



MANGALORE UNIVERSITY
Master of Education (M.Ed.)

MES503 (a) – SP: - Specialization Course - II

Curriculum, Pedagogy and Assessment Practices in Elementary Education

Objectives / Course Outcomes

On completion of this course the students will be able to

- Understand the nature of knowledge
- Do the pedagogic analysis of different subjects
- Analyse the nature of learning as construction of knowledge
- Frame an outline of curriculum for elementary education
- Analyse the school experiences for curriculum construction
- Understand the recommendations of documents in relation to curriculum for elementary education
- Understand the nature and procedure of standard pedagogic procedures for elementary education
- Understand language development as the responsibility of all teachers
- Deduct the research findings in relation to pedagogical practices at elementary level.

Unit 1: Pedagogy for Elementary Education

- 1.1 Knowledge and Methods of Enquiry: Knowledge as construction of experience; case examples from school subjects • Knowledge as distinct from information; case examples from school subjects Methods of enquiry, scientific thinking, social scientific thinking, mathematical thinking • Language, social relations, power, identity and thinking. • Connections between knowledge, curriculum, textbooks, knowledge and learners
- 1.2 Child Centred Pedagogy for Elementary Education: Concept of Child centered pedagogy. Process of knowledge construction for development of concepts, understanding, logical reasoning, critical thinking and problem solving. Forms of learner's engagement- observing, exploring, discovering, analyzing, critical thinking and reflection, contextualization, multiple interpretations, collaboration.
- 1.3 Pedagogical analysis of the subject contents. Critical Pedagogy. Critical analysis of the pedagogy prescribed in the educational thoughts of Tagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, Gijubhai, John Dewey, and Socrates (dialogue), and their relevance in teaching-learning.

Unit 2: Designing Curriculum for Elementary Education:

- 2.1 School Experiences and Levels of curricular decisions. Curriculum Frameworks-; highlights of NCF, 2005. Instructional objectives: Stage specific and Subject specific objectives.

- 2.2 Curriculum development: Principles of Elementary School Curriculum development , Types of Curriculum at elementary level- Activity Based and Experience Based Curriculum
- 2.3 Curriculum Transaction: Learner and their Contexts: Curriculum transaction at different stages. Procedure of planning and challenges in execution. Objectives, Planning , and Organization of Work Experience, Art Education, Health & Physical Education, Language(s), Mathematics, Environmental Studies/ Social sciences and Natural Sciences in Elementary Education, Use of curricular materials.

Unit 3: Pedagogic Practices and the Process of Learning:

- 3.1 Concepts Clarification: Critical examination of terminology and notions associated with child-centered education •
- 3.2 Critical understanding of standardised pedagogic methods: concept-formation; enquiry-based learning; project-based learning etc • Interrogating disciplinary practices, creating non-threatening learning environments.
- 3.3 Language across the Curriculum • Function of Language: In the classroom, outside the classroom • Language in Education and Curriculum • Learning language and Learning through Language Unit 4: The classroom practices and possibilities • Perspectives on recording and writing • Prevalent language teaching practices and their critique • Connections between classroom instruction and theories • Role of literature in language learning • Learners active role in understanding literature • Using Children’s literature across curriculum.

Unit 4: Evaluation and Research in Elementary Education:

- 4.1 Evaluation in Elementary Education: Concept and need of evaluation in Elementary Education.
- 4.2 Tools of evaluation in Elementary Education: Selection, Preparation and standardization of tools for Elementary Education
- 4.3 Reforms in Evaluation and Research in Elementary Education: Directions for reform and quality in Elementary Education: Introducing flexibility in examination-taking requirements, Improving quality and range of questions in exam papers, Role of ICT in examination.
- Need for research in Elementary education, Areas of research in elementary education, recent trends in research in Elementary Education, Review of research in the area of evaluation in elementary education: trend analysis, Observations, Suggestions for immediate research.

Practicum:

The students may undertake any three of the following activities:

- Prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject
- Design an instructional plan of a unit in a subject at elementary level
- Prepare unit-test, administer the test, determine gaps in attainment of objectives and plan remedial instruction for non-masters

- Evaluation of art education/health and physical education programmes as existing in any school
- Critical study of existing teacher education curriculum of a state
- Preparing a training plan (design) for the in-service training of specified target group on a specified theme
- Demonstrating a training technique with peers
- Constructing a tool for evaluation of specified skills/understanding/attitudes
- Evaluation of any one of the in-service teacher training Programme organised by any one of the resource institutions.

(Any other relevant or suitable topics related to the syllabus)

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