Course Code: MED2PC003   *Perspective Course*
M.Ed. DEGREE PROGRAMME
Semester - II
EMERGING TRENDS IN EDUCATIONAL TECHNOLOGY
(4 credits– 120 hours)

✍ COURSE LEARNING OUTCOMES

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

1. Enumerate the concepts and approaches of educational technology

2. Investigate the recent innovations in educational technology

3. Appraise the contributions of major institutions of educational technology

4. Practice different online resources in teaching and learning (S4)

5. Use different online learning platforms and courses

6. Appraise the role of various ICT initiatives in enhancing life-long learning

7. Construct various online testing devices for assessment

8. Evaluate the role of ICT in educational management and administration

Unit- I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Identifies and recognizes the scopeof 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 majorinstitutions 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. 1.3Technology-Enabled Learning (TEL)- Benefits 1.4 Major institutions ofeducational 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 AdvancedComputing (C-DAC) 1.4.4 National Institute of Electronics and Information Technology (NIELIT)	• Seminar Withvisual presentation • Online Assignment • Lecture • Peer learning • Hands on experience	• Observation • Assignment • Report of discussion • Tests(oral & written) • Report of seminar

Unit-II: INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Explains online learning and E-learning 2. Discusses the advantages and disadvantages of online and E-learning 3. Differentiates the Typesof E-Learning 4. Discusses the advantages and disadvantageso f M-learning Blendedlearning and Flipped learning 5. Identifies Web-based learning objects 6. Defines the Meaning, Nature and Scopeof 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 2.1.2E- Learning: 2.1.3M- 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	• Seminar • Assignment • Lecture • Seminar with • visual presentation • Lecture • Peer learning • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & • written) • Report of • seminar

Unit-III: ICT RESOURCES FOR TEACHING AND LEARNING

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Identifies online resources, tools andapplication 2. Recognizes the uses of online resources and blogs 3. Recognizes the virtuallearning environment and online platforms for learning 4. Recognizes the Variousfree and opens sources educational software's 5. Identifies MOOCS as a pace for continuous learning 6. Identifieshardware for teaching and learning 7. Adopts uses of NPTEL for professional development 8. Recognizes the Virtual learning Environment	3.1OnlineGames, Educational games 3.1.1 Online dictionaries and Encyclopedia 3.2.Blogs and Blogging Resources. 3.3EducationalVideos, Lectures, Podcasts. 3.4Social Networking andInteractive White Boardresources 3.5Vikaspedia, Prashikshak 3.6 AmritaVirtual Interactivee-Learning World (AVIEW) 3.6 Free and OpenSource Software in Education(FOSSEE) 3.7 MOOCS as a pace forcontinuous learning. 3.8 National Programme on TechnologyEnhanced Learning(NPTEL), 3.9 Khan AcademyCourse MIT OpenCourseWare. 3.10 Virtual learning Environment Virtuallaboratory.	• Seminar • Assignment • Lecture • Seminar withvisual presentation • Lecture • Peer learning • Hands on Experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

Unit-IV: ICT INITIATIVES OF GOVERNMENT OF INDIA

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Recognizes the ICT initiatives of Government of India 2.Utilizes the ICT initiatives of Governmentof India as a resourcefor teaching and learning	4.1 National Knowledge Network. 4.1.1 Study Webs of Active-Learning for Young Aspiring Minds(SWAYAM) 4.1.2 National Mission on Education through Information and Communication Technology (NMEICT) 4.1.3 National Digital Library (NDL) 4.1.4 National Repository of Open Educational Resources (NROER) 4.1.5 National Programmeon School Standards and Evaluation (NPSSE)- 4.2 ShaalaSidhdhi, Saransh, E-Pathshala, Online Labs(OLabs), e-BASTA 4.3 Geographic InformationSystem (GIS)in schools, 4.4 SwayamPrabha,-kalpa, NationalTeachers' Portal	• Seminar • Assignment • Lecture • Seminar with • visual presentation • Lecture • Peer learning • Hands on experience	• Seminar • Assignment • Lecture • Seminar with • visual presentation • Lecture • Peer learning • Hands on experience

Unit-V: ICT FOR EVALUATION AND MANAGEMENT

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Discusses 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 SurveyTools 6. Explains the role of ICTin educational Administration and Management. 7. Recognizes the need for cloud computing in education	5.1 ICT for Evaluation: meaning, scope and techniques 5.2Software tools for Evaluation: Constructing tests, Quiz and Assessment rubrics 5.3Techniques of online assessment 5.4 Cloud Computing in Education 5.5 Role of ICT in Educational Administration and Management	• Seminar • Assignment • Lecture • Seminar with • visual presentation • Lecture • Peer learning • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of • seminar

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 READING**

1. Ahmad, J., Ahmad, Md. S., & Khan, A. (2012). *Computer Applications in Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.

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4. Premkumar.,&Ajit. K. Ghosh. (1991). *Management Information and Communication System*. New Delhi: Manas Publications.

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Course Code:MED2TC002   Tool Course

M.Ed. DEGREE PROGRAMME
Semester II
ESSENTIALS IN EDUCATIONAL RESEARCH AND STATISTICS
(4 credits – 120 hours)

✍ COURSE LEARNING OUTCOMES

On Successful completion of the course prospective teacher educatorwill be able to:

1. Recognize the different tools of research and techniques of research
2. Select the appropriate tool for conducting research
3. Identify the steps in constructing a research tool
4. Prepare the relevant tool for conducting research
5. Explain the concept of central tendency and dispersion
6. List out the different measures of central tendency and dispersion
7. Select appropriate correlation techniques to measure the strength of relationship between two variables.
8. Predict an unknown variable using regression analysis
9. Describe the significance of mean
10. Identifie the role of inferential statistics in measuring the possible impact of sampling error

Unit – I: TOOLS AND TECHNIQUES OF RESEARCH

Learning Outcomes	Content	Suggested strategies and Approaches	Assessment

1. Analyses the criteria for selection of research tools
2. Identifies the different tools of research
3. Selects the appropriate tool for conducting research
4. Recognizes the different techniques of research
	1.1 Criteria for selection of tools
	1.2 Tools of research
	  1.2.1 Questionnaire, Schedule,Checklist, Rating Scale, Attitude scale (Thurstone and Likert method)
	1.3 Techniques of research
	  1.3.1 Observation, Interview Sociometry Projective techniques
		• Lecture / briefing
		• Seminar
		• Assignment
		• Peer learning
		• Auto instruction
		• Group discussion
			• Tests (written/oral)
			• Seminar presentation
			• Participation in group discussion
			• Preparation of Inquiry forms

	1.3.2 Achievement test, Aptitude test, Interest inventories, Personality inventories		

Unit - II: CONSTRUCTION OF RESEARCH TOOLS

Learning Outcomes	Content	Suggested strategies and Approaches	Assessment

1. Classifies the different types of scales
2. Identifies the steps in constructing a research tool
3. Analyses the characteristics of a research tool
4. Prepares the relevant tool for conducting research
	4.1 Types of scales –
	  i) Nominal
	  ii) Ordinal
	  iii) Interval
	  iv) Ratio scales
	4.2 Steps inconstructing a research tool
	4.3 Standardization of a research tool
	4.4 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
		• Lecture / briefing
		• Digital presentation
		• Workshop
		• Discussion
		• Seminar
			• Tests (written/oral)
			• Seminar presentation
			• Questioning
			• Construction of research tool

Unit - III: INTRODUCTION TO STATISTICAL METHODS

Learning Outcomes	Content	Suggested strategies and Approaches	Assessment

1. Describes the Significance of statistics in educational research
2. Recognizes the different types of data
3. Explains the concept of central tendency and dispersion
4. Identifies the relevant measures of central tendency and dispersion
	4.1 Significance of statistics in educational research
	4.2 Types of data : quantitative and qualitative
	4.3 Descriptive statistics
	4.4 Measures of central tendency
	   4.4.1 Arithmetic mean
	   4.4.2 Median
	   4.4.3 Mode
	4.5 Measures of dispersion
	   4.5.1 Range
	   4.5.2 Quartile deviation
	   4.5.3 Standard deviation
	4.6 Position values – quartile, deciles, percentiles, percentile rank, derived scores, z-scores, t-scores, stanine score
		• Lecture / briefing
		• Digital presentation
		• Workshop
		• Discussion
		• Seminar
			• Tests (written/oral)
			• Seminar presentation
			• Questioning
			• Construction of research tool

Unit - IV: MEASURES OF RELATIONSHIP

Learning Outcomes	Content	Strategies and Approaches	Assessment

1. Classifies the types of correlation
2. Selects appropriate correlation techniques to measure the strength of relationship between two variables.
3. Predicts an unknown variable using regression analysis
4. Discusses the characteristics and applications of normal distribution
	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.
		• Introductory lecture
		• Visual presentation
			• Oral Test
			• Problem sheets

Unit - V: INFERENTIAL STATISTICS

Learning Outcomes	Content	Strategies and Approaches	Assessment

1. Describes the concept of population and sample
2. Explains the concept of sampling error and standard error
3. Identifies the role of
	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
		• Interactive session
		• Hands on experience
			• Test (Oral/ Written)
			• Observation

inferential statistics in measuring the possible impact of sampling error 4. Explains the concept of sampling error and standard error	5.1.7 Degrees of freedom		

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 READING

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📖SUGGESTED READING

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9. Mangal S.K. &Shubhra,Mangal. (2013).*Research Methodology in Behaviouralsciences*, Delhi: PHI Learning.

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Course Code:MED2TE001   *Teacher Education Course*

M. Ed. DEGREE PROGRAMME

Semester - II
TEACHER EDUCATION IN INDIA: EMERGING SCENARIO
(4 credits – 120 hours)

✎ COURSELEARNING OUTCOMES

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

1. Trace the historical development of teacher education in India.
2. Analyse the recommendations of commissions and committees on teacher education.
3. Describe the different agencies of teacher education and its significance.
4. Recognize the role and functions of the agencies of teacher education.
5. Evaluate the problem in teacher education in India.
6. Propose remedies to overcome the issues and challenges in teacher education.
7. Customize professionalism.
8. Estimate the legal and official status of teaching profession.
9. Appraise the new paradigms in teacher education
10. Synthese the different parameters of assessment criteria.

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

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Defines the concept of teacher education 2. Recognizes teacher education and teacher training 3. Traces the historical development of teacher education 4. Discusses the recommendations of NEP 2020.	1.1 TeacherEducation: 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.	• Lecture • Discussion • Visual presentation • Assignment	• Test (Oral/ Written) • QA Session • Report based ondiscussio n

Unit – II: AGENCIES FOR MANAGING TEACHER EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Enumerates the various agencies of teacher education 2. Recognizes the role and function of various agencies 3. Investigates the role of different agencies 4. Compares the agencies and its functions	2.1 Role of agencies in teacher education: i) University Grants Commission(UGC) ii) National Council for Teacher Education (NCTE) iii) Centre for Advanced Studies in Education (CASE) iv) Human Resource Development Centre(Academic staff college) v) State Council of Educational Research and Training (SCERT) vi) District Institute of Education Training (DIET) vii) University Department of Education (UDE)	• Lecture /briefing • Field survey • QA session • Group discussion • Study of documents	• Tests (oral /written) • Evaluation of survey • Evaluation of report

Unit-III: MAJOR ISSUES AND CHALLENGES IN TEACHER EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Relates the admission, fee structure and duration of the programme. 2. Examines the organization of practice teaching in cooperative schools. 3. Assess the infrastructure facilities in teacher education institution. 4. Interprets privatization of 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.	• Discussion • Lecture • Seminar • Peer Learning • Brain storming • QA Session	• Test(oral/ written) • Report writing

Unit-IV: PROFESSIONAL DEVELOPMENT OF TEACHER

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Defines the concept of professionalism 2. Contrasts pre-service and in-service teacher education 3. Analyses the problems and issues in professional preparation. 4. Estimates the legal and official status of teaching profession	4.1 Professional development:concept, nature andscope. 4.2Organisation of pre-service teacher education: need andrelevance. 4.3 Problems and issues inprofessional Preparation of teachers. 4.4Factorsinfluencing professional development of teachers. 4.5 Teaching as a profession: Its legal and officialstatus.	• Lecture cum • discussion • Peer learning • Seminar with • visual presentation • Assignment	• Tests • (oral & • written) • Report of the • seminar • Evaluation of • Assignment

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

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Discusses the paradigm shift in teacher education 2. Implements constructivism in interdisciplinary approach 3. Justifies the need of NAAC assessment in teacher education institutions 4. Discusses academic performance indicators.	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)	• Lecture • Debate • Discussion • Peer learning • Visual Presentation • Auto learning	• Test (Oral/ • written) • QA session • Report writing

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**

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📖**SUGGESTED READING**

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2. Jangira,N.K. (1979). *Teacher training and Teacher Effectiveness an experiment in teacher behavior.New Delhi*: National publishing house.

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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 LEARNING OUTCOMES

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

1. Prepareprogramme for children based on principles and factors.
2. Categorize different kinds of records related to child, teacher and material
3. Assess the various aspects of curriculum for Early Childhood Care and Education
4. Choose appropriate models for teaching in Early Childhood Care and Education.
5. Select suitable strategies for teaching children
6. Integrate the ways and means of play way activities to the holistic development of children.
7. Discuss multiple intelligence based approach in developing school readiness for children.
8. Prepare different informal assessment tools for assessment

Unit - I: ORGANIZING EARLY CHILDHOOD CARE AND EDUCATION PROGRAMME

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Designs an Early Childhood Care and Education center 2. Prepares programme for children based on principles and factors. 3. Categorizes different kinds of records related to child, teacher and material.	1.1.Design of an ECCE centre 1.1.1.Building plan, differentareas 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	• Introductory • Lecture • Group discussion • Field visit • Assignment • Development • of weekly /daily • schedules • Seminar and • discussion • Co-operative • learning	• Field level observation and reporting • Assignment • evaluation • Document • verification • Assessing plans • Evaluation ofrecords • Test(Oral/ • Written)

Unit - II: CURRICULUM IN EARLY CHILDHOOD EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment

1. Plans for Early Childhood Care and Education curriculum
2. Assess the various aspects of curriculum for Early Childhood Care and Education
3. Chooses appropriate models for teaching in ECCE.
	2.1 Early childhood education curriculum
	  2.1.1.Principles of early learning
	  2.1.2.Factors to be consideredin ECCE curriculum
	  2.1.3.Curriculum content-Physical and motor development, Language development, Cognitive development, Socio-Personal and Emotional development, Sensorial development, Developmentof Creative and aesthetic appreciation
	2.2.ECCE curriculum models
	  2.2.1.Montessori approach
	  2.2.2.Reggio Emilla approach
	  2.2.3.High scope approach
	  2.2.4.Thematic approach
		• Seminars
		• Interactive session
		• Lecture
		• Discussion
		• Assignment
		• Development ofthematic webs
			• Test(Oral/ Written)
			• Assignment evaluation
			• Evaluation ofthematic webs

Unit - III: METHODS OF ENGAGING WITH CHILDREN

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment

1. Selects suitable strategies for teaching children
2. Compares the strategies for teaching children
3. Integrates the ways and means of play way activities to the holistic development of children
	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- playactivities for developmental areas.
		• Field visit
		• Preparation of sensory materials
		• Application of electronic devises like smart phone, tablet & computer
		• Lecture
		• Observation of programs
		• Seminar
		• Discussion
		• Demonstration
		• Visual presentations
		• Peer learning
			• Report writing
			• Evaluation of learning materials
			• Test(Oral/ Written)
			• Assignment evaluation

Unit - IV: DEVELOPMENT OF SCHOOL READINESS

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment

1. Identifies the components of school readiness
2. Discusses multiple intelligence based approach in developing school readiness for children.
	4.1.Developing school readiness
	4.1.1.Concept and significance of school readiness
	4.1.2.Components of Schoolreadiness
	4.1.3.Components andactivities for
	   a. Reading readiness
	   b. Writing readiness
	c. Number readiness
	4.2. Multiple intelligence based approach in developing school readiness of children
		• Lecture
		• Observation of programs
		• Demonstration
		• Seminar
		• Discussion
			• Test(Oral/ Written)
			• Assignment evaluation
			• Document verification

Unit - V: ASSESSMENT AND EVALUATION IN ECCE

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Explains the characteristics and guiding principles on assessment during Early Childhood Care and Education 2. Prepares different informal assessment tools for assessment 3. Correlates in-service and pre-service training courses	5.1.Assessing children's progress 5.1.1.Characteristics of evaluation of children 5.1.2. Guiding principles on assessment duringearly childhood. 5.1.3. Informal assessment strategies – Parent rating, portfolio, checklist, Activity sample, cumulative record, observation, assessment card andreport card. 5.2. Evaluating ECCE Programmes- 5.2.1.Quality standards andspecifications 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.	• Seminars • Interactive session • Lecture • Discussion • QA session • Assignment	• Test(Oral/ Written) • Assignment evaluation • Assessing tools

SUGGESTED ACTIVITIES (any two)

1. Case study of an Anganwadi or pre-school center

2. Prepare a resource file on different types of traditional games for children

3. Develop a thematic web for integrated learning (language, Mathematics, and Environmental science), developing lesson plans and teaching materials

4. Prepare a list of activities for accelerating school readiness of pre-school children

📖 PRESCRIBED READING

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Course Code:MED2LS006   Level Based Specialization-2

M. Ed. DEGREE PROGRAMME

Semester - II

CURRICULAR PRACTICES IN ELEMENTARY EDUCATION

(4 credits - 120 hours)

✍ COURSE LEARNING OUTCOMES

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

1. Examine the psychological basis of elementary school education
2. Critically appraises the present elementary school education
3. Practices different teaching competency skills
4. Evaluate the norms of standards of NCTE regulations on curriculum framework
5. Describe the basic concepts, need and scope of evaluation
6. Illustrate the different strategies of evaluation with suitable examples
7. Identifies different levels of professional organization
8. Integrate the role and functions of different organizations of elementary education
9. Observe the trends of research in elementary teacher education programme
10. Assess the purpose of educational activities and programme of elementary education in Tamil Nadu.

Unit- I: CURRICULUM IN ELEMENTARY EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Explains the principles of elementary school education 2. Examines the psychological basis of elementary school education 3. Critically appraises the	1.1.Principles of Elementary School Curriculum: Objectives, Planning andorganisation 1.2. Psychological basis of present elementarySchool Curriculum. 1.3.Critical appraisal of present elementary School curriculum in the state.	• Lecture • Discussion • Visual presentation • Assignment	• Test (oral/written)

present elementary school education			

Unit-II: ELEMENTARY TEACHER EDUCATION CURRICULUM AND TRANSACTION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment

1. Chooses the relevant methodology of teaching
2. Practices different teaching competency skills
3. Evaluatesthe norms of standards of NCTE regulations on curriculum framework
	2.1. Pedagogical theory:
	   methodology of teaching school subjects
	1.1 Practice teaching – competency based and commitment oriented teacher education.
	2.3. Curriculum Framework
	   of NCTE Regulations, Norms and standards (2014).
		• Discussion
		• Lecture
		• Seminar
		• Visual Presentation
			• Test(oral/written)
			• QA

Unit-III: EVALUATION IN ELEMENTARY EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment

1.Describes the basic concepts, need and scope of evaluation
2.Categorizes different strategies of
	3.1. Evaluation: Concept,Need and Scope.
	3.2. Strategies of Evaluation:
	   3.2.1.Formative Vs Summative
	   3.2.2.Criterion Vs
		• Discussion
		• Lecture
		• Seminar
		• Visual Presentation
			• Test(oral/written)
			• QA

evaluation based on the purpose 3.Illustrates the different strategies of evaluation with suitable examples	Normreferenced 3.2.3.Internal Vs External evaluation 3.2.4.Structured Vs unstructured Evaluation		

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

Learning Outcomes	Content	Suggested Strategies and approaches	Assessment
1. Identifies different levels of professional organization 2. Examines the objectives and strategies of in-service programme 3. Listout the different organizations of elementary education 4. Integrates the role and functions of different organizations of elementary education	4.1. Professional Organizationof teachers: Local,National and Internationallevel 4.2. Activities for professional growth 4.3. In-service programmes for elementary school teachers: Objectives and strategies 4.4 Organizations of Elementary Teacher Education - Role and functions: i)BRCS ii) CRCS iii) SIEMAT iv) SCERT/DTERT v) NCERT vi) RIES vii) NUEPA viii)NCTE ix) RCI x) UNESCO xi) UNICEF	• Lecture • Discussion • Seminar • Brain storming • Visual Presentation	• Assignment •Test (oral/ written) • QA session

Unit- V:RESEARCH AND INNOVATION IN ELEMENTARY EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment

1. Observes the trends of research in elementary teacher education programme
 2. Diagnoses the problems and issues in teacher education and suggest suitable remedies.
 3. Proposes appropriate transaction modes for teaching
 4. Assessthe purpose of educational activities and programme of elementary education in Tamil Nadu.
	5.1. Trends of research inElementary educationincluding teacher education
	 5.2. Problems and issues inElementary Education
	 5.3.Transaction Mode:
	   5.3.1.Lecturecum Discussion
	   5.3.2.Brainstorming,
	   5.3.3.Group discussion
	   5.3.4.Seminar presentations
	 5.4. Educational activitiesand programmes of Elementary Education in Tamil Nadu.
		• Debate
		 • Discussion
			• Assignment,
			 • Test (oral/ written)
			 • QA session

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 educations institution and critically evaluate the facilities available in Elementary Education.

📖 **PRESCRIBED READING:**

1. Alok, Kumar.(n.d.). *Elementary Education in India: Issues and challenges.* Uppalpublication 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.
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2. Arun, C. Mehta. (2006).*Elementary education in India*: Progress towards UEE", NUEPA, New Delhi.
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Course Code:MED2LS007   *Level Based Specialization– 2*

M.Ed. DEGREE PROGRAMME
Semester- II

CURICULAR PRACTICES IN
SECONDARY ANDHIGHERSECONDARY EDUCATION

(4 credits - 120 hours)

? **COURSE OUTCOMES:**
On successful completion of course the prospective teacher educatorwill be able
to:

1. Explain the basic principles of curriculum planning and organization at secondary education
2. Design appropriate learning experiences for instructing the general issues
3. Select suitable requirements for curriculum transaction
4. Prepare the list of materials for curriculum transaction
5. Analysis the role of various support system for effective content transaction
6. Implement relevant technological support system for instruction
7. Discuss the recommendations of National Knowledge Commission on secondary education
8. Discover various centrally sponsored schemes for secondary and higher secondary education
9. Assess the new trends in evaluation on secondary education
10. Prepare suitable evaluation tools for diagnosing the difficulties in learning school subjects

Unit- I: CURRICULUM PLANNING AND ORGANIZATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Explains the basic principles of curriculum planning and organization at secondary education. 2. Organizes relevant content knowledge for different school subjects. 3. Designs appropriate learning experiences for instructing the general issues. 4. Develops curriculum based on recommendations of curriculum functionaries.	1.1 Curriculum planning and organization at secondary education 1.2 Pedagogical content knowledge for different subjects. 1.2.1Objectives, Organization and evaluation of language, Mathematic, Environmental, studies,Natural science, Socialscience in curriculum in secondary education. 1.3.Designing integrated and interdisciplinary learning experiences 1.3.1.Sensitivity to gender parity 1.3.2.Peace oriented values 1.3.3.Health and hygiene 1.3.4.Work experience 1.4. Participation of functionary and beneficiaries in curriculum development	• Lecture/briefing • Group discussion • Assignment • Seminar • Self Learning • QA session • Peer learning	• Test(written oral/) • Assignment Evaluation • Observation ofclassroom behaviour

Unit-II: CURRICULUM TRANSACTION AT SECONDARY LEVEL

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. States the concept of curriculum transaction 2. Examines the different perspectives of curriculum 3. Selects suitable requirements for curriculum transaction 4. Prepares the list of materials for curriculum transaction	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 1.4 Curriculum Transaction Materials – Text books, Teachers hand book, Reference books, Supplementary reader, Encyclopedia,	• Lecture/briefing • Group discussion • Assignment • Seminar • Self Learning • QA session • Peer learning	• Test(written/ oral) • Assignment evaluation

Unit – III: INSTRUCTIONAL SUPPORT FOR PEDAGOGIC PRACTICES

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Describes the need and importance of instructional support system 2. Analyses the role of various support systems for effective content transaction 3. Implements relevant technological support system for instruction	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. communitysupport 3.1.6. Guest Talks 3.2. TechnologicalSupports 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	• Lecture/briefing • Group discussion • Assignment • Seminar • Self Learning • QA session • Peer learning • Debate	• Test(written oral/) • Assignment evaluation

Unit-IV: POLICIES AND ORGANISATION IN SECONDARY EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment

1. Recognizes the role of National Curriculum Framework in secondary education
2. Discusses the recommendations of National Knowledge Commission on secondary education
3. Discovers various centrally sponsored schemes for secondary and higher secondary education
4. Analyses the role and functions of different schemes for the development of girl child
	4.1.National Curricular Frame Work (2005)
	4.2.National Knowledge Commission (Focused discussion on major recommendation with special reference to Secondary Education)
	4.3.Centrally sponsored schemes for secondary and higher secondary education
	  4.3.1. Rashtriya MadhyamikShikshaAbhiyan (RMSA)- 2009
	  4.3.2. ICT at school scheme
	4.4. GirlChild Development Programme
	  4.4.1. KishoriShaktiYojana (KSY)–
	  4.4.2. Nutrition Programme for Adolescent Girls (NPAG)
	  4.4.3. Dhanalakshmi Scheme
		• Lecture through visual presentation
		• Group discussion
		• Assignment
		• Seminar
		• QA session
		• Peer learning
		• Self Learning
			• Test(written/ oral)
			• Assignment evaluation
			• Observation ofclassroom behaviour
			• Seminar
			• presentation

Unit-V: ASSESSMENT AND EVALUATION IN SECONDARY EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Relate the concept of evaluation and assessment in secondary education 2. Examines the use of tools for evaluation of secondary education 3. Assess the new trends in evaluation on secondary education 4. Prepares suitable evaluation tools for diagnosing the difficulties in learning school subjects.	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, Semester system, CCE. 5.4 Portfolio of Learners Examination reforms at secondary education level 5.5 Evaluation of various School subjects : diagnosis and remediation of difficulties in learning mathematics and science	• Lecture/briefing • Group discussion • Assignment • Seminar • QA session • Peer learning • Self - learning	• Test(written / oral) • Assignment evaluation • Seminar presentation

📖 **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 READING

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2. Vashist,S.R.(2004). *Historical development of curriculum.* New Delhi:Anmol Publications Pvt. Ltd.
3. Kokila,Thangasamy. (1994). *Curriculum designing and educational management.*MaaNilaa
4. Mrunalini,T. (1997). *Curriculum development.* Hyderabad: Neelkamal Publications Pvt. Ltd.
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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.

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11. Tanner, D., & Tanner, L. (1988). *The emergence of a paradigm in the curriculum field:* A reply to Jickling.

Course Code:MED2LS008Level Based Specialisation-2

M.Ed. Degree Programme

Semester- II

CURRICULAR PRACTICES IN HIGHER EDUCATION

(4 credits -120 hours)

✍ COURSE LEARNING OUTCOMES

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

1. Explain the concept and functions of interdisciplinary study
2. Relate the objectives of higher education with the total development of youth.
3. Determine the curriculum transaction process
4. Justify the need for internship in professional courses
5. Survey the status of evaluation in higher education
6. Construct the evaluation tools for evaluating students and faculties
7. Analyses the features of teacher preparation programme
8. Appraise the role of various agencies in professional growth of the teacher
9. Prepare the learners to integrate technology in learning
10. Estimate the fitness of physical and digital infrastructure facilities of higher institutions

Unit- I: CURRICULUM OF HIGHER EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Recognizes the courses of study on under graduate and post graduate level 2. Explains the concept and functions of interdisciplinary study 3. Analyses the learning process of adolescent and adult level 4. Relates the objectives of higher education with the total development of youth.	1.1 Courses of study – undergraduates and post graduate level. 1.2 General education- concept and functions Interdisciplinary studies 1.3 Process of Learning atPost-Adolescent andAdult 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.	• Lecture • Group discussion • Seminar (visual presentation)	• Tests (Oral/ Written) • Report of Discussion • Presentation

Unit-II: CURRICULUM TRANSACTION IN HIGHER EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Determines the curriculum transaction process 2. Differentiates the various methods, approaches and strategies of teaching 3. Demonstrates various methods of teaching 4. Justifies the need for internship in professional courses	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 Internshipprogrammes in professional courses.	• Lecture cum • discussion • Seminar with • visual presentation • Group discussion • Peer learning • Assignment	• Tests • Report of discussion • Observation • Assignment

Unit-III: EVALUATION IN HIGHER EDUCATION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Surveys the status of evaluation in higher education 2. Discovers the evaluation reforms in Choice Based Credit System 3. Constructs the evaluation tools for evaluating students and faculties 4. Uses online evaluation techniques	3.1 Status of evaluation in Higher Education: mechanics and processes 3.2 Evaluation reforms inHigher Education- Choice Based Credit System. 3.3 Evaluation of students and faculty members in Higher Education. Appraisal Performance Indicator (API) 3.4 Online Evaluation.	• Peer learning • Lecture cum discussion • Seminar visual presentation • Group discussion	• Tests • Report of seminar and discussion

Unit-IV: TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Learning Outcomse	Content	Suggested Strategies and Approaches	Assessment
1. Examines the need for professional development 2. Analyses the features of teacher preparation programme 3. Aware of patterns and procedure of	4.1 Standards of teaching, Need for professional development, Existing programmes for teacher preparation and professionaldevelopment: their features 4.2 Teaching, research and extension in higher education 4.3 Professional growth of teachers –FIP and FDP	• Lecture cum • discussion • Seminar with • visual presentation • Group discussion	• Tests (Oral/ Written) • Report of seminar and discussion

state grants. 4. Appraises the role of various agencies in professional growth of the teacher	4.4 Professional association of teachers. 4.5 Human Resource Development Centre (HRDC)		

Unit-V: INNOVATIVE PRACTICES IN HIGHER EDUCATION

Learning Outcomes	Content	Suggested Strategiesand Approaches	Assessment
1. Prepares the learners to integrate technology in learning 2. Categorizes the higher education institutions based on functions 3. Integrates the components of higher education to build architecture 4. Estimates the fitness of physical and digital infrastructure facilities of higher institutions	5.1 Transition to the learner centered Paradigm of Education, Intensive use of Technology 5.2 Kinds of Higher learning Institutions: Foundational institutions, Career – focused institutions, research – focused institutions 5.3 Higher education architecture: Curriculum and Pedagogy, Faculty, Research, Partnership (Industry- academic linkage and tie-up between higher education institutions and skill-based training providers) 5.4 Infrastructure (Physical and Digital) 5.5 Higher Educational foundation: Funding and Governance.	• Lecture with visual presentation • Seminar with visual presentation • Group discussion	• Tests (Oral/ Written) • Report of seminar and discussion

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

PRESCRIBED READING
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2. Gupta, O.P. (1993). *Higher Education in India since Independence:* UGC and its approach. New Delhi: Concept publishing company.

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10. Singh, A. (1985). *Redeeming Higher Education.* New Delhi: Ajanta Publications.

SUGGESTED READING

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