

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 Strategies and Approaches	Assessment
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)	• Seminar With visual 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 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 2.1.2E- 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 Strategies and Approaches	Assessment
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 opens sources 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 e-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 Open Course Ware. 3.10 Virtual learning Environment Virtual laboratory.	• 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-IV: ICT INITIATIVES OF GOVERNMENT OF INDIA

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the ICT initiatives of Government of India 2. Utilizes the ICT initiatives of Government of India as a resource for 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 Programme on School Standards and Evaluation (NPSSE)- 4.2 Shaala Sidhdhi, Saransh, E-Pathshala, Online Labs (O Labs), e-BASTA 4.3 Geographic Information System (GIS) in schools, 4.4 Swayam Prabha, -kalpa, National Teachers' 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 Strategies and 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 soft wares 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	• 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.
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. Dangwal, Kiran L.(2004). *Computers in Teaching and Learning*. Agra: ShreVinod Pustak Manir.
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. ‘m Portfolios, 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*(7th 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. (2nd 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*(6thEdn.) New Delhi: B.P.B Publications.
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SUGGESTED READING

1. Lee, William.W, Diana, L Owens. (2001) *.Multi-media – Based Instructional Design:*
2. Mallik, Utpal .et al. (2001). *Leaning 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 LEARNING OUTCOMES*On Successful completion of the course prospective teacher educator will 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. Identify 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 1.3.2 Achievement test,	• Lecture / briefing • Seminar • Assignment • Peer learning • Auto instruction • Group discussion	• Tests (written/oral) • Seminar presentation • Participation in group discussion • Preparation of Inquiry forms

	Aptitude test, Interest inventories, Personality inventories		
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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 in constructing 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, tetra choric, 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		
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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

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.
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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.

9. Rajamanickam. M. (2001). *Statistical Methods in Psychological and Educational Research*. New Delhi: Concept Publishing Company.
10. Saxena N.R. et.al. (2012). *Fundamentals of Educational Research*, Meerut: R. Lal Book Depot.
11. Sharma R.A. (2006). *Parametric and Non Parametric tests in Education and Psychology*. Meerut: R.Lall Book Depot.
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13. Sidhu, Kulbir Singh. (1985). *Methodology of Research in Education*, New Delhi: Sterling Publishers Pvt. Ltd.

SUGGESTED READING

1. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
2. Clive Opie. (2004). *Doing Educational Research – A Guide for First time researchers*, New Delhi: Vistar Publication.
3. Cohen. L., & Manion L. (1994). *Research Methods in Education*. London: Routledge.
4. George, Argyrous. (2011). *Statistics for Research*. London: Sage Publications.
5. King W.H. (1969). *Statistics in Education*. Bombay: Macmillan & Co. Ltd.
6. Kothari C.R. (2009). *Research Methodology Methods and Techniques* (2nd 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* (7thed) 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 LEARNING OUTCOMES***On successful completion of the course the prospective teacher educator will 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. Synthesise the different parameters of assessment criteria.

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

Learning Outcomes	Content	Suggested Strategies and 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 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.	• Lecture • Discussion • Visual presentation • Assignment	• Test (Oral/ Written) • QA Session • Report based on discussion

Unit – II: AGENCIES FOR MANAGING TEACHER EDUCATION

Learning Outcomes	Content	Suggested Strategies and 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 Strategies and 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 Strategies and 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 and scope. 4.2 Organisation of pre-service teacher education: need and relevance. 4.3 Problems and issues in professional Preparation of teachers. 4.4 Factors influencing professional development of teachers. 4.5 Teaching as a profession: Its legal and official status.	• 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 Strategies and 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 interdisciplinary 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**

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.
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**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.
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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.
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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 educator will be able to:

1. Prepare programme 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 Strategies and 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, 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	• 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 of records • Test(Oral/ Written)

Unit - II: CURRICULUM IN EARLY CHILDHOOD EDUCATION

Learning Outcomes	Content	Suggested Strategies and 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 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	• Seminars • Interactive session • Lecture • Discussion • Assignment • Development of thematic webs	• Test(Oral/ Written) • Assignment evaluation • Evaluation of thematic 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-play activities 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 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	• 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 Strategies and 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 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.	• 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**

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., & Bhuvaneswari. (2003). *The 'must' for Nursery Education*. TN- FORCES.
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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.

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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 LEARNING OUTCOMES*On successful completion of course the prospective teacher educator will 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 Strategies and 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 and organisation 1.2. Psychological basis of present elementary School 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			
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Unit-II: ELEMENTARY TEACHER EDUCATION CURRICULUM AND TRANSACTION

Learning Outcomes	Content	Suggested Strategies and Approaches	Assessment
1. Chooses the relevant methodology of teaching 2. Practices different teaching competency skills 3. Evaluates the 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 Strategies and Approaches	Assessment
1.Describes the basic concepts, need and scope of evaluation 2.Categorizes different	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

strategies of evaluation based on the purpose 3.Illustrates the different strategies of evaluation with suitable examples	Norm referenced 3.2.3.Internal Vs External evaluation 3.2.4.Structured Vs unstructured Evaluation		
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**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 Organization of teachers: Local, National and International level 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 Strategies and 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. Assess the purpose of educational activities and programme of elementary education in Tamil Nadu.	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.Lecturecum 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.	• 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*. 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: Vikas Publishing 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*”. Uppal publishing 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: Vikas Publishing 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
CURICULAR PRACTICES IN
SECONDARY AND HIGHER SECONDARY EDUCATION
(4 credits - 120 hours)

✎ COURSE OUTCOMES:

On successful completion of course the prospective teacher educator will 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 Strategies and 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. 1.2.1 Objectives, Organization and evaluation of language, Mathematic, Environmental, studies, Natural science, Social science 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 of classroom behaviour

Unit-II: CURRICULUM TRANSACTION AT SECONDARY LEVEL

Learning Outcomes	Content	Suggested Strategies and 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 Strategies and 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. 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	• 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 Strategies and 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 Madhyamik Shiksha Abhiyan (RMSA)- 2009 4.3.2. ICT at school scheme 4.4. Girl Child Development Programme 4.4.1. Kishori Shakti Yojana (KSY)– 4.4.2. Nutrition Programme for Adolescent Girls (NPAG) 4.4.3. Dhanal akshmi Scheme	• Lecture through visual presentation • Group discussion • Assignment • Seminar • QA session • Peer learning • Self Learning	• Test(written/ oral) • Assignment evaluation • Observation of classroom 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

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*.MaaNilaa
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*". NewDelhi : 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*.NewDelhi : 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 society, 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. JanardanPrasad.,& Vijay KumariKaushik. (1997). *Advanced curriculum construction*. New Delhi :Kanishka Publishers.

SUGGESTED READING

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 LEARNING OUTCOMES

On successful completion of course the prospective teacher educator will 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 Strategies and 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 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.	• 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 Internship programmes 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 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.	• Peer learning • Lecture cum discussion • Seminar visual presentation • Group discussion	• Tests • Report of seminar and discussion

Unit-IV: TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

Learning Outcome	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 state grants.	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	• Lecture cum discussion • Seminar with visual presentation • Group discussion	• Tests (Oral/ Written) • Report of seminar and discussion

4. Appraises the role of various agencies in professional growth of the teacher	of teachers. 4.5 Human Resource Development Centre (HRDC)		
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Unit-V: INNOVATIVE PRACTICES IN HIGHER EDUCATION

Learning Outcomes	Content	Suggested Strategies and 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 suggested measures for Professional development of teachers.

PRESCRIBED READING

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 READING

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.