Course Code: M2PC1708 Perspective Course

M.Ed. DEGREE PROGRAMME
Semester: II
MATERIAL DEVELOPMENT IN EDUCATION
(4 credits-120 hours)

✍ **COURSE OBJECTIVES:**

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

1. develop understanding about the scope and significance of Material development
2. develops the necessary skills in the development of Learning and teaching Materials
3. understand the basic structure of teaching learning material
4. understand the planning and development of teaching and learning materials
5. understand the role of multifarious teaching/ learning materials in the realization of the different objectives of learning.
6. produce different types of materials suitable for different subject.
7. master the techniques and strategies in development of teaching learning material
8. develop tools for evaluating conventional and electronic teaching / learning material

UNIT- I: TEACHING LEARNING MATERIALS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Differentiates between teaching and learning materials. 2. Justifies the purpose and importance of teaching and learning materials. 3. Identifies the different types of teaching and learning materials. 4. Develops strategies of using teaching and learning materials. 5. Develops strategies for the effective use of teaching and learning materials	1.1 Meaning scope and significance of teaching/ learning material. 1.2 Purpose and Importance of teaching and learning materials 1.3 Types of teaching And learning materials 1.4 The need for competence based learning materials 1.5 Strategies of using teaching and learning materials. 1.6 Strategies for effective use of teaching and learning materials	• Seminar • Assignment • Lecture • Seminar with visual presentation • Peer learning • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT-II: BASIC STRUCTURE OF THE TEACHING / LEARNING MATERIALS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the Basic structure of the materials 2. Recognize the Importance of framing objectives for materials. 3. Identifies the aspects of quality content 4. Examine the Potential Effectiveness of teaching learning materials 5. Tests the effectiveness and usefulness of TLMs. 6. Justifies the importance of prosper analysis and choice of TLMs. 7. Identifies ways and methods of analyzing and choosing TLMs	2.1 Basic structure of the materials Format and style 2.2 Identification of knowledge, skills, desired behaviours, and identifying learning objetives, analysis of objectives- performance objectives 2.3 Content - Quality of Content, Ease of Use, selection of language- spoken forms - use of technical terms. Sentences structures, lesion and paragraph development use of photograph illustrations 2.4 Potential effectiveness as a Teaching-Learning Tool 2.5 Testing effectiveness and usefulness of TLMs. 2.6 Importance of proper analysis and choice of TLMs. 2.7 Methods of analyzing and choosing TLMS	• Seminar • Assignment • Lecture • Seminar with visual presentation • Peer learning • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT-III: PLANNING AND DEVELOPMENT OF TEACHING AND LEARNING MATERIALS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the Need of developing new teaching and training materials 2. Identifies the various types of TLMs 3. Identifies the resources required for making TLMs 4. Identifies the relevant target groups to make the TLMs 5. Plans the development of the TLMs 6. Develops the TLMs 7. Pre-tests the TLMs 8. Evaluates and Revise the TLMs	3.1 Identification of the need for developing new TLMs 3.2 Identification of the various TLMs 3.3 Identification of resources required for making TLMs 3.4 Identification of Relevant target groups to make the TLMs 3.5 Planning and development of TLMs 3.6 Development of TLMs 3.7 Pre-testing TLMs 3.8 Evaluating and Revising TLMs	• Seminar • Assignment • Lecture • Seminar with visual presentation • Peer learning • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT-IV: MATERIALS FOR TEACHERS, STUDENTS AND PARENTS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Develops different Teaching Learning Materials	4.1 Development of Different Teaching Learning Materials 4.1.1Text books, Booklets, 4.1.2 CD ROM, Interactive web based materials, Blogs, E-books 4.1.3 Self learning Materials, programmed learning materials 4.1.4 Handbook, Open text book, vod cast/ video pod cast, Webpage	• Seminar • Assignment • Lecture • Seminar through visual presentation • Lecture • Peer learning • Seminar through visual presentation • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

UNIT-V: EVALUATION AND REVIEW OF TEACHING LEARNING MATERIALS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the Purpose and importance of Evaluating and Reviewing TLMs 2. Compare the Different types of evaluation	5.1 Definition of Evaluation. 5.2 Purpose and importance of Evaluating and 5.3 Reviewing TLMs 5.4 Types of Evaluation. 5.5 Strategies for use in Evaluating and Reviewing TLMs	• Seminar • Assignment • Lecture • Seminar through visual presentation • Peer learning • Seminar through visual presentation • Hands on experience	• Observation • Assignment • Report of discussion • Tests (oral & • written) • Report of seminar

SUGGESTED ACTIVITIES (Any two)

1. Prepare a Self learning material.
2. Prepare a Hand book for teachers in any school subject.
3. Prepare a branched programme unit in your area of specialization.
4. Develop a tool for evaluating teaching learning materials.

📖 PRESCRIBED READINGS

1. Bernice L. Samalonis(1970). Methods and materials for today's high schools. New york: Van Nostrand Reinhold Co.
2. E Frye, H R Minor (1970). Techniques for Producing Visual Instructional Media Hardcover. Tokyo McGrow – Hill.
3. Henry, Ellington. (1993). Producing teaching materials. University of Virgina : Kogan Page.
4. Ladii Mohan Mathur M.A (1978). Planning producing and presenting inexpensive instructional materials and devices. New Delhi: Rakesh Press.
5. Roger, Seguin (1989). The Elaboration of school textbooks Methodological Guide UNESCO.
6. UNESCO(2000). Teaching and learning material Analysis and development In Basic education. UNESCO Basic Education Division PARIS.
7. UNESCO(2000). Teaching and learning material Analysis and development In Basic education. UNESCO Basic Education Division PARIS.
8. Vladimir Russo & Lausanne Olvitt (2006).Course materials development for adult learning. SADC Regional Environmental Education Programme Umgeni Valley Project, Howick, South Africa.

Course Code: M2PC1709 Perspective Course

M.Ed. DEGREE PROGRAMME
Semester: II
ADVANCED EDUCATIONAL TECHNOLOGY
(4 credits – 120 hours)

✍ **COURSE OBJECTIVES:**

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

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

UNIT- I: INTRODUCTION TO EDUCATIONAL TECHNOLOGY

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the Objectives of educational technology 2. Recognizes the scope of educational technology 3. Differentiates information, Instructional and educational technologies 4. Compares the Approaches of Educational Technology 5. Identifies the components of Educational technology 6. Explains the historical Development of Educational technology 7. Identifies recent innovations in the area of ET 8. Recognizes the benefits of TEL 9. Identifies the major institutions of educational technology in India 10. Recognizes the role of major institutions of educational technology in education	1.1 Concept, objectives and scope of Educational Technology 1.2 Approaches of Educational Technology: hardware, software and systems approach 1.2 Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology – laser disc, computer conferencing, video conference 1.4 Technology-Enabled Learning (TEL) Benefits of TEL 1.5 Major institutions of educational technology in India- CIET, EM MRC (AVRC, EMRC and MCRC), SIET, Consortium for Educational Communication (CEC), Centre for Development of Advanced Computing (C-DAC) National Institute of Electronics & Information Technology (NIELIT) and their role in education.	• 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: ICT IN EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the advantages of using ICT in class room. 2. Explores the Challenges of Integration of ICT in School. 3. Identifies the stages of ICT integration 4. Explains the aims and objectives of National Policy on ICT in School Education in India 5. Identifies the Components and Objectives of National Mission on Education through ICT(NMEICT) 6. Explains E-learning 7. Discusses the advantages and Disadvantages 8. Differentiates the Types of E-Learning 9. Recognizes the Uses of video Conferencing in education 10. Discusses the Advantages and Disadvantages of M-learning Blended learning, Flipped learning 11.Discuss the critical issues related to internet usage 12.Recognizes the threats of secure data 13. Identifies the ways and means to securing data	2.1 Challenges of Integration of ICT in School Stages of : emerging, applying, infusing and transforming 2.2 IT@ School Project- Components and Objectives of National Mission on Education through ICT (NMEICT) 2.3 Online learning 2.4 E-learning: Meaning, types, Advantages and Disadvantages. Elements of e-learning e-Content and e-books 2.5 M-learning: Meaning, Advantages and Disadvantages 2.6 Blended learning 2.7 Flipped learning 2.8 Open Educational Resources (OER) and Creative Common Licenses 2.9 Critical issues in Internet usage – Authenticity, Addiction, Plagiarism, Ethical and Legal Standards 2.10 Securing data: Threat from, sources of and protection from viruses and worms and maintaining backups of data.	• 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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies Web-based learning objects 2. Identifies online resources, tools and applications 3. Use online resources 4. Recognizes Blogs, Educational Software 5. Use online platforms for learning 6. Recognizes the virtual learning environment 7. Uses appropriate hardware in teaching learning 8. Recognizes the various free and opens sources educational software's 9. Identifies MOOCS as a pace for continuous learning 10. Identifies hardware for teaching and learning 11. Uses NPTEL for professional development 12. Identifies online plat-form for learning 13. Recgonizes the	3.1 Web-based Learning objects, simulations and tutorials, Online Games, exercises. Blogs& Blogging Resources Tools for Sharing Files with Students Cloud Apps, Educational Games & Gamification Educational Videos, Lectures, Podcasts, Flipped Classroom, Resources Picture and Image Editing Applications, presentation & screen casting, Social Networking Applications Online Interactive White Board resources 3.2 Vikaspedia, Prashikshak A-VIEW(Amrita Virtual Interactive e-Learning World), spoken tutorial, Talk to at teacher, Online dictionaries and encyclopedias, Teachers of India Portal	• Seminar • Assignment • Lecture • Seminar with visual presentation • Lecture • Peer learning • Hands on Experience	• Observation • Assignment • Report of discussion • Tests (oral & written) • Report of seminar

Virtual learning Environment 14. Uses appropriate hard-ware in teaching learning	3.3 FOSSEE (Free and Open Source Software in Education) 3.4MOOCS as a pace for continuous learning. 3.5 Online platform For Learning National Programme on Technology Enhanced Learning (NPTEL), Khan Academy Course MIT Open Course Ware (OCW), Open Culture Educational Technology Services, Berkeley University Umass Boston Open Course Ware Open University Utah State Open Course Ware Cosmo Learning EdX 3.6 Virtual learning Environment - Virtual laboratory 3.7 Using appropriate Hardware (CD/DVD, projectors, interactive boards		

UNIT-IV: ICT INITIATIVES OF GOVERNMENT OF INDIA

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the ICT initiatives of Government of India 2. Uses the ICT initiatives of Government of India as a resource for teaching and learning	4.1National Knowledge Network, SWAYAM (Study Webs of active- Learning for Young Aspiring Minds), The National Mission on Education through Information and Communication Technology NMEICT), National Digital Library (NDL)National Repository of Open Educational Resources (NROER), Shaala Darpan, The National Programme on School Standards and Evaluation (NPSSE)-Shaala Sidhdhi, Saransh, E-Pathshala, e-PG Pathshala, Online Labs(OLabs), e-BASTA, geographic information system (GIS)in schools, Swayam Prabha, National Award For Teachers Using ICT For Innovation In Education .Bharatvani project: a portal to deliver knowledge in all Indian languages, e-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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discuss the purposes techniques and scope of ICT for evaluation 2. Identifies the Software tools for evaluation 3. Constructs test and quizzes using software's 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. Identifies Software for Classroom management 8. Recognizes the need for cloud computing in education	5.1 ICT for Evaluation– purposes and techniques of evaluation, scope of ICT for evaluation 5.2 Software tools for evaluation – Constructing tests / quizzes using ICT Assessment rubrics 5.3 Online assessment- criteria, norms standards and benefits. 5.4 Techniques of Online Assessment Multiple-choice tests, True-or-false items, Essays, Short-answer tests, Online games, Student journaling, blogging and wiki building Online, digital or Portfolios 5.5 Online Surveys & Polls: Tools 5.6 cloud computing in Education 5.7 Role of ICT in educational administration and management- Software for Classroom	• 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 edub logs 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.
5. Evaluate an e-lesson of any approved educational agency.

📖PRESCRIBED READINGS

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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.
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8. Helen Barrett. (2012).ICT Resources for Assessment.'mPortfolios, Step-by-Step Model', available:https://sites.google.com/site/mportfolios/home/step-by-step-model.
9. Imison.T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
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13. Mason Robin & Frank R. (2006) . E-learning - The key concepts. Routledge, New York.

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15. Phillips, Rob. (1997). The Developer's Handbook to Interactive Multimedia: A practical guide for educational application. London: Kogan Page.
16. Rejesekaran S. (2007).Computer Education and Educational Computing. NewDelhi: Neel Kamal Publishing PvtLtd.
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.
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20. Sinha.P.K.& Sinha,.P. (2011). Computer Fundamentals(6th Edn.) New Delhi: B.P.B Publications.
21. Vaughan, T. (1999) .Multimedia making it work. New Delhi: Tata McGraw Hill.

🕮 SUGGESTED READINGS

1. Lee, William.W, Diana L Owens (2001) .Multi-media – Based Instructional Design:
2. Mallik, Utpal .et al. (2001). Leaning with Computers Level III. NCERT New Delhi
3. Phillips. R (1997). Interactive Multi-media London: Kogan Page.
4. Prem kumar & Ajit. K. Ghosh (1991). Management Information and Communication System. New Delhi: Manas Publications.
5. Rosenberg, M.J. (2001). e-learning New York: McGraw Hill.

Course Code: M2TC1710 Tool Course

M.Ed. DEGREE PROGRAMME
SEMESTER – II
BASICS IN EDUCATIONAL RESEARCH
(4 credits – 120 hours)

✍ **COURSE OBJECTIVES:**

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

1. acquire knowledge of research in Education.
2. develop skill in writing a research proposal.
3. compare quantitative and qualitative research methods.
4. select suitable sampling techniques.
5. analyze the essential characteristics of quantitative data.
6. apply the descriptive and inferential statistics in research.

UNIT I: NATURE AND PROCESSOF REASEARCH

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes characteristics and need for Educational Research 2. Identifies different types of research 3. Identifies the phases of research process 4. Identifies the different types of hypothesis 5. Discriminates different forms of hypothesis 6. Prepares research proposal	1.1Research:Meaning and definition 1.1.1Characteristics of research 1.1.2Need for Educational Research 1.1.3Criteria of good research 1.2Types of Research 1.2.1Basic Research, Applied research and Action research 1.2.2Qualitative and quantitative research 1.1 Phases of Research process 1.3.1 Identifying a problem 1.3.2Reviewing the related literature 1.3.3 Formulation of Hypothesis 1.3.4 Hypothesis – meaning Types, forms and criteria of a hypothesis 1.3.5 Selection of sample 1.3.6 Collecting data 1.3.7 Analyzing and interpreting data 1.3.8 Reporting research 1.4 Research proposal – Meaning, Importance-writing a research proposal	• Lecture • Group discussion • Seminar • Peer learning • Digital presentation • Assignment • Workshop	• Tests (Written/ oral) • Observation • Seminar presentation • Assignment evaluation • Preparation of Research proposal

UNIT II: -QUANTITATIVE AND QUALITATIVE METHODS OF RESEARCH

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Identifies the characteristics and types of quantitative and qualitative research methods 2.Differentiates between quantitative and qualitative research 3.Describes principles of mixed research	2.1 Introduction – characteristics of Quantitative research 2.2 Types of quantitative research 2.2.1Survey Research 2.2.2 Causal Comparative Research 2.2.3 Experimental Research 2.3 Qualitative Research- Meaning and characteristics 2.4 Types of Qualitative Research 2.4.1 Case study 2.4.2 Historical research 2.4.3 Genetic studies 2.4.4 Document analysis 2.4.5 Triangulation in Qualitative research 2.4.6 Mixed research – Meaning principles, types, strength and limitations	• Briefing / Lecture • Seminar • Digital presentation • Group activity • Assignment • Brain Storming • Peer learning • Expert talk • Auto instruction	• Questioning • Tests(written/ oral) • Observation • Assignment evaluation • Seminar Presentation

UNIT III: SAMPLING TECHNIQUES

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Selects appropriate correlation techniques to measure the strength of relationship between two variables 3 Predicts an unknown variable using regression analysis 4 Identifies the role of inferential statistics in measuring the possible impact of sampling error 4. Interprets a normal distribution with its deviations 5. Determines the effect of sample size on confidence intervals	3.1 Descriptive statistics –concept 3.2 Concept of Correlation 3.2.1 Product moment, Rank correlation, Partial and Multiple correlation – their meaning significance and issues in interpretation. 3.3 Linear regression - predicting an estimate and its preciseness. 3.4 Inferential statistics - concept 3.5 Standard scores 3.5.1 Standard error of estimate 3.5.2 Sampling error 3.6 Central limit theorem 3.7 Normal probability Curve- characteristics and applications 3.7.1 Skewness and Kurtosis 3.7.2 Confidence intervals	• Introductory • lecture • Visual presentation • Interactive session • Problem analysis/ • problem solving • Home assignment	• Oral Test • Problem sheets

UNIT IV: QUANTITATIVE DATA ANALYSIS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1. Differentiates Between population and sample 2. Analyses the steps in sampling design 3. Identifies the characteristics of a good sample design 4. Differentiates Between probability sampling and non-probability sampling	4.1Meaning and definitions of population and sampling 4.2 Sampling design 4.2.1 Steps in sampling design 4.2.2 Characteristics of a good sample Design 4.3 Types of sampling. 4.3.1Probability Sampling random, Stratified random, systematic, Cluster, multistage random Sampling 4.3.2 Non- probability Sampling purposive, Quota, convenience sequential, snowbell sampling	• Briefing/ Lecture • Digital presentation • Discussion • Peer learning • Assignment • Group activity	• Questioning • Tests (Written/ Oral) • Observation • Assignment evaluation

UNIT V: DESCRIPTIVE AND INFERENTIAL STATISTICS

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1.Recognizes with the concepts of central tendency and dispersion. 2. Identifies relevant measures of central tendency and dispersion. 3.Interprets the coefficient of relative variation.	5.1 Central tendency – concept 5.1.1 Measures of central tendency- Arithmetic mean, Median, Mode, Geometric mean and Harmonic mean. 5.2 Position values – Quartile, Deciles and Percentiles 5.3 Measures of dispersion–Range, Standard deviation, Quartile deviation, Mean Deviation. 5.4 Coefficient of relative variation	• Introductory • lecture • Group discussion • Peer learning • Problem analysis/ • problem solving	• Concept maps • Problem sheets

SUGGESTED ACTIVITIES (Any two)

1. Prepare an Action Research Report.
2. Prepare a model research proposal.
3. Prepare an employee data file from neighboring institution and find whether the starting salary is correlated with the current salary.
4. Construct a normal probability curve based on the marks secured by the students in any text in your institution and interpret the result.

🕮 PRESCRIBED READINGS

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2. Best. J. W and Kahn. J.V (2008), Research in Education, (10th ed) New Delhi Prentice Hall of India: Private Limitated.
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🕮 SUGGESTED READINGS

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8. Louis Cohen et.al(2013) Research Methods in Education (7^{th} ed) London; Routledge Taylor and Francis Group.
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10. Mridula. Educational Statistics at A Glance. Association of Indian Universities, New Delhi.

Course Code:M2SD1711 Specialisation Course

M.Ed. DEGREE PROGRAMME

Semester II

ADVANCED METHODOLOGY IN SCIENCE EDUCATION

(4 credits – 120 hours)

✍ **COURSE OBJECTIVES:**

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

1. Acquire knowledge about the nature of Science as a dynamic, expanding body of knowledge.
2. understands the goals and objectives of teaching Science.
3. develop the skills needed for devising the Science curriculum and for developing support materials for curriculum transaction.
4. apply the ideas of research in Science education
5. appreciate the implication of technology in teaching Science education.

UNIT- I: NATURE OF MODERN SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Identifies the development of science over centuries 2.Recognises the social and personal values 3. List out various Process skills in science	1.1 Science -Nature and Scope 1.2 Development of Science over the Centuries 1.3 Social Functions of Science: 1.3.1Social and Personal Values of Science Education 1.4 Science Education in the Modern perspectives 1.4.1Nature and use of Scientific Method 1.5 Science and Philosophy: Positivism and Constructivism 1.6 Scientific Literacy 1.7 Process Skills in Science 1.7.1Basic Processes 1.7.2 The integrated Processes 1.7.3 Its Application	• Discussion • Lecture • Seminar • Peer learning	• Tests (oral/ written) • Assignment • Seminar

UNIT-II: GOALS AND OBJECTIVES OF SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the international goals of science education 2. Report the national goal given by various commissions 3. Express the Idea of taxonomy of educational objectives	2.1 Internation Goals of Science Education 2.1.1Science Technology And Society (STS)Goals 2.2 National Goals of Science Education given by various Education commissions 2.3 National Curriculum Frame Work(2005) 2.4 Taxonomies of Educational Objectives: Cognitive, Affective and psychomotor 2.4.1 Taxonomies of a) Bloom, b) Simpson, c) Dave Anderson d) Krathwohl, e) Mc Comark f) Yager 2.4.2 Integrating the taxonomies for science education 2.4.3 Specific performance objectives of physical science / Biological science (according to own discipline)	• Small group discussion • Lecture-discussion • Digital presentation • Peer learning	• Report writing • Test (oral/written) • Seminar • Assignment

UNIT-III: CURRICULA TRENDS IN SCIENCE EDUCAION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Explain the various curricular development approaches 2.Point out the development of curricular materials 3.Prepare the curricular material for teaching	3.1 Curriculum Development Approaches: 3.1.1Unified 3.1.2Disciplinary 3.1.3Interdisciplinary 3.1.4Integrated 3.2 Correlated-Patterns: 3.2.1Subject centred 3.2.2Teacher initiated 3.2.3Learner initiated 3.3 Development of Curricular materials 3.3.1 Textbooks 3.3.2 Learning supplements 3.3.3 Teacher texts 3.3.4Other enrichment materials 3.4 Curriculum Evaluation 3.4.1Principles 3.4.2 Instrumentation 3.4.3Strategies	• Digital presentation • Discussion • Assignment • Lecture	• Test(oral/ written) • Seminar • Science text • Book analysis

UNIT-IV: RESEARCH IN SCIENCE EDUCAION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Recognizes the research in science education 2. Apply the idea of research in classroom learning 3. Illustrate the ethics in research	4.1 Research in Science Education in India and other countries 4.2 Implications of Science Education researches on classroom practices 4.3 Classroom research in Science 4.3.1Need and scope 4.3.2Research methods in Science Education 4.4 Ethics in research, Plagiarism.	• Discussion • Lecture • Peer learning	• Assignment • Test (oral/written) • Seminar

UNIT-V: TECHNOLOGICAL RESOURCES FOR SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. List out the resources for science education 2. Identifies the relevance of social network sites in science education 3. Prepare the user generated content 4. Justify the use of internet in science classroom	5.1 ICT based resources - Scope 5.2 Resources: multimedia, internet, e-book, reader, open learning resources, online repositories, virtual libraries, e-journals, e-projects, webinar, m-Learning 5.3 Social networking Sites in science education 5.3.1 You tube 5.3.2 Flicker 5.3.3 Virtual field trips 5.3.4 Virtual labs 5.3.5 Virtual classrooms 5.3.6 User Generated Content (UGC) a) wikis b) blogs c) podcasting d) discussion forum e) tweets f) audioforum g) other forms of media 5.4 Internet in the Science Classroom 5.4.1 Internet enabled e- Content 5.4.2 Steps for using Internet in the science classroom 5.4.3 Internet safety in the classroom – cyber security and cyber ethics	• Digital presentation • Discussion • ICT resource • Peer learning • Hands on experience • Lecture	• Test(oral/ written) • Seminar • Assignment • Blog preparation • Report writing

SUGGESTED ACTIVITIES (Any two)

1. Conduct a panel discussion on development of science over centuries.
2. Write a report on research in science education (Indian and abroad).
3. Critically analyse the higher secondary school Science syllabus in Tamil Nadu.
4. Prepare a BLOG of your own and submit the hard copy of the same.

🕮 PRESCRIBED READINGS

1. Bhatt, B. D. and Sharma, S. R. (1993).Methods of science teaching. New Delhi: Kanishka Publishing House.
2. Radha Mohan. (2010). Teaching of physical science. New Delhi: Neelkamal Publishers.
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5. Dembo, Myron H. (1990).Applying Educational Psychology in the classroom. New York: Longman.
6. Devereux, Jane (2007). Science for primary and early years. Los Angeles: Sage publications.
7. Ediger Marlow and Rao, D. B. (1996).Science curriculum. New Delhi: Discovery publishing House.
8. Eggen, Paul D.et al.(1979).Strategies for teachers. Englewood cliffs: Prentice hall.
9. Elizabeth Hegarthy (l99) The student Laboratory and Science curriculum. New York: Rout ledge.

10. Martin, David Jerner (2006). Elementary Science Methods: A Constructive Approach'(Ed.W). Singapore: Wadsworth Publishing.
11. Nivek, P. S. (1 993).Science and social change. New Delhi: Himalaya publishing House.
12. Parkinson, John (1994). The Effective Teaching of secondary science. New York: Longman.
13. Petrina, Stephen (2007).Advanced teaching methods for the technology classroom. Her shey: Information Science Publishing.
14. Sharma.H.L. (1989).School science education in India. New Delhi: Common Wealth Publishers.
15. Singh.V. K. and Nayak, A. K. (1997).Teaching of science. New Delhi: Common Wealth Publishers.
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Course Code: M2SD1712 Specialisation Course

M.Ed. DEGREE PROGRAMME
Semester – II
ADVANCED METHODOLOGY IN MATHEMATICS EDUCATION
(4 credits -120 hours)

✍ **COURSE OBJECTIVES:**

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

1. develop understanding of the nature and significance of Mathematics Education.
2. familiarise instructional strategies in Mathematics education based upon modem innovative approaches and practices.
3. acquaint with curriculum development in Mathematics Education.
4. familiarise with the assessment techniques in Mathematics Education.
5. develop the skill of doing research in Mathematics Education.

UNIT-I: NATURE AND SIGNIFICANCE OF MATHEMATICS EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the nature of mathematics 2. Develops the ability to appreciate the contribution of various mathematicians 3. Develops the ability to correlate mathematics with other subjects	1.1 Mathematics Education-Nature and scope, Need and significance 1.2 Historical development of Mathematics with special reference to the developments in the20th and 21st century 1.3 Correlation of mathematics and other subjects in the primary school, high school and higher secondary School 1.4 Aims of teaching Mathematics as suggested in NCF (2005) 1.5 Taxonomy of objectives and specific objectives in the instructions of Mathematics	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• Test (oral/written) • Reports • Paper presentation and Evaluation • Evaluation of assignments

UNIT-II: STRATEGIES FOR TEACHING AND LEARNING MATHEMATICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Designs instructional strategies and techniques in mathematics education based upon modern innovative approaches and practices 2. Develops the skill of using models of teaching mathematics	2.1 Approaches for teaching 2.1.1 Learner centred approach 2.1.2 Life centred/ Environment based approach 2.1.3 Inductive and deductive approaches 2.1.4 Analytic and synthetic approaches 2.1.5 Mastery learning approach 2.1.6 Heuristic approach 2.2 Models of Teaching 2.2.1 Glaser's Basic Teaching Model 2.2.2 Bruner's concept Attainment Model 2.2.3 Inquiry Training Model 2.2.4 Inductive Thinking Model 2.2.5 Cognitive Development Model	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• Test (oral/written) • Reports • Paper presentation and Evaluation • Evaluation of • assignments

UNIT-III: MATHEMATICS CURRICULUM

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with Curriculum development in Mathematics Education	3.1 Curriculum – meaning, scope, process, aims and objectives 3.2 Principles of Curriculum construction and organization 3.3 Need for changing Mathematics curriculum– social needs, developments in the discipline of Mathematics 3.4 Approaches to curriculum organisation- logical and psychological, topical and spiral, correlational approaches	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• Test (oral/written) • Reports • Paper presentation • and Evaluation • Evaluation of • assignments

UNIT-IV: ASSESSMENT IN MATHEMATICS LEARNING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Assimilates the strategies of evaluation and design the tools of evaluation. 2. Develops the skill to construct and standardize achievement test in Mathematics	4.1 Evaluation of learning outcomes in Mathematics 4.2 Teacher made tests and Standardized Tests 4.3 Construction and standardization of achievement test in Mathematics 4.4 Diagnostic testing and remedial instruction in Mathematics – Need and importance 4.5 Types of evaluation 4.5.1 Formative and summative 4.5.2 Continuous & Comprehen-sive Evaluation 4.5.3 Norm referenced and criterion referenced evaluation	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• Test (oral/written) • Reports • Paper presentation • and Evaluation • Evaluation of • assignments

UNIT-V: RESEARCH IN MATHEMATICS EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develops the skills of research	5.1 Importance of Research in Mathematics education 5.2 Action research in Mathematics education 5.3 Areas of research in Mathematics education.	• Lecture • Digital presentation • Seminar • Discussions • Assignment	• Test (oral/ written) • Reports • Paper presentation and Evaluation • Evaluation of assignments

SUGGESTED ACTIVITIES (Any two)

1. Prepare sample lesson transcripts in tune with selected models of teaching.
2. Analyse any selected Mathematics curriculum in the high school in the light of the principles of curriculum development.
3. Prepare an achievement test in Mathematics and standardize it on a small sample.
4. Review of any five research studies in Mathematics Education and discuss the implications of the study.

🕮 PRESCRIBED READINGS

1. Aggarwal.J.C .(2008). Teaching of Mathematics. UP: Vikas Pubishing House.
2. Bhatia.K.K. (2001). Foundations of teaching learning process. Ludhiana: Tandon Publications.
3. Bruce, Joyce & Weil, Marsha. (2004). Models of Teaching. U.K: Prentice Hall of India.
4. James, Anice. (2005). Teaching of Mathematics. New Delhi: Neelkamal Publications.
5. Kulshreshtha, A.K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot.
6. Sidhu.K.S. (2000). Teaching of Mathematics. New Delhi: Sterling Publishers.

🕮 SUGGESTED READING

1. Costello,J. (1991). Teaching and learning of mathematics. London: Routledge Publications.
2. Ediger, M & Rao, D.B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
3. Mustafa, M. (2005). Teaching of Mathematics. New Delhi: Deep and Deep Publications.
4. Pratap.N. (2008). Teaching of Mathematics. Meerut: R. Lall Books Depot.
5. Siddizui, M.H. (2005). Teaching of Mathematics. New Delhi: APH Publications.

💻 WEB RESOURCES

1. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/math.pdf
2. http://evaluationtoolbox.net.au/index.php?option=com_content&view=article&id=11&Itemid=17
3. http://math.arizona.edu/~atpmena/conference/proceedings/Damodharan_Innovative_ Methods.pdf

Course Code: M2SD1713 Specialisation Course

M.Ed. DEGREE PROGRAMME

Semester – II

ADVANCED METHODOLOGY IN LANGUAGE EDUCATION

(4 credits- 120 hours)

✍ **COURSE OBJECTIVES**

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

1. appreciate the major perceptions in teaching and learning of language
2. comprehend the methods, approaches and techniques in language teaching and learning
3. develop language skills
4. identify and incorporate suitable ICT enabled learning resources for language acquisition
5. recognise contemporary assessment practices that are in exercise in the field of language teaching for professional development

UNIT- I: PERSPECTIVES IN TEACHING AND LEARNING OF ENGLISH

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Understands the nature, functions, scope, aims, objectives and principles of language teaching and Learning 2. Identify the role of language in cultural conception 3.internalizes language theories	1.1 Language:Nature, Functions and Scope, Aims, Objectives and Principles 1.2 Language and Culture-Language Acquisition: L1, L2, L3 -Role of Family and Community Resources in English Language Acquisition 1.3 Theories in Language Learning :Psycho-linguistic, Socio-linguistic and Neuro-linguistic	• Group discussion • Seminar • Assignment • Lecture-briefing	• Seminar presentation • Assignment • Evaluation • Evaluating the Level of participation

UNIT-II: APPROACHES AND TECHNIQUES IN ENGLISH LANGUAGE TEACHING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Apply the approaches and techniques in language teaching and learning 2. Designs innovative strategies to enhance English language learning	2.1Methods and Approaches - Task-based Learning Approaches-Natural Approach, Humanistic Approaches, TPR, Silent Way–, Cooperative Learning 2.2 Innovative Strategies and Techniques for Teaching Language Skills -Language Elements [Vocabulary and Structures] and Literary Elements : Imagery, Figures of Speech	• Digital presentation • Assignment • Peer Learning • Lecture - briefing	• QA Session • Evaluation of • assignment • Test (written/oral)

UNIT-III: ENHANCING PROFICIENCY IN LANGUAGE SKILLS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Develop language skills	3 .1 Developing Basic Language Skills [LSRW] 3.2 Listening: casual, intensive, top down-bottom up listening, listening with purpose and listening for comprehension 3.3 Speaking – Conversational, oratory and presentation skills as well as pronunciation 3.4 Reading – literal, Inferential, critical and creative 3.5 Writing – graphic and creative, expository and academic –Editing Process 3.6 Barriers in oral and written communication in English – Strategies for Effective – communication Networks – Teacher as an Effective Communicator	• Peer Learning • Lectures • Digital presentation • Multimedia • Approach • Seminar • Invited Talk • Self-study	•Test (written/ oral)

UNIT-IV: DESIGN OF ELT CURRICULUM IN THE MULTILINGUAL CONTEXT AND INCLUSION OF DIGITAL TECHNOLOGY IN LANGUAGE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Identifies and incorporates suitable ICT enabled learning resources for language acquisition 2.Practices suitable instructional strategies for teaching language	4.1 English Language Curriculum for the 21st century Learners - Need based, objective based, Learner-centred, Activity based, Process-oriented, Task-based, Issue-based, Life-centred, ICT-enabled Multi-lingualism – Three Language Problems of ELT in Multi Lingual Context of India 4.2 Role of Teacher and Learner in Digital Era – Teacher as techno – pedagogue –Digital Native and Migrants Technology enabled Language teaching and learning – multimedia labs – CALL, Blended learning, e-Learning, m-Learning, Online tutoring – Forum – Wiki – Blog – Video Conferencing, Open Educational resources- Virtual class rooms, e-Library, e-journals, Audio podcasts, online Language Games, Film clips	• Lecture • Small Group • Discussion • Group • Discussion • Seminar • Assignment	• QA Session • Test (oral/ written)

UNIT-V: ASSESSMENT AND PROFESSIONAL DEVELOPMENT FOR ENGLISH LANGUAGE TEACHERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Discovers contemporary assessment practices that are in exercise in the field of language teaching 2. Identifies the need to enhance professional competency	5.1Continuous and Comprehensive Evaluation– Grading - Self-evaluation, Peer evaluation and Teacher evaluation- Language Tests for vocabulary, grammar, pronunciation, listening, speaking, reading, writing - 'Live' monitoring – Analysis of Learners' written text and spoken text- progress tests, proficiency tests and placements tests- IELTS, TOEFL, TKT, TET, SET, NET 5.2 Changing role of teachers – Professionalism of English language Teachers – Professional competencies- Pre-service and In-Service Training for Language Teacher – Strategies of Professional Development: Orientation Programmes,	• Group tasks by assigning specific roles • Active learning strategies • Brain storming • Group discussions • Seminars • Digital Presentation	• Participation in brain storming / • Relevance of ideas • Observation • Seminar reports • Participation in the Seminar • QA Session • Observation

	Refresher Courses, Seminars, Symposium, Panel Discussion, Workshops, Conferences, Self-study, Study Groups and Study circles, Book clubs, Extension Lectures, Research Colloquium		

SUGESTED ACTIVITIES (any two)

1. Analyze the Current Pedagogic Practices in ELT with special reference to Schools under State Syllabus in Tamilnadu and submit a report.
2. Design Instructional Strategies and Teaching Learning Materials to address the Children with Special Needs (CWSN) in the Language Classroom.
3. Prepare an innovative strategy to enhance English language learning.
4. CD on Language Games (5 nos.).

🕮 PRESCRIBED READINGS

1. Bhattacharya, Indrajit (2002). An Approach to Communication Skills. New Delhi:Dhanpat Rai & Co. Books.
2. Amritavatli, R, (1999): Language as a Dynamic Text: Essays on Language, Cognition and Communication.CIEFL Akshara series. Hyderabad: AIllied Publishers.
3. Alexander ,L.G. (1975) .A first book in comprehension ,précis and composition .Longman :Hongkong.
4. Brewster Jean ,Gail Ellis and Denis Giraf (1992).The primary English teachers's guide Penguine Bokks :London.
5. Choudhary, N.R, (2002) :English Language Teaching, Himalaya Publish House, Mumbai.
6. Cameron ,Lynne (2001) .Teaching language to myoung learners.Cambridge University Press :Cambridge Dave, Pratima S, (2002): Communicative Approach to the Teaching of Bachelor of Education English as A Second Language, Himalaya Publishing House, Mumbai.

7. Kohli A.L (2001) .Techniques of teaching English in the new millennium. Dhanpat Rai :New Delhi.
8. Singh Y.K (2005)Teaching of English .APH Publishing Corporation :New Delhi.
9. Bond, L G et at (1980): Reading Difficulties- Their Diagnosis and Correction, New York, Appleton - Century Crafts.
10. Byrne, D (1975): Teaching Writing, London, Longman.

🕮SUGGESTED READINGS

1. Nunan, David (1989). Syllabus Design: Language Teaching. Oxford: Oxford University Press.
2. Richards, J., & Rogers, T.. Approaches And Methods In Language Teaching Cambridge: Cambridge University Press.
3. Roberts, Michael and Carol Griffiths. Errors Correction And Good Language Learners Cambridge Language Teaching Library.
4. Sharon, A.R & Trina, L.V (2008) Constructivist Strategies for English Language learners. Crown press, USA.
5. Tickoo, M.L. (2004). Teaching and Learning English: A Source Book for Teachers andTeacher Trainees. New Delhi: Orient Longman.
6. Ur Penny and Andrew Wright (1992). Five Minute Activities: A Resource Book for Language Teachers. Cambridge: Cambridge University Press.
7. Choudhary, N.R, (2002) :English Language Teaching, Mumbai:Himalaya Publish House.
8. Dave, Pratima S, (2002): Communicative Approach to the Teaching of English as a Second Language, Himalaya Publish House, Mumbai.
9. David, E (1977): Classroom Techniques- Foreign Languages and English as a Second Language, New York, Harcourt Brace.
10. Bloom, B.S. (1971). Handbook on Formative and Summative Evaluation of Student Learning. USA: McGraw Hill, Inc.

Course Code: M2SD1714 Specialization Course

M.ED. DEGREE PROGRAMME

Semester: II

ADVANCED METHODOLOGY IN SOCIAL SCIENCE EDUCATION

(4 credits – 120 hours)

✍ **COURSE OBJECTIVES**

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

1. understand the nature and scope of the concept of Social Sciences in relation with education and curriculum.
2. apply principles and techniques of organization of Social Science curriculum.
3. familiarize with the processes of curriculum development (renewal, designing and dimensions)
4. develop skill in instructional strategies of teaching and learning of Social Sciences.
5. develop competencies through practical experiences to become an effective teacher in social science.

UNIT- I: NATURE AND SCOPE OF SOCIAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Defines the nature and meaning of Social Sciences. 2.Discuss the evolutionary concept of Social Sciences.	1.1.Nature, scope and meaning of Social Science with special emphasis on there cent trends in the discipline. 1.2.Interdisciplinary approach of Social Science education 1.3.Evolution of the concept of Social Science – Individual, Social, Cultural. 1.4.National and International consideration of social science.	• Lecture • Group discussion • Interactive session • Self Learning • QA Session	• Test (Oral/ Written) • Report writing

UNIT-II: AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies and analyze the aims and objectives of teaching social sciences.	2.1 Aims and objectives of teaching social sciences in schools 2.2 Relevance of teaching social science in school curriculum. 2.3 Categorization of objectives: Cognitive, Affective and Psycho-motor domains. 2.4 Specific objectives in the instruction of social sciences	• Lecture • Discussion • Seminar • Assignment	• Test (oral/written) • quiz • Assessing seminar • presentation and report

UNIT-III: CURRICULUM CONSTRUCTION IN SOCIAL SCIENCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with Trends and principles in the construction of Curriculum. 2. Studies and prepare critical report of social science text book in the secondary level.	3.1.Nature of curriculum, changing curriculum patterns, different approaches 3.2.Components of social science curriculum: Traditional and modern approaches of framing curriculum 3.3.Principlesof curriculum construction, patterns of curriculum designs 3.4.Organization of the social studies course sequence in the social studies curriculum 3.5.Curriculum evaluation: need, nature and aspects of curriculum evaluation 3.6. Sources of obtaining evaluation information 3.7. Critical study of the existing social science syllabus of secondary schools in the state of Tamil Nadu in the light of the theories of curriculum construction	• Lecture • Discussion • Seminar • Assignment • Self-learning • QA Session	• Test (oral/written) • Assessing seminar • presentation and • paper

UNIT-IV: STRATEGIES FOR SOCIAL SCIENCE INSTRUCTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyzes the unique features of various strategies for Social Sciences instruction. 2. Prepares models based on models of teaching.	4.1 Psychological considerations of Social Science instruction 4.1.1Humanistic theories (CarlRogers and Abraham Maslow) and Learning Social science in inclusive classrooms. 4.1.2 Gagne's hierarchy of learning and conditions of learning 4.1.3 Cognitive Theory(Piaget, Bruner, & Ausubel) and its implications for instruction in social science 4.2. Instructional Models in Social science 4.2.1. Social Inquiry model 4.2.2. Master Learning Model 4.2.3. Advanced Organizer Model 4.2.4. Concept Attainment Model 4.2.5. Constructivist Theory and Practice 4.2.6. Jurisprudential Model	• Lecture • Discussion • Seminar • Assignment • QA Session	• Test (Oral/Written) • Assessing seminar presentation and paper

UNIT- V: TECHNOLOGY IN SOCIAL SCIENCE EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the technological concept of social science education. 2. Uses technological gadgets in teaching the discipline.	5.1Individualized instruction, Programmed learning; developing programmed learning materials. 5.2 Micro teaching - Advantage and Limitations. 5.3 Team teaching- characteristics – types - advantages and limitations. 5.4Modular approach: procedure and possibilities in the development of a module. 5.5 Audio-video laboratory; concept of social Science laboratory, Archives 5.6Auto-type recording, radio television and satellite communication system EDUSAT in class Rooms 5.7 Integration of ICT in learning and teaching social science	• Lecture • Discussion • Seminar • Assignment • QA Session	• Test (Oral/Written) • Assessing seminar • presentation and paper

SUGGESTED ACTIVITIES (Any two):

1. Preparation of pedagogic analysis of some selected topics from social sciences and submit a report.
2. Preparation and administration of a diagnostic test and suggestion for remedial teaching.
3. Critically analysis of social science text book and prepare an album / scrap book on a particular topic/unit.
4. Select any three topics from website pertaining to social science curriculum of secondary level and prepare a report.

📖PRESCRIBED READING:

1. Aggarwal.J.C. (1982). Teaching of social studies. New Delhi: Vikas publishing house.
2. Arora.G.L.(1988). Curriculum and Quality in Education, New Delhi: NCTE.
3. Bining, A.C., & Bining. (1952). Teaching of social studies in secondary schools. Newyork: Mc Graw Hill Co.
4. Hunt,F. Eligin., & Colander, C. David.(2012). Social Science: An introduction to the study of society (13th Ed.). New Delhi: Pearson.
5. Joyce, B. & Weil, M. (1985). Models of teaching (2nd Ed.). New Delhi: Prentice hall of India.
6. Sharma, S.P. (2011). Teaching of Social Studies. New Delhi: Kanishka Publication distributions.
7. Talla, M. (2012). Curriculum development perspectives, principles and issues. New Delhi: pearson pvt Ltd.
8. Kohila, A. S. (1996). Teaching of Social Science. New Delhi: Anmol Publications pvt ltd.
9. Leslie, W.T. & W.R. Bybee. (1996). Teaching secondary school science. Messachusettes: Allyn and Baconine.
10. NCTE. (2001). National Curriculum Framework for School Education, Report Edition. New Delhi: NCERT.
11. Sivarajan. K., Thulaseedaran, & Vijayan, N. K. (2007) Social science education: Methodsand techniques of teaching. Calicut: Calicut university co-operative store.

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1. Aggarwal, J.C. (1982). Teaching of social studies. New Delhi: Vikas publishing house.
2. Arora, G.L.(1988). Curriculum and Quality in Education, New Delhi: NCTE.
3. Bining, A.C., & Bining. (1952). Teaching of social studies in secondary schools. Newyork: Mc Graw Hill Co.
4. Haroon, S., & Nasleer, A. (2012). Teaching of Social Science. New Delhi: Dorling Kindersley.
5. Joyce, B. & Weil, M. (1985). Models of teaching (2nd Ed.). New Delhi: Prentice hall of India.
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8. Kohila, A. S. (1996). Teaching of Social Science. New Delhi: Anmol Publications pvt ltd.
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10. Martin, David Jerne. (2006). Elementary Social Science Methods. A constructive approach. Singapore: Wordsworth Publishing.
11. NCTE. (2001). National Curriculum Framework for School Education, Report Edition. New Delhi: NCERT.
12. Ronis, Diane. (2007). Brain compatible assessment. California: Corwin Press, Sage Publications.
13. Sivarajan. K., Thulaseedaran, & Vijayan, N. K. (2007) Social science education: Methods and techniques of teaching. Calicut: Calicut university co-operative store.
14. Zais, R.S. (1976). Curriculum principles and foundations. Newyork: Thomas Y. Crowell Co