

*Course Code: MEDIPC001**Perspective Course***M.Ed. DEGREE PROGRAMME****Semester-I****PHILOSOPHICAL AND SOCIOLOGICAL PERSPECTIVES IN EDUCATION****(4 credits – 120 hours)****Preface**

This course delves into the philosophical and sociological foundations that underpin educational systems and practices. It explores the historical and contemporary perspectives on Education, examining the interplay between Philosophy, society and schooling. Students will develop a critical understanding of the purposes, goals and values of Education, as well as its role in shaping individuals and societies. The course aims to equip the Prospective Teacher Educators with a robust theoretical framework to analyze educational phenomena, question prevailing practices and envision innovative approaches to teaching and learning.

 COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Compares the educational implications of Indian schools of philosophy and Western schools of Philosophy
2. Analyses the contributions of Indian thinkers and Western thinkers on Education
3. Discusses the meaning, nature and importance of Sociology, Educational Sociology and Sociology of Education
4. Infers Education as a sub system of society
5. Examines the role of family, school, religion and media in socialization
6. Distinguishes social equality and social equity
7. Appraises the education for multi-lingual and multi-cultural Indian society
8. Explains the role of Education in social mobility, social change and modernization
9. Justifies the need of equality of educational opportunity for the socially and economically disadvantaged sections of the society
10. Describes the Sustainable Development Goals (SDG4)

**Unit - I: INDIAN SCHOOLS OF PHILOSOPHY AND PHILOSOPHERS
(18 Hours)**

Learning Outcomes	Content	Suggested strategies and Approaches
1. Examines the educational implications of Indian schools of philosophy 2. Appraises the contributions of Indian thinkers on Education	1.1 Indian schools of philosophy: Vedanta, Buddhism, Jainism, Sankya, Yoga with reference to Vidhya 1.2 Concept of Dharma, Artha, Kama and Moksha, DayanandDarshan 1.3 Indian philosophers: ShriAurobindoGhosh, Rabindranath Tagore, Mahatma Gandhi, SavithribaiPhule, Vivekananda, JidduKrishnamurti.	<ul style="list-style-type: none"> • Visual • presentation • Seminar • Assignment • Lecture

**Unit- II: WESTERN SCHOOLS OF PHILOSOPHY AND PHILOSOPHERS
(17 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Examines the educational implications of Western schools of Philosophy 2. Appraises the contributions of Western thinkers on Education	2.1 Western schools of Philosophy: Existentialism, Perennialism, Reconstructionism, Positivism and Marxism. 2.2 Thoughts of thinkers in the context of Education: Plato, Rousseau, Paulo Freire, Ivan Illich, John Dewey, Immanuel Kant	<ul style="list-style-type: none"> • Seminar • Assignment • Group discussion • Lecture

Unit- III: SOCIOLOGY AND EDUCATION(15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Discriminates between Educational Sociology and Sociology of Education 2. Discusses the meaning, nature and importance of Sociology, Educational Sociology and Sociology of Education 3. Analyses Education as a sub system of society. 4. Examines the role of family, school, religion and media in socialization.	3.1 Sociology - Educational Sociology and Sociology of Education: meaning, nature and importance 3.2 Social system: meaning, concept and characteristics. Education as a sub-system: its characteristics School as a social system 3.3 Socialization: meaning and types 3.4 Agencies of socialization: Family, School, Religion and Media 3.5 Social deviance: Meaning, definition and forms	<ul style="list-style-type: none"> • Seminar • Assignment • Lecture • Lecture • Peer learning

Unit- IV: EDUCATION AND SOCIO CULTURAL CHANGE (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the characteristics of culture. 2. Distinguishes social equality and social equity. 3. Appraises the role of Education for multi-lingual and multi-cultural Indian society. 4. Explains the role of Education in social mobility, social change and modernization.	4.1 Culture: Meaning and characteristics. Education for multilingual and multicultural Indian society 4.2 Social stratification and social mobility: Role of education in promoting social mobility 4.3 Education and social change. Constraints of social change in India: Caste, ethnicity, class, language, religion, regionalism and politics 4.4 Education and modernization 4.5 Role of teacher	<ul style="list-style-type: none"> • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning

**Unit- V: EQUITY, EQUALITY, SOCIAL JUSTICE AND EDUCATION
(15 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Justifies the need of equality of educational opportunity for the socially and economically disadvantaged sections of the society 2. Describes the Sustainable Development Goal - SDG4	5.1 Social equity and equality of educational opportunity 5.2 Socially and economically disadvantaged sections of society (with reference to scheduled castes and scheduled tribes, minorities, women and rural population) 5.3 Sustainable Development Goals - SDG4 5.4 Education 2030: The vision, rationale, principles, goal, strategic approaches and targets	<ul style="list-style-type: none"> ● Group discussion ● Lecture ● Peer learning ● Seminar (visual presentation) ● Small group discussion

ASSESSMENT

- Assignment
- Seminar
- Group discussion
- Tests
- Video Presentation
- Debate

TASKS /PRACTICUMS (Any two)

1. Create a visual Philosophy timeline of ancient to modern philosophers and their ideologies.
2. Prepare a report on the contribution of an Indian philosopher in the emerging Indian Educational scenario.
3. Analyse the constraints on social change in India and prepare a report on the role of education in overcoming the constraints.
4. Conduct a sociological analysis of a specific educational issue, such as inequality, diversity, or school culture.
5. Analyze films or documentaries related to Education, discussing their underlying philosophical and sociological assumptions.

📖 PRESCRIBED READINGS

- Aggarwal, J. C. (1998). *Theory and principles of education: Philosophical and sociological bases of education*. Vikas Publishing House.
- Aggarwal, J. C. (2003). *Philosophical and sociological perspectives on education*. Shipra Publications.
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- Taneja, V. R. (1990). *Socio-philosophical approaches to education*. Atlantic Publishing.
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SUGGESTED READINGS

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- Bruner, J. S. (1996). *The culture of education*. Harvard University Press.
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- National Council for Teacher Education (NCTE). (1998). *Gandhi on education*. NCTE.
- Ruhela, S. P., & Vyas, K. C. (1970). *Sociological foundation of education in contemporary India*. D. Rai & Sons.
- Srinivas, M. N. (1995). *Social change in modern India*. Allied Publishers.
- Swift, D. (1991). *Sociology of education*. International Book House.

Course Code: MED1PC002

Perspective Course

M.Ed. DEGREE PROGRAMME

Semester- I

ADVANCED EDUCATIONAL PSYCHOLOGY

(4 credits – 120 hours)

Preface

The course delves into the intricate relationship between psychological principles and educational practices. This course builds upon foundational knowledge of Educational Psychology, exploring advanced Theories, Research and Applications relevant to contemporary educational challenges. It equips educators with a sophisticated understanding of learner development, motivation, cognition and learning processes, enabling them to design and implement effective instructional strategies.

✍ COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Examines the various perspectives of Modern Psychology
2. Compares the different perspectives in Psychology
3. Appraises the contributions of various Learning Theories
4. Designs the classroom learning experiences based on various Learning Theories
5. Explains the basic concept and nature of Cognitive Sciences
6. Explores the various disciplines of Cognitive Neuro Sciences
7. Describes various theories of Intelligence
8. Administers various types of Intelligence tests in classroom
9. Investigates the various Personality disorders based on their symptoms
10. Correlates the characteristic features of different Personality Theories with the life experiences of individuals

Unit – I: PERSPECTIVES IN MODERN PSYCHOLOGY (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Analyses the perspectives in Modern Psychology 2. Compares the different perspectives in Psychology	1.1 Perspectives in Modern Psychology: Behavioristic Biological Cognitive Psychodynamic Humanistic Cross-cultural Evolutionary	<ul style="list-style-type: none"> • Lecture cum discussion • Peer learning • Seminar • Assignment

Unit – II: LEARNING THEORIES (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies the contribution of various Theories. 2. Uses the implications of various Theories in the classroom	2.2 Theories of learning and its application: Ausubel's Meaningful Reception Learning Theory Bruner's Discovery Learning Bandura's Social Learning Theory Kolb's Experiential Learning Theory Lewin's Field Theory Mezirow's Transformative Theory Bronfenbrenner's Ecological Systems Theory	<ul style="list-style-type: none"> • Lecture • Assignment • Group discussion • Peer learning • Small group discussion • Seminar (visual presentation)

Unit-III: COGNITIVE NEURO-SCIENCE (10 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the concept of Cognitive science 2. Analyses the theories in learning 3. Appraises the implications of NLP	3.1 Cognitive science: Concept and branches 3.2 Cognitive neuroscience: Concept and importance 3.3 Neuro-Linguistic Programming (NLP) and its implications 3.4 Theories of Meta Cognition: Flavell and Brown 3.5 Brain-Based Learning	<ul style="list-style-type: none"> • Lecture • Group discussion • Assignment • Seminar with visual presentation • Small group discussion • Peer learning

Unit-IV: INDIVIDUAL DIFFERENCES (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the concept of Intelligence and its types. 2. Familiarises the theories of Intelligence 3. Selects appropriate tools for assessing attitude and aptitude	4.1 Intelligence: Concept, importance and types Emotional Intelligence Social Intelligence Cultural Intelligence Spiritual Intelligence 4.2 Theories of Intelligence Sternberg's Theory Galton's Theory 4.3 Attitude: Concept and assessment 4.4 Aptitude: Concept, assessment and Differential Aptitude Test 4.5 Psycho social skills-concept and components	<ul style="list-style-type: none"> • Small group discussion • Lecture cum discussion • Question Answer sessions • Seminar • Peer teaching

Unit – V: THEORIES OF PERSONALITY (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Analyses the various theories of Personality 2. Identifies various Personality Disorders	5.1 Theories of personality. Biological theory: Hans Eysenck. Behavioral theory: Watson, Skinner Psychodynamic theory: Sigmund Freud Humanistic theory: Carl Rogers. Trait theory: Big Five Theory of personality 5.2 Personality disorders Neurotic disorders Psychotic disorders Somatic disorders	<ul style="list-style-type: none"> • Group discussion • Lecture cum Discussion • Peer learning • Seminar (visual presentation) • Small group Discussion

ASSESSMENT

- Tests
- Seminar
- Assignment
- Case Analysis
- Debate

TASKS /PRACTICUMS (Any two)

1. Administer Emotional Intelligence test to identify emotional intelligence of high school students and prepare a report.
2. Prepare tools for identifying Individual Differences.
3. Analyze case studies of students with learning difficulties, behavioral issues, or giftedness.
4. Prepare a report on the application of Neuro-Linguistic Programming
5. Prepare a report on any one of the Personality Disorders.

PRESCRIBED READINGS

- Aggarwal, J. C., & Kumar, S. (2023). *Essentials of educational psychology*. Vikas Publishing House Private Limited.
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- Pringle, M. K., & Verma, V. P. (1974). *Advances in educational psychology*. University of London Press.
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- Saraswathi, T. S. (1999). *Cultural socialization and human development: Theory, research and applications in India*. Sage Publications.
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- Sternberg, R. J. (1982). *Advances in the psychology of human intelligence* (Vol. 1). Erlbaum.
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*Course Code: MED1TC001**Tool Course***M. Ed. DEGREE PROGRAMME****Semester – I****BASICS OF EDUCATIONAL RESEARCH**

(4 credits–120 hours)

Preface

This course is designed to equip Prospective Teacher Educators with a foundational understanding of Research methodologies and their application in the field of Education. It aims to develop critical thinking, problem-solving and research skills necessary for conducting Educational Research. Prospective Teacher Educators learn about various research designs, data collection methods, analysis techniques and reporting in research.

 COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Analyzes the characteristics and need for Educational Research
2. Classifies the different types of Research
3. Distinguishes the phases of Research process
4. Prepares Research Proposal
5. Identifies the steps in sampling design
6. Categorizes the different types of sampling
7. Discusses the characteristics and types of quantitative research methods
8. Explores the different experimental designs
9. Analyzes the characteristics and types of qualitative research
10. Examines the principles of Mixed Research

Unit- I: NATURE OF EDUCATIONAL RESEARCH(12 Hours)

Learning Outcomes	Content	Suggested strategies and Approaches
1. Identifies the characteristics of Educational Research 2. Describes the need for Educational Research 3. Analyzes the criteria of good Research 4. Classifies the different types of Research 5. Differentiates Qualitative Research from Quantitative Research	1.1 Research: Meaning and definition Characteristics of Research. Need for Educational Research Criteria of good Research 1.2 Types of Research Basic Research Applied Research Action Research 1.3 Qualitative, Quantitative and Mixed Research	<ul style="list-style-type: none"> • Lecture • Group discussion • Digital presentation • Seminar

Unit- II: PROCESS OF RESEARCH (18 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Identifies the phases of research process 2. Explains different types of hypotheses 3. Analyzes the criteria of good hypothesis 4. Explains the steps in writing a Research Proposal	2.1 Phases of Research Process. Identifying a problem. Reviewing the related literature. Formulation of hypotheses. Hypothesis: Meaning, types, forms and criteria of a good hypothesis Selection of sample Collection of data Analyzing and interpreting data Reporting research 2.2 Research proposal: Meaning, importance and writing a Research Proposal	<ul style="list-style-type: none"> • Lecture • Group discussion • Peer learning • Digital presentation • Assignment • Workshop

Unit- III: SAMPLING TECHNIQUES (18 Hours)

Learning Outcomes	Content	Suggested strategies and Approaches
1. Differentiates between population and sample 2. Analyses the steps in sampling design 3. Identifies the characteristics of a good sampling design 4. Categorizes the different types of sampling. 5. Differentiates between probability sampling and non-probability sampling	3.1 Meaning and definitions of population and sample Characteristics of a good sample 3.2 Sampling Design Steps in sampling process Types of sampling: Probability sampling – Random, Stratified random, Systematic, Cluster and Multistage random sampling. Non- probability sampling – Purposive, Quota, Convenient and Snowball sampling	<ul style="list-style-type: none"> • Lecture/briefing • Digital presentation • Discussion • Peer learning • Assignment • Group discussion

Unit- IV: QUANTITATIVE RESEARCH METHODS (16 Hours)

Learning Outcomes	Content	Suggested strategies and Approaches
1. Identifies the characteristics of Quantitative research methods 2. Classifies the types of Quantitative research methods 3. Examines the different Experimental designs	4.1 Quantitative research: Meaning and characteristics 4.2 Types of Quantitative Research. Survey Research Causal-comparative Research. Experimental Research 4.3 Advantages and limitations of Quantitative Research	<ul style="list-style-type: none"> • Lecture • Seminar • Brain Storming • Digital presentation • Peer learning

Unit- V: QUALITATIVE RESEARCH METHODS (16 Hours)

Learning Outcomes	Content	Suggested strategies and Approaches
1. Identifies the characteristics of Qualitative Research 2. Classifies the types of Qualitative Research 3. Analyses the advantages and limitations of Qualitative Research 4. Describes the principles of Mixed Research	5.1 Qualitative Research: Meaning and characteristics 5.2 Types of Qualitative Research. Case study Phenomenology Document analysis Historical research Ethnography 5.3 Mixed Method Research: Meaning, principles, types, strengths and limitations	<ul style="list-style-type: none"> ● Lecture ● Seminar ● Group Discussion ● Digital Presentation ● Assignment ● Peer learning ● Brain storming

ASSESSMENT

- Assignment
- Seminar presentation
- Tests
- Group discussion
- Research proposal
- Research report

TASKS /PRACTICUMS (Any two)

1. Prepare an action research report.
2. Prepare a model research proposal.
3. Conduct a discussion on sampling designs.
4. Conduct a survey and prepare a report.
5. Review on researches done on a specific educational topic and prepare a report.

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Course Code: MED1LSC01

Level Based Specialization Course

M.Ed. DEGREE PROGRAMME

Semester I

**CONTEXT, ISSUES AND PRACTICES IN EARLY CHILDHOOD CARE AND
EDUCATION**

(4 credits –120 hours)

Preface

This course is designed to provide Prospective Teacher Educators with a comprehensive understanding of Early Childhood Care and Education (ECCE). It explores the theoretical foundations, practical applications and contemporary issues in the field. The course emphasizes the holistic development of young children, encompassing physical, cognitive, social and emotional growth.

 **COURSE OUTCOMES**

On successful completion of the course, the Prospective Teacher Educator

1. Investigates the rationale for extending Early Childhood Care and Education up to eight years
2. Identifies the objectives of Early Childhood Care and Education for children from birth to eight years
3. Traces the development of Early Childhood Care and Education in India
4. Illustrates the contribution of thinkers in the field of Early Childhood Care and Education
5. Analyses the issues in Early Childhood Care and Education
6. Prepares programme for children based on principles and factors
7. Examines the need for maintaining various records
8. Selects suitable strategies for teaching children
9. Integrates the ways and means of play way activities to the holistic development of children
10. Prepares different informal assessment tools for assessment for children

**Unit -I:INTRODUCTION TO EARLY CHILDHOOD CARE AND
EDUCATION (10 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the concept of Early Childhood Care and Education 2. Investigates the rationale for extending ECCE up to eight years 3. Familiarises with the objectives of ECCE for children from birth to eight years.	1.1 Concept of Early Childhood Care and Education (ECCE). Rationale for extending ECCE sub-stage up to eight years 1.2 Objectives of ECCE for children from birth to eight years 1.3 Relevance of ECCE: Critical periods and factors affecting development	<ul style="list-style-type: none"> • Lecture • Peer learning • Seminar and discussion • Group discussion • Interactive learning • Assignment

Unit-II: DEVELOPMENTAL PERSPECTIVE OF EARLY CHILDHOOD CARE AND EDUCATION (22 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
<p>1. Traces the development of Early Childhood Care and Education in India</p> <p>2. Judges the influence of work by various organizations and agencies</p> <p>3. Formulates principles based on the policies of Early Childhood Care and Education</p> <p>4. Illustrates the contributions of thinkers in the field of ECCE</p>	<p>2.1 Development of Early Childhood Care and Education (ECCE) in India. Influence of work by early missionaries, Central Social Welfare Board, Balwadiprogramme, Kosbadprogramme (AnutaiWagh), role of IAPE, ICDS programme and five-year plans</p> <p>2.2 Policies in ECCE in India. New Education Policy (1986) National Focus Group on ECCE (2006) National Policy on ECCE (2013) National Plan of Action for Children (2016)</p> <p>2.3 Early Childhood Care and Education in NEP 2020</p> <p>2.4 Contributions of educational thinkers in the field of early childhood education: Froebel, McMillan Sisters, Montessori, Piaget, Vygotsky, GijubhaiBadeka, Mahatma Gandhi and TarabaiModak</p>	<ul style="list-style-type: none"> • Lecture • QA session • Assignment • Seminar • Peer learning • Group discussion • Digital presentations

Unit - III: ISSUES IN EARLY CHILDHOOD CARE AND EDUCATION IN INDIA (8 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
<ol style="list-style-type: none"> 1. Identifies the issues in Early Childhood Care and Education 2. Analyses the problems prevailing in Early Childhood Care and Education 3. Discusses the decentralization and community participation in ECCE 4. Investigates the challenges faced by children with disabilities 	<p>3.1 Issues in ECCE-</p> <ul style="list-style-type: none"> Status and gaps in access and coverage of ECCE Quality issues, harms of accelerated formal learning Recognition and accreditation of programmes Status and issues of Teacher education in ECCE Lack of regulation and monitoring Transition from home to preschool to primary school Access and Equity Enrollment and participation rates <p>3.2 Inclusive education-Challenges faced by children with disabilities and special needs</p> <ul style="list-style-type: none"> Infrastructure-Availability of early childhood centers, qualified personnel and resources Governance and Management Decentralization and community participation Public-private partnerships: Financing of ECCE <p>3.3 Contemporary Challenges during early childhood -</p> <ul style="list-style-type: none"> Mental health Screen time and technology Nutrition and health Child protection 	<ul style="list-style-type: none"> • Lecture / briefing • Brain storming • Discussion • Assignment • Field visit

**Unit - IV: ORGANIZING EARLY CHILDHOOD CARE AND EDUCATION
PROGRAMME (20 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Designs an Early Childhood Care and Education centre 2. Prepares programme for children based on principles and factors. 3. Categorizes different kinds of records related to child, teacher and material.	4.1 Design of an ECCE centre Building plan: Different areas in an ECCE centre, safety precautions Learning environment: Indoor and outdoor Organizing different corners/areas 4.2 Planning programmes for children Principles and factors of programme planning (yearly, monthly, weekly and daily) 4.3 Need for maintaining different kinds of records: Child-related, teacher-related and material-related records in ECCE settings	<ul style="list-style-type: none"> • Introductory Lecture • Group discussion • Field visit • Assignment • Development of weekly /daily schedules • Seminar and discussion • Co-operative learning

Unit - V: METHODS OF ENGAGING WITH CHILDREN (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
<ol style="list-style-type: none"> 1. Selects suitable strategies for teaching children 2. Integrates the ways and means of play way activities to the holistic development of children 3. Explains the characteristics and guiding principles on assessment during Early Childhood Care and Education 4. Prepares different assessment tools 	<ol style="list-style-type: none"> 5.1 Principles of early learning Factors to be considered in ECCE curriculum 5.2 Strategies for teaching children Sensory training, Music and movement, Storytelling, Dramatization, Puppetry. 5.3 Significance of the play way approach: Play activities for developmental areas 5.4 Assessing children's progress Characteristics of evaluation of children. Guiding principles on assessment during early childhood 5.5 Assessment tools and strategies- Portfolio, Checklist, Anecdotal record, Observation, Holistic progress card 	<ul style="list-style-type: none"> ● Field visit ● Preparation of sensory materials ● Lecture ● Observation of programmes ● Seminar ● Discussion ● Demonstration ● Visual presentations ● Peer learning

ASSESSMENT

- Tests
- Assignment
- Student's reflective reporting
- Report writing
- Preparation of learning materials
- Field level observation and reporting
- Document Verification

TASKS /PRACTICUMS (Any two)

1. Study the present status of Early Childhood Care and Education in one District.
2. Prepare sensory training materials for pre-school children.

3. Case study of an Anganwadi or pre-school center.
4. Prepare a resource file on different types of traditional games for children.
5. Suggest five play activities for Pre-school children.

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Course Code: MED1LSC02

Level Based Specialization Course

Semester I

M.Ed. DEGREE PROGRAMME

CONTEXT, ISSUES AND PRACTICES IN ELEMENTARY EDUCATION

(4 credits– 120 hours)

Preface

This course is designed to provide Prospective Teacher Educators with a comprehensive understanding of curriculum development, implementation and evaluation in the context of elementary education. It explores the historical, philosophical and sociological foundations of curriculum, as well as contemporary issues and challenges facing elementary schools.

***✍* COURSE OUTCOMES**

On successful completion of the course, the Prospective Teacher Educator

1. Traces out the historical perspective of Elementary Education in India
2. Critically analyses the current status of Primary Education in India
3. Appraises various initiatives of Universalization of Elementary education
4. Enumerates the various aspects of Teacher Education institutions and facilities
5. Examines the challenges of Elementary Education in India
6. Explains the principles of Elementary school education
7. Selects appropriate strategies and techniques for curriculum transaction
8. Illustrates the different strategies of evaluation
9. Integrates the role and functions of different organizations of elementary education
10. Explores the trends of research in Elementary Teacher Education programme

Unit- I: INTRODUCTION TO ELEMENTARY EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
<p>1. Explains the historical perspective of Elementary education of Indian and Western Philosophers.</p> <p>2. Compares the educational thoughts of Indian and western philosophers.</p> <p>3. Recommends the implications of modern practices.</p> <p>4. Discusses the various aspects of different education Commissions.</p>	<p>1.1 Historical perspectives of elementary education – Contributions of: Rousseau Froebel Pestalozzi Maria Montessori Gandhiji</p> <p>1.2 Implications of modern practices in elementary education</p> <p>1.3 Recommendations of different education commissions and policies: Kothari Commission NPE 1986 Yashpal Committee Report on Ramamoorthi Commission Janardhan Reddy Committee (1992) NEP 2020</p>	<ul style="list-style-type: none"> • Lecture • Digital presentations • Seminar • Discussions

Unit-II : ELEMENTARY EDUCATION IN INDIA (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
<ol style="list-style-type: none"> 1. Analyses the current status of Primary Education in India. 2. Appraises the initiatives in promoting Universalization of Elementary Education 3. Examines the merits and demerits of various schemes under Universalization of Elementary Education. 4. Identifies the positive impact of Universalization of Elementary Education. 5. Appraises the role of EFA in elementary education 	<ol style="list-style-type: none"> 2.1 Current status of Primary Education in India: Critical appraisal 2.2 Initiatives in Universalization of elementary education:- Operation Blackboard.- Midday Meal Scheme.- District Primary Education - Programme (DPEP)- Community participation and globalization.- Education Guarantee Scheme (EGS)- National Programme on Technology Enhanced Learning (NPTEL) - Indian Green Building Council (IGBC) schemes. National Curriculum Framework (NCF) 2005 2.3 Universalization of Elementary Education: Positive impact of Universalization of primary education 2.4 Education for All (EFA) with special reference to Early Childhood Care and Education 	<ul style="list-style-type: none"> • Lecture • Digital presentations • Seminar • QA session

**Unit-III: MAJOR ISSUES AND CHALLENGES IN ELEMENTARY
EDUCATION (15 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Enumerates the various aspects of Teacher Education institutions and facilities 2. Compares the quality of Elementary Teacher Education with its quantity 3. Analyses the privatization of Teacher Education 4. Examines the challenges of elementary teacher education	3.1 Admission, fees structure, Programme duration, curriculum and pedagogy, facilities of Teacher Education institutions 3.2 Quality and quantity of Elementary Teacher Education 3.3 Privatization of Teacher Education 3.4 Structure and management of Elementary Teacher Education system in India 3.5 Contemporary Challenges-Technology integration, Child rights and protection Financing of education: Resource allocation, equity and efficiency. Disaster management and Education	<ul style="list-style-type: none"> • Lecture • Assignment • Discussions

**Unit- IV: CURRICULAR PRACTICES IN ELEMENTARY EDUCATION
(20 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the principles of elementary school curriculum 2. Examines the psychological basis of elementary school curriculum 3. Selects appropriate methods and strategies for curriculum transaction 4. Categorizes different strategies of evaluation based on the purpose	4.1 Principles of elementary school curriculum: Objectives, planning and organization 4.2 Psychological basis of the present elementary school curriculum 4.3 Pedagogical theory: Methodology of teaching elementary school subjects 4.4 Integrated approach in curriculum transaction Methods and techniques for transacting the curriculum: Lecture-cum-discussion Brainstorming Group discussion Seminar Innovative practices	<ul style="list-style-type: none"> • Lecture • Discussion • Visual presentation • Assignment

**Unit-V : PROFESSIONAL GROWTH OF ELEMENTARY TEACHERS
(15 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Examines the objectives and strategies of in-service Programme 2. Lists out the different organizations of elementary education 3. Integrates the role and functions of different organizations of elementary education 4. Identifies the trends of research in elementary teacher education programme. 5. Assesses the purpose of educational activities and programme of elementary education in Tamil Nadu	5.1 Activities for professional growth of elementary teachers: In-service programmes for Elementary school teachers: Objectives and strategies 5.2 Organizations of Elementary Teacher education - Role and functions: BRCs, CRCs, SIEMAT, SCERT, NCERT, RIEs, NUEPA, NCTE, RCI, UNESCO, UNICEF 5.3 Trends of Research in Elementary Education, including Teacher Education 5.4 Educational activities and programmes for elementary education in Tamil Nadu	<ul style="list-style-type: none"> • Lecture • Discussion • Seminar • Brain storming • Visual Presentation • Debate

ASSESSMENT

1. Assignment
2. Seminar
3. Tests
4. Projects
5. Debates

TASKS /PRACTICUMS (Any two)

1. Visit any one of the Elementary Teacher Education institutions and critically evaluate the facilities available in Elementary Teacher Education.
2. Prepare a report on the constitutional provisions related to Elementary Education.
3. Prepare a portfolio to evaluate the prospective teachers of Elementary Teacher Education programme.
4. Assessment of curriculum of Elementary School Education.
5. Visit to any one of the elementary teacher education institution and critically evaluate the facilities available in Elementary Education.

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*Course Code: MED1LSC03**Level Based Specialization Course***M.ED. DEGREE PROGRAMME****Semester I****CONTEXT, ISSUES AND PRACTICES IN HIGHER EDUCATION**

(4 credits – 120 hours)

Preface

This course is designed to equip Prospective Teacher Educators with a comprehensive understanding of higher education curriculum, its contextual underpinnings and the critical issues shaping the contemporary landscape. It explores the historical evolution, theoretical frameworks and practical implications of curriculum development, implementation and evaluation in higher education institutions. The course emphasizes critical thinking, problem-solving and the ability to analyze complex educational challenges.

 COURSE OUTCOMES

On successful completion of the course, the Prospective Teacher Educator

1. Relates the objectives of higher education with the total development of youth.
2. Analyses the features of Teacher preparation programme
3. Discusses the recommendations of various commissions and their impact on Higher Education
4. Ascertains the role of various agencies of Higher education in its development
5. Appraises the role of various agencies in professional growth of the teacher
6. Analyses the areas of inequalities of educational opportunities in Higher Education
7. Explores the curriculum transaction process
8. Categorizes universities based on its types, structure and functions
9. Infers the impact of Liberalization, Privatization and Globalization in higher education
10. Estimates the standard of research in higher education to make India as a hub for research

Unit-I: INTRODUCTION TO HIGHER EDUCATION (12 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Explains the need and scope of Higher Education 2. Summarizes the achievement and features of Higher Education in pre and post independent India 3. Assesses the recent trends in Higher Education 4. Discusses the recommendations of various commissions and their impact on Higher Education	1.1 Higher Education: need, scope and objectives 1.2 Development of higher education in India: Pre- and post-independence periods 1.3 Recent trends in Higher education: Massification and privatization of Higher education 1.4 Reports of Committees: Acharya Ramamurthy Review Committee (1990) Janardhan Reddy Committee (1992) National Knowledge Commission (2005) Sachar Committee (2006) J.S Verma Committee (2012), NEP 2020	<ul style="list-style-type: none"> • Lecture • Seminar with visual presentation • Peer learning • Group discussion

Unit-II: AGENCIES MANAGING HIGHER EDUCATION (20 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Examines the role of various agencies of higher education 2. Categorizes universities based on its types, structure and functions 3. Describes the basic concepts and functions of Total Quality Management 4. Appraises the role of NAAC on Quality enhancement in higher education	2.1 Agencies of Higher education- ICSSR,AIU IISER,DEC,NAAC, NUEPA,Inter-University Consortium,State Councils for Higher Education, GATS and higher education 2.2 Types of universities: Formal: Affiliated, Federal. Unitary, Deemed to be universities, Private universities, Institutes of National Importance, Rural universities, IITs Women's universities. Open universities - Life Long Learning 2.3 Total Quality Management (TQM): Concept, meaning and process in higher education 2.4 Implementing TQM: NAAC accreditation towards productivity and administrative reforms in universities	<ul style="list-style-type: none"> • Lecture • Seminar with visual presentation • Peer learning • Group discussion

**Unit III :CURRICULUM TRANSACTION IN HIGHER EDUCATION
(15 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Determines the curriculum transaction process 2. Analyses the various methods, approaches and strategies of teaching 3. Demonstrates various methods of teaching 4. Justifies the need for internship in professional courses	3.1 Concept and Principles of curriculum transaction 3.2 Perspectives to curriculum Transaction and synthesis – Behaviouristic, Cognitive, Constructivist 3.3 Approaches, methods and strategies of teaching 3.4 Internship programmes in professional courses	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar with visual presentation • Group discussion • Peer learning • Assignment

Unit-IV: ISSUES AND CHALLENGES IN HIGHER EDUCATION (15 Hours)

Learning Outcomes	Content	Suggested Strategies and Approaches
<p>1. Investigates the problems in Higher Education</p> <p>2. Proposes the measures to improve standards in Higher Education</p> <p>3. Examines the effect of Liberalization, Privatization and Globalization in Higher Education.</p> <p>4. Analyzes the issues and challenges in Higher education</p>	<p>4.1 Quality in teaching, examination and textbooks</p> <p>4.2 Problems of qualitative improvement</p> <p>4.3 Liberalization, Privatization and Globalization (LPG) in higher education</p> <p>4.4 Autonomy to institutions for improvement of standards</p> <p>4.5. Access and Equity</p> <p>4.6 Quality and Relevance</p> <p>Governance and Leadership: Financing of Higher Education</p> <p>4.7 Contemporary challenges Technology integration, Globalization and internationalization</p> <p>4.8 Student's mental health and well-being</p> <p>4.9 Academic integrity and plagiarism</p>	<ul style="list-style-type: none"> • Lecture • Seminar with visual presentation • Peer learning • Group discussion

**Unit-V: RESEARCH AND INNOVATIONS IN HIGHER EDUCATION
(18 Hours)**

Learning Outcomes	Content	Suggested Strategies and Approaches
1. Investigates the need for research in higher education 2. Discovers the facilities available for research and innovations in Higher Education 3. Judges the standard of research in Higher Education to make India as a hub for research 4. Identifies various Research Funding Agencies 5. Analyses the evaluation reforms in Choice Based Credit System	5.1 Need for research in Higher Education: Publications and citations 5.2 Research, innovations and growth linkage: India as a hub for global research and development Low and declining standards in higher educational research 5.3 Research funding agencies: MHRD, UGC, CSIR, DST ICSSR, ICMR, RUSA 5.4 Evaluation reforms in Higher Education: - Choice Based Credit System Evaluation of students and faculty members in Higher education Appraisal Performance Indicator (API) Online evaluation	<ul style="list-style-type: none"> • Lecture • Seminar with visual Presentation • Peer learning • Group discussion • Workshop

ASSESSMENT

- Assignment
- Report of seminar
- Report of discussion
- Tests
- Debate

TASKS /PRACTICUMS (Any two)

1. Visit and prepare a report on different evaluation practices in higher education.
2. Visit any one teacher education institution accredited by NAAC with grade 'A' or above and prepare a reflective report on administration, pedagogic practices and best practices.
3. Prepare a report on the suggested measures for professional development of teachers in Higher Education Institutions.
4. Prepare a report about the contribution of the agencies such as UGC, ICSSR, AIU and ICMR to Higher Education.
5. Study the present status of Higher Education in India.

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