

Course Code: M3PC1715

Perspective Course

M.Ed. DEGREE PROGRAMME**Semester: III****CURRICULUM DEVELOPMENT**

(4 credits - 120 hours)

☞ COURSE OBJECTIVES:

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

1. develop understanding about the concept of the curriculum development and its determinants.
2. appreciate the components of curriculum design and its approaches.
3. analyse the process and models of curriculum development.
4. evaluate the factors necessary for effective curriculum implementation and transaction.
5. develop favorable attitude towards curriculum evaluation and continuous updation.

UNIT I: CONCEPT OF CURRICULUM DEVELOPMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1.Explains curriculum meaning, definition, need, importance, principles and types	1.1 Curriculum: meaning, definition, need, importance, principles and types	<ul style="list-style-type: none"> • Lecture-discussion • Digital presentation 	<ul style="list-style-type: none"> • Assignments • Report • Test (written/oral)
2.Discusses curriculum planning and its related issues	1.2 Curriculum planning and related issues	<ul style="list-style-type: none"> • Peer Learning • Brainstorming 	
3.Differentiates the foundations of curriculum	1.3 Philosophical, Sociological and Psychological, Political, Cultural and Economical foundations of curriculum	<ul style="list-style-type: none"> • Assignment • QA session 	
4.Generalizes the basic considerations in curriculum development	1.4 Basic considerations in curriculum development		

UNIT – II: CURRICULUM DESIGN AND APPROACHES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the components of curriculum design, sources and organisation 2. Appraises the design dimensions of Curriculum. 3. Compares the approaches of curriculum design 4. Classifies the curriculum designs of different philosophies, sociologies and psychologies	2.1 Components of Curriculum design –Sources of curriculum design– Horizontal and Vertical organisation 2.2 Design dimensions considerations: Scope, Integration, Sequence- Articulation, Balance and Continuity 2.3 Approaches of Curriculum design: subject-centred, learner-centred, problem-centred. 2.3.1 subject Centred Designs: Subject design, Discipline design Broad field, design and correlation design 2.3.2 Learner Centred designs: Child- centred design, Experience-centred design, Romantic design and Humanistic design	<ul style="list-style-type: none"> • Comparison of text books of any two standards (eg.VIII and IX) • Group discussion • Peer learning • Talk by experts • Digital presentation • Seminar 	<ul style="list-style-type: none"> • Assignment • Observation • Test (written/ oral) • Quiz • Presentations

UNIT-III: PROCESS AND MODELS OF CURRICULUM DEVELOPMENT

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Distinguishes Curriculum Development as a continuous and cyclic process</p> <p>2. Outlines the stages of Curriculum development</p> <p>3. Compares the different models of curriculum development</p>	<p>3.1 Curriculum Development as a continuous and cyclic process</p> <p>3.2 Stages in the Process of Curriculum development, (Need assessment, Formulation of aims, goals and objectives, Selection of content, Selection of learning experience, Organization of content and learning experience and Evaluation).</p> <p>3.3 Models of curriculum development-</p> <p>3.3.1 Technical-Scientific models (Tyler's, Hilda Taba's, Saylor and Alexander's Model)</p> <p>3.3.2 Non-technical-NonScientific models (Kohl and Holt's model and Roger's model)</p>	<ul style="list-style-type: none"> • Peer learning • ICT enabled lecture • Group discussion • Seminar • Brainstorming • Debate 	<ul style="list-style-type: none"> • Performance in activities • Test paper • Documentation • Assignments • presentation • Observation • Quiz

UNIT-IV: CURRICULUM IMPLEMENTATION AND TRANSACTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1.Describes curriculum implementation and its influencing factors</p> <p>2. Examines the models of curriculum implementation</p> <p>3.Recognizes the concept to of curricular transaction</p> <p>4. Appraises the factors of effective curriculum transaction.</p> <p>5. Justifies the procedure of organizing content at school stage</p>	<p>4.1 curriculum implementation: Concept and influencing factors</p> <p>4.2 Models of curriculum Implementation (Overcoming Resistance to change (ORC Model),Leadership Obstacle Course (LOC) Model.</p> <p>4.3 Curriculum transaction: concept and influencing factors of effective teaching</p> <p>4.4 Procedure of organizing Content: Formation of general objectives at School stage and their specification, formation of instructional objectives and their specifications, terms of expected behavior changes in the students, suggesting appropriate content to fulfill the objectives.</p>	<ul style="list-style-type: none"> • Narrative lecture • Assignment • Self study • Lecture- discussion • Video analysis • Reflective practices • Textbook analysis 	<ul style="list-style-type: none"> • Assignment • Quiz • Observation • Report • Tests

UNIT-V: EVALUATION AND CONTINUOUS UPDATION OF CURRICULUM

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Identifies the concept, need, frame work, sources and methods of curriculum evaluation</p> <p>2. Differentiates the models of curriculum evaluation</p> <p>3. Examines the need for continuous updation of curriculum</p> <p>4. Determines the factors influencing curriculum updation</p>	<p>5.1 curriculum evaluation: concept, need, framework, sources and methods</p> <p>5.2 Models of curriculum evaluation: Tyler's Objective centered Model, Stuffle beam's CIPP Model and Robert Stake's Congruence-Contingency model</p> <p>5.3 continuous updation of curriculum: need and influencing factors</p>	<ul style="list-style-type: none"> • Digital presentation • Group discussion • Seminar • Listing the factors • Brain storming • QA session 	<ul style="list-style-type: none"> • Participation in discussion • Seminar presentation • Class test • Report

SUGESTED ACTIVITIES (Any two)

1. Prepare a curriculum model based on Learner-Centred Approach.
2. Conduct a debate on models of curriculum development.
3. Undertake a comparative study of two syllabi -State Government/ NCERT.
4. Analyze the models of curriculum evaluation and prepare a report.

📖 PRESCRIBED READINGS

1. Aggarwal, Deepak. (2007). Curriculum development: Concept, methods and techniques. New Delhi: Book Enclave.
2. Arora, G.L. (1984). Reflections on curriculum. New Delhi: NCERT.
3. Curriculum and lifelong Education-Studies for UNESCO.
4. Curriculum reform – B.D. Bhatt, Kanishka Publishers, New Delhi.
5. Developing the Core Curriculum 3/ 4 roland C. Faunce, Nelson L. Bossing, Prentice Hall Of India, New Delhi.
6. Jack Walton, Great Briton- Curriculum Organisation and Design.
7. School Curriculum- Mohmmad Sharif Khan-ASHISH Publishing House, New Delhi.
8. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
9. The Improvement of Curriculum in Indian Schools H.E. Harmay, Ministry of Education.

📖 SUGGESTED READINGS

1. Evaluation and Research in Curriculum Construction-M.I. Khan I B.K. Nigam- Kanishka, Publisher, New York.
2. Curriculum Development & Educational Technology Mamidj, S. Ravishankar- Sterling Publishers.
3. Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc Publication.
4. Glatthorn, A.A Boschee, F and Whiteheed, B.M.(2009). Curriculum leadership: strategies for development and implementation, New Delhi: Sage.
5. Joseph.P.B et al. (2000). Cultures of curriculum (Studies in Curriculum Theory). New York: Teachers college press.
6. Oliva, Peter F. (1988) Developing the Curriculum. Scott and Foresman and Co.
7. Reddy, B. (2007): Principles of curriculum planning and development.
8. Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pear son Publication.

Course Code: M3PC1716

Perspective Course

M.Ed. DEGREE PROGRAMME

Semester- III

ALTERNATIVE LEARNING SYSTEMS

(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 need for alternative learning
2. understand the contributions of great educational thinkers in alternative learning system
3. apply the psychological principles in alternative learning
4. acquaint with the technological support services in alternative learning
5. understand the current developments in alternative learning system in India

UNIT- I: INTRODUCTION TO ALTERNATIVE LEARNING

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Recognizes the concept, need of alternative learning 2. Identifies the concept, objectives and scope of Formal, Non-formal and Informal learning 3. Examines the emerging concepts in alternative learning	1.1 Meaning, Concept and need for alternative learning, functions of alternative learning agencies 1.2 Formal, Non-formal and Informal learning- Meaning, Definition Objectives and Scope 1.3 Emerging concepts Adult Education, Continuing Education, Lifelong learning, Open learning, Prior learning, Distance learning/ e-learning, Skill learning	<ul style="list-style-type: none"> • Lecture/briefing • Group Discussion • Assignment • Seminar • Digital visual presentation • QA session • Peer learning • Auto instruction 	<ul style="list-style-type: none"> • Test(oral/ written) • Assignment evaluation • Seminar presentation • Observation of classroom behavior

UNIT- II: CONTRIBUTIONS OF GREAT EDUCATIONAL THINKERS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Identifies the contribution of Indian philosopher to alternative learning</p> <p>2. Analyzes the contribution of Paulo Freire, Julius Nyerere, Ivan Illich, Everett W Reimer towards alternative learning</p> <p>3. Appreciates the influence of folk schools in alternative learning</p>	<p>2.1 The essential philosophic traditions of India - Sri Raja Ram Mohan Roy, Sri Mahatma Gandhi, Sri Rabindranath Tagore, Sri Vivekananda, Sri Aurobindo</p> <p>2.2 Paulo Freire, Julius Nyerere, Ivan Illich, Everett W Reimer, contributions in the area of alternative learning.</p> <p>2.3 Folk schools influence in alternative learning- Gruntwig</p>	<ul style="list-style-type: none"> • Lecture through • visual presentation • Group Discussion • Assignment • Seminar • QA session • Auto instruction 	<ul style="list-style-type: none"> • Test(oral/ written) • Assignment evaluation • Seminar presentation • Observation of classroom behaviour

**UNIT - III: APPLICATION OF PSYCHOLOGICAL PRINCIPLES IN
ALTERNATIVE LEARNING**

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Acquaints with the principles and difference between andragogue and pedagogue 2. Recognizes the characteristics and needs of adult learners 3. Analyzes the theories of adult learners 4. Identifies the behavioral modification occurs through alternative learning	3.1 Androgogical principles of learning, difference between Andragogue and Pedagogue 3.2 Characteristics of adult learners and their learning needs 3.3 Theories of adult learning and motivating adult learners 3.3 Behavioral modifications and adult learning: from functional literacy program to lifelong learning – learning, unlearning and relearning 3.4 Monitoring and evaluation in alternative learning strategies	<ul style="list-style-type: none"> • Lecture through visual presentation • Group Discussion • Assignment • Seminar • QA session • Auto instruction • Debate 	<ul style="list-style-type: none"> • Test(oral/ written) • Assignment evaluation • Seminar presentation • Observation of classroom behavior • Discussion of debate

UNIT- IV: TECHNOLOGY SUPPORT SERVICES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the paradigm shift in the context of globalization	4.1 Stages in the context of globalization and new information technologies	<ul style="list-style-type: none"> • Lecture through • visual presentation • Group Discussion 	<ul style="list-style-type: none"> • Test(oral/written) • Assignment evaluation
2. Identifies the organization, administration and management of alternative learning system	4.2 Learning individuals to learning society – rigid curriculum Cafeteria approach	<ul style="list-style-type: none"> • Assignment • Seminar through • visual presentation 	<ul style="list-style-type: none"> • Seminar presentation • Observation of classroom behavior
3. Analyses the teaching learning process in alternative learning	4.3 Restricted Admission policies to open admission policies- knowledge approach to skill oriented approach learning for survival	<ul style="list-style-type: none"> • QA session • Auto instruction • Peer learning 	
4. Appreciate the role of traditional and innovative methodology of learning	4.4 Organization, administration and management of alternative learning system- monitoring and evaluation		
	4.5 Teaching Learning process: Analytic, Synthetic, eclectic methods		
	4.6 Application of traditional and innovative methodology in learning- participatory- Cooperative forms of learning.		

UNIT- V: CURRENT DEVELOPMENTS IN ALTERNATIVE LEARNING

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
<p>1. Identifies the role and function of different national supporting agencies in alternative learning</p> <p>2. Appreciates the role of NGOs, libraries, university/department and other central agencies in alternative learning</p> <p>3. Realizes the role of UNESCO, Hamburg declaration, world declaration in alternative learning</p> <p>4. Sensitizes with current trends in Denmark, Vietnam, Tanzania and Brazil</p>	<p>5.1 National Literacy Mission(NLM) : Structure, role and function, operational network and supporting agencies and bodies such as Ministry Of Literacy And elementary Education, State Resource Center (SRC), District Institute for Education and Training (DIET), State Institute of Educational management Administration and Training (SIEMAT), State Institute of Educational Technology(SIET), Directorate of Adult Education, etc.</p> <p>5.2 Capacity building of functionaries with focus on cognitive, affective and psychomotor domains</p> <p>5.3 Role of NGOs, Libraries, University Departments of lifelong learning and concerned Government agencies in the field</p> <p>5.4 Role of UNESCO Institute of Learning (UIL) :Sustainable Development Goals-Focus one education, Hamburg Declaration – Mumbai Statement, World declaration on higher education – cape town Statement, Polices, Projects and conferences</p>	<ul style="list-style-type: none"> • Lecture through visual presentation • Group Discussion • Assignment • Seminar through visual presentation • QA session • Auto instruction • Peer learning • Panel discussion 	<ul style="list-style-type: none"> • Test(oral/ written) • Assignment evaluation • Seminar presentation • Observation of classroom \ behavior

SUGGESTED ACTIVITIES (Any two)

1. Study and report the roles played by libraries in your locality with focus on alternative learning.
2. Identify the contributions of electronic media or print media in alternative learning.
3. Roles played by the Panchayathi Raj System in promoting alternative learning.
4. Develop a plan of action to enhance the skill development of women in your locality.

📖 PRESCRIBED READINGS

1. Homer Kempfer,(2012). *Adult education*. Surgeet Publication.
2. Nikhil Ranjan Roy (1967). *Adult education in India and abroad*. New Delhi: Chand And Co.
3. Styler,W.E,(1966). *Adult education in India*. London: Oxford University Press.
4. Mohsini,S.R(1973). *Adult education and community education Indian*. New Delhi : Adult Education Association.
5. Mathur,J.C(1972). *Adult education for women Indian*. New Delhi: Adult Education Association.
6. Geetha Ram (1991). *Adult education*. New Delhi: Anmol Publications.
7. Mohanty,S.C(1991). *National adult education programme in India*. Allaghabad : chugh Publications.
8. Saiyadain Mirza S, Murthy Nirmala And Singh,J.P (1990). *Challenges in adult education*. London :Macmillan &Co Ltd.
9. Ramaiah,Y.R(2001). *Distance education and open learning*. New Delhi: Mittal Publication.

📖 SUGGESTED READINGS

1. Allemano E(1981). *Non-formal Education*. RAMS project (Rural Assessment Manpower Survey)", Washington, D.C. Agency for International Development.
2. Ansari, N.A.(1981). *Adult education in India*. New Delhi: S.Chand & Company ltd.
3. Mohanty Jagannath, (1991). *Adult and non-formal education*. New Delhi: Deep and Deep publication.
4. Rami Reddy G., *An open learning system – innovative model of learning”*
5. Shah S.Y. (1993). *Indian adult education –historical perspectives*. New Delhi: J.N.U.
6. Singh Madam (1994). *Adult education in India*. Ambala cantt : the Associated publishers.
7. Pillai Sivadasan K.(1990). *Non-formal education in India”*, New Delhi: Criterion Publications.

Course Code: M3TC1717

Tool Course

M.Ed. DEGREE PROGRAMME
SEMESTER – III
ESSENTIALS OF EDUCATIONAL RESEARCH AND STATISTICS
(4 credits – 120 hours)

✍ COURSE OBJECTIVES:

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

1. apply different tools of educational research
2. understand with the concepts in framing and testing of hypotheses.
3. develop skills in writing dissertation.
4. understand the characteristics of parametric and non-parametric statistics.
5. develops skill in operation of statistical package for social science.

UNIT I: TOOLS OF RESEARCH

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the different tools of research 2. Selects appropriate tool for conducting research 3. Identifies the steps in constructing a research tool 4. Analyses the characteristics of a research tool	1.1 Criteria for selection Of tools 1.2 Classification of tools 1.2.1 Inquiry forms – Questionnaire, Schedule, Checklist, Rating Scale, Attitude scale (Thurstone Method and Likert Method) 1.2.2 Observation, Interview Sociometry 1.2.3 Achievement test, Aptitude test, Interest inventories, personality inventories 1.3 Steps in constructing a research tool 1.4 Standardization of a research tool 1.5 Characteristics of a research tool – validity reliability, objectivity, sensitivity and practicability	<ul style="list-style-type: none"> • Lecture / briefing • Seminar • Assignment • Peer learning • Auto instruction • Digital presentation • Workshop • Discussion 	<ul style="list-style-type: none"> • Tests (written/ oral) • Seminar presentation • Assignment evaluation • Questioning • Construction of research tool

UNIT II: TESTING OF HYPOTHESES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the procedure for hypothesis testing. 2. Differentiates between type I and Type II error 3. Differentiates between two tailed and one tailed tests	2.1 Basic concepts in testing Hypothesis 2.2 Procedure for hypothesis testing 2.3 Decision Rule 2.4 Type I and Type II errors 2.5 Two tailed and one tailed tests	<ul style="list-style-type: none"> • Lecture • Discussion • Digital Presentation • Home assignment • Group activities 	<ul style="list-style-type: none"> • Questioning • Tests (Written/ Oral) • Observation

UNIT III: WRITING OF DISSERTATION

Learning Outcome	Content	Suggested strategies and Approaches	Assessment
1. Explains the characteristics of a good dissertation 2. Writes dissertation	3.1 Dissertation - characteristics of a good dissertation 3.2 Dissertation (Hard and Soft copy) – Format, Research language, Style, Content, Bibliography (APA style) and Appendices.	<ul style="list-style-type: none"> • Lecture • Discussion • Digital Presentation • Simulated writing • Work shop 	<ul style="list-style-type: none"> • Observation • Tests (Written/ Oral) • Preparation of dissertation.

UNIT IV: PARAMETRIC STATISTICS AND NON PARAMETRIC STATISTICS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Interprets the relationship between two variables 2. Draws inference when comparing results from two random samples 3. Interprets the table of parametric tests to obtain probabilities values 4. Selects relevant Chi- square test for assumptions of normality 5. Interprets the table of non-parametric tests to obtain probability values	4.1 Parametric statistics-concept 4.2 Test of significance of mean - t-test for large sample and small sample 4.2.1 Critical ratio 4.3 Test of significance of correlation coefficient 4.4 Analysis of variance (ANOVA) – Meaning and computation 4.5 Analysis of covariance (ANCOVA) - meaning 4.6 Factor Analysis – meaning 4.7 Chi Square - concept 4.7.1. Test of ‘Goodness of fit’ 4.7.2. Test of independence between two variables 4.7.3. Contingency coefficient 4.8 Sign test for large and small sample 4.9 Wilcoxon matched pairs test 4.10 Mann- Whitney U test	<ul style="list-style-type: none"> • Introductory • lecture • Class discussion • Demonstration • Problem analysis/ problem solving 	<ul style="list-style-type: none"> • Oral test • Problem sheets • Study report • Group work • Short answer • questions

UNIT V: QUALITATIVE DATA ANALYSIS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the steps in Qualitative data analysis 2. Identifies the steps in the operation.	5.1 Qualitative data Analysis – 5.1.1. Data reduction and classification 5.1.2. Analytical induction 5.1.3. Constant Comparison 5.2 Statistical packages in social science (SPSS)	<ul style="list-style-type: none"> • Lecture • Group discussion • Digital Presentation 	<ul style="list-style-type: none"> • Test (oral/written) • Report

SUGGESTED ACTIVITIES (Any two)

1. Prepare a Likert type attitude scale.
2. Prepare a model research report.
3. Evaluate a thesis and prepare a report.
4. Compare five colleges of education in terms of students who graduated in the previous year and secured jobs in schools Conduct a Chi-Square Goodness of fit test.

**PRESCRIBED READINGS**

1. Aggarwal. J.C (2002) Educational Research; An Introduction, New Delhi: Arya Book Depot.
2. Best. J. W and Kahn. J.V (2008), Research in Education, (10th ed) New Delhi Prentice Hall of India: Private Limited.
3. Ferguson. G. (1981). A Statistical Analysis in psychology and Education, New York: Mc Graw Hill.
4. Garrett H.E & Woodworth R.S.(1961) Statistics in Psychology and Education. New York:
5. Guilford J.P. and Fruchter B. (1987). Fundamental Statistics in Education and Psychology.

6. Kotari .C.R *Quantitative techniques*, Vikas Publishing, New Delhi 1998.
7. Lokesh Koul (2007), *Methodology of Educational Research*, New Delhi; Vikas Publishing House Pvt Ltd.
8. Mangal S.K. (2000) *Statistics in Psychology and Education*. New Delhi: Ludhiana Publications.
9. Radha Mohan (2006), *Research Methods in Education*, Hyderabad; Neelkamal Publications.
10. axena N.R. et.al (2012) *Fundamentals of Educational Research*, Meerut R. Lal Book Depot.
11. Sharma R.A. *Advanced Statics in Education and Psychology*, R.Lall Book Depot, Meerut. 1998
12. Sidhu, Kulbir Singh (1985) *Methodology of Research in Education*, New Delhi, Sterling Publishers pvt ltd

SUGGESTED READINGS

1. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
2. Clive Opie (2004). *Doing Educational Research – A Guide for First time researchers*, New Delhi: Vistar Publication.
3. Catherine Steele, Holly Andrews and Dominic Upton. *Statistics in Psychology*. Pearson education Pvt.Ltd, Delhi. 2012
4. Gupta, C.B and Vijay Gupta. *An Introduction to Statistical Methods*. Vikas Publishing House Pvt Ltd, New Delhi. 2001.
5. Kothari C.R. (2009) *Research Methodology Methods and Techniques (2nd reviseded)* New Delhi: New age international Publishers.
6. Louis Cohen et.al(2013) *Research Methods in Education (7th ed)* London; Routledge Tay lor and Francis Group.
7. Mangal S.K. and Shubhra Mangal (2013) *Research Methodology in Behavioural sciences*, Delhi: PHI Learning.
8. Miller Jane. *Statistics for Advanced Level*. Cambridge University Press. 1983.
9. Rajathi. A and Chandran. P. *SPSS for you*. MJP Publishers, Chennai. 2010.
10. Steve Lakin. *How to Use Statistics*. Pearson Education Pvt Ltd, Delhi. 2014.

Course Code:M3LS1718

Level Based Specialisation- 2

M.Ed. DEGREE PROGRAMME

Semester: III

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

(4 credits – 120 hours)

✍ COURSE OBJECTIVES:

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

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

UNIT- I: ORGANIZING ECCE PROGRAMME

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Familiarizes the design of an ECCE centre. 2. Identifies the measures for creating safe environment for children 3. Planning programs for children	1.1.Design of an ECCE centre 1.1.1.Building plan, differentares in an ECCE centre, Safety precautions 1.1.2.Learning Environment Indoor and Outdoor Principles of Organizing physical space 1.1.3. Organizing different corners 1.2.Planning programmes for children – principles and factors of programme planning. yearly, monthly, weekly and daily programme. 1.3.Need for maintaining different kinds of records such as child related, teacher related and material related records in ECCE settings	<ul style="list-style-type: none"> • Introductory • Lecture • Group discussion • Field visit • Assignment • Development of weekly /daily schedules • Seminar and discussion • Co-operative learning 	<ul style="list-style-type: none"> • 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 Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Realizes the different aspects of ECCE curriculum 2. Examines the characteristics of a balanced ECCE curriculum	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 to of Creative and aesthetic appreciation 2.2.ECCE curriculum models–Montessori approach, Reggio Emilla approach, High scope approach, and Thematic approach	<ul style="list-style-type: none"> • Seminars • Interactive session • Lecture • Discussion • Assignment • Development of the matic webs 	<ul style="list-style-type: none"> • Test(Oral/ Written) • Assignment evaluation • Evaluation of thematic webs

UNIT - III: METHODS OF ENGAGING WITH CHILDREN

Learning outcome	Content	Suggested Strategies and Approaches	Assessment
1.Acquaints with the different techniques of teaching children 2.Imbibes skill in teaching children 3.Familiarizes the characteristics and types of play	3.1.Strategies for teaching Children 3.1.1.Sensorytraining 3.1.2.Music and movement 3.1.3. Free conversation 3.1.4.Story telling 3.1.5.Dramatization 3.1.6. Puppetry 3.1.7.Significance of play way approach in the holistic development of children- play activities for developmental areas for 3+, 4+, 5+ age group. 3.1.8.Introducing print media like books, pictures with words and use of audio-visual aids	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Report writing • Evaluation of learning materials • Test(Oral/ Written) • Assignment evaluation

UNIT - IV: DEVELOPMENT OF SCHOOL READINESS

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

UNIT - V: ASSESSMENT AND EVALUATION IN ECCE

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1.Familiarizes the methods of assessing children</p> <p>2.Imbibes skill in assessing preschool children</p>	<p>5.1.Assessing Children’s progress</p> <p>5.1.1.Characteristics of evaluation of children – criterion referenced, process oriented, informal, indirect and natural evaluation.</p> <p>5.1.2. Guiding principles on assessment during early childhood. Performance indicators Of ECCE</p> <p>5.1.3. Informal assessment strategies – Educator rating, parent rating, portfolio, checklist, Activity sample, Cumulative record, Observation, assessment card and report card.</p> <p>5.2. Evaluating ECCE programmes-</p> <p>5.2.1.Quality standards and Specifications</p>	<ul style="list-style-type: none"> • Seminars • Interactive session • Lecture • Discussion • QA session • Assignment 	<ul style="list-style-type: none"> • Test(Oral/ Written) • Assignment • evaluation • Assessing tools

	<p>for ECCE- Interaction (teacher/child, child/child); health, nutrition, personal care and routine, productive care and safety, infrastructure/ physical environment, organization and management, children experience and learning opportunities, assessment and outcome measures</p> <p>5.3. Capacity building of early childhood educators</p> <p>5.3.1. Pre-service and in- service courses</p> <p>5.3.2. Teacher quality, competence and skill of an early childhood educator</p>		
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SUGGESTED ACTIVITIES (Any two)

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

**PRESCRIBED READINGS:**

1. Devadhas , P.Rajammal. (1984). *A text book on child development*. New Delhi: MC Millan India Ltd.
2. Gardner,H.(1993). *Multiple Intelligences:The Theory In Practice*. Newyork : Basic Books.
3. Hurlock, Elizabeth.B (2001). *Child growth and development*. NewDelhi:Tata McGraw Hill publishing company.
4. Kaul, Vinetha. (2001). *Early Childhood Education Programm*, 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. and Sankar, D. (2009) *Early Childhood Care and Education in India: Mid-Decade Assessment*; NUEPA.
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8. Montessori, M. (1962). *The Discovery of the Child*. Chennai:Kalakshetra Publications.
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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 Frame work for Teacher Education (2009). New Delhi. NCTE.
6. Gupta ,Sen,P.(2009). *Early Childhood Care and Education*.NewDelhi .PHI Learning.

Course Code:M3LS1719

Level Based Specialization-2

M. Ed. Degree Programme**Semester - III****CURRICULAR PRACTICES IN ELEMENTARY EDUCATION**

(4 credits - 120 hours)

✍ COURSE OBJECTIVES

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

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

UNIT- I: CURRICULUM IN ELEMENTARY EDUCATION

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

UNIT-II: ELEMENTARY TEACHER EDUCATION CURRICULUM AND TRANSACTION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Define pedagogical theory of elementary teacher education.	2.1. Pedagogical Theory: methodology of teaching school subjects 2.2 Practice teaching – competency based and commitment oriented Teacher Education. 2.3. Curriculum Framework of NCTE Regulations, Norms and standards (2014).	<ul style="list-style-type: none"> • Discussion • Lecture • Seminar • Visual Presentation 	<ul style="list-style-type: none"> • Test (oral/written) • QA

UNIT-III: EVALUATION IN ELEMENTARY EDUCATION

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

**UNIT-IV: STATUS AND PROFESSIONAL GROWTH OF ELEMENTARY
SCHOOL TEACHER**

Learning Outcome	Content	Suggested Strategies and approaches	Assessment
1. Identifies and chart out different programmes for professional development.	4.1. Professional organization of teachers: Local, National and International level 4.2. Their 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) DICTS, iv)SIEMAT, v) SCERT/ DTERT, vi) NCERT, vii) RIES, viii) NUEPA, ix)NCTE, x) RCI, xi) UNESCO, xii) UNICEF. 4.5 Approaches and type of curriculum development 4.5.1. Humanistic curriculum – concept, characteristics, purpose, role of teacher 4.6. Psychological basis of humanistic curriculum 4.7. Social reconstructionist curriculum 4.8. Role of teacher in reconstructionist curriculum, Subject centred, activity centred, undifferentiated curriculum, Basic education curriculum	<ul style="list-style-type: none"> • Lecture, • Discussion • Seminar • Brain storming • Visual Presentation 	<ul style="list-style-type: none"> • Assignment • Test (oral/ written) • QA session

UNIT- V: RESEARCH AND INNOVATION IN ELEMENTARY EDUCATION

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

SUGGESTED ACTIVITIES (ANY TWO)

1. Visit a BRC and prepare a report on how for it supports Elementary School Teachers.
2. Case study of a school or some innovative practice under SSA.
3. Assessment of curriculum of Elementary School Education.
4. Prepare a report on the conduct of any one of the inservice teacher training programme organized in the institutions.

**PRESCRIBED READING:**

1. Alok Kumar “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.

SUGGESTED READING:

1. Alok Kumar “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:M3LS1720

Level Based Specialization-2

M.Ed. DEGREE PROGRAMME
Semester- III
CURICULAR PRACTICES IN SECONDARY AND HIGHER
SECONDARY EDUCATION
(4 credits - 120 hours)

✍ COURSE OBJECTIVES:

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

1. understand the curriculum development at secondary education
2. understand the pedagogical practices at Secondary and Higher Secondary Level
3. examine the issues and concerns in Secondary Education
4. understand the role and functions of various commissions and policies for Secondary Education
5. understand the process of assessment and evaluation in secondary education

UNIT: I CURRICULUM DEVELOPMENT AT SECONDARY EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the objectives, planning, evaluation of various subject of secondary level curriculum 2. Analyses the contribution of NCF in curriculum development 3. Realizes with the determinates of curriculum at secondary level	1.1 Curriculum development at Secondary Education Text Book development in secondary education Problems and Issues in 1.2 Curriculum: objectives, planning organization and evaluation of language, mathematic, environmental, studies, natural science, social Science in Secondary Education. 2.3 The relevance National Curriculum Framework (NCF) 2005 and autonomy in developing curriculum with regard to local specific issues and challenges, preparation and use of different types of curricular material 2.4 Relevance, integration, flexibility, conceptuality and plurality determinants of curriculum at secondary level	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar • Self Learning • QA session • Peer learning 	<ul style="list-style-type: none"> • Test(written oral/) • Assignment • evaluation • Observation of classroom • behaviour

UNIT-II: PEDAGOGICAL PRACTICES AT SECONDARY LEVEL

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Identifies the methods of teaching at secondary level</p> <p>2. Analyses the different approaches of teaching in secondary level</p> <p>3. Explains the importance of ICT in secondary school level</p>	<p>2.1 Methods of Teaching: Discussion, assignment, Project, Laboratory Work, Demonstrations, Seminar, Field Work, Collaborative learning, Cooperative learning, Project based learning, Competency based learning</p> <p>2.2 Approaches of Teaching: Multidisciplinary and Interdisciplinary Approaches, Subject, Learner and Activity cum Experience Centered Curriculum Design, ECTLT (Electronic Comprehensive Teaching Learning Tool)</p> <p>2.3 Information and communication technology in schools (ICT @ schools), significance of INSPIRE in promotion of science and technology, National Talent Search Examination (NTSE), use of various methods & media in transaction</p>	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar • Self Learning • QA session • Peer learning 	<ul style="list-style-type: none"> • Test(written / oral) • Assignment evaluation

UNIT – III: SECONDARY EDUCATION – ISSUES AND CONCERNS

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Identifies the challenges, problems and strategies in secondary education 2. Analyses the issues and concerns in secondary education level	3.1 Challenges, Problems and strategies of alternative schooling, intervention in relation to access, enrolment, dropout, achievement and equality of education opportunities. 3.2 Problems of education for girls, disadvantaged and differently abled and slow learners and intervention to solve the problem 3.3 Problems of classroom discipline, under achievement, lack of motivation, slow learners, delinquency and mal adjustment	<ul style="list-style-type: none"> • Lecture/briefing • Group discussion • Assignment • Seminar • Self Learning • QA session • Peer learning • Debate 	<ul style="list-style-type: none"> • Test(written oral/) • Assignment • evaluation

UNIT-IV: RECOMMENDATIONS OF COMMISSIONS, POLICIES AND PROGRAMMES

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
<p>1. Identifies the role and function of various commissions and policies for secondary and higher secondary education</p> <p>2. Realizes the role and function of different schemes in secondary and higher secondary education</p>	<p>4.1 Commissions and Policies on Secondary and Higher Secondary Education</p> <p>4.1.1 Secondary Education Commission (1952-53)</p> <p>4.1.2 Kothari Commission (1964-66),</p> <p>4.1.3 National Policy on Education (1986, 1992),</p> <p>4.1.4 National Curricular Frame Work (2005)</p> <p>4.1.5 National Knowledge Commission (Focused discussion on major recommendation with special reference to Secondary Education)</p> <p>4.2 Schemes for Secondary and Higher Secondary Education -Rashtriya Madhyamik Shiksha Abhiyan (RMSA)- 2009 – ICT at School Scheme - Girl Child Development Programme at Secondary and Higher Secondary Stage -Kishori Shakti Yojana (KSY)–Nutrition Programme for Adolescent Girls (NPAG) – Dhanalakshmi Scheme</p>	<ul style="list-style-type: none"> • Lecture through • visual presentation • Group discussion • Assignment • Seminar • QA session • Peer learning • Self Learning 	<ul style="list-style-type: none"> • Test(written/oral) • Assignment • evaluation • Observation of classroom behaviour • Seminar presentation

UNIT-V:ASSESSMENT AND EVALUATION IN SECONDARY EDUCATION

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

**SUGGESTED ACTIVITIES(ANY TWO)**

1. Book review of any latest text book or reference book related to the course (covering the main content, focus, relevance in relation to the existing field of knowledge and its usefulness)

2. Writing a report on the implementation of any one of the programmes to improve secondary education
3. Analysis of secondary education curriculum of different Boards (NCERT, State, ICSE)
4. Preparation of school profiles of different types of secondary schools.

✍ PRESCRIBED READINGS

1. Janardan Prasad And Vijay Kumari Kaushik(1997). *Advanced curriculum construction*. New Delhi : Kanishka Publishers.
2. Vashist,S.R(2004). *Historical development of curriculum*. New Delhi : Anmol Publications Pvt. Ltd.
3. Kokila Thangasamy(1994). *Curriculum designing and educational management*. Maa Nilaa
4. Mrunalini,T(1997). *Curriculum development*. Hyderabad : Neelkamal Publications Pvt. Ltd.
5. Rao,V.K(2005). *Principles of curriculum*. New Delhi : A.P.H. Publishing Corporation.
6. Mohammad Sharif Khan.(2004). *School curriculum*. New Delhi: Ashish Publishing House.
7. Faunce Roland C And 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*. New Delhi : Sterling Publishers.
10. Venable Tom C.(1958). *Patterns in secondary school curriculum*. New York: Harper & Row.
11. Chandrakumar,P.S, Amalraj,A And Arockiasamy,S(1972). *Teacher and curriculum, Teacher and sociert, Teacher and learner*. Palayamkottai : Pas Publications.
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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 workof Tanner and Tanner, a tough nut: A rejoinder to Robin Barrow atnd to Daniel and LaurelTanner*. *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 Aurob indoMarg.
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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: M3LS1721

Level Based Specialisation-2

M.Ed. Degree Programme
Semester III
CURRICULAR PRACTICES IN HIGHER EDUCATION
 (4 credits -120 hours)

✍ COURSE OBJECTIVES

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

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

UNIT- I: CURRICULUM OF HIGHER EDUCATION

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

UNIT-II: CURRICULUM TRANSACTION IN HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Defines the mode of instruction 2. Identifies the various approaches, methods and strategies of teaching at higher education level	2.1 Curriculum transaction–its nature, Medium of Instruction, Psychological basis of Medium of Instruction, Language formula, Mother tongue versus English medium 2.2 Various approaches, methods and strategies of teaching at higher education level: lecture, activity based learning, active learning methods, self-study, seminar, tutorials, group discussion, brainstorming, demonstration, assignment, individualized instruction, use of educational technology, field trips, problem based learning, projects etc. 2.3 Internship programmes in professional courses.	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar with visual presentation • Group discussion • Peer learning • Assignment 	<ul style="list-style-type: none"> • Tests • Report of discussion • Observation • Assignment

UNIT-III: EVALUATION IN HIGHER EDUCATION

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

UNIT-IV: TEACHER PREPARATION AND PROFESSIONAL DEVELOPMENT

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

UNIT-V: INNOVATIVE PRACTICES IN HIGHER EDUCATION

Learning Outcome	Content	Suggested Strategies and Approaches	Assessment
1. Analyses the Learner centered Paradigm of Education. 2. Classifies the kinds of higher learning institutions 3. Explains curriculum and pedagogy in higher education 4. Analyses the infrastructure facilities of higher education 5. Evaluates the funding and governance in higher education	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	<ul style="list-style-type: none"> • Lecture with visual presentation • Seminar with visual presentation • Group discussion 	<ul style="list-style-type: none"> • 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 READINGS**

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

SUGGESTED READINGS

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