. et al (2004) *Reaching out to the Child*; Oxford University Press.
6. Kaul, V., & Sankar, D. (2009) *Early Childhood Care and Education in India: Mid-Decade Assessment*; NUEPA.
7. Mohanthy, Jaganath., & Bhagyadhar, Mohanthy (2000). *Early Childhood care and Education.*, New Delhi: Deep and Deep Publication.
8. Montessori, M. (1962). *The Discovery of the Child*. Chennai: Kalakshetra Publications.
9. National Curriculum Frame work (2005). *Early childhood care and Education*. New Delhi. NCERT.
10. Pankajam, G (1994). *Pre.-school education – History and Philosophy*. Ambalka; The Indian publication.
11. Shanmugavelayudham. K., & Bhuvaneshwari. (2003). *The ‘must’ for Nursery Education*. TN- FORCES.
12. Soni, Romila (2015). *Theme based early childhood care and education programme-A resource book*. New Delhi: NCERT.

13. Soni, Romila. 2005. *Little Steps-Readiness for Reading, Writing and Number Work-A Manual for Pre-School Teachers*. New Delhi: NCERT.
14. Swaminathan, Mina. (1995). *Playing to Learn, A training manual for Early Childhood Education*. M.S. Swaminathan Research Foundation.
15. Swaminathan, M.S., & Daniel, P. (2004). *Play activities for child development; A Guide to pre-school teachers*. New Delhi: National Book Trust.

#### **📖 SUGGESTED READINGS**

1. Austin, Gilbert R. (1976). *Early childhood education: An international perspective*. New York: Academic Press.
2. Banta, T. (1966). *Are these really a Montessori method?* Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. David, T. (1989). *Teaching Young Children*. New Delhi: Sage Publications.
4. Essa, E. (1990). *Introduction to early childhood education*. New York: Delimar.
5. National Curriculum Framework for Teacher Education (2009). New Delhi. NCTE.
6. Gupta, Sen, P. (2009). *Early Childhood Care and Education*. New Delhi. PHI Learning.

Course Code: MED2LS006 Level Based Specialization-2

## M. Ed. DEGREE PROGRAMME

### Semester - II

### CURRICULAR PRACTICES IN ELEMENTARY EDUCATION

(4 credits - 120 hours)

#### COURSE OBJECTIVES

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

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

#### Unit- I: CURRICULUM IN ELEMENTARY EDUCATION

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

## Unit-II: ELEMENTARY TEACHER EDUCATION CURRICULUM AND TRANSACTION

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

## Unit-III: EVALUATION IN ELEMENTARY EDUCATION

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

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

Learning Outcome	Content	Suggested Strategies and approaches	Assessment
<p>1. Identifies and chart out different programmes for professional development.</p> <p>2. Explain the role and functions of elementary teacher education</p>	<p>4.1. Professional Organization of teachers: Local, National and International level</p> <p>4.2. Activities for professional growth</p> <p>4.3. In-service programmes for elementary school teachers: Objectives and strategies</p> <p>4.4 Organizations of Elementary Teacher Education - Role and functions:</p> <p>i) BRCS ii) CRCS iii) SIEMAT iv) SCERT/DTERT v) NCERT vi) RIES vii) NUEPA viii) NCTE ix) RCI x) UNESCO xi) UNICEF</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminar</li> <li>• Brain storming</li> <li>• Visual Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment</li> <li>• Test (oral/ written)</li> <li>• QA session</li> </ul>

**Unit- V: RESEARCH AND INNOVATION IN ELEMENTARY EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Select suitable area for research in elementary education.	5.1. Trends of research in Elementary education including teacher education 5.2. Problems and issues in Elementary Education 5.3. Transaction Mode: 5.3.1. Lecture cum Discussion 5.3.2. Brainstorming, 5.3.3. Group discussion 5.3.4. Seminar presentations 5.4. Educational activities and programmes of Elementary Education in Tamil Nadu.	<ul style="list-style-type: none"> <li>• Debate</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment,</li> <li>• Test (oral/ written)</li> <li>• QA session</li> </ul>

**SUGGESTED ACTIVITIES (Any Two)**

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

**PRESCRIBED READING:**

1. Alok, Kumar.(n.d.). *Elementary Education in India: Issues and challenges*. Uppal publication House.
2. Arun C. Mehta (2006). *Elementary education in India: Progress towards UEE*”, NUEPA, New Delhi.
3. Singh L.C.(1990). *Teacher Education in India, A resource book*, New Delhi, NCERT.



4. Sharma P.C. (1995). *Teacher Education and Teachers*, New Delhi: VikasPublicating House.
5. UNESCO (2004). *Education for All quality imperative, EFA global Monitoring Report, Paris*.

**SUGGESTED READING:**

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

*Course Code: MED2LS007*

*Level Based Specialization– 2*

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

**☞ COURSE OBJECTIVES:**

*On successful completion of the course, the teacher educand will be able to*

1. acquaint knowledge about the curriculum planning and organisation at secondary education
2. understand the process of curriculum transaction at secondary level.
3. familiarize the instructional support system for pedagogic practices.
4. evaluate the pedagogical practices at secondary and higher secondary Level
5. understand the role and functions of commissions and policies for secondary education
6. develops skill in assessment and evaluation in secondary education

**Unit- I: CURRICULUM PLANNING AND ORGANIZATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
<p>1. Identifies the objectives, planning and evaluation of various subject of secondary level curriculum.</p> <p>2. Recognises the integrated and interdisciplinary learning experiences</p>	<p>1.1 Curriculum planning and organization at secondary education</p> <p>1.2 Pedagogical content knowledge for different subjects.</p> <p>1.2.1 Objectives, Organization and evaluation of language, Mathematic, Environmental, studies, Natural science, Social science in curriculum in secondary education.</p> <p>1.3. Designing integrated and interdisciplinary learning experiences</p> <p>1.3.1. Sensitivity to gender parity</p> <p>1.3.2. Peace oriented values</p> <p>1.3.3. Health and hygiene</p> <p>1.3.4. Work experience</p> <p>1.4. Participation of functionary and beneficiaries in curriculum development</p>	<ul style="list-style-type: none"> <li>• Lecture/briefing</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Self Learning</li> <li>• QA session</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test(written oral/)</li> <li>• Assignment Evaluation</li> <li>• Observation of classroom behaviour</li> </ul>

**Unit-II: CURRICULUM TRANSACTION AT SECONDARY LEVEL**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Explains the concept of curriculum transaction  2. Identifies the essential requirements for curriculum transaction  3. List out the curriculum transaction materials	2.1. Concept of curriculum transaction 2.2. Perspectives to curriculum transaction and synthesis 2.2.1. Behaviouristic 2.2.2. Cognitive 2.2.3. Constructivist 2.3. Essential requirements – Duration, Intake, Eligibility, Content, Qualification of staff, Infrastructure facilities 2.4 Curriculum Transaction Materials – Text books, Teachers hand book, Reference books, Supplementary reader, Encyclopedia,	<ul style="list-style-type: none"> <li>• Lecture/briefing</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Self Learning</li> <li>• QA session</li> <li>• Peer learning</li> </ul>	<ul style="list-style-type: none"> <li>• Test(written/oral)</li> <li>• Assignment evaluation</li> </ul>

**Unit – III: INSTRUCTIONAL SUPPORT FOR PEDAGOGIC PRACTICES**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Recognises the instructional support system and its importance 2. Familiarise with different technological support system	3.1 Instructional support system – need and importance 3.1.1. library 3.1.2. laboratory 3.1.3. seminar 3.1.4. cluster school system 3.1.5. community support 3.1.6. Guest Talks 3.2. Technological Supports 3.2.1. Technological resources 3.2.2. Web based support 3.2.3. Video Streaming 3.2.4. Online information exchange 3.2.5. e learning support-multimedia design	<ul style="list-style-type: none"> <li>• Lecture/briefing</li> <li>• Group discussion</li> <li>• Assignment</li> <li>• Seminar</li> <li>• Self Learning</li> <li>• QA session</li> <li>• Peer learning</li> <li>• Debate</li> </ul>	<ul style="list-style-type: none"> <li>• Test(written oral/)</li> <li>• Assignment evaluation</li> </ul>

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

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

**Unit-V: ASSESSMENT AND EVALUATION IN SECONDARY EDUCATION**

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

**SUGGESTED ACTIVITIES(Any Two)**

1. Critically analyze the secondary school curriculum based on discipline.
2. Prepare an observation schedule and critical analysis of the curriculum transaction in secondary school level.
3. Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE)
4. Conducting of a survey to assess the status of Implementation of ICT at School Scheme in Secondary schools.

**PRESCRIBED READINGS**

1. Janardan Prasad., & Vijay, Kumari Kaushik. (1997). *Advanced curriculum construction*. New Delhi: Kanishka Publishers.
2. Vashist, S.R. (2004). *Historical development of curriculum*. New Delhi : Anmol Publications Pvt. Ltd.
3. Kokila, Thangasamy. (1994). *Curriculum designing and educational management*. Maa Nilaa
4. Mrunalini, T. (1997). *Curriculum development*. Hyderabad: Neelkamal Publications Pvt. Ltd.
5. Rao, V.K. (2005). *Principles of curriculum*. New Delhi: A.P.H. Publishing Corporation.
6. Mohammad Sharif Khan. (2004). *School curriculum*. New Delhi: Ashish Publishing House.
7. Faunce, Roland. C., & Bossing Nelson L. (1967). *Developing the core curriculum*. New Delhi : Prentice-Hall Of India Pvt. Ltd.
8. Dewey John. (1956). *The child and the curriculum*. London : The University Of Chicago Press.
9. Arvinda, Chandra. (1977). *Curriculum development and evaluation in education*. New Delhi : Sterling Publishers.
10. Venable Tom C. (1958). *Patterns in secondary school curriculum*. New York: Harper & Row.
11. Chandrakumar, P.S, Amalraj & Arockiasamy, S. (1972). *Teacher and curriculum, Teacher and sociert, Teacher and learner*. Palayamkottai : Pas Publications.
12. Patel. A.S., & Lulla, B.P. (1964). *Curriculum improvement in secondary education*. Baroda: Centre for Advanced Study in Education.
13. Sathiamoorthy, S, Simon, K.M, Krishna Prasad, B. (1992). *Education, curriculum and management*. Attoor : Academic Publishing House.
14. Janardan Prasad., & Vijay Kumari Kaushik. (1997). *Advanced curriculum construction*. New Delhi : Kanishka Publishers.

### SUGGESTED READINGS

1. Charters, W. W. (1923). *Curriculum construction*. New York: Macmillan.
2. Crook. (ed.) *The Transmission of knowledge in south Asia: Essays on Education, Religion, History and Politics*, New Delhi: Oxford University Press, 98-118.
3. Dewey J. (1952). *The school and the child*, New York: The Macmillan.



4. Flinders, D. J., & Thornton, S. J. (Eds.). (2009). *The curriculum studies reader*. New York: Routledge.
5. Hlebowitsh, P. (2005). *Designing the school curriculum*. Boston: Allyn & Bacon.
6. Jickling, B. (1988). *Paradigms in curriculum development: Critical comments on the work of Tanner and Tanner, a tough nut: A rejoinder to Robin Barrow and to Daniel and Laurel Tanner*. *Interchange*, 19(2), 41–67.
7. NCERT (2000). *National Curriculum Framework for School Education*, NCERT
8. NCERT (2005). *National Curriculum Framework-2005*, NCERT, New Delhi : Sri Aurobindo Marg.
9. Null, J. W. (2008). *Curriculum development in historical perspective*. In M. F. Connelly (Ed.), *The SAGE handbook of curriculum and instruction* (pp. 478–490). Thousand Oaks, CA: Sage
10. Stiggins R. (2005). *From formative assessment for learning: A path to Dewey, John (1966). The Child and the Curriculum*. The University of Chicago Press.
11. Tanner, D., & Tanner, L. (1988). *The emergence of a paradigm in the curriculum field: A reply to Jickling*.

Course Code: MED2LS008 Level Based Specialisation-2

**M.Ed. Degree Programme**

**Semester- II**

**CURRICULAR PRACTICES IN HIGHER EDUCATION**

(4 credits -120 hours)

**📌 COURSE OBJECTIVES**

*On successful completion of course the teacher educand will be able to*

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

**Unit- I: CURRICULUM OF HIGHER EDUCATION**

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Explains the concept and functions, of Interdisciplinary studies 2. Develops an insight into process of post-adolescent and adult learning 3. Describes the characteristics of post-adolescent and adult learners. 4. Analyses the objectives of higher education	1.1 Courses of study – undergraduates and post graduate level. 1.2 General education- concept and functions Interdisciplinary studies 1.3 Process of Learning at Post-Adolescent and Adult Level 1.3.1. Characteristics of post-adolescent and adult learners 1.4 Objectives of higher education with reference to the total development of youth.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Seminar (visual presentation)</li> </ul>	<ul style="list-style-type: none"> <li>• Tests (Oral/ Written)</li> <li>• Report of Discussion</li> <li>• Presentation</li> </ul>

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

<b>Learning Outcome</b>	<b>Content</b>	<b>Suggested Strategies and Approaches</b>	<b>Assessment</b>
1. Defines the mode of Instruction in curriculum transaction 2. Identifies the various approaches, methods and strategies of teaching at higher education level	2.1 Curriculum transaction: nature, medium of instruction, psychological basis of medium of instruction, language formula, Mother tongue versus English medium 2.2 Approaches, methods and strategies of teaching: Lecture, Activity Based Learning, Active Learning Methods, Self-study, Seminar, Tutorials, Group discussion, Brainstorming, Demonstration, Assignment, Individualized instruction, Field trips, Problem Based Learning, Projects. 2.3 Internship programmes in professional courses.	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Seminar with visual presentation</li> <li>• Group discussion</li> <li>• Peer learning</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Tests</li> <li>• Report of discussion</li> <li>• Observation</li> <li>• Assignment</li> </ul>

**Unit-III: EVALUATION IN HIGHER EDUCATION**

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

#### **Unit-IV: TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT**

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

#### **Unit-V: INNOVATIVE PRACTICES IN HIGHER EDUCATION**

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

---

**SUGGESTED ACTIVITIES (Any Two)**

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

**PRESCRIBED READINGS**

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

---

**SUGGESTED READINGS**

1. Chalam, K.S. (1991). *Academic Staff development in Higher Education*. New Delhi: K.P. BAGCH & Company.
2. Agarwal Pawan. (2009). *Indian higher education: Envisioning the future*. London: Sage Publications.
3. Kinaap, C. & Seigel, David. J. (2009). *The business of higher education*. California: ABC – CLIO Press.
4. Kidwari, A.R. (2010). *Higher education: Issues and challenges*. New Delhi: Viva Book House.
5. Kolhatkar, M.R. (2012). *Survey of higher education (1947-2007)*. New Delhi: Concept Publishers.
6. Mishra Loknath. (2013). *Internalisation of higher education – Access and quality*. New Delhi: Shipra Publications.
7. Patil, V.T. (1999). *New dimensions and perspectives in higher education*. New York: Rowman Publishers.
8. Rajakanta Mohapatra. (2013). *Examination system in higher education of India*. New Delhi: SSDN Publishers.