REPORT OF THE

CURRICULUM DEVELOPMENT CENTRE

IN

EDUCATION

Volume 2 (B. Ed. Courses)

UNIVERSITY GRANTS COMMISSION
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FOREWORD

The Curriculum Development Centres Programme was taken up by the University Grants Commission in order to promote excellence in teaching at under-graduate and post-graduate level. All the Universities through their Academic bodies have been continuously doing this exercise. This one is an exercise at the national level through many experts drawn from all over India. This document prepared by distinguished academics was discussed again by a larger group in an intensive seminar, the proceedings of which are also appended at the end of this document. The document contains the course contents for each unit, lecture schedule, broad outlines of tutorials, problem solving exercises, practical and project work etc.

It is hoped that Colleges and Universities would be benefitted by this report and would discuss the same in their academic bodies for its adoption vherever appropriate. The Curriculum can never be static and must always change as the frontiers of knowledge expand with time. Update and restructuring must continue to enhance the quality and standards of education. Because of this activity, it is our hope, that all the institutions of higher education would be benefitted and helped to achieve a more exciting pattern of education. Some degree of uniformity of levels would a.so encourage mobility among students.

(Yash Pal)

U.G.C. CURRICULUM DEVELOPMENT CENTRE IN EDUCATION

DEPARTMENT OF EDUCATION

UNIVERSITY OF KERALA

TRIVANDRUM

REPORT OF THE NATIONAL COMMITTEE FOR CURRICULUM
DEVELOPMENT IN EDUCATION: UNDERGRADUATE LEVEL

1990

National Co-ordinator:

DR. Vasantha Ramkumar
Prof. and Head, Dept. of Education
Dean, Faculty of Education
University of Kerala

MEMBERS OF THE COMMITTEE

1. Prof. H. Visweswaran, Sri Ramakrishna Mission Vidyalaya, Coimbatore.

2. Prof. S. Rajagopalan, Annamalai University, Annamalainagar, Tamil Nadu.

3. Prof. Snehalatha Shukla, NCERT, New Delhi.

4. Prof. S.P. Kulshresta, D.A.V. College, Dehra Dun, U.P.

5. Prof. Suresh Shukla, University of Delhi, Delhi.

6. Prof. Balasubramanian, University of Madras, Madras.

7. Prof. M. Khajapeer, Bangalore University, Bangalore.

8. Prof. P.S. Vijaya Raghavan, S.N. Training College, Nedumganda, Kerala.

9. Prof. M.S. Sonar, Shivaji University, Kolhapur.

10. Prof. C.L. Anand, North Eastern Hill University, Shillong.

11. Prof. U.N. Dixit, Udaipur Vidyabhavan Teachers' College, Udaipur, Rajasthan.

12. Prof. K.R. Sivadasan, University of Kerala, Trivandrum.

13. Dr. K.N. Lalithamma, University of Kerala, Trivandrum.

14. Prof. Vasantha Ramkumar, (National Co-ordinator), University of Kerala, Trivandrum.

1.0 P R E F A C E

Curriculum is the point of contact between the intentions which initiate educational reform and the reality of the teaching-learning encounters, which ultimately determine the success of the changes attempted. A well developed curriculum has been accepted as the most potent instrument of educational reconstruction, which can justify and contribute to the meaning and possibilities of the total system. Against this description, planning a curriculum in any discipline becomes a complex and highly professional activity.

When identifying teacher education as one of the critical areas for focussed attention, the National Education Policy and the Programme of Action documents have unmistakably identified the teacher as the most important change agent, and teaching as the critical input required to achieve the goals set out in the policy statement. When interpreted totally, it is possible to expect teacher education that is well planned and effectively implemented, to bring about the articulation 'of a national system of education. To make this linkage happen, systematic study and new efforts are required, for the documents have also described the present teaching at the different levels of education as unsatisfactory and pointed out the urgent need to revamp teacher education. In this context and at this juncture, to provide a curriculum build-up for teacher education at the national level cannot be an easy or well-defined task.

The establishment of Curriculum Development Centre by the U.G.C. for preparation of model curriculum in each subject and the guidelines formulated have, however, provided a facilitating situation. The several weaknesses identified with many curriculum development attempts, need not be present here. The curriculum "inertia" which acts as a drag on new approaches can also be nullified, for the new curriculum is not expected to be a palimpsest. It can be an alternative. The programme is institutionalised because of the initiating agency. The guidelines and framework make it change-oriented. Feedback and evaluation are built in by the very nature of its format. It then becomes the responsibility of the committee to see that the new curriculum is an improvement.

The Committee for development of the model curriculum in education (undergraduate level) was acutely aware and keenly sensitive to the demands and responsibilities of the task it was entrusted with, and has attempted to develop the curriculum for teacher education at the undergraduate level taking into consideration the national goals of education and of development, the issues concerning human resource development, the requirements of the discipline, and the uneven nature of actual conditions. The professional nature of the course needed to be maintained in all decisions. The Committee was always conscious that the curriculum in education has to satisfy all the important criteria of evaluation even more than in other disciplines, as the attempt here is to translate through its structure the very principles the curriculum embodies in its own content.

The Committee was aware that in a large country like ours with its rich diversities and pluralities, developmental, regional and sectoral imbalances and discrepencies, one uniform model may not be desirable. And yet the Committee has offered only one broad structure for the Bachelor's degree programme in education. Several reasons weighed with the Committee for this decision. The basic degree in teacher education contains only the essential components for developing an effective teacher. It is intended to provide just one group of personnel in the field of education: teachers. The Master's degree and orientation programmes are expected to provide this group with the necessary information and skills to enter into other roles. Hence the need for alternative structure and models does not arise. The large number of electives offered as part of Paper IV should enable the programme to equip the teachers to play their different supportive/ extending roles.

An important decision taken by the Committee relates to the structure and duration of the practice teaching component. This decision has several implications: academic,administrative and financial. But if the changes are not effected here, the weakness inherent in the present teacher programme will continue into the next century and make teaching a less rigorous discipline and achievement of the new functions inadequate.

The status report of the existing situation in the country with respect to undergraduate teaching in the discipline of education and the critiques of the different papers prepared by the Committee provided the bases for the changes made in the content. The guidelines specified by the U.G.C. determined the framework, "The major task of such centre", the guidelines state, "would undertake a critical review of the existing syllabi and courses of study at different levels and

to suggest the measures for modernising the same and restructuring them to unit courses, besides developing alternative models emphasising different aspects of study of the subject concerned".

The interdisciplinary nature of the discipline of education has been emphasised in the core papers. At the same time, the concept, principles and methodologies have been interpreted and rephrased to make their application to the process of education direct and relevant. The work done in the different areas in India have been incorporated into the content thereby correcting the bias towards western influence evident in several of the existing syllabi that were analysed.

The classified readings provided are exhaustive. By virtue of the national composition of the Committee, and special efforts made by the Curriculum Development Centre, it has been possible to utilise the library facilities of the Departments of Education of several Universities and National Institutions in the country. It is hoped that the textual materials of the curriculum reflect this utilization of wide resource.

To incorporate the challenges and changes of the fast moving societies and to reflect the new methodological possibilities, the Committee has attempted to move away from the traditional subject-based approach to a system-based process. A definite attempt has been made to make decisions on components of the curriculum in a logically determined sequence and yet to make it an interlocking network through constant feedback at each decision making stage. The presentation of the curriculum in modular form, while it entailed a great deal of effort, also made it possible to closely scrutinise the whole curriculum and to subject it to long discussions. It is hoped that from this process a dynamic curriculum has emerged which when subjected to debate by professionals may not falter in theory, in content and in action.

The generic nature of the origin of the curriculum however has to be accepted. There could be gaps between national guidelines and classroom practices in the context of divergent situations characteristic of a vast nation. The opinions of a large number of experts from all over the country have been obtained by Curriculum Development Centre. An awareness of curriculum change has thereby been communicated. It now remains to draw up, with care and with foresight, a well programmed plan for implementation which will minimise the gaps, and hopefully prevent them. Suggestions pertaining to the agencies, modalities and materials for comprehensive and co-ordinated implementation programme have been provided in the report.

The range and content of subject matter cannot determine the scope of the curriculum. The learning performances and behavioural dispositions expected are critical inputs. Values, social attitudes, cultural traditions and range of skills anticipated are required to make it wide and balanced. The committee often felt the uneasiness of arriving at a national curriculum because of (1) the nature of the discipline and its aims, (2) the need to reconcile philosophical bases, sociological considerations and psychological theories and (3) the difficulties, anticipated in administration, in orientation of personnel, in provision of physical facilities and in establishing several channels of communication. A National Curriculum Development Centre supported by a number of Regional Curriculum Development Centres to monitor the implementation and evaluate the curriculum in action drawing upon the service of the Committee members and of other experts, as required, is an important recommendation in the report. The orientation programme envisaged for teachers is also outlined.

The work of curriculm development is completed only when the curriculum enters the classroom. The effort, interest and initiative of a much wider group are required. Change is not effected by direction, only through participation. The Committee has asked a series of questions and provided answers as dictated by its understanding. The reactions to the curriculum will alone determine its potentialities, and initiate the process of curriculum evaluation, which is the starting point for curriculum development all over again. The curriculum will then be dynamic and not static, flexible and not rigid and will incorporate movement and change. This continual debate on the curriculum is the intention and expectation of the committee.

Dr.Vasantha Ramkumar
Prof. and Head
Dept.of Education

2.0 ACKNOWLEDGEMENTS

Curriculum theorists and planners have all termed as a rare opportunity a situation when a serious attempt has been made to establish national educational goals and to offer them to the professional educators as the basis for curriculum development. The framing of the National Policy of Education and the initiative taken by the U.G.C. in preparing new model curricula through the establishment of Curriculum Development Centres, have together created this opportunity for higher education in India.

The members of the National Committee for Curriculum Development in Education congratulate the U.G.C. for responding to the long-felt need for a co-ordinated programme for curriculum preparation, and express their sincere thanks to the Commission for the opportunity to participate in this meaningful exercise.

The University of Kerala acknowledges the recognition and records its thanks to the U.G.C. for identifying the Department of Education as the Curriculum Development Centre in Education, for sanctioning adequate financial assistance and extending all needed support.

The Department of Education, is thankful to the U.G.C. for giving it the opportunity of functioning as the U.G.C. Curriculum Development Centre in Education, and looks forward to continued work in collaboration with the U.G.C. in the area of Curriculum Development.

The report and the materials prepared summarise the work of the Committee. It is my earnest hope that the document also reflects the sincere involvement of all the members, the impact of their long years of experience in the field of education, their interest and concern in the future of higher education, as also the long hours of deliberation and deep study, and willingness to extend the work of the Committee to their place of work, in spite of other duties and pressures. It is my duty and my pleasure as the National Co-ordinator to record here my grateful thanks to each member of the Committee, for their unstinted efforts, whole-hearted co-operation and willing support which made this document possible.

I also acknowledge with thanks:

the U.G.C. for according me the privilege of functioning as National Co-ordinator in Education, and the concerned officials of the Commission for the co-operation extended.

the large number of teacher educators who responded to our requests for materials and information.

my colleagues in the Department of Education whose involvement, interest and assistance was a source of confidence.

the administrative staff of the Department for their assistance.

the typists Smt.K.Anandavalli Amma and Mr.M.Monikantan for their painstaking work.

M/s Sharp Xerox, Trivandrum for neatly executing the electronic typewriting and photocopying works.

My work as National Co-ordinator was lightened to a great extend by the competent assistance, sincere acceptance of responsibility, and methodical execution of work entrusted, by Mr.Koshy P. Chacko, Research Associate, Curriculum Development Centre. I was willingly assisted by Miss. T.M.Mollykutty, Research Scholar, Department of Education in all the tasks. I record here my appreciation of the long hours of work they have put in and their dedicated commitment to their duties and express my thanks for their efforts.

I can aver that for all of us associated with the Curriculum Development Centre, because of our commitments in the field of teacher education, the work was self motivating and the rewards inherent in the task.

Dr. Vasantha Ramkumar,
Prof. & Head, Dept. of Education
Dean, Faculty of Education,
University of Kerala.

National Co-ordinator,
U.G.C. Curriculum Development Centre in Education.

REPORT

3.0   C O N T E N T S

4.0 REPORT

NATIONAL CURRICULUM DEVELOPMENT COMMITTEE: U.G.LEVEL

U.G.C. CURRICULUM DEVELOPMENT CENTRE IN EDUCATION,

DEPT. OF EDUCATION, UNIVERSITY OF KERALA, TRIVANDRUM

National Co-ordinator : *Dr.Vasantha Ramkumar*
Professor & Head,Dept.of Education
Dean, Faculty of Education
University of Kerala

4.1   Setting up of Curriculum Development Centre

The University of Kerala accepted the invitation from the UGC to participate in the Curriculum Development Programme for Under-graduate and Post-Graduate levels in different disciplines. Curriculum Development Centre for preparation of model curricula for the discipline of Education at the Post-graduate and the Under-graduate level was sanctioned for the University of Kerala and started functioning in the Department of Education, University of Kerala with Dr.Vasantha Ramkumar, Professor and Head, Department of Education, and Dean, Faculty of Education, University of Kerala as National Co- ordinator with effect from September 22, 1986. [Telegrams dated 12th March, 1986, 3rd July, 1986 and letter D.O.No.F2.19 (Edn)/85 (CDC)] (Appendix-1)

4.2.   Operational Details

The guidelines of the UGC specified that the Curriculum at the Under-graduate level was to be framed by a group of experts, at least 5 university level teachers drawn from the Universities in the different regions of the country and of various sub-disciplines (retired teachers may also be associated), 5 college teachers in the relevant subject drawn from different regions of the country and at least 2-4 representatives from potential employers.

4.3   Terms of Reference of the Committee: U.G.C. Guidelines

1.   The Committee will examine the existing curriculum in the respective subjects of different Universities in the country in terms of quality as well as workload.

2.   The Committee will examine how the new curriculum would promote human resource development and identify areas which are crucial to make education meaningful in the task of national development.

3.   The Committee will devise a model curriculum which will be relevant to the requirements of the country.

4.   The Committee will suggest textual materials which would be required to follow the new curriculum.

5.   The Committee will suggest ways and means for preparing textbooks, teaching aids, library as well as laboratory equipments in implementing the proposed curriculum.

6.   It should also indicate how the teachers are to be trained in order to impart education according to the revised curriculum.

4.4   Constitution of Committee for Under-graduate Level

        Eleven specialists in the discipline from different Universities were invited to be members of the committee on the basis of their long experience and expertise in the field of education. Two members were co-opted from the Curriculum Development Centre.

4.5   Curriculum Development Committee: Under-graduate Level

1.   Prof.H.Visweswaran, Professor Emeritus,
      Sri Ramakrishna Mission Vidyalaya P.O.,
      Coimbatore - 641 020, Tamil Nadu.

2.   Prof.S.Rajagopalan, Professor and Head, Dept.of Education,
      Annamalai University, Annamalainagar-608 002

3.   Prof.Snehalatha Shukla, Head, Dept. of Teacher Education,
      NCERT, New Delhi - 110 016.

4.   Prof.S.P.Kulshresta, Professor, Dept.of Teacher Education,
      D.A.V. College, Dehra-Dun-248 001 (UP).

5. Prof. Suresh Shukla, Professor and Head, Dept. of Education,
    Central Institute of Education,
    University of Delhi, 33, Chatra Marg,
    New Delhi-110 007.

6. Prof. Balasubramanian, Reader-in-charge, Dept. of Education,
    University of Madras, Madras-5.

7. Prof. M. Khajapeer, Professor and Head, Dept. of Education,
    Bangalore University, Jnana Bharathi,
    Bangalore-560 056.

8. Prof. P.S. Vijaya Raghavan, Professor,
    S.N. Training College, Nedumganda, Kerala.

9. Prof. M.S. Sonar, Professor and Head, Dept. of Education,
    Shivaji University, Vidyanagar,
    Kolhapur-416 004.

10. Prof. U.N. Dixit, Professor, Udaipur Vidyabhavan Teachers
    College, Udaipur-313 001, Rajasthan.

11. Prof. C.L. Anand, Professor of Education, Dept. of Education,
    North Eastern Hill University, Shillong-793 001.

12. Prof. K.R. Sivadasan, Professor, Dept. of Education,
    University of Kerala, Thycaud, Trivandrum-14.

13. Dr. K.N. Lalithamma, Reader, Dept. of Education,
    University of Kerala, Thycaud, Trivandrum-14.

14. Prof. Vasantha Ramkumar, Professor and Head, Dept. of Education,
    National Co-ordinator, Curriculum Development Centre,
    University of Kerala, Thycaud, Trivandrum-14.

4.6   Committee Meetings

        The Committee met on five occasions on the dates indicated
below in the Dept. of Education, University of Kerala and deliberated
on the various issues related to the development of Curriculum for the
Undergraduate course in Education and by consensus designed and
developed a Curriculum. The second meeting was a combined sitting with
the Post-graduate course Committee at which various aspects of the arti-
culation of the undergraduate course with the post-graduate course were
discussed.

First Meeting	:	9th to 12th Dec., 1986
Second Meeting	:	5th to 8th Feb., 1987
Third Meeting	:	3rd to 6th March, 1987
Fourth Meeting	:	27th June to 2nd July, 1987
Fifth Meeting	:	28th to 31st Jan., 1988.

In between the meetings the members were requested to prepare draft materials and these materials were circulated among committee members and other experts in the field for comments. On the subsequent meetings the comments received were reviewed and the final revision of the draft materials arrived at. The reports of the meetings are given as Appendix.2.

4.7 Experts Consulted

Dr.Krishna Swamy, CIE & FL., Hyderabad; Dr.R. Sudarsana, Tamil Nadu Agriculture Uty.; Prof.Koothanainar, Special Officer of English School Education, Madras; Prof. K.C.John, Govt.Training College, Trivandrum; Prof.S.Arputham, Madurai Kamaraj University; Prof.R.Venkatasubramanian, Sri.Ramakrishna Mission Vidyalaya, Coimbatore; Dr.S.Sundararajan, Annamalai University; Dr.S.Purushothaman, Ramakrishna Mission Vidyalaya College of Education; Dr.Rosaiah, Master College of Education, Madras; Prof.Andal Raghavan, NKT College of Education, Madras; Prof.J.Ramachandran, Annamalai University; Dr.A.Panniselvan, Teachers College Madras; Prof. Nalini Raman, Besant Nagar, Madras; Prof.P.S.Chandra, Lady Wellingdon College of Education, Madras.

4.8 Participation of the Faculty of Dept.of Education,University of Kerala.

The Syllabi of all the Universities were analysed and exhaustive draft syllabi for the core papers were prepared by the Faculty Members of the Department of Education, University of Kerala.

TERMS OF REFERENCE I

5.0 THE EXISTING CURRICULUM IN EDUCATION OF DIFFERENT UNIVERSITIES IN THE COUNTRY IN TERMS OF QUALITY AS WELL AS WORKLOAD

5.1 Preliminary Tasks at Curriculum Development Centre

Preliminary to the first meeting of the Curriculum Committee the following tasks were completed at the Curriculum Development Centre.

5.2. Compilation of Data

Requests for the scheme and syllabi of the B.Ed.programme were sent to all the Universities which offer courses in Education (Appendix 3). The scheme and syllabi were received from 33 Universities for B.Ed. (Appendix 4)

5.3 Preparation of Consolidated Syllabi

The syllabi were analysed at a workshop by the Faculty Members of the Department of Education and consolidated syallabi were prepared for the four core papers (Appendix 5) which were offered by the largest number of Universities (Details attached as (Appendix 6).

The consolidated syllabi were sent to all committee members prior to the first meeting.

5.4 Reports prepared by the Curriculum Committee

The committee prepared the following reports:

1. STATUS REPORT on the existing currriculum and structure of the Bachelor's Degree Programme in Education offered by Indian Universities.

2. CRITIQUE of existing curriculum for the four core papers

3. ANNEXURES COMPLETED. Separate proforma (Appendix 7) were sent to all Universities to collect details of the workload and teaching hours per unit which were not available from the prospectus received.

    The details requested for by the U.G.C. on Annexures I, II, III, IV, V and VI were completed at the Curriculum Development Centre.

5.4.1 STATUS REPORT ON THE BACHELOR'S DEGREE PROGRAMMES IN EDUCATION OFFERED IN INDIAN UNIVERSITIES

The Undergraduate level programme in education is now offered in 87 Universities in India. This status report is based on information obtained from the prospectus and syllabi of 33 Universities, 'the Universities Handbook of India 1985-1986' (Appendix 8) and the knowledge and experience of the members of the Committee who have been associated with many universities offering the B.Ed. Course and the responses to a questionnaire sent out by the Curriculum Development Centre. The consolidated report is given as Annexure 1.

The report is intended to provide information on the following aspects:

    1. Courses offered
    2. Aims of the Course
    3. Minimum Entry Requirement
    4. Nature and Duration of the B.Ed./B.T.Programme
    5. Curriculum
    6. Core Papers
    7. Optional Papers
    8. Practical Work
    9. Examination System

B.Ed./B.T/B.A. B.Ed.

The B.Ed. Programme is offered in majority of the Universities. The B.T. Degree programme is offered only in 4 Universities, the B.A.B.Ed. programme in 2 Universities and the L.T. course in one state. A few other Universities offer different courses. In Nagpur University B.Ed. General; Basic and Non-Basic/B.Ed. Science Programmes are offered. Dakshina Bharat Hindi Prachar Sabha awards B.Ed./Siksha Snathak. This course is being conducted at B.Ed.Colleges at Ernakulam, Bangalore and Hyderabad (Vide Annexure1).

Aims of the Course

The main objectives of the undergraduate level programme in Education at present as given in the syllabus of the various Universities are:

1. to develop an awareness of the role of teacher in realising the objectives of school education.

2.   to develop competence to teach at least **two school subjects on the basis** of the accepted principles of learning **and teaching.**

3.   to develop skill for continuously evaluating pupil **growth.**

4.   to develop understanding, interest, attitudes and skills which would enable him to foster alround growth and development of the pupils under his care.

5.   to develop competence to act not only as a leader of the children but also as a guide of the community and as a laison between the school and the community.

Minimum Entry Requirement

In most of the universities a Bachelor's degree is the minimum requirement for admission to the B.Ed./B.T. courses. But some Universities conduct an entrance test. A few Universities prescribe a minimum percentage of marks in the degree examination in the concerned subjects for eligibility for admission to the course. Where the course is offered as a four year integrated course (BA. B.Ed. of Shivaji University or B.Sc.Ed. of Regional Colleges of Education) the entry requirement is eligibility for admission to undergraduate courses of the respective universities. (Appendix 9)

Nature and Duration of the B.Ed/B.T. Programme

The B.Ed. Programme is offered as a regular course in all the Universities; in 9 Universities the correspondence course for B.Ed. is also conducted (vide Annexure 1).

The duration of the course is one year in all the universities except in three cases. In Saugar University and Jadavpur University the duration of the course is 1½ years. The Shivaji University offers B.A. B.Ed. programme of 4 years duration (vide Annexure 1).

Semester system is followed in 10 Universities(.Vide Annexure 1).

Curriculum

The course of study for the B.Ed. Programme consists of two parts:

                    Part I   -   Theory

                    Part II   -   Practicals

Wide variation is seen in theory papers offered in different Universities. 3 to 4 core papers, 2 optionals and 1 specialisation paper is the pattern commonly followed.

The practicals consist mainly of Teaching Practice, Practical work related to Theory papers and other Practical work.

Core papers

The number of core papers vary from 2 to 5 (vide Annexure 1).

Educational Psychology is offered in almost all the Universities. The other papers offered under core papers are given in Appendix 6.

Optional Papers

Two optional system is followed in almost all the Universities (vide Annexure 1). Some Universities adopt single optional system for some subjects (Language, Mathematics, Science, Economics etc.) especailly for postgraduate students. These Universities allow under-graduates also to opt for single optional system.

Practical Work

The practical work consists of teaching of lessons (15-20 in each subject), observation of lessons, preparation and use of instruc-tional aids, preparation and administration of tests and interpretation of test results, practical work related to theory papers and other practical work such as work experience, case study, co-curricular activities etc.

In a few Universities the practice teaching programme is organised on a phased Intership programme.

Examination System

External for theory and internal for practicals is the general pattern of examination system in almost all universities. Some univer-sities have internal assessment for theory papers also and in such cases the ratio between internal and external varies from 1:4 to 1:2. Practicals are internally assessed but are generally subjected to moderation by a Board of Examiners appointed for practical examinat-ion. The question paper contains mainly essay type questions. But in some progressive universities objective type, very short answer and short answer questions are also included.

Candidates are examined for a maximum of 800 to 1200 marks in theory and practicals put together.

Structure of the B.Ed. Programme

On the basis of the analysis of the existing scheme, syllabi and structure of the Bachelor's Degree in Education and also in the light of the need for the qualitative improvement of the programme, the Committee after long deliberations found that the present programme need to be revised and modified before preparing model curriculum.

Existing Structure

The Committee collected all the available existing structures of the B.Ed. Degree programme. On study it was seen that the structure varies widely. As representation of this variation, four models are presented here:

Model 1   - B.Ed. 1 year

Core papers
Optional papers
Elective
Practice Teaching
Practical Work

Model 2   - B.Ed. 1 year (Semester System)

First Semester

Core papers
Optional Papers
Practicals

Second Semester

Core papers

Model 3   - B.Ed. 1 year and 5/6 months' Internship

Part I   Theory

Core papers
Optional papers
Special papers

Part II   Teaching Practice and Internship

Model 4   - B.Ed. (Basic) - 1 year

I.   Theory

       Core papers
       Special papers

II.   Practicals

5.4.2 CRITIQUES ON EXISTING SYLLABI FOR CORE PAPERS

As a first initiation course into education, the B.Ed./B.T.degree courses being offered in various universities have included in them certain basic minimum primary concepts to be learnt and teaching skills to be developed. The primary concepts relate to the disciplines Philosopy, Psychology and Sociology whose impact on education has been very much and also to History of Education and major issues in education. Every teacher trainee is expected to equip himself or herself with this desiderata as core papers and compulsory practicals. The core papers generally deal with the Foundations of Education: Philosophical, Psychological , Sociological, Historical and of late Technological too. The NCTE framework it seems,has also influenced very much the content, the nomenclature and the weightage of the core subjects included in the B.Ed. curriculum. School administration again is a subject that has come into the core fold. In some universities evaluation has been a core subject for all the students.

The core subjects taught in various universities can broadly be grouped under four categories:

1. Basic Foundations of Education - Philosophical, Sociological, Technological

2. Psychology of Learning and Teaching

3. Issues in Education

4. School Management

The Philosophical Foundations of Education are dealt with under different captions such as Principles of Educational Thought, Educational Thought and Teacher Role, Philosophical and Sociological Foundations, Indian Educationists, Philosophy and Sociology in Education, Teacher and Society, Foundations of Education.

In many cases the treatment to the subject is traditional, discipline-oriented and hightly theoretical. Though mention about implications for education is made the direct or indirect influence of these disciplines on Education is highlighted. The classical schools of philosophy get recognition in almost all universities, Modern schools of philosophy such as Existentialism get into the syllabi

of four universities only. Some universities have adopted the practice-philosophy approach as against the conventional philosophy-practice approach. At the B.Ed. level practice-philosophy approach will be more meaningful to the trainees rather than selecting a practice on the basis of a philosophy. We teach all schools of philosophy and then leave students to link the practice with a particular philosophy. Very often they form no link or only a weaklink. The practice-philosophy approach is adopted only by a handful of universities. This approach will help the trainees become convinced about the validity of the practice suggested.

In many universities Indian philosophy is missing or given only a summary treatment. Content analysis of the syllabi reveals that Western Philosophy outweighs the Indian Philosophy. Even among "great educationists", Western Educationists outnumber Indian Educationists. Even Gandhiji is listed as one of the alternatives in the list of educationists in a univeristy, not to talk about Vivekananda or Aurobindo. The very many "grammarians" in different Indian languages who gave us the tenets of learning and teaching in crisp "sutra" forms are conscious by their absence.

Concept of democracy, discipline, national integration and international understanding receive attention in this foundation but often the trainees are not given an understanding about where the Indian Education stands philosophically. The philosophical standing of our educational system has to be explained to the trainees. Do some of our univeresities do too much of philosophising and make the trainees develop vagueness in all, without clarity in any of the schools of Philosophy?

In very many universities it is philosophy and education rather than educational philosophy. The philosophical bases of educational practice, when understood, would help the trainees get convinced about the practice and thereafter develop commitment to their practice. The content needs to be more education-oriented rather than philosophy oriented. As applied philosophers, the trainees require philosophical bases, support, for their practice. Finding out practice for philosophy may be the concern of educational adventurists and reformers rather than practitioners. At the B.Ed. level the objective is to train educational practitioners. We need to tell them what to do and also explain the rationale for doing what we require them to do. Philosophy provides this rationale and this philosophic rationale and not philosophy as such as what is needed for the B.Ed. trainee. Much of the philosophy now being crowded within the focal area of B.Ed. course should get out of the field yielding place to philosophical rationale to educational practice.

Education particularly schooling is a social institution and trainees need to know the sociology of the classroom and the school. Here again it is Sociology and Education rather than Educational Sociology that many universities offer. It is gratifying to note that a few universities have treated Sociology from the problem perspective. But by and large we have only the sociological perspective of the problems in the syllabi of the various universities. The problems are educational in nature. Sociological explanations may help the trainees better understand the problems and apreciate the solutions suggested. Social stratification, social mobility, social interaction, social change, equality of educational opportunity, national integration and international understanding are the common supporting columns of the sociological foundations of education as constructed in many a university. In some universities the sociological perspectives of Population Education and Environmental Education are also visible. But what is not visible is the educational sociology that promotes social consciousness and develops social commitment and enlarges the social vision of the trainees.

Perhaps much of the strength of the educational foundation is provided by Psychology. Naturally in almost all universities we have one full paper for this, going by different names; Educational Psychology, Psychological Foundations of Education, Psychology in Education, Psychology of learning and teaching, Pedagogic Theory, Techniques of Teaching, Psychopedagogy, teacher and learner and so on. Evaluation forms an appendage to this paper in some universities. In all universities aspect of developmental personality and learning psychology are introduced. Most of the universities allign themselves with the behaviourist school. Cognitive school is not very much popular. So many psychologists are paraded through, leaving the trainee to wonder whom to identify himself with and this dificulty forces many trainees to go back to the school masters who influenced them very much and model these masters in their teaching. From Binet to Guilford, Pavlov to Piaget, Sheldon to Eyesenk, - too much of information load to one who is being intiated into Education and this information overload causes confusion and distortion in the communication.

If Philosophy provides the rationale for the what and why of education, Psychology furnishes the rationale for the how of education. Our trainees need Psychopedagogy not Psychology as such; they require Psychology as a support to their pedagogy. In almost all universities the treatment given to Psychology keeps it only at the knowledge level of the students and does not take it to application level. There is many a slip between what they know and what they do. As is the case elsewhere with Philosophy and education often

taught and not Educational Psychology where the two vectors merge.

Current Trends, Current Problems, Education in India, Development of Education, History and Problems of Indian Education, Indian Education in Historical Perspectives, Problems of Indian Education, recent trends, are the many names under which problems and issues in education roam about in the Indian Universities. The history of education is a very long temporal extension from the vedic period to the current year. Education is such a broad umbrella that any problem under the sun, why even beyond the sun from other planets in the universe can safely be brought under it. All sorts of problems: personal, political, social, civic, cultural, environmental, demographic, nutritional, health, educational, are listed and in some Universities, these problems require a comparative study with developed and developing countries. And there is no end to these problems. Everyday new problems come up and are added to the current list. But old problems never retire so the problem list is ever increasing.

The school teacher has several roles to play. New roles are being ascribed to him. But little guidance is available to the trainees as to how to perform these diverse roles. All the problems and issues in education cannot be solved or handled by the teacher. Is it not desirable to have a distinction between problems that trainees need to be aware of but can't solve them and those that they can handle and solve? No University seems to have thought of such distinctions.

School administration is another resident in the core area in all universities. Administration taught is maintenance oriented and not development oriented. Management concepts are mentioned only in a very few university syllabi. It is conceptual change from administration to management and to this change very many universities are not a party. School plant, time table, inspection, extra curricular activities are the common themes of administration. Supervision as distinct from inspection is acceptable only to a few universiies. Supervision as a means of human (teacher) resource development is not within the conceptual framework of supervision in any university. Educational management has to learn a lot from management education.

The core papers mainly deal with philosophical, sociological, psychological and historical bases of education and school management. There is much of theory and less of guidelines for application of the theories in classroom intsruction. Outdated theories are still honoured and emerging new theories have not taken congnizance of. Most of the universities are still conservative in these papers,

teaching only the "time honour" theories, Yet there are a few progressive universities accepting new theories but even among them the majority dare not drop the deadwood. They still hold on to old obsolete theories at the same time stretching perhaps their right arm to reach the promising new theories. The information overload is really crusting the trainees at least in two areas, psychology and problems of education.

5.4.3 ANNEXURES COMPLETED

The U.G.C. in its guidelines has requested the information to be presented as Annexures related to the terms of references in the format prescribed. The following annexures were completed.

ANNEXURE I. Existing Curriculum in Education in different Universities in terms of quality as well as workload.

ANNEXURE II. A brief note on the new curriculum developed in the centre to promte human resource development and identified areas which are crucial to make education meaningful in the task of national development

ANNEXURE III Brief information about the model curriculum:

(a) Information regarding proposed scheme of academic programme and examination system.

(b) Text of the proposed model curriculum.

ANNEXURE IV.

(a) Besides the textual material, the schedule of lectures on the basis of the course contents-the blow up of the course.

(b) Standard textbooks to be followed for each paper

ANNEXURE V The ways and means for preparing textbooks according to lecture schedule and minimum library requirements.

ANNEXURE VI The training programme of teachers to be trained in order to impart education according to the revised curriculum. The training programme of the teachers of colleges/universities is also prepared.

The Annexures are intended to provide the details as which the reports of the different tasks completed by the committee as specified by the terms of references have been prepared.

5.4.4 Annexure I is prepared based on information obtained from the prospectus and syllabi of 33 Universities, 'The Universities Handbook of India 1985-1986', the knowledge and experience of the Committee members who have been associated with many Universities offering the courses in Education and the responses to a questionnaire sent out by the Curriculum Development Centre. The details obtained are consolidated and reported as Annexure I.

Note to Annexure - I

Details of Heads

1. Name of the University
2. Name of the Course
3. Nature and Duration of the Course
              R - Regular   C - Correspondence
              D - Duration   S - Semester
4. No. of Compulsory Core Papers
5. No. of Compulsory Elective papers
6. No. of Compesory Optional Papers
7. No. of Elective Papers
8. No. of Optional Papers
9. Total No. of Theory Papers
10. Practical work
        1. Teaching practice
        2. Practical work related to theory papers
        3. Other practical work
11. Assessment
    a. Theory   (i) External   - % of marks
                   (ii) Internal   - % of marks
    b. Practical   (i) External   - % of marks
                   (ii) Internal   - % of marks
12. Teaching per unit hours per week (A/B/C)
13. Load/paper
14. Total workload weekly
15. Remarks

Note - 1 : The information provided in the table is based on

          (a) Information obtained directly from 22 Universities.
          (b) Information taken from the Universities Hand Book
              of India 1985-'86

Note - 2 : No. of Elective papers are the total number of alternative
          papers offered by the Universities as optionals.

          No. of optionals are the number of papers to be offered
          by a candidate in addition to core papers to complete
          the theory paper requirement.

Note - 3 : Practical work of the B.Ed. Course include:

          1. Teaching practice, 2. Practical work related to Theory
          3. Otehr practical work   papers

Note - 4 : Thick mark indicates presence of a particular activity.
          Details are not available.

Note - 5 : Teaching per unit; hours per week

          a. No. of hours of teaching for each Core paper per week
          b. No. of hours of teaching for each optional paper/week
          c. No. of staff members

Note - 6 : Average workload for teaching per week per paper
Note - 7 : Total work load per week for all papers together

Existing curriculum in Education (under-graduate level) of the
Universities in terms of quality as well as workload
Information required

1	2	3				4	5	6	7	8	9	10			11				12			13	14	15
		R	C	S	D							1	2	3	a i	a ii	b i	b ii	a	b	c			
1. Agra University	B.Ed.	R	-	-	1	3	2	1*	5	1	5	✓	-	-	-	-	-	-	6	3	8	12	30	*Can offer either one advanced level or two ordinary level courses
2. Aligarh Muslim University	B.Ed.	R	-	-	1	NA	NA	NA	10	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3. Amaravati Uty.	B.Ed.	R	-	-	1	Not available			-	-	-	NA	-	-	-	-	-	-	-	-	-	-	-	-
4. Andhra Uty.	B.Ed.	R	-	-	1	3	-	-	6	2	5	✓	-	-	-	-	-	-	-	-	-	-	-	-
5. Annamalai Uty.	B.Ed.	R	C	-	1	2	2 gp.1 of 4 from each	each gp.	7	2	5	✓	-	✓	80	20	-	100	-	-	-	-	-	Maximum marks Essay Type Short answer and objective type questions were used
6. Avadh Uty.	B.Ed.	R	-	-	1	4	-	-	NA	2	5	✓	-	-	-	-	-	-	6	6	10	12	36	
7. Awadhesh Pratap Singh Uty.	B.Ed.	R	-	-	1	4½	4	1	-	-	5	NA	NA	-	-	-	-	-	3	2	16	18	16	
8. Banaras Hindu University	B.Ed.	R	-	-	1	3	14	1	NA	2	6	✓	-	✓	-	-	-	-	-	-	-	-	-	
9. Bangalore Uty.	B.Ed.	R	-	-	1	3	6	1	11	2	6	✓	-	-	-	-	-	-	3	4	9	5	36	
10. Banasthali Vidyapith	B.Ed.	R	-	-	1	4	-	-	15	2	6	40	✓	SUPW	*75	25	67	33	-	-	-	-	-	* Marks for SUPW will be included in the total mark. Essay and short answer question were used.

1	2	3				4	5	6	7	8	9	10			11				12			13	14	15
		R	C	S	D							1	2	3	a i	a ii	b i	b ii	a	b	c			
11. M.S.uty.of Baroda	B.Ed.	R	–	–	1	4	11	1	15	2	7	✓	–	–	–	–	–	–	–	–	–	–	–	–
12. Berhampur Uty.	B.Ed.	R	–	–	1	3	–	–	8	2	–	✓	–	–	–	–	–	–	–	–	–	–	–	–
13. Bhagaipur Uty.	B.Ed.	R	–	–	1	4	–	–	13	2	6	✓	–	12 (1)	–	–	–	–	–	–	–	–	–	–
14. Bharathiar Uty.	B.Ed.	R	–	S	1	2	–	–	NA	2	4	–	–	–	–	–	–	–	–	–	–	–	–	–
15. Bharathi Dasan Uty.	B.Ed.	R	–	–	1	2	9 / 1 pr.	2	8	1 / 2 prs.	5	✓	✓	✓	60	40	–	100	3	4	11	8	20	Essay and SA questions were used. Max. Marks 1000. Speciali-sation in 2 subjects
16. Bhawanagar Uty.	B.Ed.	R	–	S	1	4	6 / 4	1 / 1	9	2	8	✓	–	✓	–	–	–	–	3	3	9	12	24	
17. Bhopal Viswa-vidyalaya Uty.	B.Ed.	R	C	–	1	3	–	–	3	1	–	✓	–	✓	–	–	–	–	–	–	–	–	–	
18. Uty.of Bihar	B.Ed.	R	–	–	1	5	–	–	13	2	–	✓	–	✓	–	–	–	–	–	–	–	–	–	
19. Uty.of Bombay	B.Ed.	R	–	–	1	4	–	–	18	2	–	✓	–	–	–	–	–	–	–	–	–	–	–	
20. Bundelkhand Uty.	B.Ed.	R	–	–	1	4	5	1	NA	NA	–	✓	–	–	–	–	–	–	–	–	–	–	–	
21. Uty.of Burdwan	B.Ed.	R	–	–	1	3	10	1	22	2	–	✓	–	–	–	–	–	–	–	–	–	–	–	
22. Uty. of Calcutta	B.Ed.	R	–	–	1	4	9	1	25	2	7	✓	–	–	–	–	–	–	–	–	–	–	–	
23. Uty of Calicut	B.Ed.	R	–	–	1	4	–	–	10	1	–	✓	–	–	–	–	–	–	–	–	–			

1	2	3				4	5	6	7	8	9	10			11				12			13	14	15
		R	C	S	D							1	2	3	a i	a ii	b i	b ii	a	b	c			
24. Dakshna Bharat Hindi Prachar Sabha	B.Ed. Siksha Swathak	R	-	-	1	NA	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-			*The course being conducted at B.Ed. colleges at Erna-kulam, Bangalore and Hyderabad
25. Dayalbagh Edl. Insttn.	B.Ed.	R	-	-	1	3	-	-	-	-	-	-	-	-	-	-	-	-						
26. University of Delhi	B.Ed.	R	-	-	1	3	14	1	22	2	6	✓	✓	✓	C75 25 M70 30 pr.		- 100		-	-	-			Maximum Marks 1000
27. Devi Ahilya Viswa Vidyalaya	B.Ed.	R	-	-	1	4	3	1	NA	-	-	-	-	-	-	-	-	-	-	-	-			
28. Dibrugarh Uty	B.T.	R	-	-	1	5	4	1	12	3	9	NA	-	- -	NA		NA -		-	-	-			
29. Dr.Harisingh Gour Viswavidyalaya	B.Ed.	R	-	-	18 mths	3	10	1	11	2	6	*280	-	60	90	10	50	50	-	-	-			*Pre-Internship programme -1 week Internship Programme. phase I - 15 ds.- 10 lesson to be taken in each subject.
30. Gandhiji Uty.	B.Ed.	R	-	-	1**	2	4	1	5	1 (2p)	5	25	-	✓	83	17	- 100		-	-	-			
31. Garhwal Uty.	B.Ed.	R	-	-	1	4	6	1	Addl 4 Ord 15	1 2	6	50	150	50	92	8	75	25	-	-	-			
32. Gauhati Uty.	B.T.	R	-	-	1	4	9	1	12	2	7	NA			NA		NA		4	4	10	5	24	---------
33. Uty.of Gorakhpore	B.Ed.	R	-	-	1	3	-	-	8	1	4	✓	-	✓	NA		NA		36	6	7	24	42	

21

1	2	3				4	5	6	7	8	9	10			11				12			13	14	15
		R	C	S	D							1	2	3	a		b		a	b	c			
															i	ii	i	ii						
34. Guru Nanak Dev. Uty.	B.Ed.	R	-	-	1	4	-	-	15	2	6	✓	-	-	-	-	-	-	-	-	-	-	-	
35. Gujarat Uty.	B.Ed.	R	-	-	1	3	3	1	9	2	6	✓	-	-	-	-	-	-	-	-	-	-	-	
36. Gulbarga Uty.	B.Ed.	R	-	-	1	4	-	-	NA	2	6	NA	NA		NA				4	2	10	3	20	
37. Gurughasidas Uty.	B.Ed.	R	-	-	1	2	10	1	6	1	5	NA	NA		NA									
38. Himachal Pradesh Uty.	B.Ed	R	-	S (2)	-	SR. 1-2 sr 2-3	-	-	9	2	7	-	40(1)	-	✓	100	67	33	-	-	-	-	-	
39. Jadavpur Uty.	B.Ed. Home Sc.																							
	B.Ed.	R	-	-	1 18mts	3	6	1	15	2	6	NA			NA				-	-	-	-	-	
40. Uty.of Jammu	B.Ed.	R	C	-	1	3	6 8	1 1	13	2	8	✓	-	-	NA				-	-	-	-	-	
41. Jamia Millia Islamia	B.Ed.	R	-	-	1	3	13	1	14	2	6 (401)	✓	✓	✓	60	40	-	100	-	-	-	-	-	
42. Jiwaji Uty.	B.Ed.	R	-	-	1	3	8	1	13 A6	2 1	6	✓	-		-		-		-		-	-	-	
43. Uty.of Jodhpur	B.Fd.	R	-	-	1	5	13	1	O18	2	-	40 (1)	-	-	70	30	70	30	-		-	-	-	A-Advanced level Course
44. Kakatiya Uty.	B.Ed.	R	-	-	1	3	5	2	9	2	7	✓	-	-	-		-							U-Ordinary Course

1	2	R	C	S	D	4	5	6	7	8	9	10/1	10/2	10/3	11 a/i	11 a/ii	11 b/i	11 b/ii	12 a	12 b	12 c	13	14	15
45. Uty. of Kalyani	B.T.	R	-	-	1	3	6	1	10	2	6	✓	-	-	-				6	15	9	24		For Specialisation paper 50 marks for
46. Kanpur Uny.	B.Ed.	R	-	-	1	4	7	1	14	2	7	✓	-	-	-	-	-	-	-	-	-	-		I.A. and 50 marks for External Exam.
47. Uty.of Kashmir	B.Ed.	R	C	-	1	2	4	1	8	2	5	✓	-	-	-	-	-	-	-	-	-	-		
48. Karnatak Uty.	B.Ed.	R	-	-	1	3	-	-	11	2	5	24 (1) ✓	✓		80	20	40	60	3	2	10	6	13	Max.Marks 1000
49. Kerala Uty.	B.Ed.	R	-	-	1	2	4	(1)10	1	1 (2p)	5	25 (1)	-	✓	83	17	-	100	-	-	-	-	-	Max.Marks 1000 VSA and SA and Essay type questions were used.
50. Kurukshetra Uty.	B.Ed.	R	-	-	1	3½	9	1	10 / 5	2 / 1	6	50 / 1	-	✓	90	10	90	10	-	-	-	-	-	
51. Kumaun Uty.	B.Ed.	R	-	-	1	4	5	1	15·	20		✓	-	-	-	-	-	-	-	-	-	-		Advanced level course
52. Lalit Narayan Mithila Uty.	B.Ed.	R	-	-	1	4	-	-	NA	2°	·6	✓	-	-	-	-	-	-	-	-	-	-		ºOrdinary level course
53. Uty.of Lucknow	B.Ed.	R	-	-	1	3	-	-	15	1	4	✓	-	-	-	-	-	-	-	-	-	-		
54. Madurai Kamaraj Uty.	B.Ed.	R	-	S	1	NA	NA	NA	-	-	-	NA	-		NA				4	5	12	14	22	
55. Uty.of Madras	B.Ed.	R	-	S	1 (2001 working days)	2½	8	1½	17	2	5	✓ (2-3 weeks)	✓	✓	100	-	-	100			-		-	Essay & Max. SA type qus.were 1000 included
56. Maharshi Dayanand Uty.	B.Ed.	R	-	-	-	4	8	1	15	2	7	-			-			-			-			

	1	2	3				4	5	6	7	8	9	10			11				12			13	14		15
			R	C	S	D							1	2	3	a i ii		b i ii		a	b	c				
57.	Mangalore Uty.	B.Ed.	R	-	-	1	4	NA	NA	-	-	NA	NA			NA				-		-	-	.		
58.	Manipur Uty.	B.T.	R	-	-	1	4	6	(1)	NA	2	7	-	-	√	NA				-		-	-	-		
59.	Marathwada Uty.	B.Ed.	R	-	-	1	3	-	-	8	2	5	-	-	-	NA				5	2	11	25	22		
60.	Meerut Uty.	B.Ed.	R	-	-	1	NA					NA				NA										
61.	Uty. of Mysore	B.Ed.	R	-	-	1	3	-	-	13	2	-	15 20 (1)	√	√	80 20		33 67								
62.	Nagarjuna Uty.	B.Ed.	R	-	-	1	2	10	1	NA	NA	-		-	-	- -	-	- -		-		-	-	-		
63.	Nagpur Uty.	B.Ed. (Gen. Basic)	R	-	-	1	5	-	-																	
								-	-	NA NA	NA NA	20	(1)	-		- - -		- -		-		-	-	-		
		B.M.Ed.										√	-	-		- -										
64.	University of North Bengal	B.Ed.	R	-	-	1	4	9	1	12	2	7	NA			- -		- -		6	3	10	10			
65.	North Eastern Hill Uty.	B.Ed.	R	-	-	1	4	6	2	10	2	8	NA			- -		- -		6	3	2	13	42		
66.	Osmania Uty.	B.Ed.	R	C	-	1	4	-	-	-	2	6	40 (1)	√	√	100 -		- 100		6	-	14	12	8		
67.	Patna Uty.	B.Ed.	R	-	-	1	3	-	-	15	2	5	40 (1)	-	√	100 -		- 100		6	6	11	4	30		
68.	Uty. of Poona	B.Ed.	R	-	-	1	2	5	1	-	-	-	√	-	-	- -		- -		4	2	17	2	16		

- 24 -

1	2	3				4	5	6	7	8	9	10			11				12			13	14	15
		R	C	S	D							1	2	3	a		b		a	b	c			
															1	11	1	11						
69. Punjabi Uty.	B.Ed.	R	-	-	1	4	-	-	19	2	6	60 (1)	-	✓	100	-	Internal 8 external		5	5	14	12	55	20+
70. Uty.of Rajasthan	B.Ed.	R	C	-	1	4	16 or 7	1* 1	5 gps	2	7	40 (1)	-	✓	75	25	- 100E SA		-	-	16			*Marks obtained in this programme will not be included to determine the overall division but mention if succeeded will be made in the degree confirmed.
71. Ranchi Uty.	B.Ed.	-	-	-	1	4	-	-	10	4	8	✓	-	✓	-	-	-	-	-					
72. Rani Durgavati Viswavidyalaya	B.Ed. Basic/ Non-Basic	R	-	-	1	4	-	NA	NA	NA	NA	-				-				-				
						3	-	-	4	2	5													
73. Ravishankar Uty.	B.Ed.	R	-	-	1	4	NA	-	NA	-	NA	-				-				-				
74. Rohilkhand Uty.	B.Ed.	R	-	-	1	3	5	1	-	2	6	✓	-			-			6	-	6	9	30	
75. Sambalpur Uty.	B.Ed.	R	-	-	1	3	-	-	6	2	5	✓	-			-								
76. Sardar Patel Uty.	B.Ed.	R	-	-	1	3	10	1	11	2 1pr.	5	25 (1)	✓	✓	62.5	37.25	25	75-	-					Internship 2-3 weeks Viva voce
77. Saurashtra Uty.	B.Ed.	R	-	S	1	5	10	11	11	12	8	✓	✓	✓	-			2	2	8	12	20		
78. Shivaji Uty.	B.Ed.	R	-	-	1	3	9	1	18	2 1pr	5	✓	✓	✓	83	17	20	80						*Self learning material, contact classes and Video tapes and printed material were used.
	(B.A./ B.Ed. spl).					1½	3	5	1	9	15 2	15 (1)	✓	✓	(Int.and Ext.)				4	2	11	20	24	

	1	2	3				4	5	6	7	8	9	10			11				12			13	14	15
			R	C	S	D							1	2	3	a i	a ii	b i	b ii	a	b	c			
79.	South Gujarat Uty.	B.Ed.	R*	-	1	4	-	-	8	2	6		√	-	-	-	-	-	-	-			-	-	Distance cum contact class
80.	Sri Padmavati Mahila Viswa Vidyalaya	B.Ed.	R	-	-	1	NA			NA					NA		NA									
81.	Sri Venkiteswara Uty.	B.Ed.	R	C	-	1	3	9	(1)	8	2p	6	√	-		-		-		5	5		13	3	30
82.	Utkal Uty.	B.Ed. B.A.& B.Ed. (4yrs.) B.Ed. (Dip.)	R	-	-	1	A3	-	NA	NA	NA	-	√	-		-		-			-		-	-	*There are 2 sections Gp.A and Gp.B. A third course for untrained S.S.trs.- Summer School-cum-Corr.Course
							B3	-	NA	NA	√	-	√												
83.	Vidyasagar Uty.	B.Ed.	R	-	-	1	4	(9)	1	16	2		√	√	√	- 10	1&E				-			-	Max.Marks 1000
84.	Vikram Uty.	B.Ed.	R	-	S	1	4	NA NA	NA NA	NA NA	2	6	√		√										
85.	Viswabharati	B.Ed	R	-	-	-	3	-	-	8	2	5	-			-									
86.	Alagappa Uty.	B.E.	R	-	-	-	NA	NA	NA	NA	NA					NA									
87.	S.N.D.T. Uty.Bombay	B.Ed.	R	-	-	1	3½	6	(1)	21	2 1pr	5	√	√	√	71.5	28.5	100		9	12	6	16	21	Max.Marks 1000

TERMS OF REFERENCE II

6.0 HOW THE NEW CURRICULUM WOULD PROMOTE HUMAN RESOURCE

DEVELOPMENT AND THE AREAS WHICH ARE CRUCIAL TO MAKE

EDUCATION MEANINGFUL IN THE TASK OF NATIONAL DEVELOPMENT

The limited concept of a good teacher formerly was one who was efficient in classroom instruction and who valued the examination answer papers conscientiously. The scenario in the modern educational domain is different. Society expects the teacher to do diverse functions and he has to develop new competencies, skills and attitudes besides himself becoming an emotionally integrated person with spiritual, social and moral values. Further, to having a mastery of modern techniques of classroom instruction the newly educated teacher must have abilities in modern evaluation practices, accept and introduce useful innovative practices, acquire skills and techniques of research and action research, involve himself willingly and meaningfully in extension work in schools and community, become a member of the learning society himself, help his pupils to develop the skill to learn and develop moral, social and spiritual values in his pupils besides contributing way to the strengthening of the forces of unity and national integration of the country. He must have a vision of the new glorious India in the making for which each one of us has a duty to contribute.

Taking into account the changing concept of education and the enlarging roles that the teacher has to play, the curriculum has been designed with human resources development at the core of all the activities contemplated in its implementation.

National Policy of Education (1986) calls for the quality of teachers' work. It also emphasises the teachers' accountability to the pupils, their parents, the community and to their own profession.

The new curriculum prepared by the Undergraduate committee reflects the emphasis given by this policy as evinced from the following aims framed for Bachelor's level of Teacher Education:-

1. To improve the effectiveness of present system of Teacher education, so that the teachers may become more accountable, more professional, better builder of character of their trainees, and with desired values and high qualities.

2. To enhance the knowledge, to produce awareness, to improve the abilities and capabilities, and to make more skill oriented teachers as human beings resources themselves.

3. To provide information to the teacher trainees regarding the processes and requirements of Human Resource Development and to make him realise his new role in this new context, and

4. To familiarize the trainees with the actual teaching learning climate of schools, the work of teacher in the classroom, in schools and in community through the scientifically designed internship programme of teaching.

The teacher trainees trained through this new dynamic curriculum and internship programme will be able to establish better linkages between the curriculum and Human Resource Development.

The following characteristics of the New Curriculum designed by the committee highlight the ways in which it would promote Human Resource Development for meaningful National Development.

1. The aims and objectives of the total curriculum as well as those of each paper are scientifically designed, their scope is widened and the content of each paper is enriched and made up-to-date.

2. As given in Plan of Action of NPE (1986) the emphasis is put more on developing accountability among the teachers under training through theory, practicals and internship programme.

3. The outdated topics are weaned out and new, scientific and need-based topics are introduced. The relevant topics has been updated, and emphasis is put on developing human resources.

4. All the core papers have been so designed to provide strong foundation needed for the teaching profession. The practicals and related activities are also formulated to meet this purpose with more intensity.

5. The new curriculum offers optional papers with pedagogic analysis, which will give better understanding of the classroom implications of teaching-learning-process.

6. The teachers will be exposed to new knowledge in teaching, testing and assessment.

7. Theory and practice in this new curriculum have been designed and integrated so that they are given equal status in the teacher education programmes by including teaching practice and Internship components.

8. The emphasis of this programme is not only on updating knowledge of teachers but also providing rich experiences and opportunities for teacher trainees to work with his students, peers, school teachers, teacher educators and community persons. Thus he will be the key instrument in Human Resource Development.

9. The introduction of Internship programme in this new curriculum will help teacher trainees to be familiar with, as well as to acclimatize with the realistic school structure, real work situation, and actual functioning of school. This programme is comparable with that of any professional course like medical etc. Incorporation of this internship programme will enable the teachers to be more skill oriented, more accountable, more concerned with student, school and community and thus will contribute effectively in Human Resource Development.

10. The electives included in this new curriculum will enable the trainees to understand the problems of education, current trends and new innovations in teaching.

11. Since each theory paper is linked with useful practical work, it will provide trainees insight in understanding the link between theory, practice and practicals with school situations.

12. In each paper separate achievable objectives, details of the topics and subtopics, usable teaching-strategies and evaluation procedures are suggested. This will provide rich experience in these areas and will improve not only instructrional strategies or evaluation strategies but also improve the total quality of teachers and thus will contribute towards Human Resource Development.

13. The new curriculum will make aware of the trainees the classroom problems in schools and will provide training in such a way so that he may acquire skills in handling these classroom problems effectively.

14. The trainee will be better equipped for individualized and small as well as large group teaching techniques. He will be able to use diagnostic and remedial measures for developing his students if needed.

15. The present curriculum is in modular form which will help in maximising the achievement of trainees.

16. The basic philosophy under this new curriculum is to make the curriculum more dynamic by framing it through process word rather than considering it as a product. This is the key concept in Human Resource Development.

Keeping in view the recommendation of Programme of Action of N.P.E. (1986), an effort has been made by this committee to overhaul the curriculum and teacher education programme at Bachelor's level. Old things and old concept which are not needed now, were removed. New ideas and new concepts which are more relevant to present world of teaching were included. All the key theoretical concepts were linked with practicals to make it more professional and practical—oriented training. The recommendation of 6 months' Internship programme will really acclimatize trainees with realistic school functioning and will help in developing proper attitude among trainees towards teaching. They will be better equipped, they will develop better idea of work and situation in which they will work. They will take more interest, have rich experience and better insight in school community and teaching-learning problems. Thus the new curriculum will be more powerful and strong instrument for the cause of Human Resource Development.

TERMS OF REFERENCE III

7.0 SUGGESTED MODEL FOR BACHELOR'S COURSE IN TEACHER EDUCATION

The Committee has suggested an alternative model for the under-graduate level of teacher education. The Committee also considered the opinions of educationists through a questionnaire sent out by the Centre for the purpose.

It has three parts, namely: Part A - THEORY, Part B - PRACTICE and Part C - INTERNSHIP. The structure of the course is given below:

Duration: 2 years - 1½ years of instruction and 6 months' internship.

The undergraduate level of Teacher Education is to cover primary education as well.

PART A - THEORY

Core Subjects

Paper I	-	The Learner - Nature and Development
Paper II	-	Teacher and Education in Indian Society
Paper III	-	Teaching-Learning Process
Paper IV	-	Section A - School Management
		Section B - Electives

Electives

1. Guidance and Counselling
2. Adult and Continuing Education
3. Early Childhood Education
4. School Library Service
5. Work Experience
6. Health and Physical Education
7. Co-curricular Activities
8. Computer Education
9. Population Education

Optional Subjects

First Optional	-	Paper V	-	Methods of Teaching
		Paper VI	-	Pedagogical Analysis
Second Optional	-	Paper VII	-	Methods of Teaching
		Paper VIII	-	Pedagogical Analysis

Provision to be made for methods of teaching and pedagogical analysis of subjects at Higher Secondary and Secondary Levels.

PART B - PRACTICE

1. Practice Teaching
2. Practical work
3. Camp
4. Work Experience
5. Participation in Co-curricular Activities

PART C - INTERNSHIP

Phase I   :   Orienting to internship programme

Phase II :   Observing schools and school systems and assisting subject teacher.

Phase III :   Working as a regular teacher

Alternative papers for elementary level

Paper VII : Child Psychology

Paper VIII : Content and Methodology of Teaching (i) Language
(ii) Arithmetic and
(iii) Environmental Science

SCHEME OF EVALUATION

Papers/Activity	Mode of Evaluation	Marks
PART A THEORY		
Papers I to VIII	External (8X100)	800
PART B - PRACTICE		
1. Practice Teaching	Internal	200
2. Practical work (related to theory papers)	Internal (8x50)	400
3. Camp	Internal	50
4. Work Experience	Internal	100
5. Participation in co-curricular Activities	Internal	50
PART C - INTERNSHIP	Total	1600

Certification will be done on the basis of the successful completion and the assessment of internship

7.0.1 Rationale for Suggested Model

B.Ed. at present is one-year degree course in most universities. The exceptions are (i) the Doctor Hari Singh Gour Viswavidyalaya, Saugar and (ii) Jadavpur University where the duration of the B.Ed. programme is 1½ years. In Regional Colleges of Education, a four year integrated course of B.A./B.Sc. and B.Ed. called B.Ed./B.Sc.Ed. is offered. In some Universities like Berhampur University a plus three B.A. in Education has been started in 1985. The particulars of the course are not available to the Committee.

The duration of one year was fixed for the L.T. Course in India many years ago, when the teacher education was in its infant stage. Today this field has so developed that it is not easy to attain the professional skills required of teachers within the short duration of one year. The research in teahcer education, the new learning theories, instructional strategies, the development of allied subjects like psychology and sociology and the growth of educational technology have enlarged the scope of the teacher education curriculum which will require a longer duration of the course. One year education is inadequate for a profession like teaching. The M.Ed. programme has its own specific objectives and cannot be designed as a sequential programme for continuing the skill development. Teaching skills are to be developed at the B.Ed. level and the study of education with a strong emphasis on theoretical foundation is to be taken up at the M.Ed. level.

The Committee is of the opinion that at present full justice is not done to practice teaching at the B.Ed. level for want of time and a comprehensive programme. A teacher with little practice is more dangerous than a 'raw' teacher. In the existing practice, a student teacher is supposed to teach only 15-20 lessons under practice teaching. This is inadequate for a person to be initiated into the profession of teaching. The new techniques of training like microteaching and the teaching experience in the form of internship, if introduced, require lengthening of the course.

In view of the eight papers to be introduced under theory and more intensified practice teaching, the teacher education programme of two years duration is justified.

The Saugar experiment is the only exception in India. The Doctor Hari Singh Gour Vishwavidyalaya, Saugar has the B.Ed. programme of 1½ years' duration, out of which the last five months have been set apart for Internship; Phase II for "acclimatising" the student teacher with the realistic school structure, its functioning and constituents of teaching-learning process and then to prepare him for teaching in guided and selfmanaged situations."

A longer duration is not a new concept. In the suggested model, the proposed duration is two years. In order to cover the rich and varied content in teacher education and provide adequate practice teaching and six months internship, a period of two years is essential.

Eligibility for Admission

The admission to the course will be open to graduate of recognised universities. A certain number of seats may be set apart for postgraduates. The committee suggested the criteria for admission to be minimum of 50% marks in the qualifying examination for admission to the course and/or the performance in an entrance examination followed by an interview.

The course

Part A - Theory   The four papers in this part are the outcome of the review of all theory papers prescribed in different universities in India. Most common papers now offered in the universities are given below:

Paper I: Teacher Education in the Emerging Indian Society, Education in Indian Society.

Paper 2:

Educational Psychology
Psychological Foundations of Education
Psychology of Growth and Learning
Psychology in Education
Foundations of Education - Psychological
Psycho-Pedagogy

Paper 3:

Basic Principles and Methods of Teaching and School Organisation
Evaluation, Mental Measurement and Statistics
School Organisation and Modern School Practices
School Organisation and Educational Technology
School Organisation and Administration

<u>Electives</u>: A large number of subjects have been included under this section. They are:

1. Education in contemporary India
2. School organization
3. Educational Technology
4. School and Educational Management and special fields of Education
5. Theory of Education
6. Principles of Education
7. Education and society
8. Education in Modern India
9. Teaching of school subject-I
10. Principles and Techniques of Education
11. Problem of Indian Education
12. Comparative Education
13. Population Education
14. Guidance and Counselling
15. Educational Evaluation
16. Education of the sociallly disadvantaged
17. Education of the Gifted
18. Mental Hygiene
19. Adult Education
20. Non-formal Education
21. Physical Education
22. Library Education
23. SUPW
24. Action Research
25. Infant Education
26. Educational Administration and Supervision
27. Contributions of Great Educators
28. Curriculum Development
29. Models of Teaching
30. Environmental Studies
31. Programmed Learning
32. Teacher Education
33. Health Education
34. Higher Secondary Education
35. Rural Education
36. Economics of Education
37. Moral Education
38. Measurement and Evaluation
39. School Administration
40. Experimental Education
41. Speech Skill
42. Reading skill
43. Elementary Education
44. Institutional Planning and Administration
45. Diagnostic and Remedial Teaching
46. Philosophical and Sociological Foundations of Education
47. Scientific bases of Educational Practices including school organization, Methodology of Teaching.
48. Mental and Health Education and Educational Measurement

The theory papers in the existing curriculum have been subsumed under four papers and these papers are further enriched with modern concepts and principles in education under Part A - Theory of the suggested model.

While the focus of paper I is on the child who is the learner, Paper II lays emphasis on Sociological and Philosophical implications for education in the context of Indian Society. Paper II deals with the instructional strategies and evaluation in the context of educational technology. Paper IV is an additional compulsory core paper covering school management under Section A and subject concerning a major issue in Indian Education under Section B. Elective.

Optional Subjects

In most Universities two-optional system is followed. In a very few universities single optional system is prevalent. In the suggested course the former system is adopted. In many parts of India, schools have only one or two sections in a standard at high school level. If teachers are trained in only one subject, they cannot be given sufficient teaching work in such schools. The single optional system in a one year programme may be more appropriate for post-graduates who are later appointed in higher secondary schools. But all post-graduates may not get themselves employed in higher secondary schools soonafter their completing the B.Ed. course and very many of them may have to seek employment in high schools in rural areas in which case they are likely to teach two different subjects.

Each optional subject has two papers - one covering methods of teaching and the other pedagogical analysis of the content of school subject. The pedagogical analysis is a promising exercise for theacher trainees. It was introduced in some Universities only. In the begining there was only the study of certain select areas in the optional subject prescribed for the B.A./B.Sc. course. Later the content study has taken the shape of pedagogical analysis of the content of the B.A./B.Sc. degree. Since universities like Gandhiji University felt that the pedagogical analysis of the B.A./B.Sc. level syllabus of the subject was too much for a graduate or even a postgraduate who is not given to teach the subject at the B.A./B.Sc. level, the pedagogical analysis was limited to the content prescribed for high school classes. The committee is of the opinion that pedagogical analysis of the subject is essential for a better understanding the teaching-learning process. The Committee recommends to include under Paper IV and Paper VIII the pedagogical analysis of the content of optional subjects prescribed for the high schools/higher secondary schools. (The guidelines for the analysis and models for languages, sciences and social sciences must be prepared in a national workshop of eminent teacher educators in India, if possible from abroad).

Teaching at Higher Secondary School

The minimum professional qualification for higher secondary school teaching is B.Ed. degree. But the B.Ed. degree programme does not envisage the professional training of higher secondary school teachers. At this level the method of teaching must be different from that at secondary level. It must be oriented to problem-solving, seminar, discussion and the like. Several methods of teaching at higher stages of education are being developed. Nevertheless, a separate teacher education programme for this comparatively small group of teachers for higher secondary schools is not advisable at present. But provision is made in the suggested model for methods of teaching and pedagogical analysis of subjects at higher secondary level. If this is introduced, a small percentage of seats must be set apart for postgraduates who aspire to become teachers in higher secondary schools.

Teaching at Elementary Level

More and more trained graduates are employed in elementary schools. An elementary school teacher is expected to teach all school subjects. The trained graduates are competent to teach either one or two subjects. The new model gives provision for training to teach all subjects at elementary schools by suggesting two alternative papers for the second Optional. They are paper VI - Child Psychology and Paper VIII - Content and Methodology of Teaching (i) Language (ii) Arithmetic and (iii) Environmental Sciences.

PART B - PRACTICE

The highlight of the proposed model is that theory and practice have been given equal status in the teacher education programme by including two strong components viz., Part B practice and Part C Internship.

Part B Practice consists of four distinct parts like practice teaching, practical work, camp, work experience and participation in co-curricular activities. The practical work is related to the eight papers under Part A theory.

PART C - INTERNSHIP

After the student teacher has completed the course and appeared for the examination he/she is exposed to the school in its natural setting. The student teacher will be oriented to internship under

Phase I of the programme. The major purpose of Phase II of the internship is to "acclimatize the student teacher with the realistic school structure and its functioning." Phase III is intended for student teacher to experience the teaching-learning process in real situation and to undertake teaching as done by experienced teacher. The proposed internship is comparable with that of any professional course. The details are given as Appendix 10. The duration of the internship is proposed to be six months from November to March in the second academic year (4th Semester). The certification is done after the successful completion of internship.

Name of the Course

The suggested course is more intensive and qualitatively at a higher level than the current B.Ed./B.T. courses and as such the degree or title awarded to candidates who undergo and successfully complete this course should be different from the B.Ed./B.T. It is hoped that the N.C.T.E. will soon become a statutory body and secure "accreditation authority". When the courses offered the various universities are accredited by the NCTE a common nomenclature for the degree or title may be acceptable for all. It is suggested that the candidates who successfully complete the course (2 years duration with all the components suggested in this curriculum) be given the title Fellow of Education Faculty (FEF) irrespective of the various types of degrees (Bachelor, Master, Honours, Science, Arts, Education) that the various universities offer to conform to the general practice they observe in the award of degrees to various faculties. The universities may be given the option to have their own nomenclature to the degree they award but would be required to get the degrees accredited by the NCTE and NCTE would offer the title FEF to the candidates who pass out by the accredited degree courses and this title awarded by a National body will have its prestige and acceptance all over the country. The responsibility for maintaining a national standard will then devolve on the NCTE.

SCHEME OF EVALUATION

Theory and Practice have been given equal weightage. 800 marks have been allocated for each part, the total marks coming to 1600. Both the internal evaluation and external evaluation are proposed. In addition, there is an intensive assessment of internship. Only theory papers under Part A will be subjected to external evaluation. The system of continuous evaluation is recommended.

TERMS OF REFERENCE III (a)

BRIEF INFORMATION ABOUT THE MODEL CURRICULUM

7.1

a) Proposed scheme of Academic Programme and Examination System

Name of the Subject	Name & No. of Unit, Code No. of Unit	U N I T Full/ Half	Total marks allo- tted	Theory & Practical marks	Exter- nal	Inter- nal	Examination Semester/ Yearly	Duration of Examination	Remarks
1	2	3	4	5	6	7	8	9	10
Part A. Theory									
1. The Learner, Nature and Development.		Full	150	150	100	50	Semester	3 hrs.	-
2. Teacher and Education in Indian Society.		Full	150	150	100	50	Semester	3 hrs.	-
3. Teaching- Learning Process.		Full	150	150	100	50	Semester	3 hrs.	-
4. Section A: School Mana- gement		Half	75	75	50	25	Semester	3 hrs.	-
Section B: Elective		Half	75	75	50	25	Semester		-

	1	2	3	4	5	6	7	8	9	10
5.	First Optional: Methods of Teaching		Full	150	150	100	50	Semester	3 hrs.	-
6.	First Optional: Pedagogical Analysis		Full	150	150	100	50	Semester	3 hrs.	-
7.	Second optional: Methods of Teaching		Full	150	150	100	50	Semester	3 hrs.	-
8.	Second Optional: Pedagogical Analysis		Full	150	150	100	50	Semester	3 hrs.	- -
Part B. Practice										
1.	Practice Teaching		Full	200	200	-	200	-	-	-
2.	Camp		Full	50	50	-	50	-	-.	-
3.	Work Experience		Full	100	100	-	100	-	-	-
4.	Participation in Co-curricular Activities		Full	50	50	-	50	-	-	-

TERMS OF REFERENCE   III (b)

7.2 CORE PAPERS IDENTIFIED

The committee considered the different core papers offered by the universities, the content of the core papers, the emphasis given and the modern development in the teacher education programme and decided on the following four papers to be included as core papers in the curriculum:

1. The Learner - Nature and Development
2. Teacher and Education in Indian Society
3. Teaching-Learning Process
4. School Management and Electives

7.3 MODEL CURRICULUM FOR CORE PAPERS

7.3.1 Draft Syllabi

The Faculty of the Department of Education analysed the curriculum of core papers received from 38 Universities and drew up the draft syllabus for (1) Teacher and Education in the Emerging Indian Society and (ii) Educational Psychology (Vide Appendix 5). In the case of the remaining core papers, their content is so wide and cumbersome that the preparation of their syllabi by the faculty was not possible before the titles of the remaining core papers were finalised by the Curriculum Committee.

In the first meeting of the Committee held from 9th to 12th December, 1986, the existning syllabi of different Universities were reviewed. The committee discussed the objectives of the course, its structure and duration. The syllabi drafted by the centre were considered. The committee prepared the broad outlines of three core papers. In its subsequent meetings the titles of the four core papers were finalised and the draft syllabi were prepared (Appendix 11).

7.4 Final and Detailed syllabi

The detailed syllabi for all four papers were drawn up by sub-groups of the Committee (Appendix 12). After several revisions they were finalised for the preparation of modules.

BACHELOR'S DEGREE IN EDUCATION

7.4.1   PAPER I   THE LEARNER - NATURE AND DEVELOPMENT

SYLLABUS

Unit I   Learner and its nature.
            Learners' innate potentialities of cognitive behaviours, cultural influence on cognitive and affective development - Indian and Western views.

Unit II   Concept and Stages of Development.
            Growth and Development - Concepts, Principles and stages.
            Aspects of Development.
            Factors influencing growth and Development.   Growth and Development - Concept and Stages, Aspects of development, Physical, Cognitive, Social, Language, Emotional and Moral. Characteristics of Growth and Development, General trends and pattern - Factors influencing growth and development-Internal and External.

Unit II.   Development during Adolescence.
            Significance of the study of adolescence - physical differences in the trends for boys and girls,and early and late matures-Problems of adolescence - stress and strain, extra energy, uneven growth and rebillious nature - Social, peergroup influences, identity crisis - Emotional Problems - Characteristics of adolescents - interests, attitudes, value system and character formation - Emerging sub-cultures and their impact - implications for teaching.

Unit IV   Individual Differences.
            Meaning and nature of individual differences, Factors responsible, Inter and intra differences in cognitive abilities-Personality - attitudes - Interests and values - Cognitive and learning styles. Implications for classroom teaching.

Unit V   Human abililties - Cognitive, Affective and Psychomotor.
            Human abilities (a) Meaning, nature and concept of human abilties (b) Types of human abilties - general and specific; primary and secondary. (c) Classification of abilities - based on content - process and product. (d) Human abilities - Different types - Intelligence, Aptitude, Attitude, Values, Skills.

Cognitive abilities: Intelligence as the Cognitive ability.
a) Meaning and nature of intelligence, Types of intelligence.
b) Measuring intelligence - Intelligence Tests, Classification of Intelligence tests, Administration of Tests, M.A. & I.Q.
c) Intellect Profiles - Meaning, Procedure of preparation and uses.
Aptitude and its Measurement.
Concept of Aptitude - Classification of Aptitude - Aptitude and related terms - Measurement of Aptitude and related Standardized tests for measuring aptitude in different subjects Use of Aptitude Tests. Attitude and its Measurement.
(a) Meaning of attitude. (b) Attitude and related terms.
(c) Process of attitude formation (d) Attitude Measurement.
(e) Modification/Change and attitudes.-skills: Concept,development and refinement. Meaning and concept of skills-classification of skills - productive and reproductive skills - Development and refinement of skills.

Unit VI   Personality
Concept of Personality - Meaning and definiton of Personality-Structure and functioning of personality - Personality traits, types, trait-type and factor type approaches.
Determinants of Personality.
Meaning and concept - Types of determinants - Biological, Psychological and cultural determinants- Normal and Abnormal Personality - Role of determinants in developing personality.
Personality and its Measurement.
Concept and personality measurement - Personality tests: Indian and Foreign - Paper Pencil, rating and projective tests of personality - Uses of personality tests in educational purposes. Development of Self-concept, Self-confidence and Leadership, Meaning of self-concept, self-confidence and leadership- Development of self-concept and self-confidence - Development of leaderhip behaviour - Plan and Programmes for developing self-confidence, self-concept and leadership among learners.

Unit VII   Learning.
Meaning and Nature of Learning.
Meaning, definition and nature of Learning - Process and Outcomes of Learning - Types of Learning - Conditioning, cognitive, receptive, initiative (social models), Heuristic and self discovery - Learning Hierarchy (as given by Gagne).
Learning of Concepts, Principles, facts, procedures, affective behaviour and skills. Learning of concepts and principles Learning of facts and procedures - Learning of affective

behaviour - Learning of psychomotor behaviour (skills) Information Processing model of Learning, Sementic encoding for understanding the long-term memory. Factors Influencing Learning. Maturation, cognitive Pre-requisites, affective Level (motiviation) and Reinforcement.

Unit VIII   Exceptional Children.
Nature, types - gifted, retarded, delinquent, disabled (sensorily and physically) slow learners and under achievers Methods of identifying - Special programmes for Optimising Learning - Seggregated and integrated approaches.

Unit IX   Creativity
Nature and dimensions- Factors influencing - Identification in different areas - academic, art, mechanical and scientific- Process of creative thinking - Creativity - Imagination and intelligence - inter-relationship - Educational programmes for developing and fostering creativity - Measurement of creativity - Method, tests of creativity.

Unit X   Mental Health
Concept and importance - Principles - Factors influencing- Adjustment problems (peergroup: homes, school) - Adjustment mechanism - concept and development of good mental health.

BACHELOR'S DEGREE IN EDUCATION

7.4.2   Paper II <u>TEACHER AND EDUCATION IN INDIAN SOCIETY</u>

SYLLABUS

Unit I   <u>Social Structure of Indian Society</u>

a) Sociology of Education - Definition - Nature **and** Scope-Purpose - relation of society to education.

b) Social interaction - Stratification, social differences and social mobility.

c) Social groups - Home, school, religion, peer-groups - their role as agencies of education - sub-culture value.

d) Education and socialization.

e) Indian society - Stratification based on race, religion, caste, occupation, wealth, education and political affiliations. Factors contributing to social mobility, economic conditions - Regional imbalances and inequalities - Our cultural heritage - unity in diversity.

Unit II   <u>Social, Economic and Cultural Deprivation</u>

a) The deprived groups - problems of scheduled castes and scheduled tribes and other weaker sections of society including women.
b) Problems of the poor.
c) Problems of the rural population
d) Problems arising out of industrialization,urbanisation and modernization.
e) Social justice - Need for.

Unit III   <u>Indian Society as Envisaged in the Constitution</u>

a) Directive principles and fundamental rights
b) Provisions relating to education
c) Social goals - Secularism - Democracy - Socialistic pattern of society.
d) National and Emotional Integration - Definiton - Need - Contributory factors.
e) Education and International understanding.
f) Economic Planning - Need - Five-Year Plans.

Unit IV   Education and Society

a) Sociological basis of education - mutual relationship between individual and society - Evaluation of behaviour with reference to social norms - desire for recognition, acceptance and approval of the group.
b) Different roles of education - agent of social change- a tool of economic development - a means of social and national welfare.
c) Social goals - Aims of education - Personal and social aims - concepts of liberal and utilitarian education.
d) A brief summary of the major recommendations of the important committees - Impact of British rule on Indian education - Swadesee movement in education. Contribution of Gandhiji, Tagore, Vivekananda and Sri Aurobindo.
e) Education and Human Resource Development.

Unit V   Philosophy and Education

a) Relationship between Philosophy and Education - Philosophy of education - meaning.
b) Impact of Realism, Naturalism, Pragmatism and Existentialism on modern educational systems.
c) Educational thoughts of Rousseau and Dewey.
d) Contribution of different religions to Indian educational theory - Hinduism, Buddhism, Jainism, Islam and Christianity.

Unit VI   Value Education

a) **Value** - Definition - Classification
   1. **Material** - love of money - Pleasure of life
   2. Physical - health, strength, grace and beauty
   3. Emotional - harmony, friendliness, courage, heroism, endurance
   4. Mental - perseverance, impartiality
   5. Aesthetic - appreciation of beauty, joy
   6. Social - co-operation, courtesy, civic sense, devotion to duty
   7. Moral - gratitude, honesty, benevolence
   8. Spiritual - meditation, pursuit of ultimate reality.

b) Concept of basic human values
c) Value erosion in social, economic and political fields.
d) Sources of value - Religion, Philosophy, Literature, Social customs, Science and Constitution.
e) Inculcation of values - Different approaches.

Unit VII   Teacher and Society

a) The role of teacher in society
b) Social status of Teachers - Contributory factors.
c) Teaching as a profession - Code of conduct for teachers.
d) Need for teacher education - different levels.
e) Professional organizations and their role.

Unit VIII   Teacher Education

a) Academic - Class room teaching
            - Organization of co-curricular activities
            - Counselling students
b) Community work - SUPW - NSS
c) Co-ordination with other agencies of education
d) Promotion of social and national integration - strengthening integrative and cohesive forces - elimination of social tensions
e) Profile of an ideal teacher
1. Content knowledge   - General
2. Content knowledge   - Specialization
3. Professional knowledge- Pedagogy
4. Teacher attitude   - a) Cultural Architecture
                           b) Conservators on culture
                           c) Democratic mediator
5. Teacher student   a) Authoritarian
   relationship   b) Laissez-faire
                           c) Democratic

Unit IX   Teacher Competancy

a) Teaching as a skill - scientific bases of the art of teaching.
b) Teaching competencies - general and subject specific.
c) Competency - based teacher education programmes - Development of competencies - Micro-teaching.
d) Social Interaction and communication skills.

Unit X   Major Issues in Indian Education

a) Eradication of Illiteracy - Man and selective approaches, functional illiteracy, NAEP - objectives - organization.
b) Education of socially,culturally and economically deprived.
c) Vocationalization - Need - Problems involved.
d) Equality of opportunities in education - meaning and measures taken.
e) Special education for mentally and physically handicapped- gifted children.
f) Towards a Learning Society - Distance Education - Objectives - main features.
g) Population Education.

BACHELOR'S DEGREE IN EDUCATION

7.4.3   PAPER III TEACHING - LEARNING PROCESS

SYLLABUS

Unit I   Curriculum Development

1. Meaning and definition of the curriculum; diversity of curriculum practices and programmes; concept of curriculum as a written plan for action.

2. Purpose, approach and nature of linear, spiral, concentric and pyramidal types of curriculum; characteristics of child centred and subject-centred curriculum.

3. Basic principles such as following a meaningful philosophy, classifying educational objectives, providing for the needs and interests of an experience for learner.

4. Process of curriculum development in India with reference to agencies, levels, evolution.

5. Overall view of state level secondary curriculum with reference to basic principles, functions, instruction and organization.

6. Common curriculum for the country, different views, constraints and feasibility.

Unit II   Use of Environment and Activities in Teaching and Learning

a. Resources in the environment - natural, industrial, social, cultural, concept of total environment.

b. Environmental approach in teaching - characteristics, guiding principles.

c. Environment-based learning - experential learning, learning 'from the world'

d. Activity-centred instruction - integration of study and work, basic education, project method.

e. Teaching through co-curricular and out-of-class activities.

Unit III   Educational Technology

Educational Technology – the concept,   ET as a systems
approach – define or set goals, survey current status, design
inputs, implement and evaluate. Application in preparing
instuctional plans – long or short term.   Technology in
education, its role in dealing with knowledge explosion,
enrolment explosion, distance education and lifelong education.

Technology in the class-room, aids to facilitate learning,
audio, visual and audio-visual aids, multisensory appeal;
breaking temporal and spatial constraints; individualised
instruction; freeing teacher from routine or repetitive work.
Educational Technology in the teaching process – creative
application of science to educational (teaching) problems.

New methods of teaching based on the science of learning;
techniques to help students to different levels in achievement;
receptive (expositive)model, behaviour modification, cognitive
scheme, adaptive model, information processing model; skill
based teaching, team teaching, programmed learning; multi-
media packages, self instructional modules; small group,
large group instructions.

Unit IV   Mass Media

Role of mass media in education with special reference to
formal education. Use of radio, TV, films and newspapers
in school education, teachers' role in the use of mass media;
collaborating with production agencies   in preparation of
communications; guiding student – learning through mass
media.

Educational broadcasts (radio and TV) in India with special
reference to the state. News papers including special issues
and educational magazines as resources of learning.

Unit V   Technology in Education

Most technologies have two parts, hardware and software.
While hardware i.e., the machines and gadgets are frequently
developed by scientists and technologists, development of
software is generally undertaken or   guided by the user
groups.

Technology in education can be categorised as low, intermediate and high technology, Chalkboards, charts, models are examples of low technology, slides, overhead projectors and epidiascopes can be categorised as intermediate technology while radio, TV audio/video tapes, films and computer are categorised as high technology.

Teacher can contribute to and use all types of technology in different degrees.

Special teching/learning strategies: In addition to the necessary knowledge which may be provided by the teacher through lectures and discussions a great deal of practical work is suggested in this area, students may be required to get familiar with the relevant machines and learn to operate them. They may also understand the most common and ordinary faults that can develop in these machines and how to set them right. Practical assignments in preparing charts, models, slides, audio/video cassettes and computer software may be required.

Students may design lessons combining meaningful use of several technologies, if necessary, in the classroom, exact amount and nature of practical assignments would get decided by the facilities a training college has. If the toal amount of practical work seems heavy, groups of students may take up smaller number of assignments.

Unit VI   Evaluation

Concept and purpose of evaluation - basic principles - tools and techniques of evaluation - tests as tool - classification of tests. Characteristics of a good tool - validity, reliability and usability.

Preparation, administration and interpretation of results of achievement and diagnostic tests.

Evaluation of attitude, interest and adjustment.

Unit VII   Evaluation Techniques

a) External examinations - limitations
b) Continuous comprehensive internal evaluation.
c) Criterion referenced and non referenced
d) Formative and summative

Unit VIII   Descriptive Statistics

Grouping scores into frequency distribution - Measures of central tendency - Mean, Median, Mode - Measures of dispersion - Range and Standard deviation - Graphical representation of frequency distribution - correlation - Rank difference method and product-moment method. Difference between two means.

Unit IX   Solution to Classroom Problems

1. Classroom problems - nature, form and significance;

2. Types of problems - related to
    a. teaching-learning process and
    b. classroom management;

3. Approach to find solution - scientific investigation and its significance;

4. Action research - meaning and definition, scope, origin, steps, comparison with fundamental research, advantages and limitations, steps of action research project (proposed by NCERT).

Unit X   Teacher as a consumer of research

a. Reading and understanding of educational articles and research reports.
b. Research Reviews and Encyclopaedias.

BACHELOR'S DEGREE IN EDUCATION

7.4.4   <u>PAPER IV SECTION A. SCHOOL MANAGEMENT</u>

<u>SYLLABUS</u>

<u>Unit I</u>   <u>School Plant</u>

Site, building, equipment, furniture, library, laboratory, playground, museum, garden, sanitation facilities and other physical features of the school.

<u>Unit II</u>   <u>School Organisation</u>

Yearly, monthly plans; time-table; records and registers; examination; maintenance of discipline; <u>the general 'tone' of the school</u>; school as a community; involvement of staff and students in the organisational management; leadership behaviours of the head of the institution; school-community relationship;

<u>Unit III</u>   <u>Personal management</u>

Interpersonal, intergroup relationship, human relations approach versus scientific approach; job satisfaction of teachers; teacher welfare measures; professional growth; school complex.

<u>Unit IV</u>   <u>Management of student services and student activities.</u>

Hostels, ancilliary services, recreational facilities (co-curricular) activities; school health services, guidance and counselling; Student Union.

NSS, Scouts, Guides, Red Cross, SUPW (work experience) excurssions, cultural activities, co-operative society.

<u>Unit V</u>   <u>Supervision</u>

Principles, types, head of the institution as a supervisor, supervisory system in the state; academic guidance to teachers.

BACHELOR'S DEGREE IN EDUCATION

7.4.5   PAPER IV - SECTION B: ELECTIVES

1.   GUIDANCE AND COUNSELLING

Unit I   Nature and Scope of Guidance

Meaning, definition and scope of guidance, need, aims and objectives for guidance in secondary and higher secondary schools in context to changing situation.

Types of Guidance - Educational, Vocational and personal : Relationship between Guidance and Education, limitations of Guidance movement in India.

Unit II   Occupational and Educational Information

Meaning and importance of occupational and educational information; Types of occupational and educational informations; Procedures of collecting, recording, classifying and using the occupational and educational information; Existing standard classifications.

Unit III   Tools and Techniques of Guidance

Meaning and nature of tools and techniques in Guidance; Important Testing and non-testing tools (a) Personality tests, Intelligence, achievement and diagnostic tests; (b) Questionnaire, Observation, Anecdotal & Cumulative Record, Rating Scale, Interview and role-playing; Individual Techniques of guidance; Group Techniques of guidance; Career talks, class talks, career conference, Home room stay, Tutorial system, field trips and their merits and demerits.

Unit IV   Service in Guidance

Meaning of services in Guidance; Types of Guidance, Information service, Self inventory service, counselling service and placement service; Principles, utility and limitation of these services; Preparing follow-up programmes.

Unit V   <u>Organization of Guidance Programme in Schools</u>

Principles of organising guidance in schools; Procedure in setting guidance committees and organising guidance programme in school. Role of teacher, headmaster, parent and guidance worker in guidance services. Developing positive attitude towards the Guidance Programmes.

<u>BACHELOR'S DEGREE IN EDUCATION</u>

7.4.6   <u>PAPER IV - SECTION B: ELECTIVES</u>

2. ADULT AND CONTINUING EDUCATION

<u>Unit I</u>

Adult education, education for adults - the role of education in the economic development of an individual and of a nation; in the social mobility, in social change; in the local, state and national administration - education and individual and individual self development; continuous education for continuous growth - continuous growth: a distinctive characteristic feature of human life.

<u>UNIT II</u>

Adult education and its different forms - nonformal adult education, formal adult education - informal adult education, further education, continuing education, extension education, distance education - the main distinguishing features of each type - purpose of each type - different purpose for different groups of people in different countries (developed and developing) - for professional growth for self development - functionalities for illiterates, literates, women, workers, old people.

<u>Unit III</u>

Changing concept of adult education, social education, community education - adult education in the ancient India - the role of religion and community, rites

and rituals - in the medieval period dramas, street skits, 'Upanyasa', Kathakalakshepas; - modern period - different types for different people - technology based - media mediation.

Unit IV   Adult education in the Independent India - efforts made during the Five Year Plan Periods - achievements and failures, details and causes - literacy rates according to census in 1951, 1961, 1971, 1981 - Statewise figures - sex, community, locality based imbalances - population growth and its effects on literacy - agencies involved in adult education programmes - Government, voluntary, students, employers - approaches, mass media - new education policy - implementation programmes.

Unit V   Adult learning - chief characteristics, differences between child learning and adult learning - adult teaching - earlier and new methods - conscientisation - Philosophy of adult learning, the why and what - Psychology of adult teaching - functional literacy, non-formal methods, self-learning - distance learning.

Unit VI   Agencies: government, voluntary, students, employees; programmes conducted by them; short term, long term, literacy, continuing education programmes; Programmes for non-literates, general and specific programmes.

Organisation structure at the local, state, central levels : Directorate of adult education; University department, State resource centres; Schools and colleges; Voluntary organisations, 'Shramik Vidyapeets' (adult vocational education), Vocational education Programmes for women. Problems - organisational, tradition bound, suitable time; motivation of the learners; poverty; drop-outs; lack of co-ordination among the various agencies; literacy and continuing education programmes not well articulated.

Unit VII   Curriculum on - what it means - the components - process of curriculum development - curriculum for different target groups - involvement of the target groups in curriculum development - evaluation of adult education - special techniques needed - self evaluation - evaluation for improving rather than providing.

BACHELOR'S DEGREE IN EDUCATION

7.4.7   PAPER IV - SECTION B: ELECTIVES

3.   EARLY CHILDHOOD EDUCATION

Unit I   Principles and Philosophy of early childhood education. Growth of the principles and methods of early childhood education from Commanius to Dewey with special references to the practices adopted in India.

Unit II   Objectives of Pre-school education; its importance in the Indian context.

Unit III   Physical growth. Role of the school and the teacher in ensuring proper physical growth and well being of the young children; balanced diet, daily requirements of calories and nutrients; Malnutrition and deficiency diseases, Common childhood illness, preventives and remedial health measures. First aid in minor injuries and common ailments.

Unit IV   Social, emotional development. Opportunities for appropriate emotional and social development, learning to cope with strangers, new environment and experiences; acceptance of social controls.

Unit V   Motor development. Muscular co-ordination and physical skills development, appropriate material and activities. Playground apparatus - indoor activities and material.

Unit VI   Language development. Ability to communicate, converse and express in an organised manner. Enrichment of verbal and visual vocabulary. Fluency of expression, correct usage of language, enunciation and voice control. Reading and writing readiness programme; language games and rhythms. Diagnostic and remedial work.

Unit VII   Number concepts. Concepts of more and less, large/ small, few/many, beginning/end, shapes, weight etc. Meaning and significance of numbers. Number games and rhymes. Diagnostic and remedial work.

| Unit VIII | Aesthetic and Cultural Experiences. Need and import-ance of such experiences, Opportunities for experi-menting with sound, rhythm, colones or any other material. Exposure to good and beautiful things and experiences. |

Unit IX   Planning a pre-school programme. Principles of programme planning; long range and short range plan-ning; factors influencing planning of programmes. Early childhood education programmes based on different philosophies.

Unit X   Working with parents and community. Securing co-operation; educating parents.

BACHELOR'S DEGREE IN EDUCATION

7.4.8   PAPER IV - SECTION B: ELECTIVES

4. SCHOOL LIBRARY SERVICES

Unit I   Meaning and scope of Library Education

Meaning, concept and nature of school library servi-ces; Need and importance of library services in present system of education. Aims, objectives and scope of school library services.

Unit II   Planning & Organizing Library in School

Basic principles and procedures of planning and organizing school library; Academic library system with special reference to school libraries, Functions of libraries in schools; Five laws of library science.

Unit III   School Library Administration

Basic principles of school library administration, Basic routine work involved in book selection, reading, accessioning, techniques and maintenance of a school library.

Unit IV	Library-Centred Teaching

Meaning, nature and principles of library centred teaching, Essential physical facilities of a good school library; Classification and cateloging - Meaning and concept. purpose, forms, proper use of library; Library Services including reference services., students involvement in library; Special problems of school libraries. ·

Unit V	School Library as a Resource Centre

Concept of library as Resource Centre. A.V. Aids and other equipments including computer in library. Utilisation and evaluation of library resources in schools.

BACHELOR'S DEGREE IN EDUCATION

7.4.9 PAPER - IV SECTION B: ELECTIVES

5. WORK EXPERIENCE

Unit I	Work Experience

Concept, need and importance of work experience, objectives of introducing work experience as an integral part of education.

Unit II	Work experience in Education - Historical Review

Views of Indian and Western Philosophers on work experience - views of Tagore, Gandhiji, Nehru, Rousseau, Pestalozzi, Forebel, and John Dewey on work experience.

Unit III	The Area of Work

Farming - shop work - trade and commerce - Artistic and other creative work - social service work.

Criteria for selecting work experience activities. Activities for Primary, Upper Primary and High school stage.

Organisation of work experience programme.

Unit IV   **Methods and Techniques of Imparting Work Experience**
Early teaching methods - the present position - nature of work oriented subjects (skill subjects) - principles of skill development - steps in securing mastery in a skill.

Unit V   **Evaluation of Work Experience Programme**

Need for evaluation of work experience - the nature and type of evaluation - the aspects of work to be evaluated - methods of evaluating the different aspects - designing the scheme for evaluating practical work - specific items for the evaluation of practical work.

BACHELOR'S DEGREE IN EDUCATION

7.4.10   **PAPER IV - SECTION B: ELECTIVES**

6.   HEALTH AND PHYSICAL EDUCATION

Unit I   Health Education - Concept, old and modern objectives of Health Education - Health Knowledge, Current Health Status - Physical Fitness - a sound mind in a sound body - Relationship between physical fitness and health - Three levels of total fitness - Physical fitness and longevity - Physical fitness and resistance to infection.

Unit II   Health appraisal - Routine Examinations - Self analysis - Promoting health and fitness - programme for school-age children and youth - Afferent concept, Efferent concepts - Dietary requirements and stages of physical development.

Unit III	Infectious diseases/important noninfectious diseases and disorders - Methods of prevention, Health instruction, Health Examination - Health Service - Personal Hygiene, Need for assuming suitable postures - regular exercise, food and nutrition - Food habits, food values, balanced diet - Vitamins and deficiency diseases - postural defects and remedial exercises - Basic procedures and First Aid - Yoga - ancient Indian Philosophical concepts - nature cure.
Unit IV	Definition of physical education - its scope and need in schools. Nature of physical education object- ives of physical education.
Unit V	Rules and regulations of some major games and events of Athletics - Types of Tournaments and fixtures of the Championship and League systems - Fundamental Commands and table of exercises.

BACHELOR'S DEGREE IN EDUCATION

7.4.11   PAPER IV - SECTION B: ELECTIVES

7. CO-CURRICULAR ACTIVITIES

Unit I	**Philosophical foundation and psychological basis of learning activities**
	Relationship between learning and life activities and curricular and co-curricular activities. **Meaning** and scope of Co-curricular activities.
Unit II	**Principles and Methods of Co-curricular Activities**
	Principles of Co-curricular activity method , sense organs, sensory learning, working together with responsibility, Relation theory and practice, group and individual methods.

<u>Unit III</u>	<u>Types of Co-curricular Activities</u>

Different types of activities leading to learning - Curricular, Co-curricular and Extra-curricular activities and the activities of the past, present and future.

<u>Unit IV</u>	<u>Facilities for Co-curricular activities</u>

Physical and environmental facilities needed for organising co-curricular activities. List and use of different equipments and media needed for use.

<u>Unit V</u>	<u>Organisation & Management of Co-curricular Activities.</u>

Planning and organisation of co-curricular activities. Development of leadership values and decision making and financial and other resources needed for these activities.

<u>BACHELOR'S DEGREE IN EDUCATION</u>

7.4.12   <u>PAPER IV - SECTION B: ELECTIVES</u>

8. COMPUTER EDUCATION

<u>Unit I</u>	<u>Computer and Learning</u>

Microcomputer revolution; computer literacy; computer advantages; computer: a powerful learning device; production of learning materials.

<u>UNIT II</u>	<u>Fundamentals of a Computer and Principles of Data Processing</u>

Characteristics of a computer; basic elements of a computer system; how a computer operates; information input and output; basic concepts of data processing - information storage and retrieval; peripheral devices and storage devices; program; executing the program; checking the output.

UNIT III Computer Languages and Learning: 'Basic'

Basic preliminaries; input-output statements; operating commands control transfer statements; control and looping statements; subscripted variables; functions and subroutines processing of files. Hands-on training in the operation of the computer program - entry, data entry, execution, preparation of short program on any given topic.

UNIT IV Styles of Computer Based Learning

Computer Assisted Learning (CAL): Computer Manged Learning (CML); Educational paradigms - the instructional, the revelatory, the conjectural, and the emancipatory.

UNIT V Computer Applications and Social Aspects

Levels of computerisation; Main areas of application - common application areas and particular application areas; social and economic aspects - computerisation and work, privacy, data protection, the future.

BACHELOR'S DEGREE IN EDUCATION

7.4.13   PAPER IV - SECTION B: ELECTIVES

9.   POPULATION EDUCATION

Unit I   Nature and Scope of Population Education

Meaning and definition. Need, aims and objectives;
Population education and related terms; scope and
limitation; Emergence of Population Education in India.

Unit II   Population Situation in India

Definition of various related demographic terms,
structure and composition of population growth and
emerging trends, the need for planned population
growth, and existing programmes for family welfare.

Unit III   Population Growth and Quality of Life

Population growth - their consequences and effects;
concept of quality of life. Indices of quality of life:
Health, Nutrition, Education, Employment, Housing
and Communicating facilities. Status of women and
Population control. Relationship between population
growth and quality of it at micro and macro level.

Unit IV   Population Education in Schools

Curriculum and methodology: Approaches to population
education. Role of teachers, home and school; issues
and problems of population education; knowledge and
attitude of teachers; organisation of population
education programmes in schools/colleges.

7.5 PREPARATION OF SYLLABI AS MODULES

Preparation of Curriculum Modules

As required by the UGC in its Guidelines and its letter D.O.No. F.1-1/85 CDC dated 20th April, 1987 the curriculum was to be prepared in modular from (Appendix 13).

(i)   Note on Modular Approach

In order to ensure uniformity in the preparation of modules, the Centre prepared a note on modular approach and circulated it to all members. (Appendix 14). The structure of the module was discussed at the combined meeting of the committees.

(ii)   Learning Modules and Curriculum Modules

A distinction between learning modules and curriculum modules was drawn out and a general format for curriculum modules was prepared.

(iii)   General Format for Modules

1.   Each sub-unit is to form the content of a module.
2.   Each module is to be for one hour period
3.   Each module is to contain

   a.   Content Specification
   b.   Objectives
   c.   Instructional Strategies
   d.   Evaluation
   e.   References

4.   General list of reference is to be produced

The committee decided to suggest the following two types of reading materials:

1.   Basic Reading Materials
2.   Further Reading Materials

The sub-groups of the committee prepared the modules for all the four core papers following the general format. The references for each syllabus were drawn up. The modules were scrutinized before finalisation by the committee.

The work of presenting the curriculum in modular form was started with the core papers. The committee was not able to present the optionals in modular form because of lack of time and inability to utilise the services of other experts.

BACHELOR'S DEGREE IN EDUCATION

7.5.1   **PAPER I   THE LEARNER-NATURE AND DEVELOPMENT**

General Objectives:

To enable the student teacher:

1. to understand the nature and development of children and adolescents.

2. to understand the nature, range and distribution of individual differences and their implications for learning.

3. to understand the nature and process of learning with special reference to learning at schools.

4. to identify the exceptional children and help in the promotion of their learning.

5. to understand the structural and the functional aspects of personality development and help students develop integrated personality.

6. to understand the nature of mental health and help students develop good mental health.

UNIT - I   LEARNER AND ITS NATURE

The main purpose of this unit is to develop an understanding regarding the nature and development of learner in the student teacher.

Learning Outcomes

On completion of this module the student teacher will be able to:

1. understand the innate potentialities for cognitive behaviour of learner.

2. identify the various factors regarding the cultural influence on cognitive and affective development.

3. realize the importance of cultural influence on cognitive and affective development of learner.

4. interpret the Indian and Western views regarding the nature of learner.

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┌─────────────────────────────────────────────────┐
│                Content Specification              │
│                                                   │
│   Learners'  innate  potentialities    for  cognitive │
│   behaviour,  cultural  influence  on  cognitive and │
│   affective  development - Indian  and  Western  views. │
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Teaching - learning strategies

1. Supervised and assignment method may be used alongwith other effective traditional strategies for teaching this unit.

2. Student-teachers be given opportunity to identify the influence of different socio-cultural environment on cognitive and affective development of learner. This will help them in understanding the unit.

3. The student teacher may be given facilities for visiting slums and observe children there and also studying 'Balwadis' meant for slum children. They may visit some nursery/primary/sec. school run by convent institutions and observe children in school setting. For this purpose observation schedule may be used.

Evaluation

Student teachers may be evaluated on:

1. their abilities to appreciate the socio-cultural influences on cognitive and affective development using paper pencil tests.

2. their abilities to synthesise and recommend suitable environment for optimal growth and development by assignments and their ratings.

3. their abilities to understand the differences produced in the developmental process and recommend enrichment programme to compensate, as far as possible, according to the differences produced. This may be evaluated through observation report and performance in actual organization of programmes by the Teacher Educator.

4. asking student teacher to prepare term papers on Indian and Western views regarding the nature of learner.

Suggested Basic Readings

Suggested Further Readings.

UNIT - II   DEVELOPMENT

The emphasis of this unit is on the psychological nature of learner, particularly the procesess by which learner develops and learns.

It is also devoted to description of growth and development as seen through the eyes of biologist or physiologist. It treats principles, and factors influencing growth and development and its progress in human being from conception. For the sake of convenience this unit is divided into three modules.

Module 2.1   Concept and States of Development

Learning Outcomes - On completion of this module, the student teacher will be able to:

1.   explain the meaning and concept of growth and development in his own words.

2.   identify various stages of development.

3.   distinguish between growth and development.

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+--------------------------------------------------------+
|                 Content Specification                  |
|                                                        |
|  Growth  and   development   -  Concept,  Principles   |
|  and Stages.                                           |
+--------------------------------------------------------+
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Module 2.2   Aspects of Development

Learning Outcomes - On completion of this module the student teacher will be able to:

1.   recognise various types of development

2.   explain various major characteristics of physical, cognitive, language, social, emotional and moral development.

3. identify the trends and patterns of various types of development.

4. examine critically and analyse the causes underlying the identified trends and patterns of various types of development.

Module 2.3: Factors influencing growth and development

Learning Outcomes - On completion of this module the student teacher will be able to:

1. recognize the various factors influencing growth and development.

2. express the role of each factor influencing growth and development.

3. classify the various types of factors influencing growth and development.

Content specification

Growth and Development - Concept and Stages, Aspects of Development - Physical, Cognitive, Social, Language, Emotional and Moral; Characteristics of Growth and Development; General trends and patterns - Factors influencing growth and development - internal and external.

Teaching Learning Strategies

For teaching this unit the teacher can use the following strategies in addition to traditional strategies:-

1. Case studies of highly developed, average developed, and low developed children.

2. Role playing technique.

3. Use of Audio Visual aids.

4. The teacher can motivate students for learning this unit asking them to:

   a. write reports of case studies
   b. view films on 'Development of Children'
   c. read suggested books
   d. formulate thier own questions related to this unit and to answer them
   e. arrange a discussion.

Evaluation for Unit-2

The students will be evaluated on the following aspects:

1. Skill to identify normal and abnormal growth and development in various aspects of physical, cognitive, social, language, emotional and moral. It may be evaluated on the basis of the reports submitted by student teachers after making observations.
2. Familiarity with norms in these various aspects with special reference to local population. (By using observation schedule and paper pencil tests)

3. Identify causes for subnormal growth and development (by rating performance in group discussion)

4. Recommend suitable remedial programmes and implement these programmes. The effectiveness of these programmes may be evaluated through interviews and spot observation.

5. Asking them to write essay on various types of development in normal students and rating them scientifically.

Suggested Basic Readings

Suggested Further Readings

UNIT - III   DEVELOPMENT DURING ADOLESCENCE

> Adolescence is the developmental period during which growing persons make a transition from childhood to adulthood. This period is of great concern to secondary school teachers as most of the students in these schools are of the age group 13-19 years. This unit provides understanding regarding the physical, social and emotional development of adolescents and also insight into their problems. Incidently it also discusses the interest, attitude, character and values of this group.

Learning Outcomes - On completion of this module the student teacher will be able to:

1. understand the meaning of the term 'adolescence'

2. explain the characteristics of physical development during adolscence

3. differentiate between the physical characteristics for boys and girls and for early and late maturers.

4. identify the problems of adolescents in Indian context.

5. understand the major characteristics of social and emotional development during adolescence.

6. realize the peergroup influence and identify crisis during this period.

7. appreciate the pattern of interest, attitude and values of adolescents and guiding them in desirable ways.

8. understand the process of character formation.

9. identify and interpret the influence of emerging sub-cultures and related areas on adolescents.

10. use the theoretical findings regarding adolescence in practice teaching.

Content specification

a. Significance of the study of adolescence

b. Physical differences in the trends for boys and girls, and early and late matures.

c. Problems of adolesecnce - stress and strain, extra energy, uneven growth and rebillious nature.

d. Social, peergroup influence, identify crisis.

e. Emotional problems

f. Characteristics of adolescents - interests, attitudes, value system and character formation.

g. Emerging sub-cultures and their impact

h. Implications for teaching.

Teaching learning strategies

For teaching this unit the following strategies may be selected alongwith traditional strategies:-
1. Supervised study method,
2. Participant discussion
3. Panel discussion
4. Multimedia package.

Students are expected to listen and comprehend the lecture/ talk of the teacher, prepare handouts relating problems, completing self check exercises, using multimedia packages, working with small adolescent groups and watch their interests, mode or responses or reactions.

Evaluation

The student teachers may be evaluated on the:

1. skills to identify physical growth pattern during adolescence using observation reports

2. abilities to appreciate the sex differences in physical growth pattern by giving assignments and their ratings

3. skill to identify emotional problems of adolescents (observation, reports and discussion performance)

4. abilities to use interests and attitude scales and interpret them (Questionnaire or test administration, interpretation and reporting)

5. ability to identify academic problems of adolescents and provide them suitable guidance (Rating of assignments)

6. ability to discriminate child behaviour, adolescent behaviour and adult behaviour (Performance in discussion and paper-pencil tests)

7. ability to organise programmes specially suitable for adolescents (Rating assignments, and actual performance in organising programmes)

Practical Work

.1. Preparing and using interest inventory
2. Using attitude scales and interpreting them.
3. Using a questionnaire and arriving at physical growth norms.
4. Using check lists, finding out value rated high by adolescents.
5. Preparing a case study of an adolescent student.
6. Conducting a socio-metric study

Suggested Basic Readings

Suggested Further Readings

Unit - IV   INDIVIDUAL DIFFERENCES

> The main purpose of this unit is to develop an understanding in student-teachers regarding the nature of individual differences, Types of individual differences and their implications for classroom teaching.

Learning Outcomes - On completion of the module, the student teacher will be able to:

1. explain the meaning and nature of individual differences.

2. recognize how individuals differ from each other.

3. recognize various factors responsible for individual differences.

4. differenciate between inter and intra individual differences with regard to abilities, personality, attitude, interests, cognitive and learning styles.

5. appreciate the implications for classroom teaching.

6. realize how a teacher can make best use of individual differences in order to develop sound personality to his/ her students.

Content specification

Meaning and nature of individual differences, Factors responsible, Inter and intra differences in:

(a) Cognitive abilities

(b) personality,

(c) attitudes,

(d) interest and values,

(e) cognitive and

(f) learning styles.

(g) implications for classroom Teaching.

Teaching-Learning Strategies

1. Seminar and assignment

2. Tutorials

3. Using illustrations with examples

4. Inquiry model of teaching

5. Working in library for preparing assignments and papers for seminar

6. Summarizing the important points of this unit

7. Recalling the previous experiences with regard to individual differences and writing a note about it

8. Using self-check exercises

Evaluation

The student teacher may be evaluated on the following:

1. ability to recognise the nature of individual differences and the implications for classroom teaching (Paper-pencil tests).

2. skill to organise home assignments bearing in mind individual differences (Rating home assignments).

3. identifying individual differences that may be important in planning classroom strategy (objective/test/direct questioning).

4. exploiting individual differences to enrich classroom programmes (actual design of programme).

5. encouraging their performance in Seminar.

6. using 'Theory - check up' of the inquiry model of teaching.

Suggested Basic Readings

Suggested Further Readings

UNIT - V HUMAN ABILITIES; COGNITIVE, AFFECTIVE AND PSYCHOMOTOR

The basic purpose of this unit is to introduce the student-teacher's concepts about various types of abilities in cognitive, affective and psychomotor areas.

It aims also at developing student-teachers the understanding of the concept of human abilities in general and in terms of intelligence, aptitudes, attitudes and skills in particular. For the sake of convenience, this unit is divided into 5 sub-units and one module is prepared for each subunit. The student teacher is expected to read all these modules to have knowledge about the whole unit.

Module 5.1   Human Abilities

Learning Outcomes - On completion of the module the student teacher will be able to:

1. explain and discuss the concept and nature of human abilities.

2. name the various types of human abilities.

3. classify the various types of human abilities according to the content, process, and product.

4. interpret various types of human abilities.

Content specification

(a) Meaning, nature and concept of human abilities.

(b) Types of human abilities - general and specific; primary and secondary.

(c) Classification of abilities - based on content - process and product.

(d) Human abilities - Different types - Intelligence, Aptitude, Attitude, Values, Skills.

Teaching—Learning Strategies

This unit may be taught with the help of classroom participant discussion, seminar, tutorial and assignment method alongwith traditional teaching—learning strategies. Students are expected to listen, read and discuss actively. They have to participate in seminar and tutorials. They may be asked to prepare seminar paper and assignments.

Evaluation

The student-teacher may be evaluated on the following:

1. understanding to define precisely human abilities (oral questioning)

2. ability to classify the human abilities (written test)

3. understanding about the methods of optimal development of human abilities (assignments/seminar/discussion).

Suggested Basic Readings

Suggested Further Readings

Module 5.2   Cognitive ability

Learning Outcomes - On completion of the module the student teacher will be able to:

1. understand intelligence as the cognitive ability.

2. define the term intelligence.

3. explain various types of intelligence.

4. understand how intelligence can be measured.

5. make familiar with various types of popular intelligence tests.

6. classify the intelligence tests according to the administration procedure, content, and use.

7. illustrate with examples how the profiles are prepared.

8. report various uses of these profiles.

> ### Content specification
>
> (a) Meaning and nature of Intelligence, Types of intelligence.
>
> (b) Measuring Intelligence - Intelligence Tests, Classification of Intelligence tests, Administration of Tests, M.A. & I.Q.
>
> (c) Intellect Profiles - Meaning, procedure of preparation and uses.

Teaching and Learning Strategies

This unit may be taught using tutorials, participant discussion and practical orientation in the administration, reporting and interpreting tests. The student and teachers may be provided with worksheets and quizzes and may be asked to complete them. These may be used in addition to traditional strategies.

Evaluation

The student teacher may be evaluated on the following:

1. understanding the concept of cognitive abilities (direct questioning)

2. understanding of how intelligence is measured (practical in Laboratory)

4. Preparing profiles (Rating prepared profiles).

5. Use of the profiles (Practical/Assignments).

Suggested Basic Readings

Suggested Further Readings

Module 5.3   **Aptitude and its Measurement**

Learning Outcomes - On completion of the module the student teacher will be able to:

1. define the term aptitude in their words.

2. classify aptitudes into suitable catagories.

3. Measure the aptitude through standardized tests.

4. Describe atleast one test of aptitude in detail.

5. Justify the use of aptitude tests in educational situations.

Content specification

1. Concept of Aptitude

2. Classification of Aptitude.

3. Aptitude and related terms.

4. Measurement of Aptitude - Standardized tests for measuring aptitude in different subjects.

5. Use of Aptitude tests.

Teaching and Learning Strategies

In addition to traditional strategies, the learning experiences may be provided to the student-teachers through the following:-

1. Assignments and Workshops.

2. Practical in Test Laboratory.

3. Tutorials, and

4. Self-paced-material.

Evaluation

The student teachers may be evaluated on:

1. ability to define 'aptitude' (short answer test)

2. ability to classify aptitude (objective test)

3. ability to use standardized tests of aptitude and interpret it (Practical in Laboratory)

4. understand the importance of aptitudes in professional development (Discussion/Seminar)

Suggested Basic Readings

Suggested Further Readings

Module 5.4   Attitude and its measurement

Learning Outcomes - Qn completion of the module the student teacher will be able to:

1. explain the concept of attitude.

2. differentiate between attitude and aptitude and other related terms.

3. state the various stages of attitude formation.

4. measure the attitudes of students through attitude scales.

5. name the various popular attitude scales.

6. develop mastery in using attitude scales.

7. know how the attitude may be changed and modified.

Content specification

(a) Meaning of attitude.

(b) Attitude and related terms.

(c) Process of attitude formation.

(d) Attitude Measurement.

(e) Modification/Change in attitudes.

Teaching and Learning Strategies

In addition to traditional strategies this unit may be taught using debating, symposia and test-practicum. Certain paper pencil tests can be used. Assignment method may be employed. Tutorials and observation techniques can also be used.

Evaluation

Evaluation may be done by using following techniques:-

1. Direct questions/oral questions may be used to evaluate the concept of attitude.

2. Difference between attitude, aptitude and other related terms may be assessed through written assignment and quizzes.

3. The understanding of various stages of performance may be evaluated through the rating of performance in discussion.

4. Performance in practicals may be observed and recorded for assessing the knowledge of student teachers about the measurement of attitudes.

5. Rating the assignments and rating in discussion may be done for evaluating the knowledge of students regarding attitude modification and attitude change.

Suggested Basic Readings

Suggested Further Readings

Module 5.5   Skills: concept, development and refinement

Learning Outcomes - On completion of this module the student teacher will be able to:

1. explain the concept of skills in teaching.

2. classify the skills into the suitable categories.

3. describe the various types of skills needed for teaching.

4. understand how skills are developed and refined among students.

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┌─────────────────────────────────────────────────────┐
│                Content specifications                │
│                                                       │
│  1.  Meaning and concept of skills                    │
│                                                       │
│  2.  Classification of skills                         │
│                                                       │
│  3.  Productive and Reproductive skills               │
│                                                       │
│  4.  Development and refinement of skills.            │
│                                                       │
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Teaching-Learning Strategies

This unit will be taught through the supervised study method, testing practicum, tutorials, providing worksheets and quizzes in addition to traditional strategies. The student are expected to read, listen, complete testing practicum, worksheets quizzes and assignments.

Evaluation

The student teachers may be evaluated on:

1. understanding of the concept of skills (written essay test)

2. ability to classify skills (objective test)

3. ability to identify various skills (practical performance)

4. ability to develop and refine programmes for attitude of students (rating of assignments)

Suggested Basic Readings

Suggested Further Readings

UNIT - VI   PERSONALITY

The main purpose of this unit is to provide information to the student teachers regarding the meaning, structure and functioning of personality. It deals with traits, types, trait-type and factor-type approaches. It will help in developing understanding of determinants of personality. The unit also deals with the measurement of personality and personality tests. One sub-unit is included on development of self-concept, self-confidence and leadership whih are very important factors from the psychological and educational views.

For the sake of convenience this module is devided into four sub-modules.

Module 6.1   Concept of Personality

Learning Outcomes - After completion of this unit, the student teacher will be able to:

1.   define the term personality in his own words.
2.   critically examine the various definitions given by experts
3.   discuss the structure and functioning of personality
4.   name various approaches to personalities
5.   explain the terms like trait, trait-type and factor-type approaches.

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┌────────────────────────────────────────────────────┐
│              Content Specification                 │
│                                                    │
│  a. Meaning and definition of Personality          │
│  b. Structure and functioning of Personality       │
│  c. Personality traits, trait-type and factor-type │
│     approaches                                     │
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Teaching-Learning Activities:

This unit may be taught through lecturing, questioning, discussion, showing audio-visual aids and reading books, references and resource material.

Evaluation:

Evaluation will be done on the basis of:

1. understanding the concept of Personality (questioning)

2. ability to formulate their own definition (class room tests)

3. mastery over Personality and related vocabulary (oral tests)

4. appreciation of various approaches of Personality (rating assignments)

Module 6.2   Determinants of Personality

Learning Outcomes

On completion of the module the student teacher will be able to:
1. understand the meaning of determinants of personality
2. identify the various determinants of personality
3. classify various determinants into suitable categories
4. understand the biological, psychological and cultural determinants of personality.
5. interpret the role of those determinants in shaping the personality of the students.
6. identify the characteristics of normal and abnormal personality.

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┌─────────────────────────────────────────────────────────┐
│                  Content Specification                   │
│                                                          │
│   a. Meaning and concept                                 │
│   b. Types of determinants                               │
│   c. Biological,   psychological   and   cultural        │
│      determinants                                        │
│   d. Normal and abnormal personality                     │
│   e. Role of determinants in developing personality.     │
└─────────────────────────────────────────────────────────┘
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Teaching-learning Strategies
        The strategies for this unit may be lecture, discussion, seminar, tutorial and assignments. Students are expected to listen lectures, participate in seminar, tutorials and class discussions and to complete given assignments.

Evaluation
Student teacher may be evaluated on:
1. ability to identify various determinants (actual tasks)
2. ability to categorize determinants suitably (assignments rating)
3. understanding and appreciation of biological, psychological and cultural determinants of personality (seminar performance)
4. ability to perceive relationship between these .determinants (rating in discussion)
5. explain normal, abnormal and balanced personality (written test)

Suggested Basic Readings

Suggested Further Readings

Module 6.3   Personality and its measurement

Learning Outcomes: After completion of this module the student teacher will be able to:
1. explain various techniqes of personality measurement
2. understand various terms involved in personality measurement
3. enlist various available tests of personality
4. examine the worth of these tests and to prepare detailed report
5. describe various types of tests of personality
6. explain the paper pencil, rating and projective tests of personality.

Content Specification
a. Concept of personality measurement
b. Techniques of personality measurement
c. Personality tests - Indian and Foreign
d. Paper— pencil, rating and projective test of personality
e. Uses of personality tests in educational purposes

Teaching learning Strategies: This topic may be taught through lecturing, testing-practicum, tutorial and discussion. The students are expected to listen lectures, work in test laboratory and participate actively in the classroom discussions.

Evaluation

The student teacher will be evaluated on:
1. understanding regarding measuring personality (classroom tests)
2. ability to define various concepts involved in personal'ty measurement (oral/writen tests)
3. selecting suitable test of the personality (actual task)
4. administration and interpretation of a personality test (rating of work in test lab).
5. ability to describe various tests of personality (assignment rating)

Suggested Basic Readings

Suggested Further Readings

Module 6.4   Development of Self-concept, Self-confidence and leadership

learning Outcomes: On completion of the module student teacher will be able to:
1. explain the terms like selfconcept, selfconfidence and leadership.
2. distinguish between selfconcept and selfconfidence
3. illustrate the development process and various stages of developing self confidence, self concept and leadership among learners.
4. Prepare a plan for developing self confidence, self concept and leadership qualities among learners.

Content Specifications
a. Meaning of self-concept self-confidence and leadership
b. Development of self-concept and self- confidence
c. Development of leadership behaviours
d. Plan and Programmes for developing self confidence, self-concept and leadership among learners.

Teaching-learning Strategies

In addition to the traditional, the following strategies may be used for dealing this topic - Interactive discussion, Assignments, Tutorials, and Self paced learning strategies. The students are expected to participate actively in discussion, reading books/journals, writing assignments and completing self paced resource material.

Evaluation - Evaluation may be done on:

1. understanding the concepts involved in this unit (Assignment rating)
2. knowledge regarding various stages of development (short answer test)
3. ability to prepare programme for developing self concept, self-confidence and leadership (written test/discussio/tutorial)
4. Implementing programmes (rating of role playing)

Suggested Basic Readings

Suggested Further Readings

UNIT   VII   LEARNING

The purpose of this unit is   to introduce the student teachers to the world of learning. This unit will enable student teachers to learn about the nature of learning, learning hierarchy, learning of principles, facts and procedures in cognitive, affective and psychomotor behaviour. It also helps in understanding the various factors influencing learning. For the convenience sake this unit is divided into four modules.

Module 7.1
Meaning and nature of Learning

Learning Outcomes: On completion of this module the student teacher will be able to:
1. define learning in terms of change, reinforcement, practice and S-R
2. distinguish learning from performance, native response tendencies, maturation and temporary states of the learner
3. state the process of learning
4. tell various important outcomes of the learning
5. understand various types of learning like conditioning, cognitive, receptive, imitative, heuristic and self discovery
6. describe the necessary conditions for each type of learning
7. illustrate (with examples) the major distinction between the various types of learning
8. distinguish eight types of learning as given in learning hierarchy of Gagne
9. realize the educational implications of various types of learning in relation to classroom teaching.

```
Content Specifications
1. Meaning, definition and nature of learning
2. Process and outcomes of learning
3. Types of learning - conditioning, cognitive,
   receptive, initiative (Social models), Heuristic
   and self discovery
4. Learning hierarchy (as given by Gagne)
```

Teaching learning Strategies

This unit may be dealt using lecturing, participant discussion, workshop and self instructional material. The student teachers are expected to listen to lectures, active participation in discussion and to complete the work in workshop and self instructional techniques.

Evaluation

Evaluation may be done·on:
1. ability to define learning (asking questions)
2. ability to discriminate between learning and allied terms (participant-discussion)
3. ability to discriminate between various types of learning (rating the assignments)
4. mastery over learning hierarchy (self evaluation on selfinstructional materials)
5. ability to perceive educational implications of various types of learning in relation to classroom teaching (Actual task)

Suggested Basic Readings

Suggested Further Readings

Module 7.2   Learning of concepts, principles, facts, procedures, affective behaviour and skills

Learning Outcomes - On completion of this unit the student teacher will be able to:
1. define concept in terms of a class of stimuli and give atleast one example of concept in his subject area
2. distinguish among conjunctive, disjunctive and relational concepts in terms of relationship of their attributes
3. define principles in terms of concepts and give one example of each principle from his/her experience
4. appreciate the relationship between the learning of concepts and learning principles
5. understand the various processes in which the learning of facts and procedures take place
6. plan his lesson using the theory of learning of facts and procedures
7. discover various factors related to affective domain influencing classroom learning
8. describe and illustrate with examples how the affective behaviour can be learned through school teaching
9. explain the concept of skills in teaching
10. analyse various skills in components and sub-components
11. illustrate how he/she would provide for each basic learning condition in a skill he/she teaches.
12. prepare lesson plans where he can demonstrate how he/she is going to use the principles of cognitive, affective and psychomotor learning.

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┌─────────────────────────────────────────────────────┐
│                Content Specifications                │
│  a. Learning of concepts and principles              │
│  b. Learning of facts and procedures                 │
│  c. Learning of affective behaviour                  │
│  d. Learning of psychomotor behaviour (skills)       │
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Teaching-learning Strategies

This unit may be taught using tutorials, audiovisual aids. charts and models, and lecture cum discussion method.

Evaluation

The evaluation will be done on the basis of student-teacher's:
1. understanding of the concept (oral question)
2. ability to discriminate between conjunctive, disjunctive and relational concepts (Task performance)
3. understanding the processes involving in the learning of facts (short answer questions)
4. ability to identify various factors related to affective domain influencing classroom teaching (Actual task)
5. ability to illustrate how classroom teaching can influence affective domain (Assignment)
6. ability to prepare plans to illustrate the principles of cognitive, affective and psychomotor learning (Rating of plans)

Suggested Basic Readings

Suggested Further Readings

Module 7.3   Information Processing model of learning

Learning Outcomes - On completion of the unit the student teachers will be able to:
1. explain the information processing model of learning with regard to its utility.

2. derive implications of this model of learning in relation to classroom teaching.

3. critically analyse the information processing model of learning with regard to its utility.

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Content Specifications

Information processing model of learning - Sementic
encoding for understanding the long term memory.
```

Teaching-learning Strategies

This unit may be taught using lecture cum discussion method, assignment, reading resource material and tutorials.

Evaluation - Evaluation may be done on the basis of student-teachers'
1. explanation of model (written test)
2. ability to derive implications of this model (rating of assignments)
3. ability to evaluate the model (rating of assignment)

Suggested Basic Readings

Suggested Further Readings

Module 7.4   Factors influencing Learning

Learning Outcomes - On completion of this unit the student teachers will be able to;
1. explain various factors influencing learning
2. define and understand the concept of maturation, cognitive pre-requisits, motivation and reinforcement.
3. appreciate the role of these factors in classroom teaching
4. explain various principles of the factors which are helpful in making teaching effective.

```
Content Specifications

Factors influencing Learning - maturation, Cognitive
pre-requisits, affective level (motivation) and
Reinforcement
```

Teaching-learning Strategies

In teaching this unit the following methods may be used:
1. Guided designs, 2. Instructor-learner-interaction, 3. Worksheets, 4. Assignments.
The students are expected to complete designs, worksheets participate actively in the class, and writing assignments after reading resource materials (books).

Evaluation - Evaluation may be done on the basis of the following

1. ability to explain factors influencing learning (written tests)
2. ability to define and understand the meaning of maturation, cognitive prerequisits, motivation and reinforcement (oral test/assignment)
3. ability to appreciate the role of these factors (Essay type test)

Suggested Basic Readings

Suggested Further Readings

UNIT - VIII   EXCEPTIONAL CHILDREN

The emphasis of this unit is on providing general information regarding the nature and types of exceptional children with a view to develop abilities in student teacher for promoting learning keeping in view the individual differences of these learners.

Learning Outcomes - On completion of the unit the student teacher will be able to:
1. understand the nature and types of exceptional children
2. discover the characteristics on which they can identify the gifted, retarded, delinquent, disabled, slow learners and under achievers.
3. identify different types exceptional children in the class
4. acquire necessary knowledge and skills for writing special pogrammes for optimising learning of exception children.

Content specifications

a. Nature, types - gifted, retarded, delinquent, disabled (sensorily and physically), slow learners and under achievers.
b. Methods of identifying
c. Special programmes for optimising learning
d. Seggregated and integrated approaches.

Teaching-learning Strategies

This unit may be taught using following methods
1. Lecture cum discussion
2. Assignments
3. Visits to local schools catering the need of exceptional children
4. Organizing remedial programmes for exceptional children
5. Teacher-student interaction.

Evaluation - Evaluation may be done on the basis of the following:
1. understanding the needs and nature of exceptional children (practical)
2. ability to explain the characteristics of different types of exceptional children (Assignments)
3. ability ot identify different types of exceptional children (observation)
4. ability to prepare classroom programmes for exceptional children (Assignment/Seminar performance)

Suggested Basic Readings

Suggested Further Readings

UNIT - IX   CREATIVITY

This unit deals with the meaning, nature and definition of creativity. It empahsizes on the methods of measuring and fostering creativity among students.

Learning Outcomes: On completion of this module the student teachers will be able to:

1. define and illustrate creative abilties in terms of flexibility, originality and fluency
2. distinguish between divergent and convergent thinking
3. define and illustrate creativity as the learning of new responses and as problem solving
4. discover factors influencing creativity of learners
5. judge the characteristics of creative children in class
6. explain the process of creative thinking
7. perceive interrelationship between creativity, imagination and intelligence

8. familiar with different types of tests of creativity and method of administration, and interpretation of results
9. discuss various issues and problems in creativity measurement
10. prepare programmes for developing and fostering creativity among learners.

Content Specification

a. Nature and dimensions
b. Factors influencing
c. Identification in different areas - academic, art, mechanical and scientific.
d. process of creative thinking,
e. Creativity - imagination and intelligence - interrelationship,
f. Educational programmes for developing and fostering creativity
g. Measurement of creativity - Method, Tests of creativity.

Teaching-learning Strategies

Following strategies may be used for teaching this module.
1. Participant discussion, 2. Assignments, 3. Supervised study method, 4. Worksheets, 5. Lecture cum discussion 6. Test-practicum.

Students are expected to participate actively in discussion, read books and resource material, completing worksheets and assignments.

Evaluation:

All the learning outcomes may be tested using following evaluation techniques:
1. Oral question, 2. Performance in discussion, 3. Assignments, 4. Observation, 5. Written tests, and 6. Test-practicum in test laboratory

Suggested Basic Readings

Suggested Further Readings

UNIT - X   MENTAL HEALTH

Mental health of the learner is very important for efficient learning and proper development of personality. The emphasis of this unit is to provide general information regarding the meaning, concept and importance of Mental health for a teacher. It also helps in understanding the various factors responsible for enhancing the mental health of students.

It also plans to throw light on direct and indirect methods of maintaining good mental health.

Learning Outcomes: On completion of this unit the student teacher will be able to:

1. define the concept of Mental health
2. realize the importance of developing good mental health among students.
3. identify and report the factors influencing the mental health of students
4. disicuss various adjustment problems of students commonly found in schools
5. use direct and indirect methods of maintaining mental health.

+--+
| Content Specifications |
| |
| a) Concept and importance, b) Principles,c) Factors |
| influencing, d) Adjustment problems, peergroup; |
| home, school e) Adjustment mechanism, f) Concept |
| and development of good mental health. |
+--+

Teaching-learning strategies

The strategies for this unit may be lecture, discussion, seminar, tutorial and assignments.

Evaluation

All learning outcomes may be tested using following evaluation techniques:

1. oral question, 2. performance in discussion 3. assignments, 4. observation, 5. written test etc.

Basic Reading Materials

Further Reading Materials

BACHELOR'S DEGREE IN EDUCATION

7.5.2   PAPER II   TEACHER AND EDUCATION IN INDIAN SOCIETY

Objectives

1. To help the student-teachers to understand the basic concepts in the Sociology of Education.

2. To give them a clear perception of the social and economic problems facing the country.

3. To enable them understand the role of education in the emerging Indian Society.

4. To enable them to understand the basic principles of different philosophies and their implications for eduction.

5. To promote the development of a sense of commitment to the teaching profession as well as social welfare.

6. To make them understand their role in the creation of a new social order in the country; and

7. To provide them opportunities for participation in social welfare activities.

UNIT - I   SOCIAL STRUCTURE OF INDIAN SOCIETY

Objectives

To enable the student-teachers to:

1. understand the social structure of Indian Society.

2. develop basic concepts in the Sociology of Education.

3. understand the cultural heritage of India.

4. develop a healthy attitude to society.

5. foster appreciation of differences in culture.

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┌─────────────────────────────────────────────────────────────┐
│                    Content Specification                     │
│                                                              │
│   a)  Sociology  of  Education  -  Definition  -  Nature     │
│       and  Scope  -  Purpose  -  relation  of  society       │
│       to education.                                          │
│                                                              │
│   b)  Social     interaction  -  Stratification,  social     │
│       differences and social mobility.                       │
│                                                              │
│   c)  Social  groups  -  Home,  school,  religion,  peer-    │
│       groups  -  their  role  as  agencies  of  education-   │
│       sub-culture value.                                     │
│                                                              │
│   d)  Education and socialization.                           │
│                                                              │
│   e)  Indian  society  -  Stratification  based  on          │
│       race,  religion,  caste,  occupation,  wealth,         │
│       education  and  political  affiliations.  Factors      │
│       contributing  to    social    mobility,  economic      │
│       conditions  -  Regional  imablances  and  inequalities │
│       -  Our  cultural  heritage  -  unity  in  diversity.   │
│                                                              │
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Instructional Strategies

1. Imparts relevant knowledge of the topics through well-prepared lectures.
2. uses circulated notes
3. gives individual and group assignments
4. gives facts and figures
5. arranges a trip to rural/urban/semi-urban areas
6. makes them prepare charts/maps/graphs
7. makes them prepare a list of castes/classes/of their localities
8. suggests selected readings in relation to each topic.

Evaluation

Short-answer questions on each subunit
Formative evaluation through oral questioning
Assignment and Summative evaluation

Suggested Basic Readings

Suggested Further Readings

UNIT - II   SOCIAL, ECONOMIC AND CULTURAL DEPRIVATION

Objectives:

To enable the student-teachers to:

i)   understand the phenomenon of social, economic and cultural depri-
vation in Indian Society.

ii)   create an awareness of the need for social justice

iii) identify the problems faced by the people in and around the
locality.

iv)   suggest   probable solutions to the problems located.

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 │                  Content Specification                     │
 │                                                            │
 │   a)  Social,  economic  and  cultural  deprivation        │
 │       The  deprived  groups  -  problems  of  Scheduled    │
 │       Castes  and  Scheduled  Tribes  and  other  weaker   │
 │       sections of society including Women.                 │
 │   b)  Problems of the poor                                 │
 │   c)  Problems of the rural population                     │
 │   d)  Problems  arising  out  of  industrialization,       │
 │       urbanization and modernization                       │
 │   e)  Social justice - Need for.                           │
 └──────────────────────────────────────────────────────────┘
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Instructional Strategies

Lectures
Discussion
Survey of socio-economic conditions of any locality
Assignments

Evaluation

Techniques of evaluation suggested for Module (i) can be suitably
adopted for other modules.

Suggested Basic Readings

Suggested Further Readings

UNIT - III INDIAN SOCIETY AS ENVISAGED IN THE CONSTITUTION

Objectives

To enable the student-teachers to:

i) understand the emerging Indian Society as envidaged in our Constitution.

ii) develop a positive attitude to our national/social goals

iii) equip them to participate creatively in nation-building activities.

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┌─────────────────────────────────────────────────┐
│              Content Specification               │
│                                                  │
│  a)  Directive  principles  and  fundamental     │
│      rights                                      │
│  b)  Provisions relating to education            │
│  c)  Social   goals   -   secularism   -         │
│      Democracy   -   Socialistic pattern of      │
│      society                                     │
│  d)  National and Emotional Integration -        │
│      Definition- Need -contributory factors      │
│  e)  Education and International understanding    │
│  f)  Economic Planning - Need - Five-Year Plans. │
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Instructional Strategies

Lecture - discussion - assignment

Evaluation

Short answer questions on each subunit. Formative evaluation through oral questioning - Assignment and summative evaluation.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV EDUCATION AND SOCIETY

To enable the student-teachers to:

1. understand the sociological basis of education.

2. acquire knowledge of different roles of education

3. develop understanding of great Indian educational thinkers

4. understand the relationship between Education and Human Resource development.

Content Specification

a) Sociological basis of education – mutual realtionship between individual and society – evaluation of behaviour by references to social norms – desire for recognition, acceptance and approval of the group.

b) Different roles of education – agent of social change–a tool of economic development – a means of social and national welfare.

c) Social goals – Aims of education – Personal and Social aims – Concepts of liberal and utilitarian education.

d) A brief summary of the major recommendations of the important committees – Impact of British rule on Indian education – Swadesee movement in education. Contribution of Gandhiji, Tagore, Vivekananda and Sri Aurobindo.

e) Education and Human Resources Development.

Instructional Strategies:

Lecture, Discussion, Assignments

Evaluation:

Formative Evaluation through oral question, assignment and summative evaluation.

Suggested Basic Readings

Suggested Further Readings

UNIT - V   PHILOSOPHY AND EDUCATION

Objectives

    To enable the student-teachers to:

1.   understand the relationship between philosophy and education.

2.   evolve an educational philosophy of their own

3.   develop an understanding of important philosophies of education

4.   acquire knowledge of educational thoughts of great educators

5.   understand the contributions of different religions to Indian educational theory.

Content Specification

a)   Relationship between Philosophy and Education- Philosophy of education - meaning.

b)   Impact of Realism, Naturalism, Pragmatism and Existentialism on modern educational systems.

c)   Educational thoughts of Rousseau and Dewey.

d)   Contribution of different religions to Indian educational theory - Hinduism, Buddhism, Jainism, Islam and Christianity.

Instructional Strategies

Lectures, Discussions, Assignment

Evaluation

Oral questioning, written test, Assignments.

Suggested Basic Readings

Suggested Further Readings

UNIT - VI   VALUE EDUCATION

Objectives

       A study of this module will enable the student to:

1. define, list and recognize different types of values, develop concept
   of basic human values.

2. explain, identify and clarify different values, sources of values
   and basic human values.

3. choose and practise some of the aesthetic, social,moral and spiritual
   values

4. analyse and crystalize work ethics for teachers.

5. acclaims and attempts to inculcate values by using different appro-
   aches.

┌───┐
│   │
│   Content Specification   │
│   │
│   a)   Values - Definition - Classification   │
│   1) Material-love of money-pleasures of life   │
│   2. Physical - health, strength, grace and   │
│   beauty   │
│   3) Emotional-harmony, friendliness, courage,   │
│   heroism, endurance   │
│   4) Mental-perseverance, impartiality   │
│   5) Aesthetic-appreciation of beauty, joy.   │
│   6) Social-co-operation, courtsey, civic sense, │
│   devotion to duty   │
│   7) Moral-gratitude, honesty, benevolence   │
│   8) Spiritual-meditation,pursuit of ultimate   │
│   reality.   │
│   b)   Concept of basic human values   │
│   c)   Value erosion in social, economic and political│
│   fields.   │
│   d)   Sources of value-religion, philosophy, litera- │
│   ture, social customs, science and constitution.│
│   e)   Inculcation of values-Different approaches.   │
│   │
└───┘

Instructional Strategies

1. The teacher will present information to class through lecture method

2. Illustrates importance of different values by giving suitable examples

3. Puts students in problematic situation and makes them understand importance of values in life.

4. Praises students for good values and helps them to inculcate good values in other students.

5. Challenges value erosion in social field.

Evaluation

1. Organizing social functions and observing student behaviour.

2. Asking students to judge and choose a few values and develop them.

3. Organization of debates.

4. Written oral test.

Suggested Basic Readings

Suggested Further Readings

UNIT - VII   TEACHER AND SOCIETY

Objectives

A study of this module will enable the student to:

1. list the contributory factors needed for social status of teacher.

2. identify and explain the role of teacher in society and need for Teacher Education at different levels.

3. understand the importance of Professional Organizations and their roles.

4. appraise the code of conduct for teachers and its place in teacher education.

Content Specification

a) The role of teacher in society.
b) Social status of Teachers - contributory factors
c) Teaching as a profession - code of conduct for teachers.
d) Need for teacher education - different levels.
e) Professional organizations and their role.

Instructional Strategies

1. Presentation through lecuture method.

2. Seminar reading programmes.

Evaluation

1. Written/oral test.

2. Observation of students participation in seminar.

Suggested Basic Readings

Suggested Further Readings

UNIT - VIII   TEACHER EDUCATION

Objectives

A study of this module will enable the student to:

1. define, list different functions of teachers in classroom, in community

2. describe, classify and explain classroom functions of the teacher.

3. plans and formulates functions of teachers for community like SUPW, NSS.

4. participates and assumes responsibility and co-operates with others in performing different roles.

5. prepare a profile for an ideal teacher.

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┌──────────────────────────────────────────────────────────────┐
│                     Content Specification                     │
│                                                               │
│  a)  Academic       -  Classroom teaching                     │
│                     -  Organization of Co-curricular Activities│
│                     -  Counselling students.                  │
│                                                               │
│  b)  Community work  -  SUPW  -  NSS                          │
│                                                               │
│  c)  Co-ordination with other agencies of education           │
│                                                               │
│  d)  Promotion of social and national integration-strengthening│
│      integrative and cohensive forces-elimination of social   │
│      tensions.                                                │
│                                                               │
│  e)  Profile of an ideal teacher                              │
│                                                               │
│      1.  Content knowledge    -  General                      │
│      2.  Content knowledge    -  Specialization               │
│      3.  Professional knowledge -  Pedagogy                   │
│      4.  Teacher attitude     -  a) Cultural Architecture     │
│                                  b) Conservators on           │
│                                     culture                   │
│                                  c) Democratic mediator       │
│      5.  Teacher student      -  a) Authoritarian             │
│          relationship            b) Laissez-faire             │
│                                  c) Democratic                │
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Instructional Strategies

1. Teacher lists and demonstrates how teacher functions can be effectively performed in class room.

2. Asks students to analyse the functions and encourges constructive criticism.

3. Demonstrates verbal and non-verbal communication skills in classroom by using different media.

4. Participation by students in demonstration-observation and self evaluation of students.

5. Organization of different curricular, co-curricular and community related educational activities.

6. Provides practice in communication skills.

7. Student plan, prepare and organize different activities related to teacher functions.

Evaluation

1. Oral Questioning

2. Written test

3. Observation by teacher as regards student participation in different activities.

4. Analysis of different functions of teachers.

Suggested Basic Readings

Suggested Further Readings.

UNIT - IX   TEACHER COMPETENCY

Objectives:

    After completion of this module the students will be able to:

1. describe and explain the "Scientific bases of the art of teaching".

2. indicate and classify the general and subject specific teaching competencies.

3. demonstrates and practises competency based teacher education programmes.

4. shows emotion through facial expression, employs gestures to communicate direction and pantomiming a message.

5. practises social interaction and communication skills.

6. assumes responsibility and participates in Microteaching programme.

Content Specifications

a) Teaching as a skill - scientific bases of the art of teaching.

b) Teaching competencies - general and subject specific.

c) Competency - based teacher education programmes - Development of competencies - Micro- teaching.

d) Social Interaction and Communication skills.

Instructional Strategies

1. By using lecture-cum-demonstration method the teacher will describe scientific bases of the art of teaching.

2. Analyses - general and specific subject teaching competencies.

3. Organizes Microteaching programme.

4. Demonstrates different skill of teaching and provide practising skills opportunities to the students.

Evaluation

1. Written and oral test

2. Microteaching practice observation

3. Criticism of Demonstration lessons

Suggested Basic Readings

Suggested Further Readings

UNIT - X   MAJOR ISSUES IN INDIAN EDUCATION

Objectives:

After studying this module the student will be able to:

1. identify major issues in Indian Education like (a) Eradication of illiteracy (b) Education of socially , culturally and economically deprived (c) Vocationalization (d) Equality of opportunity (e) Special education for mentally and physically handicapped (f) Towards learning society (g) Population education.

2. analyses and understand in depth the major issues in Indian Education

3. describes the importance of major issues in relation to education, general.

Content Specification

a) Eradication of illiteracy - Man and selective approaches, functional illiteracy NAEP - objectives - organization.

b) Education of socially, culturally and econo-mically deprived.

c) Vocationalization - Need - Problems involved.

d) Equality of opportunities in education - meaning and measures taken.

e) Special education for mentally and physically handicapped - gifted children.

f) Towards a Learning Society - Distance Edu-cation - objectives - main features.

g) Population Education.

Instructional Strategies

1. Special lectures by specialists in different major issues of education to be organized.

2. Seminar, symposia on various major issues in education may be organized.

3. Compaigns for making aware of the major issues in education be organized.

4. Exhibitions on major issues be organized.

5. Writing review of books written on various major issues in Indian Education.

Evaluation

1. Written/oral test

2. Review of related literature on major Issues in Indian Education

3. Participation and observation of students in seminars, symposia and compaigns and exhibition etc.

Suggested Basic Readings

Suggested Further Readings

BACHELOR'S DEGREE IN EDUCATION

7.5.3   PAPER III   TEACHING - LEARNING PROCESS

Objectives:

        To enable the teacher trainee:

1. to acquire knowledge about the basic principles of curriculum development.

2. to understand the nature and use of different instructional media.

3. to understand the role of educational technology in the teaching process.

4. to understand the importance of research to find solutions to classroom problems and undertake simple action research.

5. to understand and use different evaluation techniques.

6. to understand the role of mass media in education.

7. to develop skill in the construction, administration and interpretation of diagnostic and achievement tests.

UNIT - I   CURRICULUM DEVELOPMENT

        The purpose of the unit is to introduce the student teachers to the process of curriculum development by making them acquainted with the meaning and types of curriculum and the basic principles and process of its development.

        The instruction spread over five hours is divided into the following three modules:

Module 1.1: Meaning and Types of Curriculum

Learning Outcomes

        On completion of the module, the student will be able to:
        (i)   state the meaning and definition of curriculum
        (ii) understand the concept of curriculum as a plan of action.
        (iii) identify different types of curricula.

Module 1.2: Basic Principles of Curriculum Development

(i)   understand the principles of providing learning experience for the children.

(ii)   be familiar with the principles of selecting curricular activities for children.

(iii) understand the principles of relating curriculum to every day life.

(iv)   be able to understand the underlying philosophy of a curriculum.

Module 1.3: Curriculum Development in India

On completion of the module, the student will be able to:

(i)   identify the process by which the curriculum is developed in India.

(ii)   understand how secondary school curriculum is organized in states.

(iii) distinguish between state level curriculum and common curriculum.

(iv)   identify major areas of the state level school curriculum.

Content Specification

The specific areas of the content required for the realization of the learning outcomes listed under the three modules are:

(i) Meaning and definition of the curriculum – diversity of curriculum practices and programmes; concept of curriculum as a written plan for action.

(ii) Purpose, approach and nature of linear, spiral concentric and pyramidal types of curriculum; characteristics of child-centred and subject-centred curriculum.

(iii) Basic Principles such as following a meaningful philosophy, classifying educational objectives, providing for the needs and interests of and experiences for learner.

(iv) Process of curriculum development in India with reference to agencies, levels, evolution.

(v) Overall view of state level secondary curriculum with reference to basic principles, functions, instruction and organization.

(vi) Common curriculum for the country – different views, constraints and feasibility.

Teaching-Learning Strategies

Students study various interpretations of the meaning of curriculum and arrive at a tentative definition. They compare it with the definitions found in encyclopaedias, textbooks and dictionaries. The teacher may, with reference to a particular curriculum, explain the concept of curriculum as a plan of action. He provides the students with sufficient literature to identify different types of curricula by locating their characteristics. Students examine a particular curriculum to find out the basic principles followed in its construction. Teacher, in his lecture, narrates the evolution of curriculum constructions in India and the role played by the NCERT. They compare the NCERT curriculum and the State curriculum. They discuss about the constraints and feasibility of a common curriculum.

Evaluation

The evaluation of students' knowledge and understanding of the content of the unit and of the skills acquired by them must be done by means of paper-pencil tests, observation and rating of assignments with special reference to the learning outcomes listed elsewhere.

Suggested Basic Readings

Suggested Further Readings

UNIT II   USE OF ENVIRONMENT AND ACTIVITIES IN TEACHING

AND LEARNING

The unit is based on the concept of environmental approach in teaching/learning which is a departure from "textbook syndroms". The continuous interaction between the learner and his environment is the underlying principle of teaching through environment.   Importance of use of environment in teaching-learning should be brought out clearly. The content of the unit is presented in the following two modules:

Module 2.1:   Use of Environment in Teaching and Learning

Objectives:

On completion of the module, the student will:

- understand the nature of environmental approach in teaching.
- be familiar with different environmental resources for learning.
- understand the characteristics of environment based teaching/ learning
- be able to undertake teaching through environment.
- appreciate the concept of total environment.
- be able to plan for environ-based learning.
- appreciate experimental learning.
- have positive attitude towards environment-oriented teaching and learning.

Module 2.2: Use of Activities in Teaching and Learning

Learning Outcomes

On completion of the module, the student will:

(i)   understand the place of activity in instruction.

(ii) be familiar with the principles of basic education.

(iii) able to use project method in teaching.

(iv) get acquainted with using co-curricular   activities as media for learning

(v)   able to take up out-of-school activities for   the   integration of study and work.

(vi) appreciate the immense   potential of work as medium of instruction.

(vii) be able   to   use   immediate   environment   in organising   teaching/ learning.

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Content Specification

(a) Resources  in  the  environment  -  natural,
    industrial,  social,  cultural,  concept  of  total
    environment.

(b) Environmental approach in teaching - Character-
    stics, guiding principles.

(c) Environment-based    learning    -    experimental
    learning 'from the world'.

(d) Activity-centred  instruction  -  integration  of
    study   and   work,   basic   education,   project
    method.

(e) Teaching . through  co-curriculuar  and  out-of-
    class activities.
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Teaching-Learning Strategies

Students prepare the list of resources in the immediate environment, assess the scope of the resources for learning organised in schools. They prepare specimen lessons for environment based teaching and learning. Most of the content will be taught through lectures and discussions. Students plan projects, co-curricular activities, out-of-class activities for organising teaching/learning.

Evaluation

The emphasis in evaluation must be determining the extent of students':

- awareness of environmental resources (by paper-pencil test)

- ability to prepare environment-based lessons (by paper-pencil test and ratings in lessons)

- skills to integrate study and work (by paper-pencil test)

- ability to teach through co-curricular and out-of-school activities (by observation)

- attitude towards environment - and activity-based teaching and learning (using rating scale)

Suggested Basic Readings

Suggested Further Readings

UNIT - III   EDUCATIONAL TECHNOLOGY

The unit is designed to explain the concept and application of Educational Technology (ET). Emergence of present concept may be traced. Use of technology in education as an important component of ET needs to be understood and appreciated. While explaining theoretical aspects, application to the current scene need to be kept in the forefront.

Objectives:

On completion of this module, the student will:

- understand the meaning of term 'Educational Technology'

- be familiar with applications of ET

- appreciate the role of technology in education

- be able to use the concept in designing class-room teaching.

Content Specification

Educational Technology - the concept, ET as a systems approach - define or set goals, survey current status, design inputs, implement and evaluates. Application in preparing instructional plans - long or short term.

Technology in education, its role in dealing with knowledge explosion, enrolment explosion, distance education and lifelong education.

Technology in the class-room aids to facilitate learning, audio, visual and audio-visual aids, multisensory appeal; breaking temporal and spatial constraints; individualised instruction; freeing teacher from routine or repetitive work. Educational Technology in the teaching process - creative application of science to educational (teaching) problems. New methods of teaching based on the science of learning; techniques to help students to different levels in achievement; receptive (explositive) model, behaviour modification, cognitive scheme, adaptive model, information processing model; skill based teaching, team-teaching, programmed learning; multimedia packages; self instructional modules; small group, large group instructions.

Teaching-Learning Stratagies

Most of the unit would be covered by lectures interspersed with discussions with the students. Students may do one or more assignment to demonstrate 'Systems Approach' in organising class-room teaching/ learning.

Evaluation

Paper pencil tests may be used to assess students' understanding of the concept of ET, its uses in different models for learning and in improving quality and access of education. Practical assignment on application of systems approach can be assessed.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV   MASS MEDIA

The earliest mass media, namely print, made education possible for common man. Today, print (or books) can be supported to a large extent by other communication media. The teachers must make use of the newer media to enhance quality of education. They have also to remain aware of its power and influence as means of informal education.

Objectives

On completion of this module the student will:

- appreciate the role of various communication media in teaching/ learning.

- understand his role in developing, use and improvement of educational programmes.

- have positive attitude towards use of radio/TV/films/ news papers in teaching learning.

- acquire knowledge and skills necessary for using mass media in teaching-learning.

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Content Specification

Role of mass media in education with special reference to formal education.

Use of radio, TV, films and newspapers in school education, teachers' role in the use of mass media; collaborating with production agencies in preparation of communications; guiding student-learning through mass media.

Educational broadcasts (radio and TV) in India with special reference to the state.

Newspapers including special issues and educational magazines as resources of learning.

</div>

Teaching-Learning Strategies

1. The students will be required to find out the sources of information regarding,

(a) radio/TV broadcasts

(b) availability of educational films

(c) educational magazines and newspapers supplements which can be used in teaching.

- listen to some of the broadcasts and critically evaluate the same.

- study some of the magazines and newspaper supplements

    (a) to specify their use in class-room teaching

    (b) actually use these materials in his/their practice teaching.

- organise radio/TV classes as part of his practice-teaching

- select and use educational films in his practical work.

- write a script for radio/TV or a write up for a newspaper.

- The student-teacher would learn to prepare slides, filmstrips, video tapes or programmes for computer, wherever the facilities are available.

Evaluation

Students should be evaluated on their:

- understanding of importance of use of a variety of media in teaching learning and their respective contributions (paper-pencil tests)

- knowledge of availability of mass media communication (radio and TV), educational films, educational magazines and newspaper supplements (Paper-pencil tests)

- ability to use such material meaningfully in class room teaching (observation of practice teaching)

- skills to prepare communication through different media (assessments of specially assigned practical work)

- ability to critically evaluate educational broadcasts and providing meaningful feedback to producers and planners (evaluation of assignments)

- attitudes to positive role of modern communication media (attitude scales or subjective evaluation)

Suggested Basic Readings

Suggested Further Readings

UNIT - V   TECHNOLOGY IN EDUCATION

Technology has permeated all parts of our lives. It has improved use of resources - physical and human, time, space, energy etc. Education can also use more of technology for improvement of quality and access.

Objectives:

On completion of this module, the student will:

- become familiar with various technologies/machines/gadgets/that can be used to improve quality of teaching-learning.
- be able to select right inputs for learning on the part of his pupils.
- develop skills required for preparation of suitable audio-visual aids.

- be able to handle audio-video tape recorders, slide, film and over-head projectors, epidiascope and computers wherever available.
- become familiar with available software and the sources and institutions where it is continuously developed.
- have a positive attitude towards using various technologies in his work
- develop appreciation of role of technology in education.

Content Specification

Most technologies have two parts, hardware and software. While hardware i.e., the machines and gadgets are frequently developed by scientists and technologists, development of software is generally undertaken or guided by the user groups.

Technology in education can be categorised as low, intermediate and high technology, chalk-boards; charts, models are examples of low technology; slides, overhead projectors and epidiascopes can be categorised as intermediate technology while radio, TV, audio/video tapes, films and computer are categorised as high technology.

Teacher can contribute to and use all types of technology in different degrees.

Teaching-Learning Strategies:

In addition to the necessary knowledge which may be provided by the teacher through lectures and discussions, a great deal of practical work is suggested in this area, students may be required to get familiar with the relevant machines and learn to operate them. They may also understand the most common and ordinary faults that can develop in these machines and how to set them right. Practical assignment in preparing charts, models, slides, audio/video cassettes and computer software may be required.

Students may design lessons combining meaningful use of several technologies, if necessary, in the classroom. Exact amount and nature of practical assignments would get decided by the facilities a training college has. If the total amount of practical work seems heavy, groups of students may take up smaller number of assignments.

Evaluation:

Learning should be adjudged on:

(i)   knowledge of availability and operation of various gadgets (paper pencil or oral tests)

(ii) interest and skills in using them (observation during practical work and utilisation of variety of software in classroom teaching).

(iii) ability to prepare software (assessing the quality of products)

Suggested Basic Readings

Suggested Further Readings

UNIT - VI   EVALUATION

This unit is designed to give a comprehensive knowledge about the concept of evaluation and the tools and techniques of evaluation and also to develop the ability to apply these in classroom teaching.

Objectives:

On completion of this module, students will be able to:

1. understand the concept of evaluation and its basic principles.

2. select the appropriate tool/technique for a specific purpose.

3. understand the characteristics of a good tool.

4. prepare, administer and interpret the results of achievement tests

5. diagnose the difficulties of pupils in learning.

6. apply suitable remedial measures for removing the difficulties of pupils in learning.

7. study the attitude and interest of pupils and how they adjust with others in the class.

Content Specification

Concept and purpose of evaluation - basic princi-ples, - tools and techniques of evaluation - tests as tool - classification of tests.

Characteristics of a good tool - validity, reliability and usability.

Preparation, administration and interpretation of results of achievement and diagnostic tests.

Evaluation of attitude, interest and adjustment.

Teaching-Learning Strategies

Student will be required to:

1. Write assignments on:

   i. characteristics of a good tool

   ii. construction and standardisation of an achievement test.

2. prepare an achievement test or a diagnostic test.

3. establish the validity and reliability of a test.

4. diagnose the difficulties of pupils in learning a particular unit and suggest remedial measures.

Evaluation

Students should be evaluated based on their:

1. knowledge about the concept and application of evaluation in education and the characteristics of a good evaluation tool. (paper and pencil test)

2. ability to evaluate pupils in classroom teaching (observation).

3. skill in preparing tools of evaluation. (practical work)

4. skill in interpreting test results (practical work).

Suggested Basic Readings

Suggested Further Readings

UNIT VII	EVALUATION

This unit is designed to give an idea about the types of evaluation used in classrooms.

Objectives

On completion of this module students will be able to:

1. understand the concept of continuous comprehensive internal evaluation.

2. Differentiate formative evaluation from summative evaluation.

3. differentiate criterion-referenced tests from norm-referenced tests.

4. understand the advantages and limitations of external examination.

5. prepare tools for formative evaluation and summative evaluation.

6. identify the criteria for internal evaluation.

7. select appropriate tool for a particular purpose.

8. identify the masters and non masters in a class.

9. understand the importance of internal evaluation in classroom teaching.

10. develop skill in preparing and interpreting test results.

Content Specification

(a) External examination - limitations
(b) Continuous comprehensive internal evaluation.
(c) Criterion referenced and non referenced
(d) Formative and summative.

Teaching-learning Strategies

Students will be required to:

1. Construct tests for

   (a) formative evaluation
   (b) summative evaluation

2. Construct a criterion referenced test
3. Identify the masters and non masters in a class

4. Identify the area of difficulty in a particular unit.

Evaluation

Students snould be evaluated based on their:

1. Knowledge about the different types of tests.

2. Skill in preparing tests

3. Skill in interpreting test results.

Suggested Basic Readings

Suggested Further Readings

UNIT - VIII   DESCRIPTIVE STATISTICS

This unit is designed to give an understanding of the organisation, analysis and interpretation of numerical data and to enable students to apply these in practical situations.

Objectives

On completion of this module, students will be able to:

1) tabulate a given data into a frequency distribution.

2) understand the concept of a measure of central tendency, measure of dispersion, and correlation.

3) compute Mean, Median and Standard Deviation for a given frequency distribution.

4) illustrate the concept of descriptive statistics.
5) Select the appropriate central tendency or dispersion depending upon the data available.

6) compute the relationship between two sets of scores selecting the appropriate method and interpret the result.

7) test the significance of the difference between two means and interpret the result.

8) represent a numerical data graphically.

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┌──────────────────────────────────────────────┐
│            Content Specification               │
│                                                │
│ Grouping   scores   into   frequency           │
│ distribution  -  Measures  of  central         │
│ tendency - Mean, Median, Mode - Measures       │
│ of dispersion - Range and Standard             │
│ deviation  -  Graphical  representation         │
│ of frequency distribution - Correlation        │
│ - Rank difference method and product-          │
│ moment method. Difference between two          │
│ means.                                         │
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Teaching-Learning Strategies

Tne students will be required to:

1. tabulate an ungrouped data into a frequency distribution.

2. compute Mean, Median and Standard Deviation from a given frequency distribution and interpret the results.

3. compare the performance of pupils in two groups.

4. represent numerical data graphically.

Suggested Basic Readings

Suggested Further Readings

UNIT IX   SOLUTIONS TO CLASSROOM PROBLEMS

Development of student's skill in solving classroom problems is one of the major aims of teacher education. This unit is expected to prepare the student to undertake action research as a means to solve classroom problems.

The instruction spread over five hours is divided into the following two modules.

Module 9.1:   ·Significance of Classroom Problems

Learning Outcomes

On completion of the module, the student will be able to:

i)   identify classroom problems

ii)   determine the significance of classroom problems

iii)   discriminate problems related to teaching-learning process and classroom management.

iv)   understand and appreciate the significance of scientific investigation.

Module 9.2:   Action Research

Learning Outcomes

On completion of the module, the student will be able to:

i)   understand the meaning, definition and scope of action research.

ii)   acquire knowledge about the steps of action research.

iii)   compare and contrast action research with fundamental research.

iv)   list the advantages and limitations of action research.

v)   undertake action research project.

Content specification

The purpose of the content is to make the students capable of undertaking action research to solve classroom problems. The specific areas of the content are:

i) classroom problems - nature, form and significance;

ii) types of problems - related to:

    (a) teaching - learning process, and
    (b) classroom management;

iii) approach to find solution - scientific investigation and its significance;

iv) Action research - meaning and definition, scope, origin, steps, comparison with fundamental research, advantages and limitations, steps of action research project (proposed by NCERT).

Teaching - Learning Strategies

The student teachers may visit classes and identify problems faced by teachers. During discussion they determine the nature, form and significance of problems with the assistance of the teacher. They sort out different types of problems. Teacher may provide learning materials for the study of scientific investigation to solve classroom problems. Students may examine action research projects and locate the steps followed in them.

Evaluation

Students may be evaluated in the following dimensions

- ability to locate classroom problems.

- knowledge of steps in action research.

- skill in solving classroom problems by action research.

- ability to prepare and execute action research projects.

- attitudes towards innovative practices.

The evaluation may be done using paper-pencil tests, observation, attitude scale and ratings of students' assignments and reports.

Suggested Basic Readings

Suggested Further Readings

UNIT - X   TEACHER AS A CONSUMER OF RESEARCH

        This unit is designed to familiarise the students with the sources of collecting information for research.

Objectives

On completion of this module students will:

1. understand the need and importance of reading educational articles and research reports.

2. identify the sources of getting educational articles and research reports.

3. differentiate direct sources from indirect sources.

4. use of different sources for getting information for research.

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Content Specification

Teacher as consumer of research
a.    Reading and understanding of educational articles
      and research reports.
b.    Research Reviews and Encyclopaedias
```

Teaching-learning Strategies

Students will be required to:

1. collect studies related to a particular problem

2. prepare a list of direct and indirect sources for collecting research studies.

Evaluation

Evaluation should be based on:
1. knowledge about the different sources of getting information for research
2. ability to locate information
3. skill in reporting research studies.
4. interest in reading research articles.

Suggested Basic Readings

Suggested Further Readings

BACHELOR'S DEGREE IN EDUCATION

PAPER IV: SCHOOL MANAGEMENT AND ELECTIVES

7.5.4

SECTION A: SCHOOL MANAGEMENT

Major Objectives

To enable the student teacher:

1.   to familiarise himself with the various aspects of school plant.

2.   to understand the administrative organisation of the school.

3.   to understand the need for and to know and adopt ways and means of developing harmonious interpersonal and intergroup relationship in the school.

4.   to know and adopt the ways and means of maintaining good school community relationship.

5.   to manage the student services and student activities programmes.

6.   to understand the need for and procedure of academic supervision and guidance.

UNIT - 1   SCHOOL PLANT

Objectives : After completing this module the student will be able to:

1.   know different physical facilities needed for good school plant.

2.   understand the need of good site and good building for the school plant.

3.   list and select the equipment, furniture and laboratory equipment needed for the good school plant.

4.   understand the importance of library, play ground, museum and graden for school plant and for learning.

5. know the needs of students in respect of space, proper posture, furniture and minimum sanitary arrangements for the general health of students.

Content Specification

Site, building, equipment, furniture, library, laboratory, playground, museum, garden, sanitation facilities and other physical features of the school.

Teaching-Learning Strategies

1. The teacher will explain how the selection of site is important for school buildings.

2. With the help of diagrams explains different designs of school plants like E,H,L, etc. and their advantages and disadvantages.

3. Impresses students that physical facilities are important for the general health of students.

4. Visits to good school plant where all the facilities are provided.

5. Explains the state rules regarding construction of school buildings and the norms for sanitation facilities.

6. Student compares different designs and visits to libraries, museums, gardens and laboratories in the viscinity and compares them with each other.

Evaluation

1. Comparison chart of different designs of schools and facilities

2. Writing a report of a school plant visit

3. List of equipment needed for ideal school plant

4. Written and oral test.

Suggested Basic Readings

Suggested Further Readings

UNIT - II   SCHOOL ORGANISATION

Objectives:

To enable the student-teacher:

i)   to understand the administrative organisation of the school.

ii)   to recognize the need for yearly and monthly plans

iii)   to frame a good time-table

iv)   to know the records and registers to be maintained in his school

v)   to realise the value of examinations

vi)   to maintain and to promote the tone of the school.

Content Specification

Yearly, monthly plans; time-table; records and registers; examination; maintenance of discipline; the general tone of the school; school as a community; involvement of staff and students in the institution; school-community relationship﹥

Teaching-Learning Strategies

Lecture

Discussion

Seminars

Celebration of important days with the co-operation of the local community.

Preparation of class time-table, School time-table.

Evaluation

Formative evaluation through oral questioning; assignment and summative evaluation; short-answer questions.

Suggested Basic Readings

Suggested Further Readings

UNIT - III   PERSONAL MANAGEMENT

The unit is designed to help student-teachers to appreciate the importance of human relations and job satisfaction in the management of an institution.

Objectives .

After studying this unit the student will:

- appreciate the role of human relations in successful management of an institution.

- understand the significance of satisfaction from work, in maintaining a healthy environment in school.

- be able to contribute to the activites leading to professional growth and welfare of teachers.

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+-------------------------------------------------------------+
|                  Content Specification                       |
|                                                             |
| Interpersonal intergroup relationships, its impact          |
| on the organisation. Human relations in management,         |
| job satisfaction, its impact on work, institution          |
| and individuals. Professional growth of teachers,           |
| contribution towards professonal growth and inter-          |
| personal relationships.                                     |
+-------------------------------------------------------------+
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Special Teaching Strategies

- The students may do a case history of one or two institutions with regard to interpersonal/intergroup relationships with a view to analyse its impact on the functioning of the institutions.

- Groups of students may draw up workable plans for
  (a) welfare activities (b) professional growth of teachers.

- Some students may critically evaluate functioning of a near-by school complex and make suggestions for its improvement.

Note: Practical work will be undertaken by students as balanced with their total load of assignments. All students may not be required to undertake all assignments. However, all such studies may be presented for discussion to the total group.

Evaluation

In addition to testing of knowledge and understanding through usual paper-pencil tests, students' contribution to what can be done in the institutions for good human relations, better job satisfaction towards general welfare of school community, should be judged on the basis of observation.

Students may also be judged on their (i) ability to set along with fellow students and faculty (ii) contribution to corporate life in the institution (iii) interest in the work they are doing.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV   MANAGEMENT OF STUDENT SERVICES AND

STUDENT ACTIVITIES

Learning Outcomes- On completion of this module the teacher-students will be able to:

1. understand the principles behind management services and student activities in general.

2. know how to start, develop and maintain hostels and ancilliary services in schools.

3. organize various recreational activites, co-curricular activities, school health services, guidance and counselling activities and student union activities.

4. realize the importance and method of organizing NSS, Scouting and Co-operative efforts for students.

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┌─────────────────────────────────────────────────────────┐
│                  Content Specification                   │
│                                                          │
│  Hostels;  ancilliary  services;  Recreational  facilities; │
│  Co-curricular  facilites;  School  health  services;  Guidance │
│  and  Counselling  Services;  Student  Union;  NSS,  Scouting │
│  and   Guiding,   Red   Cross,   SUPW   (Work   Experience), │
│  Excursions,  Cultural  activities,  Co-operative  society. │
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Teaching-Learning Strategies

The following strategies may be used for teaching this unit:

1.   Lecture cum discussion

2.   Assignments

3.   Seminars

4.   Opportunity for organizing the activities.

Learners are expected to listen lectures, participate in discussion, prepare assignments and seminar papers and actual performance in organizing activities.

Evaluation - Evaluation may be done on the basis of the following:

1.   Understanding of the principles of managing student services and activities (written test)

2.   Knowledge about preparing and implementing various programmes (oral test/actual performance)

3.   Organizing various activities (Practical)

4.   Realizing the importance of student services and activities (Assignment)

Suggested Basic Readings

Suggested Further Readings

UNIT - V   SUPERVISION

The basic purpose of this unit is to introduce the student-teachers to various principles and approaches of supervision. This unit will enable the student-teachers to get a thorough understanding of the role of supervisor in existing educational system in the state.

Learning Outcomes: On completion of the module the student-teacher will be able to:

1. explain and illustrate (with examples) meaning and nature of supervision.

2. state the various principles and types of supervision.

3. realize the role of head of the institution in supervision.

4. understand the structure of supervisory system in the stats.

Content Specification

Principles and types of supervision; Head of the institution as a supervisor; Supervisory system in the State.

Teaching-Learning Strategies

This unit may be taught to student teachers using discussions, supervisory study method, role playing and assignments alongwith the traditional teaching-learning strategies. The students are expected to read in the library, play given roles, write assignments and participate actively in the discussion.

Evaluation

The evaluation may be dons by:

1. evaluating assignments

2. surprise tests

3. judging the performance during role playing

4. rating performance during discussions.

Suggested Basic Readings

Suggested Further Readings

BACHELOR'S DEGREE IN EDUCATION

PAPER IV: SCHOOL MANAGEMENT AND ELECTIVES

5.5 **1. GUIDANCE AND COUNSELLING**

General Objectives:

The Student Teacher will be able to:

1. understand the meaning, scope and significance of Educational and Vocational Guidance in School.

2. develop competency to select, develop and use appropriate testing and non-testing techniques suitable to different levels of students.

3. collect, record, classify and use the occupational and educational information relevant to his students.

4. realize the need and importance of guidance in a democratic and liberal climate of Indian Schools/Society/Workplaces.

5. develop skill in organizing guidance programmes in real school situations.

6. develop positive attitudes towards Guidance Programmes.

UNIT - I   NATURE AND SCOPE OF GUIDANCE

The main purpose of this unit is to familiarize student teachers with the nature and scope of guidance. It aims at developing understanding of need, aims and objectives and also provides information on various types and aspects of guidance movement needed for school students. This unit also deals and discusses the relationship between Guidance and Education in greater details.

Objectives:

On completion of the module the students will be able to:

1. explain the concept and nature of Educational and Vocational Guidance.

2. understand the need, aims and objectivies of guidance in secondary and higher secondary schools in context to changing situations in India.

3. distinguish between educational, vocational & personal guidance.

4. describe the scope and limitations of Guidance Programmes in India.

> ### Content Specification
>
> Meaning, definition, and scope of Guidance; Need, aims and objectives for guidance in Secondary and higher secondary schools in context to changing situation;Types of guidance - Educational,Vocational and personal; Relationship between Guidance and Education; limitations of Guidance movement in India.

Instructional Strategies

1. For achieving objective no.1, the teacher may use lecture cum discussion method.

2. For objective no.2, the discussion and assignment method may be used.

3. For achieving objective no.3, the Seminar/Group discussion or Workshop method may be employed.

4. For describing the scope and limitations of guidance programmes, the assignment and discussion method may be used.

Evaluation

For evaluating the -

1. Meaning & definiton - Assignment Written test technique is suggested.

2. Need, aims & objectives - Performances in group discussion/Assignment may be used.

3. Types of Guidance - Written tests is recommended.

4. Relationship between Guidance & Education - Essay type tests may be given.

5. Scope & Limitations - Direct questionning/oral tests may be used.

UNIT - Il   OCCUPATIONAL AND EDUCATIONAL INFORMATION

> The main aim of this module is to develop understanding of the concept of occupational and Educational Information. Incidently it deals with its need and importance. It also helps the student teacher understanding the existing classifications of Educational and Occupational Information. It throws light on various procedures involved in collecting, recording and classifying the information.

Objectives

On completion of this module, the students will be able to:

1. explain the meaning and importance of occupational and educational information.

2. understands various types of occupational and educational information in a meaningful manner.

3. identify and use various procedures of collecting, recording and classifying the information.

4. make use of existing standard available classification material for educational and vocational information.

> **Content Specification**
>
> Meaning & importance of occupational & educational information; Types of occupational & educational informations; Procedures of collecting, recording, classifying and using the occupational & educational information; Existing standard classifications.

Instructional Strategies

The following Instructional Strategies may be adopted while dealing with the different topics & subtopics of this unit -

1. Debate - In case of contrastive or controversial points of view viz. Modern views regard to classification of Information.

2. Seminar - Utility of various available classifications of occupational & educational information and the best procedures in given situation for collecting, recording & classifying the information.

3. Discussion - may be used for clarifying the meaning, need and importance of occupational & educational information.

Evaluation

For evaluating: -

1. the knowledge about the occupational & educational information, Essay type test may be given.

2. the understanding of various types of occupational & educational information, practical work will be arranged and rating may be done.

3. the utility of various procedures of collecting, recording and classifying the information, situational tests may be adopted alongwith the performance in classroom discussion.

4. familiarity with available standard classifications, direct questionning/ Interview may be employed.

Suggested Basic Readings

Suggested Further Readings

UNIT - III   TOOLS AND TECHNIQUES OF GUIDANCE

This module will provide information regarding various testing and non-testing tools and also about various techniques of Individual and Group Guidance.

Objectives

On completion of this module, the student-teacher will be able to:

1. discuss various testing and non-testing techniques in Guidance and Counselling.

2. use efficiently the testing and non-testing techniques as per needs of the situation.

3. identify various individual and group guidance techniques

4. familarize with merits and demerits of each tools and techniques.

Content Specification

Meaning and nature of tools and techniques in Guidance; Important Testing and non-testing tools (a) Personality tests, Intelligence, achievement & diagonstic tests; (b) Questionnaire, Observation, Anecdotal & cumulative record, rating scale, Interview and Role-playing; Individual techniques of guidance; Group Techniques of guidance; career talks, class talks, career conference, Home room stay, tutorial system, field trips and their merits & demerits.

Instructional Strategies

1. Debates may be arranged on the utility of testing & non-testing, Individual vs. group guidance techniques.

2. Lecture cum discussion may be used for the details of each testing and non-testing tool and technique. The assignment may also be employed for imparting instruction for this topic.

3. Demonstration method may be used to explain the working and utility of these tools and techniques.

4. Seminar/assignment/group discussion may be used for imparting information regarding merits and demerits of each tool and techniques.

Evaluation

For evaluating -

1. the knowledge about testing and non-testing techniques, rating scales may be used.

2. skill in using these techniques, situational tests may be employed.

3. knowledge about individual and group guidance techniques, assignment method or written test may be arranged.

4. knowledge about the merits and demerits of tools and techniques, short answer type test may be used.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV   SERVICE IN GUIDANCE

This module familiarises student teachers with various types of services rendered in Guidance. It also explains the meaning of each service like Information Service, Self Inventory Service, Counselling and placement service and also follow up programmes for each service.

Objectives

On completion of this module the student teacher will be able to:

1. have information regarding various types of guidance services necessary for schools.

2. understand the basic principles involved under each service.

3. discuss the utility and limitations of each of the guidance service.

4. prepare and use follow up programmes for various types of Guidance Services.

Content Specification

Meaning of Services in Guidance; Types of Guidance- Information Service, Self Inventory Service, Counselling Service and Placement Service; Principles, Utility and limitations of these services; Preparing follow up Programmes.

Instructional Strategies

For teaching this unit, the instructional strategies like lecture cum discussion, A.V.Aids, Practicum, library reading, and assignment methods may be used.

Evaluation

For evaluating -

1. the knowledge about various types of guidance services, objective type test/direct questionning techniques may be adopted.

2. the understanding of basic principles under each type of service, essay type test/performance in classroom discussion may be employed

3. knowledge about the utility and limitations of guidance services, workshop method, library method or assignment method may be employed.

4. skill in preparing and using follow up programmes,assignment method, performance in practicum and supervised study method may be used.

Suggested Basic Readings

Suggested Further Readings

Instructional Strategies:

For teaching this unit, group discussion, assignment A.V. Aids, Visits to schools having Guidance Units and assignment method may be adopted as the Instructional Strategies. The teacher will also provide sufficient literature to give knowledge about the organization of guidance programmes.

Evaluation

For evaluating:

1. the knowledge of principles of organizing guidance programme, the assignment performance/essay type test/oral questionning may be used.

2. skill in organizing guidance programmes, Direct questionning/short answer type written test/Performance in practical work may be employed.

3. knowledge about the setting of guidance committees, practical assignment strategy may be used.

4. the information pertaining to roles of teacher, parent and headmaster, the performance in classroom discussions may be the basis.

5. preparing and organizing guidance programmes, practical assignment will be the appropriate technique.

6. attitude of student, assignment/written/oral testing may be used.

Suggested Basic Readings

Suggested Further Readings

MODULE - V   ORGANIZATION OF GUIDANCE PROGRAMME IN SCHOOLS

This unit deals with the principles and methods of organizing guidance programme in Indian Schools. It also throws light on various roles performed by teacher, guidance worker, parent and headmaster in organizing this programme. Incidently it discusses various committees to be formed and also about their proper functioning.

Objectives

On completion of this module the student teacher will be able to:

1. discuss principles involves in organizing Guidance Programme in Schools.

2. explain the procedure of organizing guidance programme scientifically.

3. set various guidance committees in school.

4. identify the roles of teachers, parent & headmaster in organizing guidance programmes.

5. organize guidance programmes effectively in school.

6. to develop positive attitude of students, teachers, headmaster and community towards guidance programmes.

Content Specification

Principles of organizing guidance programmes in schools; Procedure of setting guidance committees and organizing guidance programme in school; Role of teacher, headmaster, parent and guidance worker in guidance services; Developing positive attitude towards the Guidance Programmes.

BACHELOR'S DEGREE IN EDUCATION

PAPER IV   SCHOOL MANAGEMENT AND ELECTIVES

7.5.6   2. ADULT AND CONTINUING EDUCATION

General Objectives

The students:

a. understand the need for adult education

b. become aware of the development of adult education in India.

c. understand the methods of teaching adults.

d. understand the problems in the provision of adult education in India.

e. develop the skill in organising adult education centres.

f. become aware of the existing provisions for adult education and the agencies involved in it.

UNIT - I

Learning outcomes

The students:

a. understand the concept of adult education and the need for adult education.

b. understand the role of adult education in the economic, social and political spheres and in personal development.

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┌─────────────────────────────────────────────────────┐
│              Content Specification                  │
│                                                     │
│  Adult education, education for adults - the role   │
│  of education in the economic development of an     │
│  individual and of a nation; in the social mobility;│
│  in social change; in the local, state and national │
│  administration - education and individual self     │
│  development - continuous education for continuous   │
│  growth - continuous growth a distinctive characteri-│
│  stic feature of human life.                        │
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Teaching-learning strategies

Lectures - discussion, group discussion; observation and data gathering about the well educated, not to well educated and uneducated people, their wealth, social status and self development - comparative analysis of the data and discussion, interviews with adult learners regarding their economic, social and political status in the pre and post adult education periods in their life.

Evaluation

On knowledge, and understanding of and attitude towards adult education - objective type tests and attitude scales. Participation in discussion - assignments; interview reports.

Suggested Basic Readings

Suggested Further Readings

UNIT - II

Learning outcomes

Knows the different forms of adult education and understands differences and similarities among them.

Understands that the purpose, content and method of adult education may vary in developed and developing countries.

understands the functionalities of adult education to different groups of people.

Content Specification

Adult education and its different forms-nonformal adult education, formal adult education-informal adult education, further education, continuing education, extension education, distance education-the main distinguishing features of each type-purpose of each type - different purposes for different groups of people in different countries (developed and developing)-for professional growth, for self development-functionalities for illiterates, literates, women, workers, old people.

Teaching-Learning Strategies

Lecture - discussion; survey of needs; visit to adult education centres; analysis of the content of adult education syllabus - agricultural extension education programmes and workers education programmes - discussion on the content of the courses anlaysed -

Evaluation

On the types and purposes, suitability to and practicability in Indian conditions, required types and needed content for various groups-paper pencil test evaluation of content analysis reports, need assessment with reference to a particular group.

Suggested Basic Readings

Suggested Further Readings

UNIT - III

Learning outcomes

The Student:

a. understands the changing concept of adult education in general and with special reference to India.

b. narrates the history of adult education in India.

c. becomes aware of the various agencies; contents and means (methods) of adult education in the ancient, medieval and modern India.

> ### Content Specification
>
> Changing concept of adult education, social education, community education - adult education in the ancient India - the role of religion and community, rites and rituals - in the medieval period dramas, street skits,'upanyasa' 'kathakalakshepas'-modern period-different types for different people-technology based-media mediation

Teaching-Learning Strategies

Library centred teaching - seminars, symposiums - guest lectures by people from adult education agencies - resource centres, directorates-exhibition on adult education in ancient/medieval India - scenes from dramas, portions of upanyasas for teaching adults.

Evaluation

Informal evaluation of participation in seminars, symposiums, organising exhibitions - guest lectures - enacting dramas and giving upanyasas.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV

Learning Outcomes

The student:

a. becomes aware of the adult education programmes now being implemented in India.

b. has knowledge about the literacy rate in India and in various states and of various subgroups in the population.

c. understands and appreciates the educational policy with regard to adult education.

d. develops positive attitude towards adult education programmes and willingly takes part in them.

e. co-operates with other agencies in the organisation of adult education programmes in the locality.

Content Specification

Adult education in the Independent India - efforts made during the Five Year Plan periods - achievements and failures, details and causes - literacy rates according to census in 1951, 1961, 1971, 1981 - statewise figures - sex, community, locality based imbalances - population growth and its effects on literacy - agencies involved in adult education programmes - Government, voluntary, students, employers, - approaches, mass media- new education policy - implementation programmes.

Teaching-Learning strategies

Lecutre cum discussion - assignments - census operation in a particular location - survey about lapse into illiteracy - visit to voluntary organisations - survey about the motivation level of the adult learners - attitude of students - study of mass media programmes - guest lectures by adult education department personnel.

Evaluation

On the knowledge about the literacy rates and programmes under implementation - paper pencil test, assessment of survey reports, findings of attitude studies, motivational level, assignments.

Suggested Basic Readings

Suggested Further Readings

UNIT - V

Learning Outcomes

The Student:

a. understands the distinctive characteristics of adult learning.

b. understands the difference between adult learning and child learning.

c. has knowledge about the various methods of teaching adults.

d. develops skills in teaching adults adopting any one suitable method.

e. develops skills to use effectively the mass media programmes in the adult education classes.

Content Specification

Adult learning - chief characteristics, differences between child learning and adult learning - adult teaching - earlier and new methods - conscientisation - philosophy of adult learning, the why and what - psychology of adult learning - the how - mass media in adult teaching - functional literacy, non-formal methods, self-learning, - distance learning.

Teaching-learning strategies

Lecture cum discussion - obervation of an adult education class analysing the content of adult education syllabus for different groups of people; gaining experience in conscientisation techniques.

Evaluation

Knowledge about adult learning and adult teaching - paper pencil test assessment of content analysis and use of conscientisation of technique.

Suggested Basic Readings

Suggested Further Readings

UNIT - VI

Learning Outcomes

The Student:

a. has a knowledge about the various agencies involved in adult education programmes.

b. knows about the organisational structure of adult education as the local, state and central levels.

c. becomes aware of organisational problems and problems posed by tradition, time, poverty and drop outs.

Content Specification

Agencies - government, voluntary, students, employees programmes conducted by them; short term, long term; literacy, continuing education programmes; programmes for neo literates; general and specific programmes;
organisation structure at the local, state, central levels; directorate of adult education; university departments; state resource centres; schools and colleges; voluntary organisations; 'shramik vidyapeets' (adult vocational education); vocational education programes for women.
Problems - organisational, tradition bound; suitable time; motivation of the learners; poverty, dropouts; lack of co-ordination among the various agencies; literacy and continuing education programmes not well articulated.

Teaching - learning strategies

lecutre-cum discussion; visit to local agencies; case studies of adult education centres, specific programmes; collection of problems and classifying them under various categories (group project); interviews with adult learners; neo literates.

Evaluation

Knowledge about agencies, programmes and organisational structures - paper pencil test - assessment of group projects; study of problems; interviews, reports.

Suggested Basic Readings

Suggested Further Readings

UNIT - VII

Learning Outcomes

The Student:

understands the principles of curriculum development

develops skill in developing a curriculum for a particular target group.

understands the techniques of evaluation; develops skills in evaluating student learning for improving rather than proving.

> ### Content Specification
>
> Curriculum on - what it means - the components- process of curriculum development - curriculum for different target groups - involvement of the target groups in curriculum development - evaluation of adult education - special techniques needed- self evaluation - evaluation for improving rather than proving.

Teaching - learning strategies

Lecture cum discussion - development of a model curriculum for a specific target group - development of an evaluation tool to measure the knowledge, attitude and skill aspects of adult learning - experience in evaluating an adult education programme.

Evaluation

Knowledge about curriculum development and evaluation - paper pencil test - assessment of the curriculum development tools constructed and programme evaluated.

Suggested Basic Readings

Suggested Further Readings

BACHELOR'S DEGREE IN EDUCATION

PAPER IV SCHOOL MANAGEMENT AND ELECTIVES

7.5.7   3.   EARLY CHILDHOOD EDUCATION

General Objectives

The student teacher will be able to:

1.   understand philosophy of pre-school education and its status in India.

2.   acquire knowledge of growth and development of young children (age group 3-8).

3.   develop understanding regarding organising pre-school educational institutions.

UNIT I-II

The units are designed for providing suitable background in understanding the growth of the movement of pre-school education.

Objectives

On completion of these units, the pupil-teachers should:

1.   be able to perceive the current philosophy and practice of pre-school education in its historical perspective.

2.   be familiar with the thoughts of some leading Indian educationists.

3.   understand the objectives of pre-school education.

Content Specification

1. Principles and Philosophy of early childhood education. Growht of the principles and methods of early childhood education from Commenius to Dewey with special reference to the practices adapted in India.

2. Objectives of pre-school education : its importance in the Indian context.

Instructional Strategies

1. Lectures

2. Self-study

    Discusion of:
    (1)   different view points of leading educationists
    (ii)   their place and relevance in the present social and educational systems.
    (iii)   objectives with relation to the practices and programmes of pre-school education in the State/neighbourhood.

    Evaluation

    1. Assignment
    2. Group discussion
    3. Written test and Oral test

Suggested Basic Readings

Suggested Further Readings

UNIT III-V

To be able to guide the young children through appropriate developmental experience, it is important that the future teachers understand the importance of organised experience optimum for growth.

Objectives

On completing these three units the students should be able to:

1. appreciate the importance of allround development of young children.
2. have a broad understanding of the growth pattern of children-physical, social, emotional and motor.
3. identify experiences and activites that would promote appropirate growth.
4. design suitable activites and experience for different environments

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Content Specification

1. Physical growth. Role of the school and the teacher in ensuring proper physical growth and well being of the young children; balanced diet, daily requirements of calories and nutrients; Malnutrition and defficiency diseases, common childhood illnesses, preventive and remedial health measures. First aid in minor injuries and common ailments.

2. Social, Emotional development. Opportunities for appropriate Emotional and Social Development; learning to cope with strangers, new environment and experiments; acceptance of social controls.

3. Motor development. Mascular co-ordinations and physical skill development; appropriate material and activities. Playground apparatus, indoor activities and material.

Instructional Strategies and Evaluation

Lecture and self-study for basic knowledge of growth pattern and necessary conditions for growth (dietary, material and other stimuli).

Discussions regarding suitable growth experience in different cirucumstances.

Practical assignments for designing suitable activities for the relevant age group.

Critical evaluation of the programmes and practices being followed in some of the nursery. schools in neighbourhood/city/state.

Suggested Basic Readings

Suggested Further Readings.

UNIT VI-VII

Pre-school education is also seen as preparatory to entry in the formal school system. While formal education is not the objective of pre-school education, supported growth in language, concepts related to numeracy and certain type of social behaviour would facilitate children's growth and adjustment in formal school.

Objectives

On studying units 7 and 8, the pupil-teacher should:

1. appreciate the importance of guided activities for optimum development of language skills, vocabulary and concepts related to number, size, weight, volume etc.

2. know a variety of activities useful for obtaining such growth.

3. be able to design activities and games that would lead to language development and number related concepts.

4. be able to lead the young students through these activites.

Content Specification

1. Langauge development. Ability to communicate, converse and express in an organised manner. Enrichment of verbal and visual vocabulary. Fluency of expression, current usage of language, enunciation and voice control. Reading and writing readiness programme; language games and rhymes. Diagnostic and remedial work.

2. Number concepts. Concepts of more and less, large/small, few/many, beginning/end, shapes, weight etc. Meaning and significance of numbers. Number games and rhymes. Diagnostic and remedial work.

Instructional Strategies

Lecture and self-study for general familiarity with the area.

Study of games (activities) and materials available in the vicinity with a view to adopting them for educational purposes.

Devising activities with locally available materials.

Evaluation

1. Written test and direct questioning

2. Assignment

3. Participant discussion

Suggested Basic Readings

Suggested Further Readings

UNIT VIII

For all-round development of children, aesthetic and cultural experiences are as important as those for cognitive or physical development. School should support and if necessary compensate the expriences available at home.

Objectives

On completion of this unit, the pupil-teacher should:

1. understand the importance of aesthetic experiences in the development of young children.

2. know a variety of activities and experiences that would promote such growth.

3. be able to design new experiences relevant to the environment of the chidlren.

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┌─────────────────────────────────────────────┐
│          Content Specification               │
│                                              │
│    Aesthetic and Cultural Experiences. Need  │
│  and importance of such experiences,         │
│  opportunities for experimenting with sound, │
│  rhythm, colones or any other material.      │
│  Exposure to good and beautiful things and   │
│  experiences.                                │
└─────────────────────────────────────────────┘
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Instructional Strategies

1. Lecture and self-study for general familiarity with the area.

2. Study of aesthetic and cultural experiences available in the community with special reference to their significance for young children.

Evaluation

1. Assignments

2. Groups Discussions

3. Written test

Suggested Basic Readings

Suggested Further Readings

UNIT IX-X

One of the objectives of this elective is to provide initial background for those who would head pre-school programmes. These units are addressed directly to the planning of such a programme. Understanding developed in units 1 to 8 would provide the necessary background.

Objectives

After completing the unit the pupil-teacher:

1. would understand the factors that should be taken into account when planning a pre-school programme.

2. should be able to plan a programme in given circumstances (monetary, physical and cultural).

3. should be able to see the differences in programmes planned on the basis of different philosophies.

4. should able to work with community and understand the value of co-operation.

Content Specification

1. Planning a pre-school programme. Principles of programme planning; long range and short range planning; factors influencing planning of programmes. Early-childhood Education programmes based on different philosophies.

2. Working with parents and community. Securing co-operation; educating parents.

Instructional Strategies

1. Critical review of some of the pre-school programmes available in the neighbourhood.

2. Designing a short or long-term plan on the basis of given circumstances.

3. Field study to understand about communtiy and the role of parents.

Evaluation

1. Written test
2. Assignment
3. Participant Discussion

Suggested Basic Readings

Suggested Further Readings

BACHELOR'S DEGREE IN EDUCATION

PAPER IV   SCHOOL MANAGEMENT AND ELECTIVES

7.5.8 **4. SCHOOL LIBRARY SERVICES**

General Objectives

The student teacher will be able to:

1. acquire the basic knowledge and understanding of the fundamentals of library services in school.

2. understand and appreciate the role of libraries in general and school libraries in particular.

3. create awareness about the library services as a resource for education.

4. understand how to organize school library services effectively.

5. develop skills in using library effectively.

6. develop proper attitude towards library education.

UNIT - I   MEANING AND SCOPE OF LIBRARY EDUCATION

This unit deals with the meaning and concept of library education. It also aims at developing understanding of needs, aims and objectives of library. The scope of library services in schools has been also discussed in this unit.

Objectives

After completion of this module the student teachers will be able to:

1. understand the need and importance of library services in present day system.

2. explain the meaning and concept of library services in their own words.

3. familiar and appreciate the aims and objectives of library services at school level.

4. know and discuss about the scope of library services in present day context.

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┌─────────────────────────────────────────────┐
│              Content Specification            │
│                                               │
│        Meaning, concept and nature of school library │
│    services; Need & importance of library services │
│    in  present  system  of  education;  Aims,objectives │
│    and  scope  of  school  library  services. │
│                                               │
└─────────────────────────────────────────────┘
```

Instructional Strategies

For teaching this unit lecture cum discussion, assignment, library material, independent study, and seminar method will be more relevant ·to adopt.

Evaluation

For evaluating the :

1. understanding of the need and importance of library services, seminar performance may be used as the evaluation criteria.

2. knowledge about meaning and concept of library services written tests/oral tests may be employed.

3. familiarity and appreciation of aims and objectives of library services, project or assignment or group discussion may be used.

4. knowledge about the scope of library services, group discussion, essay-test or profile techniques may be used.

Suggested Basic Readings

Suggested Further Readings

UNIT - II   PLANNING AND ORGANIZING LIBRARY IN SCHOOL

This unit deals with principles and procedures of planning and organizing school library. The ideas about academic library system with particular reference to school libraries and functions are also discussed. Five laws of library science are also given important place in this unit.

Objectives

The student teacher will be able to:

1. explain the basic principles and procedures of planning and organizing school library.

2. know and appreciate ideas about academic library system with particular reference to school libraries.

3. list and discuss in detail about various functions of the library.

4. recall and use effectively the five laws of library science.

```
┌─────────────────────────────────────────────────┐
│              Content Specification                │
│                                                   │
│      Basic principles & Procedures of planning    │
│  & organizing school library; Academic library    │
│  system with special reference to school libraries;│
│  Functions of libraries in schools; Five laws of  │
│  Library Science.                                  │
└─────────────────────────────────────────────────┘
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Instructional Strategies

Instructional strategies like lecture cum discussion, workshop, assignment, group discussion, practical work, AV aids may be used for teaching this unit.

Evaluation

For evaluating -

1. the knowledge about the principles and procedures, written test may be given.

2. the knowledge and appreciation about academic library system, performance in discussion may be noted and rated.

3. the knowledge about functions of library services, rating scale, quiz, test and direct questionning may be used.

4. the knowledge about laws of library service and their use in practical situation, the situational tests/assignment performance may be employed.

Suggested Basic Readings

Suggested Further Readings

UNIT - III   **SCHOOL LIBRARY ADMINISTRATION**

This module discusses the principles of library administration and also basic routine work involved in book selection, ordering, accessioning, technical and maintenance of a school library.

Objectives

After completion of this module the student teacher will be able to:

1. tell various principles of library administration in schools.

2. familiarise and develop skill in the basic routine work involved in book selection and ordering accessioning.

3. mastery in technical and maintenance procedures used in school, library.

```
┌─────────────────────────────────────────────────┐
│            Content Specification                │
│                                                 │
│    Basic principles of school library admini-   │
│  stration, Basic routine work involved in book  │
│  selection, ordering, accessioning, technical   │
│  and maintenance of a school library.           │
│                                                 │
└─────────────────────────────────────────────────┘
```

Instructional Strategies

For providing knowledge regarding principles of library administration lecture cum discussion techniques may be used. For all other subtopics of this unit, lectures followed by practicum may be employed.

Evaluation

For evaluating -

1. the knowledge about principles of library administration, assignment method or short answer type tests may be used.

2. the familiarity and skill in conducting routine work of the library, discussion performance and performance in practicum may be employed

3. mastery over the technical & maintenance of school library, situational tests/oral test/viva voce or check list may be used.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV   LIBRARY CENTRED TEACHING

This unit deals with the meaning & nature of library centred teaching.   It also throws light on physical facilities required for a good school library, classification and catalogue theories and also about various types of library services and special problems of school libraries are also discussed at length.

Objectives

After completion of this unit the student teacher will be able to:

1. know and discuss the meaning and nature of library centred teaching.

2. list out and describe physical facilities essential for a good school library.

3. orient himself in library centred teaching processes like classification and cataloging.

4. have idea about various types of library services including reference services.

5. identify and use various ways of students' involvement in library services.

6. identify, discuss and handle the problems of school libraries.

```
        Content Specification

        Meaning,nature & principles of library centred
    teaching;   Essential   physical   facilities   of   a   good
    school  library;  Classification  &  cataloging  -  Meaning
    & concept, purpose, forms; Proper use of library;
    Library  Services  including  reference  services;
    students  involvement  in  library;  Special  problems
    of school libraries.
```

Instructional Strategies

For teaching this unit lecture cum discussion, assignments, A.V. Aids, Workshop strategies may be used followed by practicals.

Evaluation

For evaluation -

1. the knowledge about the library centred teaching, essay type test/ performance and discussion may be used.

2. the knowledge about physical facilities, assignment method; critical appraisal technique may be used.

3. the familiarity and knowledge about the processes like classification & cataloging, practicals may be arranged.

4. information regarding the various types of library services, viva voce/short answer type test/situational test may be employed.

5. students' involvement in library services, assignment/essay type test/ seminar method may be used.

6. the knowledge regarding the handling of library problems, group discussion, assignment, direct questionning and practicum techniques may be involved.

Suggested Basic Readings

Suggested Further Readings

UNIT - V   SCHOOL LIBRARY AS A RESOURCE CENTRE

This module discusses the concept of library as a Resource Centre. It also deals with the AV aids & other equipments including computer in library. It also provides information on how to utilize and how to evaluate the utilisation of library resources in school.

Objectives

On completion of this module, the student teacher will be able to:

1. discuss the concept of library as a resource centre.

2. list & use aids and other equipments including computer in library.

3. apprise critically the state of the utilisation of library resources in school.

> ### Content· Specification
>
> Concept of library as Resource Centre; A.V. Aids and other equipments including computer in library; Utilisation and evaluation of utilisation of library resources in schools.

Instructional Strategies

Lecture cum discussion, Seminar, Workshop, Library study and Visits to resource centres strategies may be employed to teach this unit.

Evaluation

For evaluating:

1. the knowledge Assignment/Written test techniques may be used.

2. the information and use of A.V. Aids in library, check-lists, performance in group discussion and practicals may be employed.

3. the critical appraisal of the state of the utilisation of library resources in schools, Assignment/ Essay rated on well defined rating points may be used.

Suggested Basic Readings

Suggested Further Readings

BACHELOR'S DEGREE IN EDUCATION

PAPER IV: SCHOOL MANAGEMENT AND ELECTIVES

7.5.9 5.   WORK EXPERIENCE

UNIT - I   WORK EXPERIENCE

This unit is designed to give an understanding of the need and importance of work experience and the objectives of introducing work experience as an integral part of education.

Objectives

On completion of this module students will be able to:

1.   Understand the need and importance of work experience in education.

2.   Illustrate the concept of work experience

3.   Understand the objectives of introducing work experience as an integral part of education.

Content Specification

Concept, need and importance of work experience, objectives of introducing work experience as an integral part of education

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Teaching-learning strategies

Students will be required to write assignments on the need and importance of work experience in education.

Evaluation

Students should be evaluated based on their:

1.   Knowledge about the need, importance and objectives of work experience.

2.   Ability to illustrate the concept of work experience

Suggested Basic Readings:

Suggested Further Readings

UNIT - II   WORK EXPERIENCE IN EDUCATION - A HISTORICAL REVIEW

This unit is designed to give a historical review of work experience.

Objectives

On completion of this module students will be able to:

1. Compare the views of Indian and Western philosophers on work experience.

2. Understand the recommendations of various commissions and committees regarding work experience.

3. Differentiate work experience from Basic education.

4. Understand the history of work experience in the state.

+--+
| Content Specification |
| |
| Views of Indian and Western philosophers |
| on work experience - views of Tagore, Gandhiji, |
| Nehru, Rousseau, Pestalozzi, Froebel, and John |
| Dewey on work experience. |
| |
| Recommendations of the various commissions, |
| committees regarding work experience - Work |
| experience and Basic education - SUPW - areas; |
| planning and organising; evaluating.   A brief |
| history of work experience programme in the state. |
+--+

Teaching-learning strategies

Students will be required to:

1. review literature to study
    a) the views of Indian and Western philosophers on work experience.

    b. recommendations of various commissions, committees, regarding work experience.

2. Observe the work experience programmes in the state.

3. take part in SUPW; organise SUPW programmes in schools.

4. prepare a brief report of the work experience programmes in the state.

Evaluation

Students should be evaluated based on their:

1. ability to review literature on work experience.

2. skill in observing the work experience programme.

3. participation in SUPW programmes of the college.

4. skill in organising SUPW in schools.

5. ability to prepare a report of the work experience programme in the state.

Suggested Basic Readings

Suggested Further Readings.

UNIT - III   THE AREA OF WORK

This unit is designed to give a comprehensive knowledge about the areas of work and the criteria for selecting activities for work experience.

Objectives

On completion of this module students will be able to:

1. understand the different areas of work.

2. select activities suitable for work experience programme for pupils of different classes.

3. identify employing establishments engaged in various economic activities in the locality.

4. link programmes realistically to technology, to industrialisation and to the application of science to productive process in all sections of the economy.

5. select supervisors for job orientation.

6. select jobs for occupational orientation.

7. prepare a syllabus for each job selected.

8. make necessary arrangements for organising work experience programme.

Content Specification

Farming - Shop work - trade and commerce - Artistic and other creative work - Social Service work.

Criteria for selecting work experience activities - Activities for Primary, Upper Primary and High School stage.

Organisation of work experience programmes.

Teaching-learning strategies

Students will be required to:

1. prepare a list of activities suitable for work experience.

2. identify the employing establishments engaged in various economic activities in the locality.

3. prepare a list of jobs for occupation orientations.

4. prepare a syllabus for selected jobs.

5. prepare a plan for organising work experience programme.

Evaluation

Students should be evaluated based on their:

1. ability to select activities for work experience.
2. ability to prepare a syllabus for work experience.
3. skill in preparing organisational plan.
4. ability to identify the tools and techniques required for selected practical work.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV   METHODS AND TECHNIQUES OF IMPARTING WORK EXPERIENCE

This unit is designed to give the students an understanding of the methods and techniques of imparting work experience.

Objectives

On completion of this module students will be able to:

1. understand the principles of skill development

2. prepare an execution plan in advance

3. develop correct techniques for doing the work

4. use a variety of devices to motivate students

5. demonstrate the skill required for doing the selected practical work

6. apply necessary steps to secure mastery in a skill

7. develop positive attitude towards work oriented subjects

> **Content Specification**
>
> Early teaching methods - the present position - nature of work oriented subjects (skill subjects) - principles of skill development - steps in securing mastery in a skill.

Teaching-learning strategies

Students will be required to:

1. prepare an execution plan

2. demonstrate the skill required for doing the work

3. develop techniques for doing the selected work

4. suggest different measures for motivating students

5. apply necessasry steps to secure mastery in a skill.

Evaluation

Students should be evaluated based on their:

1. Skill in preparing execution plan
2. Ability to demonstrate the skill
3. Ability to motivate students
4. Ability to select necessary steps to attain mastery in a skill

Suggested Basic Readings

Suggested Further Readings

UNIT - V   EVALUATION OF WORK EXPERIENCE PROGRAMME

This unit is designed to give knowledge about the nature, type and methods of evaluation of practical work.

Objectives

On completion of this modlule students will be able to:

1. Understand the nature and type of evaluation of practical work and the steps in the process of evaluation

2. Identify the skills and abilities to be evaluated

3. Select suitable method for evaluating the different aspects of practical work

4. Identify the specific items for evaluation

5. Prepare tests for evaluation of practical work

6. Measure and state in quantitative terms attitude towards practical work

7. Develop a scheme for evaluating the practical work.

Content Specification

Need for evaluation of work experience – the nature and type of evaluation – the aspects of work to be evaluated – methods of evaluating the different aspects – designing the scheme for evaluating practical work – specific items for the evaluation of practical work.

Teaching-learning strategies

Students will be required to:

1. Identify the aspects of practical work to be evaluated.

2. Develop instruments for evaluating practical work.

3. Prepare an attitude scale for studying attitude towards practical work.

4. Plan a procedure for evaluating practical work.

5. Develop a scheme for evaluating practical work.

Evaluation

Students should be evaluated based on their:

1. Knowledge about preparing tools for evaluating practical work.

2. Skill in preparing tools for evaluating practical work.

3. Ability to use tools and skill on interpreting results.

4. Ability to plan a procedure for evaluating practical work.

5. Skill in developing a scheme for evaluating practical work.

Suggested Basic Readings

Suggested Further Readings

BACHELOR'S DEGREE IN EDUCATION

PAPER IV - SCHOOL MANAGEMENT AND ELECTIVES

10 6. HEALTH AND PHYSICAL EDUCATION

UNIT - I

Content Specification

Health Education - Concept; old and modern-objectives of Health Education - Health Knowledge; Current Health Status - Physical Fitness - a sound mind in a sound body - Relationship between Physical Fitness and health - Three Levels of total fitness - Physical fitness and longevity - physical fitness and resistance to infection.

Objectives

1. To develop an understanding of the concept of Health education.

2. To define the term "Physical Fitness" 'Longivity' Health Education.

3. To explain the need and importance of health education.

4. To describe the relationship between physical fitness and health.

Instructional Strategies

Lecture-cum-Discussion method
Assignment Method and Tutorials
Individual Assignment
Discussion

Evaluation

For Evaluation :-

1. Assignment/Written test techniques. Performance in group discussion/ Objective type tests. Seminar papers/Direct questionning.

Suggested Basic Readings

Suggested Further Readings

UNIT - II

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┌─────────────────────────────────────────────┐
│              Content Specification            │
│                                               │
│  Health appraisal - Routine Examinations - Self- │
│  analysis - Promoting health and fitness-Programme │
│  for school-age children and youth-Afferent concepts │
│  Efferent concepts - Dietary requirements and stages │
│  of physical Development.                      │
└─────────────────────────────────────────────┘
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Objectives

To develop an understanding of the need for health appraisal.

To define the terms Afferent concepts and Efferent concepts.

To explain the importance of exercises.

To understand the relationship between physical development and dietary requirements.

Instructional Strategies

Lectures/
Lecutre-cum-discussion.
Assignment/Tutorials/
Preparing Charts.

Evaluation

For evaluation :-

1. Assignment/Written test techniques.
    Performance in group discussion/
    Objective type tests. Seminar papers/
    Direct questionning.

Suggested Basic Readings

Suggested Further Readings

UNIT - III

Content Specification

Infectious diseases/important non-infectious diseases and disorders - Methods of prevention- Health Instruction, Health Examination - Health Service - Personal hygiene, Need for assuming suitable postures - regular exercise, food and nutrition - Food habits, food values, balanced diet - Vitamins and deficiency diseases - postural defects and remedial exercises - Basic procedures and First Aid-Yoga - ancient Indian Philosophical concepts - nature cure.

Objectives

To develop an understanding of the Infectious and non-infectious diseases and disorders.

To acquaint themselves with the methdos of prevention of diseases.

To explain the need and importance of health instruction.

To understand the need for balanced diet and exercises.

To help acquire ability in giving test and

To understand the value of yoga and nature cure.

Instructional Strategies

Lecture -

Preparation of a list of infectious diseases, non-infectious diseases and disorders.

Preparing seminar papers on the cause,prevention of diseases, preparing charts.

Listing common postural defects and remedial exercises-Demonstration.

Evaluation

Quiz for 10 minutes - Essay, Short-answer and Objective questions in a written test; Assignments - Direct questionning.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV

Content Specification

Definition of Physical education - its scope and need in schools. Nature of physical education-Objectives of physical education.

Objectives

1. To develop understanding of the importance of physical education.

2. To explain the scope and need of physical education.

3. To acquire knowledge of the objectives of physical education.

Instructional Strategies

Lectures - Lecture-cum-discussion-Assignments.

Evaluation

For evaluation :

1. Assignment/Written test techniques.
   Performance in group discussion/
   Objective type tests, Seminar papers/
   Direct questionning.

Suggested Basic Readings

Suggested Further Readings

UNIT - V

Content Specification

Rules and Regulations of some major games and events of Athletics - Types of Tournaments and fixtures of the Championship and League systems - Fundamental Commands and table of exercises.

Objectives

1. To develop understanding of the rules and regulations of games, events in athletics.

2. To acquire knowledge of the types of tournaments and fixtures of the Championship and League systems.

3. To acquire understanding of the fundamental Commands and table of exercises.

Instructional Strategies

1. Lectures.
2. Lecture-cum-discussion.
3. Preparing models of fixtures of different types.
4. Demonstrating and exemplifying fundamental commands and exercises.
5. Performing of exercises and giving of commands.

Evaluation

For evaluation –

1. Assignment/Written test techniques.
   Performance in group discussion/
   Objective type test, Seminar papers/
   Direct questionning.

Suggested Basic Readings

Suggested Further Readings

REFERENCES

1. Modern Principles of Physical Education, Sharman (A&B Co.)
2. An Introduction to Physical Education, Noxon & Cozens (Sauders).
3. Health and Physical Education for School, Damielson (YMCA Publishing House).
4. Rules of Games and Sports, EUCH. HC. (YMCA Publishing House).
5. International Sports, Mitchull F.D.
6. The principles of Physical Education, William J.F. (Saunders).
7. Education, Physical Education and Personality Development, P.J. Arnold (Heinimanu, London)
8. Human Physiology, Laymans.
9. The Administration of School Athletics, Fonsythe. C.E.
10. Syllabus for Physical Education, Central Board of Secondary Education.

BACHELOR'S DEGREE IN EDUCATION

PAPER IV - SCHOOL MANAGEMENT AND ELECTIVES

7.5.11   7. CO-CURRICULUAR ACTIVITIES

Objectives

1. Student recognizes, understand concept behind organizing co-curricular activities in schools.

2. Student identifies the relationship between curricular and co-curricular activities.

3. The student prepares, practice, demonstrate & dramatize various co-curricular activities.

4. The student creates plan, prepares, composes, design and manages different co-curricular activities.

5. The student assumes responsibility, participates in, and volunters for different co-curricular activities.

6. The student acquires skills in co-ordinated body movement and non-verbal communication and speech skills.

UNIT - I   MEANING & SCOPE OF LEARNING ACTIVITIES

The main purposes of this module is to familiarize student-teachers with the nature & scope of co-curricular activities; it also aims at developing understanding of need, aim & objectives of co-curricular activities.

Objectives

On completion of this module the students will be able to:

1. Explain the Philosophical and Psychological basis of activities.

2. Define the term learning activities.

3. Describe the meaning & Scope of curricular activities.

4. Understand the relation between learning activities and life activties.

5. Distinguish between Curricular & Co-curricular activities.

Content Specification

Philosophical foundation and psychological basis of learning activities - Relationship between learning and life activities and curricular and co-curricular activities; Meaning & Scope of Co-curricular activities.

Instructional strategies

1. Use of lecture-cum-discussion method
2. Differentiating various activities

Evaluation

1. Assignment & written test
2. Group discussion
3. Participation in activities.

Suggested Basic Readings·

Suggested Further Readings

UNIT - II   PRINCIPLES AND METHODS OF CO-CURRICULAR ACTIVITIES

This module deals with various principles & methods of co-curricular activities related to theory and practice.

Objectives

On completion of this module the student will be able to:

1. Explain various principles of co-curricular activity method.

2. Understand relation between theory and practice.

3. Describe various methods of co-curricular activities.

Content Specification

Principles of co-curricular activity method:
sense **organs**, sensory **learning**, working together
with responsibility. **Relation** theory and practice,
group and individual **methods**.

Instructional Strategies

1. Lecture-cum-demonstration
2. Practical, Role playing, simulation & organization of activities.

Evaluation

1. Assignment
2. Participation in activities
3. Organization qualities of student
4. Continuous Internal Evaluation
5. Observation records

Suggested Basic Readings

Suggested Further Readings

UNIT - III   TYPES OF CO-CURRICULAR ACTIVITIES

This module deals with activities leading to learning-curricular,
co-curricular & extracurricular activities - Activities of the present
and its relation to past and future.

Objectives

On completion of this module the student will be able to:

1. Explain various activities that lead to learning.

2. Differentiate Curricular, Co-curricular & Extra-curricular activities.

3. Describe activities of past and future and relation to present day
   activities.

```
Content specification

      Different  types  of    activities  leading  to
learning  -  Curricular,  Co-curricular  and  Extra-
curricular  activities  and  the  activities  of  the
past,  present  and  future.
```

Instructional Strategies

- Organization of different types of activities in the school.
- Practical work
- Workshop for activities.

Evaluation

1. Observation
2. Journal or Diary of Activities
3. Continuous Internal Evaluation
4. Active participation in activities

Suggested Basic Readings

Suggested Further Readings

UNIT - IV   FACILITIES FOR CO-CURRICULAR ACTIVITIES

This module describes the different facilities needed fo co-curricular activities & equipment & media required for co-curricula activities.

```
Content Specification

      Physical  and  environmental  facilities  needed
for  organizing  co-curricular  activities.  List  and
use  of  different  equipment  and  media  needed  for
use.
```

Objectives

On completion of this module student will be able to:

1. Describe different facilities needed for organizing different co-curricular activities.

2. List the equipment needed for use in co-curricular activities.

3. Develop skill in handling of some equipment used in co-curricular activities.

Instructional Strategies

1. Lecture-cum-discussion on physical and environmental facilities.

2. Demonstration cum discussion of the use of different equipment and media used for organization of co-curricular activities.

Evaluation

1. Skill test for use of equipment & media
2. Assignment & written test.

Suggested Basic Readings

Suggested Further Readings

UNIT- V   ORGANIZATION & MANAGEMENT OF CO-CURRICULAR ACTIVITIES

This module describes how to plan and develop co-curricular activities and develop leadership value and decision making in students and financial and other resources needed for these activities.

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┌─────────────────────────────────────────────────┐
│              Content Specification                │
│                                                   │
│        Planning  and  organization  of co-curricular│
│  activities  -  Development  of  leadership  values│
│  and  decision  making  and∗ financial  and  other│
│  resources needed for these activities.           │
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Objectives

On completion of this module the student will be able to:

1. Describe the process of planning different co-curricular activities.

2. Understand the importance of decision making and the role of the leader in decision making.

3. Understand the financial and other resources needed for organizing these co-curricular activities.

Instructional Strategies

1. Lecture-cum-discussion
2. Group discussion
3. Simulations & Role playing

Evaluation

1. Assignment & Written test.
2. Participation observation
3. Continuous Internal Evaluation.

Suggested Basic Readings

Suggested Further Readings

BACHELOR'S DEGREE IN EDUCATION

PAPER IV - SCHOOL MANAGEMENT AND ELECTIVES

.12   8. COMPUTER EDUCATION

Course Objectives

To enable the student teacher to:

1. become aware of computer revolution and computer literacy

2. understand fundamentals of a computer and principles of data processing.

3. understand the computer language: BASIC

4. develop skill of programming in BASIC, program entry, data entry and execution.

5. understand the styles of computer-based learning

6. appreciate the role of computers in modern society and

7. analyse important social and economic issues on computerisation.

UNIT I	COMPUTER AND LEARNING

Microcomputer revolution; computer literacy; computer advantages; computer: a powerful learning device; production of learning materials.

UNIT II	FUNDAMENTALS OF A COMPUTER AND PRINCIPLES OF DATA PROCESSING

Characteristics of a computer; basic elements of a computer system; how a computer operates; information input and output; basic concepts of data processing - manual, mechanical and electronic data processing; information storage and retrieval; peripheral devices and storage devices; program; executing the program; checking the output.

UNIT III	COMPUTER LANGUAGES AND LEARNING: 'BASIC'

Basic preliminaries; input-output statements; operating commands control transfer statements; control and looping statements; subscripted variables; functions and subroutines processing of files. Hands-on-training in the opertion of the computer program entry, data entry, execution preparation of short program on any given topic.

UNIT IV   STYLES OF COMPUTER BASED LEARNING

Computer Assisted Learning (CAL): Computer Managed Learning (CML); Educational paradigms - the instructional, the revelatory, the conjectural, and the emancipatory.

UNIT V   COMPUTER APPLICATIONS AND SOCIAL ASPECTS

Levels of computerisation; Main areas of application - common application areas and particular application areas; **social and** economic aspects - computerisation and work, **privacy,** data protection, the future.

UNIT - I

COMPUTER AND LEARNING

The main purpose of this unit is to familiarise student-teacner with the concepts like micro-computer revolution and computer literacy. This unit also deals with computer advantages and production of learning materials.

Objectives

On completion of the module the student-teacher will be able to:

1.   Explain the concept and nature of microcomputer revolution.

2.   Define the term computer literacy.

3.   Recognize advantages of computer.

4.   Explain advantages of computer as a powerful learning device.

5.   Establish the need for preparation of new learning **materials.**

> Content Specification
>
> Micro-computer revolution; computer literacy; computer advanatage; computer: a powerful learning device; production of learning materials.

Instructional Strategies

1.   To explain microcomputer revolution **the** teacher may use lecture-cum-discussion method.

2.   To explain the need for computer literacy, discussion method is recommended.

3. **To** recognize advantages of computer a short film/film strip/ **photog**raphs may be shown followed by a group discussion.

4. **Stud**ents may explain the advantages of computer as a **powerful learn**ing **device** in seminars/group discussions/workshops or in **ind**ividual **proj**ects.

5. The **need** for preparation of new learning materials **may be establi**shed in an evaluation session of the available learning **materials.**

Evaluation

1. For evaluating Computer revolution assignment/written test may be used.

2. The definition of computer literacy - written test may be used.

3. Recognition of computer advantages - participation and performance in the group discussion.

4. Explanation for Computer:
    a powerful learning device - Participation and Performance in seminars/group discussion/workshops or project evaluation.

5. Establishing the need for the preparation of new learning materials - Participation and performance in the evaluation session.

Suggested Basic Readings

Suggested Further Readings

UNIT - II FUNDAMENTALS OF A COMPUTER AND **PRINCIPLES OF**

DATA PROCESSING

     This unit deals with the basic elements and characteristics of a computer, the basic concepts of data processing. It also focusses on developing skills in executing the program and checking the output.

Objectives

     A study of this unit will enable the student-teacher to:

1. explain the characteristics, basic elements and functions of a computer system

2.   know how a computer operates

3.   explain the functions of input and output devices

4.   explain the uses of computers for information storage and retrieval

5.   understand the basic concepts of data processing

6.   distinguish between the functions of main storage and backing storage

7.   know the types of secondary storage devices

8.   develop skill in executing the program

9.   develop skill in checking the output.

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              Content Specification

        Characteristics of a computer; basic elements
   of a computer system; how a computer operates;
   information input and output; basic concepts of
   data processing - manual, mechanical and electronic
   data processing; information storage and retrieval;
   peripheral devices and storage devices - secondary
   storage devices, and input-output devices. program;
   executing the program; checking the output.
```

Instructional strategies

1.   Lecture-demonstration method may be adopted to make the students familiar with the characteristics, the basic elements and functions of a computer system.

2.   To make the students familiar with the mechanism of computer operation. Lecture method supplemented with diagrams may be used. The students may be provided with suitable reference materials for further reading.

3.   A visit to the computer centre may be arranged for the study of input and output devices.

4.   To make the students understand the basic concepts of data processing lecture method may be used.

5.   For the comprehensive definition of the term program a demonstration that compares input, program and output and a lecture followed by discussion are recommended.

6. The skills of executing the program and checking the output may be developed by providing practical experiences of executing readymade programs and comparing input, logic of the program and output.

Evaluation

The techniques that may be used for the evaluation of the learning outcome are:

1. characteristics and functions of basic elements of a computer - objective Type Test may be used.

2. how computer operates - Assignment

3. input and output devices and their functions - Report of the visit of computer centre and objective type test may be used.

4. the basic concepts of data processing - Assignment/written test may be used.

5. use of computers for information storage and retrieval - report of the seminar may be analysed.

6. functions of main storage and backing storage - A classification Test may be used.

7. types of secondary storage devices-Written Test may be used.

8. skills in executing program and checking the output - Practical Test may be used.

Suggested Basic Readings

Suggested Further Readings

UNIT -III   COMPUTER LANGUAGES AND LEARNING: 'BASIC'

This unit deals with the computer language: BASIC. The main purpose of the unit is to familiarise student-teachers with BASIC statements and to enable them to prepare short programs in BASIC.

Objectives

On completion of the module the student-teacher will be able to:

1. know BASIC preliminaries.

2. apply the knowledge of BASIC preliminaries and input-output statements in preparing elementary programs in BASIC.

3. develop skills of entering a program and correcting errors.

4. understand the nature of algorithms and flow charts.

5. develop the skill of drawing flow charts.

6. apply the knowledge of control transfer statements, control and looping statements, DIM and MAT statements, library functions, RND functions, user-defined functions, subprograms and sub-routines in preparing short programs in BASIC.

7. develop the skills of sequential file handling and direct access file handling.

8. develop the skill of preparation of short programs on any given topic/problem.

9. develop the skills of program entry, data entry and execution.

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┌─────────────────────────────────────────────┐
│            Content Specification            │
│                                             │
│    Basic preliminaries; input-output        │
│ statements; operating commands ; control    │
│ transfer statements; control and looping    │
│ statements; subscripted variables-          │
│ functions and subroutines;processing of     │
│ files. Hands-on-training in the operation   │
│ of the computer program entry, data entry,  │
│ execution; preparation of short program on  │
│ any given topic.                            │
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Instructional strategies

1. Lecture method may be adopted to make the student teachers familiar with BASIC preliminaries.

2. To make the student-teachers understand input-output statements lecture demonstration method may be adopted. They will apply the knowledge of BASIC preliminaries and input-output statements in a tutorial session to prepare elementary programs in BASIC.

3. The skill of entering a program and correcting errors may be developed by providing practical experiences of entering and correcting elementary programs.

4. To make the student teachers understand the nature of algorithms and flow charts lecture-demonstration method may be adopted. They will develop skills of drawing flow charts in a tutorial session.

5. Students will apply the knowledge of control transfer statements, control and looping statements, DIM and MAT statements, library functions, RND functions, user-defined functions, sub-programs, and sub-routines in tutorial sessions to prepare short programs in BASIC.

6. Teacher will provide sufficient literature to help the student teahers acquire knowledge about files, sequential and direct access files and models of operation of files. This will be followed by a discussion.

7. The skills of sequential file handling and direct access file handling may be developed in tutorial sessions and by providing practical experience.

8. The skill of preparing short programs will be developed through assignments/tutorial sessions.

9. The skill of program entry, data entry, and execution will be gradually developed by providing practical experience in different stages of the module.

Evaluation

   The techniques that may be used for evaluating the learning outcome of:

1. BASIC preliminaries and input-output statements - Objective Type Test.

2. Application of BASIC preliminaries and input-output statements - Analysis of elementary programs written by student teachers in the tutorial session.

3. Skill in entering a program and correcting errors - Practical Test.

4. Skill in drawing flow charts - performance in tutorial session.

5. Application of control transfer statements, control and looping statements, arrays, subscripted and double subscripted variables, DIM and MAT statements, library functions, user-defined functions, subprograms and sub-routines - Performance in tutorial sessions.

6. Knowledge of files, sequential and direct access files, and models of operation of files - Assignment and performance in the discussion

7. Skills in sequential file handling and direct access file handling - Performance in the tutorial session and Practical Test.

8. Skill in preparing short programs - Assignments/performance in the tutorial sessions.

9. Skill in program entry, data entry, and execution - Practical Test.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV   STYLES OF COMPUTER BASED LEARNING

This unit deals with Computer-Assisted Learning (CAL), Computer Managed Learning (CML), and educational paradigms - the instructional, the revelatory, the conjectural and the emancipatory.

Objectives

On completion of the module the students will be able to:

1. understand CAL

2. understand CML

3. understand educational paradigms of computer based learning

4. apply the knowledge regarding educational paradigms in developing computer-assisted learning programs.

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 _____
|              Content Specification            |
|                                               |
| Computer Assisted Learning (CAL);             |
| Computer Managed Learning (CML);              |
| Educational paradigms - the instructional, the revel- |
| atory,· the conjectural and the emancipatory. |
|_____|
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Instructional Strategies

1. Lecture-demonstration method may be adopted to make the student teachers understand CAL.

2. To make students understand CML lectures supported with schematic diagrams may be employed.

3. To make the students understand educational paradigms of computer -based learning lecture cum discussion method may be adopted.

4. Student teachers will apply their knowledge of educational pradigms in developing CAL materials in tutorial sessions and practical sessions.

Evaluation

The techniques that may be used for evaluating the learning outcome are:

1. C.A.L. - Written Test/Assignment

2. C.M.L. - Written Test/Assignment

3. Educational paradigms - Written Test/Performance in the discussion

4. Application of knowledge regarding educational paradigms in developing CAL materials - Performance in the tutorial sessions/ Practical Test/Assignment

Suggested Basic Readings

Suggested Further Readings

UNIT - V   COMPUTER APPLICATIONS AND SOCIAL ASPECTS

This unit deals with levels of computerisation, main areas of applications and social and economic aspects of computer applications.

Objectives

On completion of the module the student teacher will be able to:

1. Know levels of computerisatior

2. Distinguish between partial computerisation and **computer aided applications**

3. **Know** the main areas of computer **application**

4. Appreciate the role of computers in modern society

5. Analyse important social and economic issues on computerisation like computerisation and work, privacy, data protection and the future: the 'fifth generation' supercomputers.

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┌─────────────────────────────────────────────────────┐
│                 Content Specification                │
│                                                      │
│  Levels of computerisation; main areas of applications│
│  - common application areas and particular application│
│  areas, social and economic aspects - computerisation │
│  and work, privacy, data protection, the future.     │
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Instructional Strategies

1. Levels of computerisation may be taught using lecture-cum-discussion method.

2. Discussion method can be used to make the student teachers to distinguish between partial computerisation and computer aided application. Teacher may provide examples of each category.

3. Main areas of computer application may be taught using lecture-cum-discussion method.

4. To develop appreciation of the role of computers in modern society a seminar may be organised.

5. Students will analyse important social and economic issues on computerisation in group-discussion.

Evaluation

The techniques that may be used for evaluating the learning outcome are:

1. Levels of computerisation - written Test/Performance in the discussion

2. Partial computerisation and computer aided application - Written Test/ Performance in the discussion.

3. Main areas of computer application - Assignment/Written Test/ performance in the discussion.

4. Appreciation of role of computer - participation and performance in the seminar.

5. Important social and economic issues on computerisation - Performance in the group discussion.

Suggested Basic Readings

Suggested Further Readings

BACHELOR'S DEGREE IN EDUCATION

PAPER IV   SCHOOL MANAGEMENT AND ELECTIVES

7.5.13   9. POPULATION EDUCATION

General Objectives

The student teacher will be able to:

1. Understand the nature and scope of population education.

2. Analyse the causes and consequences of existing population situation in the country.

3. Appreciate the incorporation of population education in schools/colleges.

4. Develop positive attitude towards population education.

5. Organize population education programme in schools/colleges.

UNIT - I   NATURE AND SCOPE OF POPULATION EDUCATION

The main purpose of this unit is to familiarize student-teachers with the nature and scope of population education.   It also aims at developing understanding of need, aims and objectives of population education.

Objectives

On completion of the module the students will be able to:

1. Expalin the concept and nature of population education.

2. Define the term population education in his own words.

3. Understand the need, aims, objectives and emergence of population education in India.

4. Distinguish between population education and related terms.

5. Describe the scope and limitations of population education.

Content Specification

Meaning and definition, Need, aims and objectives; Population education and related terms; scope and limitation; Emergence of Population Education in India.

Instructional Strategies

1. To explain the concept and meaning of population education, the teacher may use lecture cum discussion method.

2. To arrive on comprehensive definition of the term population education, group discussion technique is recommended.

3. Needs, aims and objectives may be taught using supervised study method; assignment method or tutorials.

4. Population education and related terms may be explained using Seminar/Group discussion/Workshop method of teaching.

5. Emergence of population education in India may be explained with the help of lecture cum discussion and individual project method.

Evaluation

For evaluating the:

1. Meaning and definition - Assignment/written test techniques may be used.

2. Need, aims and objectives - Performance in group discussion and objective type tests.

3. Population Education and related terms - Performance in group discussion, written tests and oral tests may be judged.

4. Scope and limitation - Essay type test may be given.

5. Emergence of Population Education in India - Seminar Papers/Direct questionning may be employed.

Suggested Basic Readings

Suggested Further Readings

UNIT - II   POPULATION SITUATION IN INDIA

        This module aims at developing in students the understanding of the concept of various demographic terms, structure and composition of population, insight in the trends in population growth, and need for planned population growth.   It also tells us about the existing programmes of family welfare.

Objectives

        On completion of the module, the student will be able to:

1.   Explain various demograpnic terms.

2.   Understand the structure and composition of population.

3.   Perceive and tell the various emerging trends in population growth.

4.   Identify the needs for planned population growth.

5.   Apprise critically the existing programmes of family welfare.

Content Specification

        Definition of various related demographic terms, structure and composition of population growth and emerging trends. The need for planned population growth, and existing programmes for family welfare.

Instructional Strategies

1.   Meaning and definition of various demographic terms may be taught using lecture cum discussion method.

2.   For teaching structure and composition of population, assignment method and seminar method may be used.

3.   For discovering emerging trends in population growth, the library method, supervised study method or tutorials may be employed.

4.   For the topic 'need for planned population growth' - group discussion method may be used.

5.   For existing programmes for family welfare - survey method, community meetings technique and reading of related literature activities may be undertaken.

Evaluation

For evaluating:

1. Meaning and definition of demographic terms - written tests may be given.

2. Structure and composition of population - written long answer type tests and assignment method may be used.

3. Emerging Trends in population growth - Direct questionning, oral/ written test, rating scale may be used.

4. Need for planned population growth may be assessed through the performance of students in group discussion.

5. The existing programmes of family welfare - may be assessed through essay writing rated on well defined rating points.

Suggested Basic Readings

Suggested Further Readings

UNIT - III   POPULATION GROWTH AND QUALITY OF LIFE

This unit deals with the concept of Quality of life, their indices and their relationship with population growth. It also throws light on status of women and population control.

Objectives:

On completion of the module, the students will be able to:

1. Understand and tell the consequences and effects of population growth.

2. Explain the concept of quality of life in their own words.

3. Identify and describe various type of indices of quality of life.

4. Realise the role and status of women in population control.

5. See relationship between population growth and quality of life.

> ### Content Specification
>
> Population growth - their consequences and effects; concept of quality of life; Indices of quality of life-Health, Nutrition, Education, Employment, Housing , Communicating facilities, status of women and population control; Relationship between population growth and quality of life at micro and macro level.

Instructional Strategies

1. Population growth - their consequences and effects be taught using seminar and group discussion technique.

2. Concept of quality of life - may be taught using lecture cum discussion method.

3. Indices of quality of life - may be taught through workshop method and supervised study method.

4. Status of women and Population control - may be taught with the help of Assignment method, library study method and group discussion method.

5. Relation between population growth and quality of life may be taught using participant discussion, demographic maps and profiles and visits to slum and other such areas.

Evaluation

For Evaluating:

1. The knowledge about the consequences and effects of population growth, written test and direct questionning may be used.

2. The knowledge regarding the concept of quality of life, the assignment method may be used.

3. The understanding regarding the indices of quality of life - Participant discussion/Assignment/Individual Projects may be employed.

4. Understanding the status of women and population control, the quiz test, surprise test and essay writing test may be used.

5. The knowledge regarding relationship between population growth and quality of life - Matching tests, Tutorials and Participant discussion may be employed.

Suggested Basic Readings

Suggested Further Readings

UNIT - IV

POPULATION EDUCATION IN SCHOOLS

This module deals with the curriculum and methodology; approaches to population education and issues and problems of Population Education. It also aims in developing understanding of role of teachers, home and school and help in getting idea about the knowledge and attitude of teachers towards Population Education. It also enable the students to have insight in the methods/ways of organizing population education programmes in schools and colleges.

Objectives

A study of this module will enable the student to:

1. Know various types of existing curriculum and methodology of population education.

2. Understand and recognize various approaches to population education.

3. Analyse and crystalize the role of teachers, home and school in developing population education.

4. Identify, list and explain various issues and problems of population education.

5. Select and implement various types of population education programmes in his school/college.

6. Get knowledge and develop positive attitude towards population education.

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│              Content Specification           │
│                                              │
│        Curriculum and  methodology;          │
│   \pproaches                                 │
│   to population education; Role of teachers, home │
│   and   school;  issues  and   problems  of Population │
│   Education;  Knowledge  and   attitude  of teachers; │
│   Organisation  of  population  education  programmes │
│   in schools/colleges.                       │
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Instructional Strategies

1. The teacher will explain various types of existing curriculum and methodology of population education and will tell them how to select or prepare effective curriculum and methodology suited to their needs.

2. With the help of suitable examples and illustrations the teacher will discuss the various approaches to population education.

3. Group discussion/Seminar method may be employed to make the students familiar with various roles of teacher, home and school and also to give them insight in understanding the issues and problems of population education.

4. The teacher will provide sufficient literature to give knowledge about the population education to the students.

5. The teacher will try to develop positive attitude by using appropriate instances, examples and illustrations. He will create interest, and will use appropriate audiovisual aids.

6. The teacher will arrange visit to schools and colleges where population education programmes are being organized. He will also arrange group discussion after each such visit.

Evaluation

Evaluation may be done by using the following techniques:

1. Writing a critical appraisal of existing curricula and methodology of population education.

2. Writing a report of the visits arranged to various schools & colleges in which population education programmes are being organized.

3. Preparing comparison charts of various approaches to population education.

4. Preparing an assignment discussing the role of teachers, home and school and rating it through rating scale.

5. Written and oral test may be used to assess the knowledge and attitude of teachers towards population education.

6. The issues & problems of population education will be assessed through the performance of students in classroom discussions and in preparing seminar papers on it.

7. Practical assignment on organization of population education programmes in school/colleges.

Suggested Basic Readings

Suggested Further Readings

TERMS OF REFERENCE IV

8.0 TEXTUAL MATERIALS WHICH WOULD BE REQUIRED TO

FOLLOW THE NEW CURRICULUM

Resources for effective implementations of the new curricula for Bachelors Degree course in Education would include different kinds of materials, apart from building up a reasonably rich library of books and periodicals.

The Resources would include :

1. Comprehensive bibliography of books for study and reference, for each paper/course.

2. Annotated bibliography of textual materials and references, suggesting specific chapters and sections from different books for each unit of study in each paper or course.

3. Adequately comprehensive curriculum analysis for the different papers, covering objectives, content, teaching-learning resources and activities and evolution procedures, which may serve as handbooks for teachers and study guides for students.

4. Comprehensive well-designed, lucidly written basic texts suiting the new syllabi.

5. Lists/Suggestions of schematic representations, classifications and hierarchies, summary charts and flow charts, and such other representations that can be drawn on paper, OHP transparencies, etc. for concretised representations and effective communication - paper/course wise.

6. Audio-tapes and Video-tapes of well-designed and organised presentations (lectures, symposia, panel discussions, other interactive discussions, group discussion/ work, demonstrations and displays, field operations exemplary products etc.) as appropriate, with variety for a wide range of topics/themes in different papers.

7. Educational Technology hardware items like OHP, opaque projector, slide projector, film projector, audio-recorder, TV

with VCR facility, a small computer unit, apart from radio, transparencies, tapes, readymade charts, models etc. and facilities for drawing and duplication, if not for slide preparation.

8.1   SUGGESTED READINGS FOR THE DIFFERENT SUBJECTS

By virtue of the national composition of the Committee and special efforts made by the Curriculum Development Centre it has been possible to utilise the library facilities of the Department of Education of various universities and National Institutions in the country.

The list of Suggested Readings compiled for the following papers is presented herewith.

1.   Paper I   -   Learner: Nature and Development.

2.   Paper II   -   Teacher and Education in Indian Society.

3.   Paper III -   Teaching - Learning Process.

4.   Paper IV   (Section A) - School Management.

8.1.1 LEARNER: NATURE AND DEVELOPMENT

SUGGESTED READINGS

1.   Aiken, L.R. (1985). Psychological Testing and Assessment. Boston: Allwyn and Bacon.

2.   Allport, G.W. (1955). Becoming. New Haven: Yale University Press.

3.   Allport, G.W. (1954). Personality. New York: Holt.

4.   Allport, G.W. (1961). Pattern and Growth in Personality. New York: Rinehart, and Winston.

5.   Ames, Russel and Ames, Carole, (eds.) (1984). Research on Motivation in Education: Student Motivation. Orlando: Academic Press.

6.   Anastasi, A. (1958). Differential Psychology. New York: Macmillan.

7.   Anastasi, A. (1976). Psychological Testing (Fourth E. & D.) London: Collier Mac Millan.

8.   Anastasi, A. (1967). Individual Differences. New York: John Wiley.

9.   Anderson, R.C., Faust, G.W. (1973). Educational Psychology. N.Y. London: Harper and Row Publishers.

10.   Ausubel, D.P., Novak, J.D. and Hanesian, H. (1978). Educational Psychology - A Cognitive View. New York: Holt Rinehart and Winston.

11.   Baller, Warren, R. and Charles, Don, C. (1961). The Psychology of Human Growth and Development. New York: Holt, Rinehart and Winston, Inc.

12.   Bany, H.A. and Johnson, L.V. (1964). Classroom Group Behaviour: Group Dynamics in Education. New York: John Wiley and Sons.

13.   Bantock (GH) (1980). Studies in the History of Educational Theory (IV). London: George Allen and Unwin.

14.   Barnes, Peter et al. (ed.) (1984). Personality Development and Learning: A Reader. Kent: Hodder and Stoughton.

15.   Barrow, Robin (1984). Giving Teaching back to teachers: A Critical Introduction to Curriculum Theory. Suesex: Whealsheaf Books.

16.   Basset, G.B. (1978). Individual Differences: Guidelines for Educational Practice. Sydney: George Allen and Unwin.

17.   Bede Boyd, H. (1927). Modern Educational Theories. The Macmillan Co.

18.   Bell Earl, H. Social Foundation of Human Behaviour. New York: Evanston.

19.   Bhatia, H.R. (1973). Text Book of Educational Psychology. Bombay: Asia Publishing House.

20.   Bigge, Morris, L. (1982). Learning Theories for Teachers (4th Edition). New York: Harper and Row Publishers.

21.   Bigge Morris L. and Hunt Maurice, P. (1980). Psychological Foundations of Education: An Introduction to Human Motivation, Development and learning. New York: Harper and Row.

22.   Blair, G.M., Jones, R.S. & Simpson,R.H. (1975). Educational Psychology. New York: Mac Millan.

23.   Bloom, B.S. (1976). Human Characteristics and School Learning. New York: Mc graw Hill.

24.   Bower, G.H.(1986). The Psychology of Learning and Motivation. Academic Press.

25.   Brown, Geoffrey and Desforges, Charles (1979). Piaget's Theory. London: Routledge and Kegan Paul.

26. Carl A. Grant and Christine E. Siceter (1986). After the School Bell Rings. Philadelphia: The Falmer Press, Taylor and Francis Inc.

27. Calvin, Allen D. (Ed.) (1979). Perspectives on Education. Addison: Wesley.

28. Chauhan, S.S. (1983). Advanced Educational Psychology. (5th Rev. Ed.) New Delhi: Vikas Publishers.

29. Clarke, John and Leedhan, John (ed.) (1976). Educational Technology for individualised learning. London: Kogan Page.

30. Connelley, M. et al. (1980). Curriculum Planning for the Classroom. Ontario: Ontario Institute for Studies in Education.

31. Cook, L.A. and Cook, E.E.A., (1960). Sociological Approach to Education. New York: Mc Graw Hill.

32. Coombs, Philip, H. (1985). World Crisis in Education: the View from the Eighties. New York: Oxford University Press.

33. Cronbach, L.J. (1973). Educational Psychology. New York: Harcourt Bruce & Co.

34. Crow, L.D. & Crow, A. (1965). Adolescent Development and Adjustment. New York: Mc Grow Hill Book Company.

35. Csiksentminthalyl, M. Larson, R. Being Adolescent: Conflict and Growth in Teen-age years. New York: Basic Books.

36. Curtis, Thomas, E. and Bidwell Wilma, W. (1977). Curriculum and Instruction for Emerging Adolescents. London: Addison Wesley Publishing Company.

37. Dacey, J.S. (1979). Adolescent Today, California: Goodyear Pub. Co, Inc. Santa Monica.

38. Dececco, John P. and Crawford (1977). Psychology of Learning and Instruction. New Delhi: Prentice Hall, India Ltd.

39. Deese, J. and Hulse, S.H., (1967). The Psychology of Learning. New York: Mc Graw Hill.

40   Dentler, R.A. and Shapire, B.J. (1976). Readings in Educational Psychology, New York: Harper.

41.   Dicapro, N.S. (1974). Personality Theories. New York: Harper.

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8.1.4   SCHOOL MANAGEMENT

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8.2.1   SUGGESTED INDIAN JOURNALS

Sl.No.	Title	Publisher
1.	Educational Trends	Regional College of Education, Ajmer (Rajasthan).
2.	Indian Journal of Psychology	Honorary Assistant Secretary, Indian Psychological Association, IIPA Hostel, Ring Road, New Delhi - 100 002.
3.	International Educator	Kalaniketan Publisher, Nandavanam, Trivandrum - 695 033, South India.
4.	International Journal of Educational Science	Editor, IJES, ISPT, 17, Karanpur, Dehradun, 248001 (U.P.), India.
5.	Journal of Education and Psychology	Editor, Journal of Education & Psychology, Sardar Patel University, Vallabh Vidyanagar-388120, Gujarat.
6.	Journal of Indian Education	Publication Department NCERT, Sri Aurobindo Marg, New Delhi-100 016.
7.	National Journal of Education	Managing Editor, Faculty of Education, Banaras Hindu University, Kamachha, Varanasi 221 001, India.
8.	New Frontiers in Education	C-6, Community Centre, Safdarjung Development Area, New Delhi - 110 016.

9.	Perspectives in Education	Society for Educational Research and Development, Baroda - 390 007.
10.	Progress in Education	Pune Vidyarthi Griha Prakashan, 1786, Sada Shive Peth, Pune - 411 030.
11.	Quest in Education	Indian Council of Basic Education, Gandhi Shikshan Bhavan, Juhu, Bombay-400 049.
12.	School Organisation	Falmer Press
13.	Teaching and Teacher Education	Pergamen Press
14.	Education	Director, Central Secretariat Library, G' Wing, Shastri Bhavan, New Delhi.
15.	Indian Psychology	Editor, Indian Psychology, Andhra University, Waltair, Visakhapatnam-530 003.
16.	Educational Forum	Editor, Educational Forum, Central Institute of Education, 33, Chhatra Marg, Delhi - 7.
17.	Indian Educational Review	Business Manager, Publication Unit, NIF Campus, Sri Aurobindo Marg, New Delhi - 16.
18.	Mathematics Education	Editor, Mathematics Education, Station Road, P.O. Siwaw, Bihar - 841 226.
19.	The Mathematics Teacher	3, Thiruvengadam Street, Raja Annamalapuram, Madras - 28, Tamilnadu, India.

8.2.2   SUGGESTED FOREIGN JOURNALS

Sl.No.	Title	Publisher
1.	Australian Journal of Education	The Accountant, Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria, 3122, Australia.
2.	British Journal of Educational Psychology	Scottish Academic Press, 25 Perth Street, Edinburgh EH7 5JK.
3.	British Journal of Educational Studies	The Journals Department, Basil Blackwell (Publisher), 108 Cowley Road, Oxford, England.
4.	Child Development Abstracts & Bibliography	University of Chicago Press, Billing Office, 11030 South Langley Avenue, Chicago, Illinois 60628, U.S.A.
5.	Contemporary Educational Psychology	Academic Press,Inc,III Fifth Avenue, New York, N.Y. 10003.
6.	Education in Asia	Director, UNESCO Regional Office, P.O. Box 1425, Bangkok 10500, Thailand.
7.	Education Today	College of Preceptors, Coppice Row, Theydon Bois, Epping, Essex, CM1 67DN, U.K.
8.	Educational Analysis	Taylor of Francis Ltd., Account 04810879, Bankerstrusti Company, P.O. Box 9137, Church Street, New York, N.Y. 10049.

9.	Elementary School Journal	University of Chicago Press, 5801 Ellis Avenue, Chicago, Illinois 60637, U.S.A.
10.	European Journal of Education	Carfex Publishing Company, P.O. Box 7, 356/West Hartford, Connecticut 06107, U.S.A.
11.	International Journal of Educational Development	Maxwell House, Fairview Park, Elmsford, N.Y. 10523, U.S.A.
12.	International Journal of Psychology	North-Holland Publishing Company, P.O. Box 211, 1000 AE Amstrodam, Netherlands.
13.	Journal of Child Psychology and Psychiatry and Allied Disciplines	Pergamon Press, Maxwell House, Fairview Park, Elmsford, N.Y. 10523, U.S.A.
14.	Journal of Educational Psychology	American Psychological Association, 1200 Seventeenth Street, N.W.Washington, D.C. 20036, U.S.A.
15.	Journal of Teacher Education	Order Department, Journal of Teacher Education. AACTE, One Dupont Circle, Suite 610, Washington, D.C. 20036, U.S.A.
16.	Resources in Education	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.20402, U.S.A.

TERMS OF REFERENCE V

9.0 WAYS AND MEANS FOR PREPARING TEXT BOOKS, TEACHING AIDS, LIBRARY AS WELL AS LABORATORY EQUIPMENTS IN IMPLEMENTING THE PROPOSED CURRICULUM

A few suggestions on how to plan, collect, construct and/or organise some of the above kinds of resources are given below. It must be emphasised that all economically viable collections and purchases must be made in reasonable measure and efforts must be put in for designing and constructing relevant materials of value; further all kinds of materials must be built up, enriched, and refined progressively through the years.

a. Library

The minimum collection/stock should cover all the books mentioned in the bibliography, at least twenty good journals (Indian and foreign, mentioned in the list given), and provisions for the student-book ratio of 1:5 in each core course/optional course. The collection must be enriched year after year, updating it with select new publications (at the minimum ratio of 1:3, covering all subjects).

b. Bibliography

Each institution/department offering the course must continually revise and enrich the general bibliography and the annotated bibliography for each paper and indicate to the students, the essentials and preferences depending on the thrust and coverage.

c. Curriculum Analysis

Each paper/course must be analysed into major units/components, each unit into topics or sub-units or themes, or component tasks/ skills, and each of them into (i) concepts, principles, processes, theories, their implications and applications, extensions and project- ions, etc. or (ii) minute components, tasks or skills. In its minimum form it would make an adquately, detailed content analysis. The specific objectives/outcomes desired and the most appropriate, promising or productive, and feasible teaching-learning activities and material resources should also be indicated. Special evaluation techniques/ procedures/tools would be a welcome addition. These

should serve like unit-plans for instruction/learning, and collectively make paper- wise/component-wise handbooks for teachers/study guides for students.

d. Basic Texts

It is not desirable to prescribe one or a few textbooks for each paper at the master degree level and thereby, in effect, limit reading by students - and possibly even teachers - to those books. It is important to encourage and ensure wider references and richer collection and synthesis. However there is no harm in preparing and using a basic text, that presents in lucid and intelligible style, the essence - or something more than the essence of the learnings, marked by good selection, sequence and structure, and clothed in simple, conversational and controlled language. This would facilitate reading and learning by students before the discussion in class, thereby reducing the need for comprehensive lectures and saving class time for clarifications. discussions, restructuring case discussions, further emphasis, extensions and projections, implications and applications, etc., promoting active student participation, information processing and responsible involvement at all stages of learning. This would also help students, especially the weaker ones, to prepare notes for class/tutorials, assignments, term-papers. etc., and in general facilitate effective learning.

Basic texts could probably be specially prepared by select teams rather than individuals, with a senior, experienced, mature, critical and constructive person as leader for chief author or editor and an optimum number of second level participants, chosen from those who are known to teach the paper concerned intelligently and imaginatively. They could first work out the curriculum analysis, and after finalising (tentatively) the content and structure, write out the drafts of the textual materials on commonly understood and appreciated styles, with suitable division of work among them. They could start in a workshop like arrangement, then carryout individual assignments in specially chosen place or at place of work, and reassemble for presentation, discussion, restructuring, rewriting (if necessary), editing and refining. The leader would obviously be responsible for completing the whole work very satisfactorily, especially for initiation, organisation and editing.

e.   Suggestions on Schematic Representation, Charts, etc.

The curriculum analysis - textbook writing team would do well to define, outline, or design and present (for printing/duplication and supply in small size as part of the curriculum analysis/text or in a separate pack) all relevant representations, charts, etc. that could be used with considerable advantage in effective instruction in each paper. Resource centres like the one suggested above could possibly design and duplicate such aids for supply or sale at attractive rates. Audio-tapes, slides, video-tapes, etc, could also be prepared and sold or lent at resonable rates by such resource centres.

f.   Test Materials, Laboratory and ET Equipment

Facilities for practical work, - as suggested in the curricula - should be planned, collected/constructed, progressively built up, and optionally utilised by each institution concerned, finding its own resources.

g.   A Comprehensive Question Bank

For each paper/area with focus on all important concepts, principles, processes, theories, other structures and systems and their analysis, criticism, interpretation, synthesis, implication, application, etc. framing a large number of short essay type and short answer type questions (not necessarily objective type items) with a view to exerting healthy influence on selection, emphasis and coverage in teaching and evaluation in the courses.

TERMS OF REFERENCE VI

10.0 TRAINING FOR TEACHERS IN ORDER TO IMPART EDUCATION ACCORDING TO THE REVISED CURRICULUM

The teachers in the college of education or hereafterwards referred teacher-educators will have to play a keyrole in implementation of any teacher education programme. The new curriculum suggested has enriched content and widened scope and hence orienting teacher-educators is essential for effective implementation of the new curriculum.

At present the conditions of most teacher training institutes are not adequate and teacher-educators appear to be frustrated and hence there is a need of orientation programme that will inspire the teacher educators to work better, and to work in better conditions.

General Theme and Broad Outlines of the Course Content for the

Proposed Orientation Courses

With a view to suitable implementation of the new programme of Teacher Education a well-designed Orientation Course for Teacher Educators is important. Broadly speaking the course should cater to the Cognitive, Affective and Psychomotor domains. Wherever necessary the Teacher Educators should get new knowledge and information. They should be helped to develop new skills and competencies. They should be able to develop new values - moral, social and spiritual and the orientation course should serve to inspire the Teacher Educators with a bright vision of the Nava Bharat in the making in which they have important and satisfying role to play and should also help to increase their sense of commitment and bring them cheer and enthusiasm and positive and optimistic outlook.

The Orientation course in particular should provide content courses on the new topics in the Curriculum. It should expose them to demonstration of model lessons and criticism lessons by experts to be followed by atleast two demonstration lessons by the Teacher Educator participant. These should be a good orientation to new evaluation practices and a clear demonstration of how the classroom practices in Colleges of Education could be modernised. The Orientation Programme should include developments of Research/ Action Research

capabilities of the Teacher Educator and indications of how to develop these skills in Teacher Trainees by suitable single projects. These should be a good orientation to extension work (a) extension work in the village community and (b) extension work in the Teacher Community, providing meaningful Inservice Education to practising teachers including follow up. It should also indicate in concrete manner the publications to be brought out by the colleges of Education to help HS/HSS teachers. The Orientation Course should give specific training in A.V. aids including C.C.T.V., O.H.P. and computers; how these can be used in the classroom practices of the colleges of Education should also be clearly indicated.

The Orientation Courses should contain a strong inspiration component. These should be exposure to details of Freedom movement Mahatmaji's life & thoughts, Swami Vivekanda's Educational Philosophy, Thoughts of Aurobindo, Tagore and Tiruvalluvar and similar prominent Saints and Gurus of our country and also a few talks on the greatness of our Cultural Heritage. Teacher Educators should be exposed to concrete programmes, inside the classroom and also outside, that will help to develop moral, social and spiritual values and imbibe positive ideas about the unity of the country: unity in the midst of rich variety and how to strengthen the forces of cohesion and national integration.

Values are best imbibed by living the values and by having living models of these values. The Orientation Courses should be residential and also as far as possible the Colleges of Education to be started in the future should be completely residential.

Two models are presented here, for organizing Orientation Courses to orient teachers with new Curriculum:

Model 1: Model 1 emphasizes on establishing the new agency for conducting these courses.

Model 2:, model II emphasizes on orientation by the national Curriculum Centre with the help of state & district resources.

MODEL No.1

1. Establishment of <u>One Central Institute of Teacher Education</u> and One <u>State Institute of Teacher Education</u> in each state.

2. The Central & State Institutes of teacher-education will be the centres of excellence in teacher-education and will be provided with all the facilities. It would be better if these institutes are developed completely new with all modern facilities rather than modifying present teacher-education institutes. These should be modelled like NIBM Pune, TIFR Bombay, IIM Ahmedabad or like IITs.

3. All lthe Orientation Courses will be mainly organized by these institutes supported by other teacher-education institutes.

4. Teacher-Educators attending courses in these institutes will be given all financial assistance needed.

5. All modern methods of training will be used in these institutes like use of modern media - videotapes, Computer programs etc.

.6. Selective admission in these institutes will inspire teacher-educators to workhard and completion of course in these institutes will also help financial gaining to teacher educators.

7. Every teacher-educator shall have to undergo at least one course in these institutes within every five years of his service.

8. These institutes will offer variety of courses useful to teacher educators including orientation for new curriculum.

Organizing other Orientation Courses

The courses are to be organized at three levels:

a) National Level
b) State Level
c) University Level

National Level Courses

These are meant for keypersonnel who will further work as resource persons, can be arranged at two-three places in the country.

State Level Courses

For state level courses personnels who will further work as resource persons, can be arranged at two three places in the state.

University level courses

In each university, these will be

1. for Principals/Heads
2. for Teacher Educators (Subject-wise)

It is suggested that four week programme for all core subjects may be organized to orient teacher-educators for their subject-enrichment and new teaching strategies.

Two weeks orientation programme for Electives and Optional subjects for subject enrichment and new teaching strategies.

Resource Persons

Success of any orientation programme is dependent upon selection of resource persons. Therefore, competent persons be appointed as resource persons for each subject. A national and state level list of resource person be prepared for each subject. A competent resource person is likely to inspire teacher-educators.

The Orientation Courses will be of workshop type and hence more emphasis should be given on activities on the part of teacher educators rather than mere lecturing. Organizing disciplined daily routine, corporate and co-operative working will inculcate the necessary values amongst teacher-educators.

Almost all the teacher-educators are needed to be oriented and hence proper planning of these courses is needed. It has been observed that same people attend different courses. This may be avoided in future.

MODEL No.2

This model can work very well with the active participation of National Curriculm Centre, existing good Colleges of Education in each state and district. The model provides three level of orientation courses:

1. National level orientation programmes for state key resource persons (who will be the leader trainer for this new curriculum in his/her state) at National Curriculum Centre.

2. State level Orientation Programme for Principals/Heads and teacher educators from each district. (who will be the leader trainer for this new curriculum in his/her district)

3. District level orientation programme for every teacher Educators of that district.

1. Key resource persons should be oriented with the Philosophy of new curriculum, with objectives, instructional techniques, evaluation techniques for theory papers. Implementation of practice teaching and arranging practical work as well as the methods of organizing internship programme. The major emphasis should be on planning the practice teaching, practical work and internship programme. The number of participants should not be more than 20 in one programme.

The training should be arranged at the National Curriculum Development Centre, University of Kerala with the help of concerned members of Undergraduate Committee. Atleast two persons in each state may be selected for this training who may act as the Key Resource Persons responsible for the training of all the teacher educators of that state. These persons should also be given training in organizing training programmes in states. The duration of this training may be from 10 days to 15 days.

2. These trained key resource persons will be made incharges of Orientation Programmes for this new curriculum in their states. They will prepare a plan of training of all the teacher educators. They will organize training for teacher educators in implementing new curriculum and will clarify his new role in training college. Two teacher educators (one Principal/Head and one lecturer) from each institution will be selected for training in these phase. A duration may be of 10-15 days. In one course not more than 40 teachers will be trained. The National Committee member will also be consulted key resource persons for making training programmes.

3. In third phase, these Orientation Courses may be conducted at district level. All the teacher-educators working in training departments in that district will be attending the orientation programmes. The Principal and the Lecturer trained at state level has to play the role of Trainer/Incharge for these District Training Programmes. The duration of this programme may be of 10-15 days. Not more than 40 teachers will be oriented in one course. The course will be repeated till all the teacher-educators of that district are oriented.

4. In India, there are about 360 colleges for preparing secondary teachers. On an average if we put 15 teacher-educators in one college, the number of teacher-educators will not be more than 5400.

   A. Therefore we require two National level Orientation Programmes to train about 40 key resource persons.

   B. Two State level training courses (40+40)

   C. 130 district level training programmes

   D. TA/DA and other ;expenditures should be met by either the State Government or UGC for all these training programmes. The textual material should be preapred and distributed in all the training courses.

After the new curriculum is accepted and implemented the members of the present Curriculum Committee should visit, inspect, supervise and suggest regarding the proper implementation of the Curriculum in some randomly selected training Colleges/University Departments in each state. Their reports should be discussed at the National Curriculum Centre, and suitable measures may be adopted for improving the conditions.

The National Curriculum Centre should be made responsible for organizing further refresher courses for the exprienced, and Orientation courses for new teachers in the profession. The national Centre should also be given finances for publishing one Education Bulletin through which new trends, new tendencies, latest developments recent advances and conclusion of researches on teacher Education and Curriculum will be communicated to the teacher educators occasionaly. This bulletin will also help in professional development of the Teacher Educators.

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RECOMMENDATIONS

OOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO

11.0   RECOMMENDATIONS

Curriculum change is a complex process which involves the interaction of objectives, methods, materials and personnel. Its effectiveness is characterised by movement from one position to another, for each of these components singly and as an integrated whole. A conscious effort at change has to follow the preparation of the new curriculum, to prevent the stagnation which is often seen in the implementation process, the misplaced emphasis on a few activities that results in gaps, the gradual dilution of standards when the curriculum is handled by a large body of personnel with varying interests, capabilities and expertise and who are not direct participants in the process of curriculum development, and the unpredicability of institutional conditions for implementation.

The recommendations for the implementation of the curriculum are intended to:

1. enable the implementation process to be initiated and carried   out smoothly, with adequate support and close monitoring at the State, Regional and National levels.

2. provide a stable framework for Curriculum Development as an ongoing process, incorporating preparation, implementation and evaluation as continuing activities.

3. raise the standard of under-graduate teaching in education for which Currculum Development is a critical but not the only requirement, with curriculum development as the starting point for action.

4. develop curriculum development as an important area of inquiry within the discipline of education.

5. initiate discussion and debate at the National, Regional and State levels on the curriculum.

Categorisation of Recommendations

The recommendations are presented as:

A. Steps to be taken to finalise the curriculum and recommendation for effecting them.

B. Actions to be initiated to implement the curriculum and recommendations for carrying them out.

C. Details of structure required to initiate, co-ordinate and evaluate the implementation of the curriculum and to do further studies in the area and recommendations concerning agencies, institutions and bodies needed.

A.   Finalisation of the Curriculum

A. 1 Steps to be taken to finalise the Curriculum

The following tasks remain to be completed before a final curriculum can emerge.

1. The modules of the core papers need to be refined.

2. The basic and further readings have to be categorised modulewise, from the total bibliography

3. Elective papers have to be prepared.

4. Bibliography for elective papers need to be compiled.

5. Basic books for core papers require to be written.

6. The content of specific teacher training programmes need to be further detailed.

7. The reactions of teacher educators to the curriculum have to be obtained and the curriculum modified on this basis.

A.2 Recommendations for finalisation of the Curriculum

To complete the above mentioned tasks for finalisation of the curriculum it is recommended that:

1. The U.G.C. Curriculum Development Centre at the Department of Education, University of Kerala, be requested to continue function- ing for another one year with a fresh budget allocation and change in manner of functioning.

2. The present national committees be permitted to continue and to meet at least four times to complete the curriculum for the different specialisation papers.

3. Six workshops to be organised of ten days duration to translate the curriculum for the specialisation papers into modules, with experts identified in terms of the particular expertise required.

4. The curriculum prepared by the Curriculum Development Centre to be discussed and modifications made before it is accepted and implemented. To enable focussed discussion on the curriculum the following suggestions are made:

a.   National Meeting

The draft curriculum should be discussed at a National Meeting of U.G.C officials, the Curriculum Committee members and thirty invited teacher educators (Deans and Professors of Education, Principals of Teacher Training College) from all over the country.

b.   Regional Seminars

Six regional seminars, organised by U.G.C. in collaboration with six departments of Education at which teacher educators and administrators, at the under-graduate level research workers and other personnel in the field of teacher education, including those involved with the graduate programme, are to be given the opportunity to discuss and react to the draft curriculum.

c.   State Level Seminars

State Level Seminars organised by the U.G.C. and the University Departments of Education at which concerned teaching faculty of Bachelors course in education discuss and give their reactions to the curriculum.

b.   Action to be initiated to implement the Curriculum

B.   1.   Understanding the context for implementation

To implement the new curriculum certain background information is required.   The Curriculum committee has provided a status survey of the existing curriculum in terms of structure, papers, and scheme of evaluation, but has not provided information on facilities in institutions and particular competencies required for teacher orientation, as it lay beyond its scope.

To obtain this information it is recommended

1.   A National Survey on existing conditions in under-graduate teacher training institutions to be conducted and a report prepared.

2.   A National committee to be entrusted with this task, with the necessary sponsorship facilities and finances provided by U.G.C.

3.   National, Regional and State agencies to be represented through

    (a)   membership in committees
    (b)   participation in the survey

B.   2. Dissemination of Information on the Curriculum

The curriculum requires a large number of personnel for its actual implementation and the involvement of both active and passive members of a wider community for its acceptance and use. The rationale for the changes have to be spelt out and debated to establish the relevance for the changes. The curriculum has to be understood before it is translated and one of the important tasks for effective implementation is discussion of the ideas and materials of the curriculum. The rationale, objectives, structure and other elements have to be clearly explained particularly when the changes have been very significant. The present curriculum has given a changed structure of the course and the duration of the course has been lengthened. The full implications of these changes need to be analysed and communicated. The curriculum has also been presented through modules. The use of modules is not widespread as yet, particularly in certain disciplines of which education is one. An understanding of the principles and procedures involved in the modular approach, and of the requirements for implementation have to be built-up.

The following recommendations are made for exposure of the curriculum.

1.   Publication of a Curriculum Bulletin which would provide the requried information on the characteristics of the curriculum and its widespread circulation through a network of State, Regional and National agencies.

2.   Organisation of local based small group discussions/Seminars with national resource persons for clearing doubts and identifying particular hindering factors.

3.   Arrangement of National level lectures on the curriculum to place the curriculum in a wider perspective.

4.   Publication of articles in the media by eminent educationists on the existing conditions, indicating the need for change and presenting the possibilities of the new curriculum.

5.   Specific literature to be prepared and seminars to be organised on the modalities for use of modules in teaching to orient teachers with the requirement for effective teaching through modules.

B. **3.** <u>Development of materials to support the curriculum</u>

The materials required have been spelt out earlier.
They include:

1. Comprehensive and annotated bibliographies.

2. Different papers of the prescribed curriculum

3. Reports of curriculum analysis of papers which would serve as Handbooks.

4. Basic texts and translations.

5. Supportive audio-visual materials.

6. Educational technology hardware and software

7. Test materials

8. Comprehensive Question Bank.

<u>To provide these materials the following actions are suggested:</u>

1. Compiling and collating tasks are to be completed at the existing curriculum development centre as part of finalisation of the curriculum.

2. Materials required are to be prepared at creative workshops with specially invited participants.

3. Systematic curriculum analysis to be initiated at the identified national centre.

<u>To initiate and complete these actions the following recommendations are made</u>.

1. Agencies, institutions and bodies at the State, Regional and National levels are to be set up for the tasks.

2. Teacher Training College have to be provided the capability to utilise the materials prepared through adhoc grants for the purpose from the U.G.C.

B **4.** <u>Development of Curriculum as an area of Inquiry</u>

Curriculum Development has grown as an area of inquiry and it now requires focussed attention both in terms of theory and practical applications. To reflect this development and to enable the departments

of education to provide leadership in the area of curriculum development in other disciplines as well the following recommendations are made.

1. Systematic curriculum analysis has to be undertaken and the results reported by National and Regional Curriculum Development Centres established for the purpose.

2. Research in curriculum related areas has to become the focus of concern of research scholars and the teaching faculty.

     To enable a large number of research workers to be engaged in the work it is recommended that:

a. U.G.C. allot research scholarships specifically for research in curriculum at the doctoral and post-doctoral levels.

b. Curriculum research to be included in the Research agenda of National agencies.

c. Experts in curriculum studies from foreign universities be invited as Visiting Professors in Departments of Education, which should serve as nodal agencies for teacher training colleges in the different areas.

B.   5. <u>Strengthening of Teacher Training Colleges in terms of physical facilities, teaching personnel and scope of functioning</u>

     <u>Strengthening of Teacher Training Colleges</u>

     To implement the curriculum meaningfully certain vital requirements need to be provided. They include

          1. adequate library
          2. reprographic facilities
          3. computer and video units
          4. testing materials
          5. adequate staff structure

     Based on the status survey findings as suggested earlier, the requirements for each training colleges need to be worked out.

     To enable this task to be completed it is recommended that UGC Commissions for different regions be set up with six members to inspect each institution in the identified area and analyse its requirements and report to the U.G.C.

C. AGENCIES, INSTITUTIONS AND BODIES FOR IMPLEMENTATION OF THE CURRICULUM

A systematic structure for implementation of the curriculum is required if the initiative taken in curriculum development is to have the follow through. The agencies, institutions and bodies of the structure could (1) disseminate information on the rationale of the curriculum developed, on the capabilities and resources required on the part of the education system, and on the new approaches needed in inservice training, (2) provide the support system required in terms of direction, materials and personnel, (3) engage in field-data collection which would serve as a framework for assessing effectiveness and (4) sponsor all the actions recommended in an integrated manner. Careful continuous monitoring of the implementation of the curriculum requires a process of constant communication and feedback. The suggested structure is outlined here:

1. **A NATIONAL CURRICULUM DEVELOPMENT CENTRE to be established by U.G.C.**

This Centre will:

(a) integrate the different activities for finalising the development and implementation of the curriculum.

(b) disseminate information on the descriptive characteristics of the new curriculum through its various publications.

(c) publish the results of research in Curriculum Development through the Journal of Curriculum Studies.

(d) arrange guest lectures at the National level on Curriculum related areas.

(e) identify experts in the area of Curriculum Development and provide resource personnel.

(f) organize National seminars on the different issues in Curriculum Development and Implementation.

(g) prepare resource materials, including textbooks through group and individual efforts to support the new curriculum.

(h) develop programmes for teacher training in collaboration with regional centres and teacher training institutions.

(i) develop tools and materials for evaluation of curricular outcomes.

(j) organise a curriculum materials library to serve as the nodal centre for curriculum research and studies.

(k)   carry out research studies in the area of curriculum.

(l)   edit and publish the Journal of Curriculum Studies.

Note: The present UGC Curriculum Development Centre at the Department
      of Education, University of Kerala which has also been identified
      for Special Assistance by the University Grants Commission with
      Curriculum Development as an important thrust area has the
      potential to be organised into the National Curriculum Development
      Centre.

2.   SIX REGIONAL CURRICULUM DEVELOPMENT CENTRES to be identified
by UGC with networking arrangements with the National Centre to
provide leadership in Curriculum Development in defined areas.   Six
Departments of Education in Universities could be identified by the
UGC for this purpose.

Regional Centres will:

(a)   co-operate with the national centre in all its activities

(b)   publish and distribute curriculum bullettins to teacher education
      institutions in the region.

(c)   organize regional seminars.

(d)   disseminate information on the curriculum.

(e)   provide leadership for teacher training activities in the area.

(f)   carry out research studies in the area of curriculum

(g)   organise libraries in identified areas of specialisation within
      Curriculum Development.

(h)   arrange lectures on curriculum related areas.

3.   TEN TEACHER TRAINING INSTITUTIONS   to be established in ten
      Universities by the U.G.C. which would work in close
      collaboration with Regional and National Centres.

Teacher Training Institutions will:

(a)   organise different types of inservice programmes for teachers
      of under-graduate Courses in the area;

(b)   distribute curriculum bulletins to the teachers;

(c)   obtain feedback from teachers and communicate to Regional and
      National Centres.

(d) co-operate with Regional and National Centres in all their activities.

(e) carry out action research studies.

4. CURRICULUM IMPLEMENTATION CELLS to be established in atleast one University Department of Education in each of the States not covered by the National and Regional Curriculum Development Centres.

Curriculum Implementation Cells will

(a) monitor the implementation of the curricula at the state level;

(b) provide feedback information to teacher training institutions, regional centres and national centres.

5. CURRICULUM MATERIALS UNITS to be an integral part of the National and Regional Curriculum Development Centres for the preparation of resource materials for development and implement-ation of the new curriculum,

Curriculum Materials Units will:

(a) collect curriculum materials and resource materials from different institutions for study;

(b) prepare materials according to local requirements;

(c) disseminate information on materials available;

(d) prepare new materials

6. DEPARTMENT OF CURRICULUM STUDIES

Certain Departments of Education which have the interest and the capability are to be identified and assisted for teaching and research in specialisations within the area of Curriculum, through the different programmes of the UGC for ad-hoc grants, research support and special assistance. These centres are to be concerned with the curricular requirements of under-graduate teacher training institutions.

7. A STATUTORY BODY FOR NATIONAL CURRICULUM DEVELOPMENT in Higher Education with sub-committees in each discipline to function under the aegis of the U.G.C.

<u>The statutory body will</u>:

(a)   monitor the total process of curriculum evaluation;

(b)   provide initiative and new directions in curriculum development;

(c)   identify and maintain a list of experts in curriculum development;

(d)   select guest lecturers to deliver lectures on curriculum related areas;

(e)   initiate action for National Level seminars on Curriculum Development;

(f)   provide a forum for discussion and debate on curriculum issues.

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APPENDICES

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12.0 APPENDICES

Appendix - 1

Prof.S.K.Khanna,   University Grants Commission
Secretary   Bahadurshah Zafar Marg
                                                      New Delhi-110 002.

D.O.No.F.2.19(Edn.)/85(CDC)   12th March, 1986.

Dear

        You are no doubt aware that curricula and courses of study
need continuous development and modernisation. While the universities
are doing the work individually, it has been felt that some work
in this regard should also be done at national level. The University
Grants Commission has therefore decided to set up Curriculum
Development Centres at various universities to undertake this task.

        I am happy to invite your university to participate in the
Curriculum Development Centre programme in Education. The necessary
guidelines are enclosed herewith. This work should be taken up
expeditiously. I would request you to identify a faculty member of
the concerned department as the Co-ordinator of this activity who
would correspond with us directly. The necessary funds for
implementing this programme would be sanctioned thereafter.

        With regards,

                                                      Yours sincerely,

                                                            Sd/-
                                                      (S.K.Khanna)

Prof.P.S.Habeeb Mohammed,
Vice Chancellor,
Kerala University,
Trivandrum.

UNDER–GRADUATE LEVEL CURRICULUM COMMITTEE

Minutes of the Meeting held from 9-12-1986 to 12-12-1986

Venue:Trivandrum, Department of Education, University of Kerala.

The following members were present:

1. Dr. H.Visveswaran
2. Dr. U.N.Dixit
3. Dr. S.Rajagopalan
4. Prof. P.S.Vijaya Raghavan
5. Dr. K.R.Sivadasan
6. Dr. K.N.Lalithamma
7. Dr. Vasantha Ramkumar (Co-ordinator)

The meeting was started at 10.15 a.m. Dr.A.Sukumaran Nair, Pro-Vice-Chancellor, University of Kerala presided. Dr.Vasantha Ramkumar (Co-ordinator) welcomed the Pro-Vice-Chancellor and the members of the Committee. The Pro-Vice-Chancellor in his address pointed out the following to be considered when the curriculum is prepared:

1. Emphasis on practice teaching is essential. Today theory is not followed by practice. We have not given enough justice to practice.
2. When Pedagogic analysis was introduced we had a very clear picture about it. But it has degenerated today.
3. We should consider whether theory papers should be restructured and whether there is any need for an associate optional which will be very close to guidance and counselling,physical education, educational technology and the like.
4. Regarding the content of the optional subject, we should think whether it can have a new look as a part of education.
5. Possibility of introducing comparative education as another subject must be considered.
6. Specialised programmes in emerging areas like childhood education, special education etc. may be discussed.
7. The possibility of introducing B.A.(education).
8. Should we confine to the one-year programme? Integrated programme at 3 levels and a two-year programme of the first degree may be thought of.
9. There can be an aptitude test for selection of students for admission. We should also discuss whether there must be mere an aptitude test or aptitude test plus demonstration for selection.

10 A deeper coverage of new instructional strategies is necessary.
11. We must sort out from Indian Philosophy new models.
12. The revolution of linguistic concepts in developing particular skills in teaching of language must be thought of.
13. Core areas can be related to the optionals.
14. Shouldn't we introduce methodology of music and art as an associate or full optional.

The Pro-Vice-Chancellor concluded his speech by calling upon the members to prepare curriculum models which must be internationally comparable. Dr.K.R.Sivadasan proposed vote of thanks.

In the next session, the co-ordinator explained the guidelines formulated by the UGC for the preparation of the curriculum. She described the work done by the Post-Graduate Curriculum Committee. She pointed out that the functioning of the Curriculum Committee was started too late becuase of administrative constraints.

Dr.Visveswaran presented the B.Ed. syllabus recently prepared for the autonomous training college of Sree Ramakrishna Mission Vidyalaya, Coimbatore. For their First Semester the following papers are dealt with:

1. Indian Educational Philosophy
2. Human Development and Process of Learning
3. Institutional Planning and School Organization
4. Evaluation, Elements of Stastistics and Research
5. Technology of Teaching the Visually Handicapped
6. Technology of Teaching Special subjects.

In the second semester the following papers are dealt with:

1. Emerging challenges of Education in India
2. Psychology
3. Development of Moral and Social Values
4. Technology of Teaching English
5. Technology of Teaching Special Subjects
6. Electives

        i.   Educational Technology
        ii.   Diagnostic Teaching
        iii. Reading
        iv.   Computer awareness etc.

Resolution

At +2 stage teacher training must be introduced as vocational course.

Review of the existing curriculum

The members went through the syllabi of different Universities. Their observations are:

Dr.Visveswaran:

Six months' internship is very helpful. There must be intensive practice teaching. Skills must be specifically stated.

Dr.Dixit:

Expressed the doubt about the need for the study of the content of the optional subject. Practicals suggested in the SNDT University may be included in the national curriculum. The paper of special subjects is heavily loaded.

Professor Vijaya Raghavan found that content-orientation is essential in the B.Ed programme. Communication skills must be properly developed. The technique of questioning, for example, must be fully developed. Dr. Dixit wanted that each method must be demonstrated.

Dr. Rajagopalan pointed out that the curriculum is knowledge-oriented. New technology was not brought into the curriculum. There is no integration of content and methodology. He is in favour of pedagogical analysis.

Dr.K.R.Sivadasan pointed that even though the paper "Teacher and Education in the Emerging Society" is a recently revised paper it doesn't help to understand the characteristics of the emerging Indian Society. It is rather a mixture of philosophical foundations and Sociological Foundations of traditional papers. The study about children from rural areas and working class families is a neglected area. A separate paper on development of education in the world may be introduced.

After reviewing the evaluation procedure adopted at the B.Ed level, Dr.Lalitha suggested that evaluation must be objective-based. She strongly pleaded for entrance examination for admission either at state level or at national level.

<u>Practicals</u> - Microteaching
A-V Practicals
Psychology
Project work

Dr. Dixit presented the B.Ed. Syllabus of Rajasthan University. Four core papers and two optional papers have been prescribed. They are:

1. Education and Indian Society
2. Psychological Bases of Learning and Development
3. School Organization and Problems of Education
4. Core Programmes for Prospective Teachers

    (1) Measurement and Evaluation
    (2) Instructional Strategies
    (3) Innovative Practices, etc.

5. Optional Subject I
6. Optional Subject II

Dr.Rajagopalan suggested that we must first discuss about the frame work. Some of the matters to be discussed, according to him are number of optionals, duration of the course, conduct of the course, etc. He also suggested to include a separate paper for Educational Technology. Practical activities must be linked with theory. We should keep in mind that we must prepare teachers for secondary and higher secondary schools. He suggested to include three core papers and one optional or two optionals.

Dr.Dixit wanted to give provision for the study of library science. Prof.VijayaRaghavan was in favour of a two-year B.Ed. programme with a thorough overhauling of the existing course.

<u>Resolution</u>

It was resolved that an admission test at state level preferably at national level must be conducted.

The committee came to the general consensus of having the following models of B.Ed. programme.

1. Integrated model
2. Two year model
3. One-year model
4. B.A. (Education)

Dr. Vasantha Ramkumar suggested that the internship programme should be the strongest component.She also suggested for apprenticeship. The need for producing models for SUPW was pointed out. Equipping the teacher with necessary skills for making changes was highlighted by her.

10-12-1986

The meeting started at 9.30 a.m.   All members who attended the meeting on 9th December were present.

Dr. H.Visveswaran presided over the morning session.

The members discussed about how the correspondence course for the B.Ed. Degree affects the profession.   Dr. Visveswaran suggested that in the B.Ed. curriculum we should give more weight on activities so that the correspondence course students will not be able to undergo the course without attending the college.

The members then suggested ways of strengthening practice teaching.   Dr. Dixit wanted the commitee to identify components of practice teaching.   The next step is identification of different activities under practical work.   The members suggested several activities like 'thought for the day', 'excerpts from books' 'using A-V aids'.   Dr. Sivadasan suggested that every component of theory must be followed by practical work.

Dr. Dixit suggested an objective-based proforma to assess activities under practical work.

Dr. Rajagopalan wanted to know whether we should prepare curricula for the B.Ed. course for secondary school teachers and higher secondary school teachers separately.

Dr. Lalitha pointed out that in the first phase of Teaching Practice, the student teacher should observe the classes under the supervision of a school teacher.

As a clarification to Dr. Rajagopalan's statement, Dr. Dixit said that our main objective was to concentrate on secondary school teachers. According to him, the same skills developed in secondary school teachers will be useful at higher secondary level. Prof. Vijaya Raghavan was also of the view that we should now think of the B.Ed. Degree course for secondary school teachers.

There was again discussion on two levels of training i.e. for secondary level and higher secondary level. Dr. Rajagopalan was still for special training for higher secondary school teachers because they should be equipped with skills to deal with students of higher classes where discussion, for instance, is more suitable for learning. Dr. Dixit and Dr. Visveswaran came to a compromise with Dr. Raja-Gopalan and other members by suggesting that alternative models of teaching must be included.

Dr. Visveswaran presented the following activities to be considered under practical work:

1. Training in A-V aids. Every student must prepare lessons for tape recorder, radio and T.V.
2. Morning Prayer
3. Singing National Anthem
4. Innovative Practices
5. Reading Practice
6. B.B. Work
7. Camp
8. Criticism lesson
9. Demonstration lesson
10. Student's demonstration lesson
11. Skills demonstration
12. Participation in Seminar
13. One paper on diagnosis and remedial programme
14. Improvisation of materials
15. Conducting and Organizing surveys
16. Organising Science clubs
17. Organizing subject laboratories
18. Organizing community activities
19. Conducting case studies and cumulative records
20. Preparation of self-instructional models
21. Observation.

No decision was taken about including all of them in the practical work.

The afternoon session was presided by Dr.Rajagopalan.

The objectives and structure of the courses were the main subjects discussed by the members. They came to the conclusion that there should be four distinct sections of objectives such as

I   Abilities and Skills
II   Interests
III   Attitudes
IV   Appreciation (for culture and heritage, student's ability, aesthetic values)

Each section was discussed at length and several objectives were identified. They were consolidated as follows:.

OBJECTIVES OF TEACHER EDUCATION

The over-all objective of teacher education is to equip the prospective teacher with necessary skills, knowledge and technique/ strategies for the education of the child (or to assist the child in his learning). This draft is spelt out below in specific forms.

I. Skills

1. To develop skills in Teaching
2. To equip with skills to change according to the changing times.
3. To equip with skills in making changes
4. To develop ability to understand the child
5. To develop an understanding of the role of education for social change, national development/solidarity and integrity of the country.
6. To enrich knowledge in the content of the school subjects.
7. To give practice in different instructional strategies
8. To give practice in individualizing instruction and in implementing self-instructional strategies
9. To develop ability to prepare educational software and to use A-V aids.
10. To develop to plan and organize co-curricular activities
11. To help to develop skill in management

II. Attitude

1. To help to develop futuristic outlook
2. To help to develop professional consciousness and commitment
3. To help to develop positive attitude towards cultural and moral heritage of India
4. To help to develop national and secular outlook
5. To develop resourcefulness, initiative and spirit of sacrifice.

III. Interest

1. To develop an interest in social science and adult education
2. To develop an interest in enriching professional knowledge on one's effort
3. To develop an interest in practising high ideals and values (through community living)
4. To foster an interest in providing guidance to pupils.

IV. Appreciation

To foster appreciation for aesthetic sense, student's ability, art and artistic talents.

Regarding structure, the existing curricula of different universities were examined. After discussion, the following decision was taken.

The B.Ed. course must contain three distinct parts namely (i) Theory, (ii) Practical work and (iii) Practice Teaching. There must be (i) Core Programme, (ii) Optionals and (iii) Additional Optional.

Dr. A. Sukumaran Nair, Pro-Vice-Chancellor of the University of Kerala participated in the discussion. He emphasized the need for the total restructuring of the courses by lengthening the duration, because education has developed to a great extent and a large number of scientific principles have come into the discipline.

In the light of the above discussions the decision for a two year programme for the B.Ed. course was taken by allotting the second year for teaching practice in schools followed by internship for six months.

The courses recommended were:

1. Five-Year integrated Programme
2. B.A. with Education as one of the majors
3. One-year programme (for B.A. Degree holders with Education as one of the majors)
4. Two-year Programme (for graduates and post-graduates excluding graduates with Education as one of the majors)
5. Teacher Education as an elective subject for vocation courses.

The structure of the two year programme was formulated as follows:

I. Core papers

Paper I   -   About child
Paper II   -   About Teacher
Paper III -   About Process
Paper IV   -   Facilities (Organisation)

II. Electives - Paper I - on one of the school subjects
Paper II - Post Graduate level

III. Optional subjects: - Two of the subjects from a list of optional
(General Electives)   subjects.

There was a prolonged discussion about the themes to be included under each paper. The general consensus was to give emphasis on Indian Philosophy, Indian Education and Indian Society.

11.12.1986

The members met at 9.30 a.m.
Dr. Dixit presented a broad outline of Paper I and Paper II and explained how other papers are linked with Paper I.

Paper I - Nature and Growth of the child

- Personality (Indian thought)
- Personality (Western Concept)
- Growth and Development
- Indian Adolescent
- Western Concept of Adolescent
- Child as unique entity (individual differences)
- Intelligence - Memory
- How he learns
- How he thinks
- How he behaves (behaviour)
- Mental Health
- Constraints of growing up in modern society
- Value formation

Paper II -Teacher

- Place and significance of Teacher in India
- his role in education of the child

- help in unfolding the within
- Teacher as an agent of change
- Education as an agent of social change
- Education as a sub-system
- Changing role of teacher in modern social context
- Constraints of modern life
- Process of growth of teachers (inservice)
- Professional organisations as agents of teacher growth and sustenance

Paper III - Educational Process

Paper IV - Organization

The afternoon session was devoted to the preparation of syllabus of each paper. The work was allotted as follows:
Paper I   - Dr. Dixit
Paper II - Dr. Visveswaran
Paper III - Dr. Raja Gopalan
Paper IV - Prof. Vijaya Raghavan

Dr. Sivadasan and Dr. Lalitha will help them in the preparation of the syllabus.

12.12.1986

The members met at 9. a.m. They presented the syllabus prepared by them. The members felt that the syllabus prepared by them must be thoroughly modified in the next meeting. The curriculum for the core subjects should be completed by suggesting (i) practical work for each section of the theory, (ii) teaching strategies and (iii) techniques of evaluation. The present draft syllabus must be circulated among the members who were present in the first meeting for their suggestions for the above three parts.

In the concluding session, the Co-ordinator narrated the future plan and the need for a special meeting in February or March to continue the preparation and finalisation of the draft syllabus for wide circulation. She appealed to the members to send her their suggestions, if any, which will be circulated among the members.

UGC CURRICULUM COMMITTEE

(Undergraduate level)

Minutes of Meeting held from 5.2.1987 to 8.2.1987

Venue: Trivandrum: Department of Education, University of Kerala

Members present

1. Dr. C.L. Anand
2. Dr. H. Visveswaran
3. Dr. S. Rajagopalan
4. Dr. M.S. Sonar
5. Dr. S.P. Kulshrestha
6. Dr. P. Balasubramanian
7. Prof. P.S. Vijaya Raghavan
8. Dr. K.R. Sivadasan
9. Dr. K.N. Lalithamma
10. Dr. Khajapeer
11. Dr. Vasantha Ramkumar (Co-ordinator)

5-2-1987

The meeting was started at 9.40 a.m. The co-ordinator summarised the procedure of the meetings of the post-graduate level and under——graduate level Curriculum Committees held previously. She explained the purpose of this meeting of the undergraduate level committee.

The observations made by the members about the decisions taken in the previous meeting were discussed.

It was pointed out that B.A. (Education) recommended in the previous meeting was not a substitute for the B.Ed. The members who were not present in the last meeting wanted clarifications about the B.A. (Education) course. This course is just like other B.A/B.Sc. courses with Education as major/main subject. But the course will have no teaching component. So it cannot be equated with the B.Ed. course. The B.A. (Education) graduates may join M.A. (Education). If they want to become teachers, they should undergo the B.Ed. course.

Internship

There was discussion about the nature and duration of the proposed internship. The consensus was that it should take place at the end of the course.

Discussion about draft syllabus

The syllabus of four core papers prepared in the last meeting were taken up for discussion.

It was decided that there must be the following core papers.

Paper I   : Learner: Nature and Development

Paper II: Teacher in the Emerging Society

Paper III:Technology of Teaching

Paper IV: Educational Management

Paper I: Learner - Nature and Development

The draft syllabus was found very heavy. Several modifications were made. It contains objectives of the paper, 10 units of content and practical work.

Paper II: Teacher in the Emerging Society

Regarding the content of the draft syllabus, there was not much disagreement. Still it was suggested that the paper should include value education and the role of education for economic development. The emphasis should be on traditional Indian values. The basic values and the culture based values must be given due place in this paper. Techniques of developing values must be included.

6-2-1987 Forenoon

Dr. M.Khajapeer also participated in the meeting. Dr. C.L.Anand chaired the session in the forenoon.

The paper discussed was Technology of Teaching (paper III). The title of the paper was not yet finalised. It was pointed out that the terms Technology of Teaching and Educational Technology have different connotations. Each unit in the draft syllabus was discussed. Then units were selected. Members raised doubt about

the justification of including unit 8: Action Research in this paper. Since tackling classroom problems is one of the objectives of educational technology the student teachers must be familiar with the steps in action research. Unit 10 consisting of simple statistical techniques was found necessary for the analysis of data and interpretation of results.

6.2.'87 Afternoon

Dr. Khajapeer chaired the session. In the afternoon session, the discussion was mainly focussed on the finalisation of the core paper in Educational Management.

Title of the paper

Paper IV: Educational Management

Objectives

Eight objectives were identified.

Content

The paper contains 10 units. The scope of each unit was discussed. The need for the inclusion of constitutional provisions was felt by the members. The content given in the draft syllabus was reallocated under the ten units after several modifications. The members were of opinion that the managerial skills as well as the professional skills must be developed in the student teacher. A new form could be given to the draft syllabus.

7.2.'87

Dr. Rajagopal chaired the forenoon and afternoon sessions.

The subject for discussion was the structure of the course.

The members presented different structures that prevail in India. The following aspects of the course were discussed.

1. Duration

The general consensus was to make the duration 1½ years followed by six months' internship. The members pointed out that we should justify the need for raising the duration from one year to 1½ years. The curriculum must be deeper. The scope of the course

must be wider. Since the discipline Teacher Education has developed very much during the last few decades, a one year training programme is inadequate. The proposed course is deeper, innovative and commensurate with the future needs. Some of the features of the structure of the course are given below:

PART A- Theory

Core papers

Paper I	Learner: Nature and Development
Paper II	Teacher in the Emerging Society
Paper III	Technology of Teaching
Paper IV	Educational Management

Specialisation in Teaching

Paper V: Major Methodology of Teaching
(At Secondary and Higher Secondary Levels)

Paper VI: Major Pedagogic Analysis
(Secondary and Higher Secondary School **Syllabus**)

Paper VII: Ancilliary. Methodology of Teaching

Paper VIII: Ancilliary. Pedagogic Analysis
(High School Syllabus)

PART B - Teaching Practice

The main feature of the theory is the change brought in the elective subject. There will not be any elective subject. A student teacher's major subject of specialisation either at graduation or at postgraduation will be the major subject of study for specialisation in teaching under Papers V and VI. The major thrust is on pedagogic analysis. For Major, the Pedagogic Analysis of both the Secondary School Syllabus and plus two syllabus will be made to such an extent that he/she, after training, will be able to teach the subject at plus two stage, too. Thus a graduate also gets opportunity to get employed at higher secondary schools if he/she has passed the new training course.

Since it is difficult in many states to allot adequate work load to teachers if he has specialisation in only one subject, training in an ancilliary subject is also included under specialisation in Teaching covering Papers VII and VIII. Every student teacher should select one school subject which was his ancilliary subject or first/ second language at graduate level. The Pedagogic Analysis of the

ancilliary subject will be limited to high school syllabus only. A graduate/post-graduate, if employed in high schools, will be able to teach two school subjects (Major and Ancilliary).

Teacher Education as a Major

It was proposed to include Teacher Education as a Major under Specialisation in Teaching. The student teachers who select Teacher Education as a major can seek employment in Training Schools too. Those who have passed B.A. (Edn.) can select Teacher Education as the Major for teacher training. Dr. P. Balasubramanian has agreed to prepare the syllabus for Teacher Education (Paper V and Paper VI).

The details of the marks allotted for theory papers, internal assessment, practical work and teaching practice are decided. The satisfactory completion of internship will be a compulsory requirement for the award of degree.

Admission requirements

An Entrance Test consisting of aptitutde test and test in content which will be conducted by the University is recommended.

8-2-1987

Nomenclature and status of the course and different patterns of the course were the main themes for discussion.

Status and nomenclature of the course

The new syllabus and the duration of 1½ years plus six month's intenrship justify the need for giving the course the status of Master's Degree in Teaching. If so, the present name of the course i.e., B.Ed. Degree must be changed. If this suggestion is accepted, accepting M.Phil as the next degree in lieu of M.Ed. Degree must be discussed in the joint meeting of the Under-graduate and Post-graduate levels of curriculum committee.

Patterns of Course

In addition to the course under discussion, the courses like B.A. (Education) and Five Year Integrated Course in Teaching were accepted in principle. If the Five year course is acceptable, it should be conducted in a separate training college.

In-service training

There was a proposal for the colleges of education to undertake the in-service training programme.

Teaching strategies

The following members have agreed to prepare the teaching strategies for the four core papers:

1. Dr. P. Balasubramanian   Paper I
2. Dr. Rajagopalan   Paper II
3. Dr. S.P. Kulshrestha   Paper III
4. Dr. M. Khajapeer   Paper IV

OBJECTIVES OF TEACHER EDUCATION
(Draft)

The over-all objective of teacher education is to prepare the prospective teacher to undertake the job of assisting the Child in his learning. The specific objectives are given below:

I. <u>Awareness</u>

To develop the awareness of:

i) the current social, political and economic situation of the nation.
ii) the National Policy of Education and the nation's commitment to education.
iii) the role of the teacher as a change agent in the Indian Society.
iv) the mojor educational issues of the nation.
v) the impact of educational technology on instructional system.

II. <u>Knowledge & Understanding</u>

To acquire knowledge and understanding of:

i) the nature and process of education in contemporary society.
ii) the subjects he teaches.
iii) the pedagogic analysis of the subjects.
iv) the pattern of growth and development of the child.
v) the human personality and learning.
vi) the impact of environment, work and technology on education.
vii) the methods of teaching the subjects.

III. <u>Skills</u>

to develop the skills in:

i) dealing with young people in classroom
ii) organising experiences to facilitate learning (a) in a specific area and (b) for a specific objective.
iii) identifying disabled children and helping them in their learning.
iv) organising curricular and co-curricular activities.
v) designing a scheme of evaluation.
vi) preparing tools of evaluation.
vii) management of classroom.
viii) selecting and using appropriate instructional media.
ix) undertaking classroom research.
x) utilizing environment and student activities for learning purpose.
xi) diagnosing and organizing suitable remedial programmes.

IV. Attitudes and Values

i)   To develop positive attitude and a sense of dedication to the profession.
ii) To develop scientific attidue and rationality.
iii) To develop respect for the individuality of the child and for the collective behaviour of the young.
iv) To help to work as a member of the team engaged in the task
v)   To value the cultural heritage of the nation.
vi) To develop an interest in practising high ideals and values.
vii) To foster appreciation for aesthetic sense and artistic talents of the pupils.
viii)To have faith in the ability of children to learn.

UGC CURRICULUM COMMITTEE

(Undergraduate Level)

Minutes of the Meeting held from 3-3-1987 to 6-3-1987

Venue: Trivandrum : Department of Education,
University of Kerala.

Members Present

1. Dr.S.Rajagopalan
2. Dr.Suresh Shukla
3. Dr.(Mrs) Snehaletha Shukla
4. Dr.H.Visveswaran
5. Dr.M.S.Sonar
6. Dr.S.P.Kulshrestha
7. Dr.P.Balasubramanian
8. Prof.P.S.Vijaya Raghavan
9. Dr.K.R.Sivadasan
10. Dr.K.N.Lalithamma
11. Dr.Vasantha Ramkumar(Co-ordinator)

On 3rd and 4th March the members attended the joint meeting of the undergraduate and postgraduate level of UGC Curriculum Committee.

The work done so far by both the Committees was presented before the joint meeting. It was reviewed by the members.

Based on the decision taken, four sub-groups of the members from both the committees were formed in order to revise the four core papers of the undergraduate course. The groups met in the after-noon of 4th March and revised the draft papers. It was decided to submit them for finalisation in the next day's meeting of the under-graduate level committee.

5-3-1987 & 6-3-1987

Dr.Rajagopalan chaired the session.

The undergraduate level course for teacher education was outlined as follows:

1. Objectives

The objectives of the course were prepared by the members.

Strucutre of the Course

The course was to consist of PART A - THEORY, PART B - PRACTICE and PART C - INTERNSHIP.
There are four core papers and four papers for the two optional subjects under Part A and four distinct items of work under Part B. Equal weightage has been given for both the parts. Internship will form an integral part of the course. The certification will be done on the basis of the result of the assessment of the internship. Dr.Kulshrestha will be preparing a detailed scheme for internship.

The outline of the course is given below:

PART A - THEORY

Core Subjects

Paper I.   The Learner - Nature and Development.
Paper II.   Teacher and Education in Indian Society.
Paper III.   Teaching-Learning Process and Educational Technology.
Paper IV.   Section A. School Management.
               Section B. Electives.

Optional Subjects

First Optional   Paper V   Methods of Teaching
                 Paper VI   Pedagogic Analysis

Second   Paper VII   Methods of Teaching
Optional   Paper VIII   Pedagogic Analysis

PART B - PRACTICE

1. Teaching Practice
2. Practical Work
3. Camp
4. Work Experience
5. Participation in Co-curricular Activities

PART C - INTERNSHIP

Phase I. Observation of different schools and school systems.
Phase II. Working as a regular teacher.

Note: Under optional subjects of Part A - Theory, provision will be made for the Methods of Teaching and Pedagogic Analysis of subjects at Higher Secondary, Secondary and Elementary levels.

The following modifications have been brought for the Second Optional as Elementary.

Paper VII   Child Psychology

Paper VIII   Content and Methodology of Teaching.
(i) Language (ii) Numeracy and
(iii) Environmental Studies.

Duration

The committee felt that the duration of one year for a course in teaching is too inadequate to meet the educational aspirations of the children and their parents. In view of the new heavy curriculum and the internship introduced, the committee finds it necessary to lengthen the course to two years spread into four semesters.

Scheme of Evaluation

Papers/Activity	Mode	Marks
PART A - THEORY		
Papers I to VIII	External(8x100)	800
PART B - PRACTICE		
1. Teaching Practice	Internal	200
2. Practical Work (Related to Theory Papers)	Internal(8x50)	400
3. Camp	"	50
4. Work Experience	.	100
5. Participation in Co-curricular Activities	"	50
	Total	1600

PART C - INTERNSHIP

Certification will be done on the basis of the assessment of the Internship.

Preparation of Syllabus

The syllabus prepared for Part A - Theory - Core Subjects consisting of Papers I to IV was discussed. The revised papers are given as Appendices.

The major change brought in Paper IV was that it was split into Part A-School Management and Part B-Electives.

The following nine subjects were chosen for the preparation of syllabus. The details are as follows:

Electives

1. Guidance and Counselling (Dr.S.Rajagopalan)
2. Adult and Continuing Education (Dr.P.Balasubramanian)
3. Pre-primary Education (Dr.(Mrs) Shukla)
4. School Library Service (Dr.Suresh Shukla)
5. Work Experience (Dr.K.N.Lalithamma)
6. Health & Physical Education (Prof.Vijaya Raghavan)
7. Organising Co-curricular Activities (Dr.Sonar)
8. Computer Education (Dr.H.Visveswaran)
9. Poulation Education (Dr.Kulshrestha)

Admission Requirements

The general consensus was that there should be a good admission policy. The committee recommended a state-wise entrance examination for the selection of applicants.

Name of the course

Considering the significance of the course, the heavy syllabus prepared and the length of the course, the committee felt the need for giving the course the master's status. The name suggested is M.S.(Education).

In the afternoon of 6th March, the two committees had a common session. The work done in each committee was reviewed. It was propsed to convene the next meeting in the middle of May.

STRUCTURE OF THE COURSE

1. Nature of the course - Semester system
2. Duration of the course - Two years (4 semesters)
3. Course of study
   Part A - Theory

   Core papers
   Paper I - The Learner - Nature and Development
   Paper II - Teacher in the Emerging Society
   Paper III - Technology of Education
   Paper IV - Educational management

   Specialisation in Teaching

   Paper V - Major Methods of Teaching
   Paper VI - Major Pedagogic analysis (secondary and Higher Secondary levels)
   Paper VII - Ancilliary Methods of Teaching
   Paper VIII - Ancilliary Pedagogic analysis (Secondary)

Part B - Practical Work

Practical work related to Theory paper

Paper I

1. Conducting socio-economic survey of children in the society.
2. Participation in literacy programmes

Paper II

1. Preparing instructional modules (1)
2. Action Research

Paper III

1. Preparing instructional modules (i)
2. Research

Paper IV

1. Study of a school plant

2. Cumulative Records

Specialisation in Teaching

1. Construction and standardisation of Achievement tests
2. Preparation of teaching aids or unit plan for one unit.
3. Preparation and use of aids.

b. Teaching practice Area   No.of lessons to be taken

   Major   20-25 lessons
   Ancilliary   10-15 lessons

4. Scheme of Examination

   Mode of Examination:Internal and External
   Percentage of Marks   20   80
   (Internal assessment should be based on Assignements, Tests, Participation in activities of the school and attendance)
   Total Marks   1200
   Theory paper (8x100)   800
   Practical work (8x25)   200
   For Theory papers
   Teaching Competency   200

5. Pattern of question paper

Sl. No.	Type of questions	Percentage of marks
1	Objective type	20
2	Short answer type	60
3	Essay type (2 or 3 question with internal choice	20

UGC CURRICULUM COMMITTEE

(Undergraduate level)

Minutes of the meeting held from 27-6-1987 to 2-7-1987

Venue: Trivandrum: Department of Education, University of Kerala.

Members Present

1. Dr.H.Visveswaran
2. Dr.(Mrs.) Snehalatha Shukla
3. Dr.M.S.Sonar
4. Dr.S.P.Kulshrestha
5. Dr.K.R.Sivadasan
6. Dr.K.N.Lalithamma
7. Dr.Vasantha Ramkumar(Co-ordinator)

The meeting was started at 9.30 a.m.

The Co-ordinator gave a brief report of the work done by the Postgraduate Committee during the last meeting held from 20th to 25th June, 1987.

The Committee decided (i) to take up the preparation of modules for all the four core papers; (ii) to discuss the draft syllabi of Elective papers; Paper IV Section B. and (iii) to prepare an evaluation report of the existing curriculum of Teacher Education (Undergraduate level) in the Universities in India.

The members pointed out we should make a format for the preparation of a curriculum module which is totally different from a learning module. Since no model of curriculum module is readily available, the members prepared a format for module. It is given below:

Title of the Unit

Purpose of the Unit
<u>Module 1.1</u>   Title
              Learning Outcomes

<u>Module 1.2</u>   Title
              Learning Outcomes

Content

Teaching Learning Strategies (for the Unit)

Evaluation (for the Unit)

Suggested Reading Materials

     (i)   Basic Materials

    (ii)   Further readings

The Co-ordinator explained the scope of curriculum modules by pointing out that Universities could structure their own courses by choosing the required number of modules from the ones that we prepare now.

There was a general consensus that at undergraduate level the modules must contain sufficient details of teaching-learning strategies and evaluation procedure. The preparation of modules was undertaken by the following groups.

Dr.Visveswaran and Dr. S.P. Kulshrestha	Paper I	The Learner - Nature and Development
Dr. Sonar Prof. Vijayaraghavan	Paper II	Teacher and Education in Indian Society.
Dr.(Mrs.)Shukla Dr. Sivadasan Dr. Lalithamma	Paper III	Teaching - Learning Process
Dr. Sonar - Unit 1 Prof. Vijayaraghavan - Unit 2 Dr.(Mrs.) Shukla - Unit 3 Dr. Visveswaran - Unit 4 Dr. Kulshrestha - Unit 5	Paper IV	Section A School Management

On 30th June, the members discussed the Note on Internship prepared by Dr.Kulshreshta. The following suggestions were made. In evaluation the emphasis should be on the professional growth determined by means of a graph etc. instead of relying solely on classroom performance. Stipend of not less than 1/3 of the emoluments of a teacher must be given to the internees. A separate section on evaluation must be included in the Note. The internship should include

leadership training and provision for innovative programme. Specific mention of remedial teaching is essential.

The references found in the Note must be dropped.

Dr.Kulshrestha was asked to modify the note in the light of the suggestions made by the members. The modified Note will be circulated to members of both committees and experts.

Out of the nine elective papers under Paper IV B: Electives, the following papers were discussed. After necessary modifications were made they were accepted by the Committee:

1.	Early Childhood Education-	Dr.(Mrs.)Snehalatha Shukla
2.	Work Experience	– Dr.K.N.Lalithamma
3.	Co-curricular Activities	– Dr.Sonar
4.	Population Education	– Dr.S.P.Kulshrestha

The remaining papers are:

1.	Guidance & Counselling	– Dr.S.Rajagopal
2.	Adult and Continuing Education	– Dr.P.S.Balasubramanian
3.	School Library Service	– Dr.Suresh Shukla
4.	Health & Physical Education	– Prof.Vijayaraghavan
5.	Computer Education	– Dr.Kulshrestha

It was decided that modules of all the above nine papers be prepared by respective members who have prepared the syllabus. The discussion of the draft modules will be arranged in the next meeting. The draft modules must be sent to the Co-ordinator for circulation.

Evaluation of the Existing Curriculum

The following were fixed as the criteria for the evaluation of the existing curriculum:

1. Adequacy of the core curriculum
2. Break-up between theory and practice – Total amount of practical work associated with each paper.
3. Assessment of the evaluation scheme (Total Scheme)
4. Evaluation of practice teaching
5. Bibliography
6. Innovation practices

Suggestions Made

1. A staff pattern must be prepared.
2. Training College Teachers must be given two additional increments for their special qualifications like B.Ed. or M.Ed.
3. Training Colleges must accept the responsibility for both the pre-service and in-service training.
4. Considering the significant role of library for implementing the new curriculum, a lumpsum grant must be given by the UGC to each Training College.
5. Additional space in Training Colleges is essential.
6. Implementation and evaluation of the curriculum must be undertaken by the centre for curriculum development.
7. Book writing project must be sanctioned for the centre.
8. A journal on Curriculum Studies must be published by the Centre.

Optional Papers

The rationale of the syllabus has to be prepared. The NCTE Curriculum must be obtained in order to fix the optional subjects. Addresses of experts for the preparation of some of the optional subjects were collected. More names may be sent by the members.

Evaluation reports of the existing curriculum were prepared by Dr. (Mrs.) Shukla, Dr. Visveswaran, Dr. S.P. Kulshrestha, Dr. Sonar and Prof. Visveswaran. They were presented for discussion.

Modules as shown below were prepared.

Paper I   - Modules for all the ten units

Paper II   - Modules for units 6 to 10

Paper III   - Modules for all the units

Paper IV   - Section A - Modules for all the units except unit 2.

It was proposed to convene the next meeting of the committee in the middle of August.

The modules and the reports will be circulated immediately.

UGC CURRICULUM COMMITTEE

(Under-Graduate Level)

Minutes of the 5th Meeting held from 28th to 31st January,'88

Venue   :   Trivandrum,Department of Education,
University of Kerala

The Undergraduate Curriculum Committee met at the Department of Education for four days from 28th to 31st January, 1988.

Members Present

1. Dr. M.S. Sonar

2. Dr. P.S. Balasubramoniam

3. Dr. H. Visweswaran

4. Prof. P.S. Vijaya Raghavan

5. Dr. K.R. Sivadasan

6. Dr. K.N. Lalithamma

7. Dr. Vasantha Ramkumar (Co-ordinator)

28-1-1988

The National Co-ordinator presented the draft report for the Terms of Reference I and III. It was discussed and suitable changes pointed out by the members were incorporated into the report.

The following decisions were taken in the first day's meeting.

1. The name of the course will be retained as B.Ed. Degree Course.

2. Paper IV will be titled as School Management and Electives.

3. For Terms of Reference II, the Committee will examine how the new curriculum would promote human resource development.

4. The optional subjects will be listed.

5. A short note on how the existing training college personnel will implement the course.

29-1-1988

Members started preparing the remaining modules.

The draft report for the Terms of Reference II was presented. It was discussed.

The notes in Orientation Course to Teacher Educators as per terms of reference-6 were discussed. The general opinion was that a proper attitude by the public towards teacher education must be developed. It was suggested that more and more Conferences of the teacher educators teaching the same subject must be arranged. It was also suggested that there must be at least 10 centres in India for the Orientation Course.

30-1-1988

The decision to do the following work in the next phase of the curriculum preparation was taken:

1. Preparation of Syllabus for the optional subjects

2. Preparation of Books and other materials

3. Minimum requirements to implement this curriculum must be prepared.

4. Staff structure must be finalised

5. Standardised tools for the evaluation of the B.Ed. trainees must be prepared.

The folowing suggestions were made:

1. Four Research Centres must be opened in the country.

2. Curriculum monitoring and evaluation centre is necessary.

31-1-1988

Only guidelines for the papers and vocational stream at the Higher Secondary Level will be prepared.

A workshop for the Pedagogical Analysis of the optional subjects will be arranged.

The note prepared on Orientation Courses was discussed in the meeting.

A list of optional papers was prepared and is given herewith.

List of Optional Papers

1. Mathematics
2. General Science
3. Physics
4. Chemistry
5. Biology
6. Home Science
7. History
8. Geography
9. Civics
10. Economics (Higher Secondary)
11. Commerce (Higher Secondary)
12. Music
13. Arts
14. Psychology (Higher Secondary)
15. Politics (Higher Secondary)
16. Computer Education (Higher Secondary)
17. Elementary School Subjects (Language, Arithmetic and Environmental Science)

18. Teaching of languages
    (i) as first language
    (ii) as second language

UNIVERSITY OF KERALA

Edn/CD/1067/86

DEPARTMENT OF   Thycaud, Trivandrum-695 014
EDUCATION

Dean, Faculty of Education &   9th July 1986.
Professor and Head

To

The Professor & Head
Department of Education.

Sir,

      Our Department is engaged in the process of developing the Curriculum at the Post-Graduate and Under-Graduate levels in Education on the guidelines detailed by the U.G.C. I am writing this to seek your co-operation in this matter.

      I request you to kindly communicate to me your opinions on the changes urgently required in the existing curriculum at the Post Graduate and Under-Graduate Courses in your Universities in General.

      I also request you to provide us with copies of the schemes and detailed syllabi for the (1) B.Ed. (2) M.Ed. (3) M.Phil and (4) Ph.D. courses of your University.

      Thanking you,

<div align="right">

Yours sincerely,

Sd/-
Vasantha Ramkumar,
Co-ordinator,
Curriculum Development Centre

</div>

LIST OF B.Ed. SYLLABI CONSULTED

Sl.No.	University
1.	Aligarh Muslim University, Uttar Pradesh
2.	Annamalai University, Tamil Nadu
3.	Bangalore University, Karnataka
4.	Banasthali Vidyapith, Rajasthan
5.	Bharathidasan University, Trichi
6.	Bombay University, Bombay
7.	Burdwan University, West Bengal
8.	University of Delhi
9.	Devi Ahilya Vishwavidyalaya, Indore
10.	Doctor Harisingh Gour Vishwavidyalaya, Sagar
11.	Garhwal University, Uttar Pradesh
12.	Guru Nanak Dev University, Punjab
13.	Himachal Pradesh University, Shimla
14.	Jamia Millia Islamia, New Delhi
16.	University of Jodhpur, Rajasthan
17.	Karnatak University, Karnataka
18.	University of Kerala,Trivandrum
19.	University of Madras, Tamil Nadu
20.	Madurai Kamaraj University, Tamil Nadu
21.	Mysore University, Karnataka
22.	North Eastern Hill University, Meghalaya
23.	Osmania University, Andhra Pradesh
24.	Patna University, Bihar
25.	Punjabi University, Patiala
26.	Rajasthan University, Jaipur
27.	Rani Durgavati Vishwavidyalaya, Madhya Pradeish
28.	Sardar Patel University, Gujarat
29.	Saurashtra University, Gujarat
30.	Shivaji University, Kolhapur,Maharashtra
31.	S.N.T Women's University, Maharashtra
32.	Vidyasagar University, Midnapore
33.	Viswa Bharati University, West Bengal

BACHELOR'S DEGREE IN EDUCATION

PAPER - I

CHILD - ITS NATURE AND DEVELOPMENT

1. Concept of child as envisaged in Indian thought

2. Concept of child - Western concept

3. Physical development of the child - motor, language and cognitive development, social, emotional and moral development - characteristics of development process - General Principles - Continuity, interrelatedness - Differences in rate of growth. Growth curve from global through analytical to synthetical. Basic concepts of development - integration. Importance of aspects of development for classroom teaching - Piaget's views on development.

4. Personality - concept, definition, types, traits, development of self-concept, school programme to bring about integration of personality. Determinants of personality - biological, psycho-social and cultural, Methods of assessing personality.

5. Adolescent - physical, mental, emotional and social development- Needs and problems. Impact of heredity and environment. Developmental tasks during adolescent period, education of adolescents, development of sentiments, personality, values, character and attitude, formation of habits.

6. Child as unique entity - individual differences - nature, type, causes - implication for education, role of heredity and environment in causing individual differences - Exceptional children: meaning, nature, and types - gifted, delinquent, backward, handicapped, characteristics of gifted and backward children-slow learners and under achievers - tools for identification - special measures for their optimum learning and achievement.

7. Intelligence - concept, theories - hierarchical model of intelligence - the structure of intellect - the psychoanalytic view point of intelligence. Measurement of intelligence - types of intelligence tests - individual, group (Performance tests). Stanford Binet Raven's Progressive Matrices, Bhatia's Test of Intelligence, Otis GroupTest of Intelligence, Administration of intelligence tests, concept of M.A. and I.Q. - distribution of intelligence

8. Memory – Process – registration – retention – recall and recognition. Natural and other causes of forgetting, ways and means to minimise forgetting. Whole vs. part learning, massed vs. spaced recitation, verbalisation – progressive methods.

9. Learning: The concept of learning – learning, as a process and product. Methods of learning – factors affecting learning maturation, motivation – attention, interest, intelligence,aptitute, fatigue, level of aspiration, creativity, self concept, goals, learning disabilities, family background, school-factors.

Types of learning – learning by trial and error, conditioning (classical and operant) insight and connectionism-theories of learning-behavioural (Thorndike, Pavlov, Skinner); cognitive (Bruner, Piaget); Gestalt (Kohler, Lewin); social learning (Erikson, Rogers) and their implications for classroom situations).

Learner variables – Task variables – and method variables in teaching – learning process; Transfer of learning – concept theories, experiments. Educational implications. Learning outcomes – cognitive, affective and psychomotor. Learning of concepts and skills – developments of concepts with special reference to Piaget's and Bruner's contribution in concept development.

10. Thinking Process – sensation and perception, Gestalt views on Perception – Concept formation, imaginary and imagination. Thinking and reasoning – creativity – definition – nature and factors influencing fostering creativity. Creativity as developed in Indian thought – Upanishad – divergent and convergent thinking – Methods of teaching for encouraging creativity. Identification of creative students in the fields like academic, artistic, mechanical, scientific etc. Creative thinking and transfer of training, creative thinking-its relation to observation, imagination and intelligence.

11. Determinants of behaviour of the learner – Innate bases of behaviour – general innate tendencies – acquired bases of behaviour.

Group behaviour – characteristics of the psychological group, school as a social group, group dynamics, school programmes to develop leadership.

12. Mental health – concepts – its importance, principles and factors affecting it, adjustment of pupils with special reference to peer group relationship, adjustment problems. Maladjustment – its causes, ways and means to maintain mental health.

PAPER II

TEACHER IN THE EMERGING SOCIETY

Objectives

1. To enable the student teacher to understand and appreciate his pivotal role in mediating between tradition and modernity in the Indian society.

2. To enable the student teacher to contribute to the development of his own profession, institution, community and the nation.

3. To enable the student teacher to appreciate the divergent philosophies behind education and their implications.

4. To enable the student teacher to develop a sense of commitment.

UNIT I

1. Objectives of education - individual and social.

2. National objectives of education as spelt in National Policy on Education - 1986.

3. Goals of education - as viewed in ancient time and modern time.

4. Role of education in realising national objectives.

5. Education for social, moral and spiritual values.

6. Aspects of education - liberal and vocational

7. Education for 21st century.

UNIT II

1. Impact of philosophical systems on the system of India.

2. Idealism, Naturalism, Realism, Pragmatism.

3. Educational thoughts of Locke, Rousseau, Pestalozzi, Herbert, Froebel, Spencer, Montessori, Dewey, Tagore,Vivekananda, Gandhiji, Aurobindo and Krishnamoorthi. Educational thoughts in the Upanishads; ancient Gurukula system of education.

4. Evolving a philosophy suited to present Indian conditions.

UNIT III

1. Teacher's role in Indian society - Indian Society in transition, impact of socialism, secularism and democracy.

2. Planning in India and Education

3. Modernization of Indian society - Tradition and modernity, Role of education as conserving the best of the past and as an instrument of social change and development.

4. Teacher as a social engineer; Teacher's role in pupil's development, community welfare, national unity and integration and reconstruction; his role in international understanding.

5. Teacher's role in strengthening integrative and cohesive social forces and elimination of social tensions and conflicts.

UNIT IV - Values - definition and classificaiton of Material- health, strength, plasticity, grace and beauty. Mental - intellectual, perseverance, impartiality, dispassionate search for truth. Emotional - harmony, friendliness, courage, heroism, endurance. Athletic - vision of beauty and Creative joy. social - spirit of service, consideration for others. Economic - citizenship, etc. Moral - Gratitude, honesty, benevolence, the absolute pursuit of the deepest and highest in different religions.

ii. Hierarchy of values - guidelines, methods and tasks to inculcate these values.

iii. Traditional values and modern values.

UNIT V - Teacher Competency

UNIT VI

1. Teacher functions - Teaching as a profession; code of conduct for teachers; National Commission on Teacher

2. Professional organisations - commitment to national ideals - Teacher's status and role.

3. Types of teachers

4. Qualities of a good teacher as a counsellor

5. Needs of the teacher

6. In-service training.

PAPER III

TECHNOLOGY OF EDUCATION

Objectives

The student teacher:

1. understands learning as a system and its different components

2. acquires the knowledge of different teaching skills

3. understands the place of Educational Technology in the improvement of the learning process

4. understands the principles of selection and use of different instructional media

5. acquires the skills of using them

6. develops the skill of improvisation

7. acquires the knowledge of its role of mass media in education.

8. prepares self-instructional modules in the subjects of his specialisation

9. understands the principles of programmed instruction

10. acquires the knowledge and use of the different evaluation techniques

11. analyses teaching behaviour in the class-room

12. undertakes action research projects

13. analyses and interprets data using simple statistical techniques

14. acquires the knowledge of basic concepts in information storage and retrieval

Content

UNIT I - Educational Technology - meaning - hardware and software
The systems approach - Technique of systems analysis-
application to learning - learning as a system - learning
objectives - Terminal and Enabling - Specifications
- Deriving learning objectives
- Task analysis
- Analyzing tasks, objectives and learner characteristics

UNIT II - General principles of learning
- Types of learning
- The learning and Teaching of concepts, principles and
problem-solving
- Acquisition of skills
- Habit formation

UNIT III- Concept of Evaluation - Basic Principles,
- Formative and summative Evaluation
- Need for evaluating entry skills
- Evaluating learning outcomes
- Tools of Evaluation
- Properties of a good testing instrument
- Test construction and standardization
- Essay-type and objective type tests
- Marking - Grading
- Achievement and Diagnostic tests
- Feed back
- Planning for remedial work

UNIT IV - The use of statistics in analyzing test results
- Measures of central tendency and Dispersion
- Correlation - Rank Difference method
- Graphical representation

UNIT V - Instructional Technology - Meaning
- The computer in education
- Characteristics
- Preparation of programmes
- information storage and retrieval
- Implication of information systems for education
- Dissemination and use of information - Four models
- Use of the computer.

UNIT IV - Teaching skills - Basic principles -
            - Individualizing instruction
            - Programmed instruction - teaching machines - P.S.I. -
              C.A.I -
            - Self-instructional modules
            - Multi-media packages
            - Group methods of instruction
            - Team teaching - Discussion methods

UNIT VII - Curriculum - Different types - Analyzing teacher behaviour
           in the classroom - Flander's Interaction Analysis.

UNIT VIII- Types   -   Physical   Education   -   Health   Education   Design
           and Selection of media
            - Basic principles - Projected and Non-projected aids.
            - still pictures - Lettering techniques
            - Flat, non-projected display devices
            - Three-dimensional teaching devices -
            - Film-strip and film projectors
            - Epidiascope
            - Transparencies
            - Tape recorder -
            - C.C.T.V. - Record player, - V.C.R.
            - Language Laboratory
            - Traditional Aids - Field trips - Dramatization.

UNIT IX - Teaching as communication
            - Channels of communication
            - Use of mass media in Distance education and Non-formal
              education
            - Newspapers, T.V. - SITE

UNIT X   - Action research - Different steps

Practical Activities

1. Task analysis studies and formulating terminal learning objectives.

2. Construction and Administration of Diagnostic tests and Organisation
   of remedial programme.

3. Analysis of Test results

4. Computer programming

5. Preparation of self-instructional modules

6. Operation of Projectors

7. Preparation of Display materials for instructional purposes

8. Action Research Projects

9. Participation in Physical Education activities

10. First Aid

PAPER IV

EDUCATIONAL MANAGEMENT

1. Education as a subsystem
2. School as Centre of educational activities
3. Types of schools
4. Planning, Financing and Controlling
5. Organizational climate - Autocratic, Democratic - Laissez-Faire
6. Systems Approach in education
7. Application of modern management in education
8. Supervision, inspection and guidance
9. Organisation of co-curricular activities like physical education their use, function and organisation
10. Problems facing the educational system like making Universal Compulsory Education, Wastage and Stagnation.
12. Organization for Human Resources Development
12. Organization of Health education programmes
13. External agencies
14. Organization of in-service training.
15. Educational Administration - Types - Autocratic, Democratic Laissez Faire
16. School Plant - Headmaster, Staff, Time Table - Tests - Examination - Organisation of Laboratories, Libraries - Community Schools
17. Curriculum - Principles of development - Types - Syllabus - Textbooks - need for continuing revision
18. Framing a code of conduct, work ethics for teachers

19. Important school records - maintenance
20. Role of Centre, State, other agencies
21. Role of UGC, NCERT, SIE, SCERT
22. Depoliticisation
    Educational standards - cause of fall in standards
    Measures for the improvement of standards
23. Helping the community - Programme for removing disparities;
    Recent developments in Indian Education - School Complex
24. Constitutional provisions relating to education
25. Problems: Women's Education, Illiteracy,
26. Welding the staff into a team; activities to help the welding;
    Teaching fraternity; Organising school as a community.

UNDERGRADUATE LEVEL

Paper V

I. **Title of the Paper**   **University**

School Organisation and Administration   Osmania Uty.
Teaching methods, Educational Evaluation and
School organisation   Shivaji Uty.
Teacher Functions and School Organisation   Mysore Uty
Evaluation, Mental Measurement and Statistics   S.N.D.T.Uty.
School organisation and Modern School Practices   Vidyasagar Uty.

II. **Content Areas**

Teaching methods, Teacher functions

Unit - I.   Teaching as a profession - criteria and code of ethics, teacher functions, competencies and characteristics of a good teacher.

Unit - II   General principles and maxims of teaching. Type of lessons - knowledge lessons, problem solving lessons, drill lessons.

Significance of Methodology - different approaches to teaching - logical and psychological, deductive and inductive, individualised instruction and class teaching. Criteria of a good method - dynamic methods of teaching with special reference to problem solving method, project method, workshop way of teaching and programmed instruction. The art of teaching - teaching as organisation of learning experiences, concept of successful teaching.

Unit-III   Teaching skills and strategies - Introduction - exposition, questioning, explanation, feedback, work, practice and drill, demonstration, interactive discussion, group discussion and work, induction and deduction, analysis and synthesis, illustration and analogy, situational approach, guided discovery approach etc.

Unit-IV	**Audio-visual aids:** Two dimensional and three dimensional aids - projected aids, broadcast demonstration - direct experience, improvisation and simulation.
Unit-V	**Action Research** - Meaning and importance - identification of the problem, formulation of the hypothesis, development of the action plan, collection and interpretation of data.
Unit-VI	**School organisation, Management and Administration** Meaning, Scope and objectives of school organisation and administration - difference between organisation, management and administration - process of organisation - planning, execution, direction, co-ordination and evaluation - basic elements of organisation - administrative process - guiding principles - characteristics of school administration - democratic approach of school organisation and administration.
Unit-VII	**Controlling authorities of education** The role and functions of the Central and the State governements - Educational rules of the State - the organisational set up and functioning of special agencies - N.C.E.R.T., Central Board of Secondary Education, S.I.E., Bureau of Text Book Production etc. The types of School management - Government, Local bodies, Private agencies. The role of staff in effective management of school system - students' participation in school management - students' council - students' representation in school bodies.
Unit VIII	**Personal administration** Principles and procedures of recruitment of teaching and non-teaching staff, qualifications, method of recruitment, regularisation and conformation of staff. Promotions - Procedures for internal promotions - staff welfare - leave facilities - superannuation - staff conduct rules - disciplinary rules and control.
Unit IX	**Institutional administration** Planning and assignment of annual work to the staff members - preparation of timetables. Maintenance of records and registers.

Staff meetings - educational conferences - seminars - workshops - and orientation courses - periodical tests and promotion. The headmaster - his role as manager, instructional leader, disciplinarian, facilitator of human relations, evaluator of school programmes and personnel. The teacher - teacher as an educational leader - innovator, and his relationship with others. The staff councils and subject committees - The Parent-Teacher Associations - Institutional planning.

Unit X   The School Plant - The school plant - location - site - environment - minimum essential requirements - features of good campus - beautification of the campus - sanitary arrangement. The School building - class-room requirements for functional utility.

Equipment and its maintenance - subjectwise requirements - equipment for curricular activities. Furniture suitability and utility. Library - Laboratory, Workshop, museum, garden and gymnasium.

Unit XI   Curriculum
The concept of curriculum and syllabus - The meaning, nature and objectives of curriculum - principles of curriculum development - the factors affecting curriculum designs - the types of curriculum - subject centred, experience centred, core curriculum - evaluation of the curriculum outcomes.

Unit XII Co-curricular activities

Objectives, importance and general principles of organisation - Morning assembly - school publications, N.S.S./ scouting/Girls guiding, Sevadal, Red Cross, Physical education, student self government - school day and cultural activities - co-operative societies - book-banks and hobby centres - social services - excursions - exhibitions - subject clubs.

Unit XIII Health Programmes
Concept and importance of health - responsibilites of schools in regard to health of 'school children - healthful school conditions - health instruction - cardinal principles of personal and community hygiene - health practices and health habits - safety education and first

aid - school health service and supervision - school medical inspection and follow up services - signs and symptoms of communicable diseases - preventive measures.

Unit XIV   Discipline - Meaning and definition - factors of good discipline - causes of indiscipline (means and measures).

Unit-XV   Supervision and inspection - Need and importance, aims, principles and methods of supervision and inspection - modern concept of supervision and inspection - defects in the system of inspection and supervision.

Unit-XVI   Measurement and Evaluation
Concept of measurement and evaluation - characteristics of evaluation - tools and techniques of evaluation-classification of tests - need and functions of evaluation in education - placement, formative, diagnostic and summative evaluation - criterion referenced and norm referenced evaluation - characteristics of a satisfactory measuring instrument - validity, reliability, objectivity and usability.

Unit-XVII   Aspects of evaluation - Achievement, Aptitude, Interest, Attitude and Personality - nature - developing tools for evaluation - inventories, Rating Scales, Obervations, Interview, Questionning, Projective techniques - Standardisation of test process.

Unit-XVIII   Educational objectives
Nature of educational objectives - classification - taxonomy of educational objectives, relationship between objectives, learning activities and evaluation - importance of process behaviours.

Unit-XIX   Achievement Tests
Teacher-made tests versus standardised test - advantages and limitations - type of test items - essay, short-answer and objective-type, merits, demerits, precautions to be taken while preparing them - procedures of construction and standardisation of an achievement tests - administration - scoring - interpretation of test scores, Central valuation - advantages and limitations - Question Banks.

Unit-XX   Diagnostic and remedial measures.
Difference between achievement tests and diagnostic test - importance of remedial teaching - factors in planning remedial teaching.

Unit XXI   Statistics – Staₜistical methods and their bearing on education – tabulation of data – frequency distribution-graphical representation – frequency polygon, histogram and frequency polygon – measures of central tendency and variability – percentiles and percentile Rank – Skewness and Kurtosis, Normal probability curve – their properties, areas under normal curve – Type of scores – raw scores, derived scores – Z scores, T scores – Correlation betwen two sets of scores – Rank difference and product moment methods, Regression – meaning, prediction from regression equations and its accuracy. Sampling – need and type of sampling.

III.   Practical Work

1.   Critical analysis of a question paper/unit-test
2.   Statistiical analysis and graphical representation of data of a class.
3.   Visit to a school and its comprehensive study.
4.   Study of different managements.
5.   Study of various registers and records.
6.   Organisation of co-curricular activites.
7.   Study of time-tables – supervision practices and administrative problems.
8.   Study of school-community relationships.

IV.   Scheme of Examination

Same as Paper II – Educational Psychology.

PAPER VI

EDUCATIONAL PSYCHOLOGY/PSYCHO-PEDAGOGY

Content Areas

Introduction

Psychology as a discipline - definition, scope, major branches and application fiedls, methods (introspection, observation, experimentation, testing, self-reporting, interview, case study, developmental and clinical methods)- relevance of psychology for actual educational situation - preprimary, primary and secondary levels.

Educational psychology:- definition, nature, scope and dependence on different branches of psychology - application of educaional psychology in the process of education - Need for reconciling and synthesising the basic positions and principles of Behaviourist, Gestaltist and Humanistic approaches.

(Nature and scope of Psycho-pedagogy - psychology in relation to education, scope of psycho-pedagogy-The learner, the learning process and the learning situation).

Growth and Development

Nature of growth and development - characteristics of the development process - General principles - continuity,interrelatedness- Difference in rate of growth, Growth curve from global through analytical to synthetical - Basic concepts of development - differenti- ation, integration, developmental directions - some aspects of development- physical and motor - language and cognitive - social and moral - importance of aspects of development for classroom teaching - affecting growth and development - stages of development (infancy, childhood, adoclescenece) and their educational implications - needs and problems of different stages - Piaget's views on development.

Psychology of adolescence - its significance - physical,mental, emotional and social development during adolescent period, needs and problems of adolescents - impact of Heredity and Environment - developmental tasks during adolescent period - education of adolescents - role of school, home and community in the development of adolescents; Development of sentiments, personality,character and attitude - formation of habits.

Personality

Concept of personality, its definition, types, personality traits, development of self concept, school programme to bring about integration of personality - Determinants of personality - biological, psycho-social and cultural - methods of assessing personality

Individual differences

Nature, types, causes - educational, age, physical traits, psychological/personality traits, intelligence, social traits - implication for education - role of heredity and environment in causing individual differences. Exceptional children - Meaning, nature and types - gifted, delinquent, backward, handicapped - characteristics of gifted and backward children, slow learners and underachievers - tools for identification, special measures for their optimum learning and achievement.

Intelligence

Concept of intelligence, theories of intelligence (Spearman, Thurstone) hierarchical model of intelligence, the structure of intellect. The psycho-analytic view point of intelligence.
Measurement of intelligence - Types of intelligence tests - individual, group and performance tests (Stanford Binet, Raven's Progressive Matrices (Standard), Bhatia's test of intelligence, Otis Group Test of intelligence) Administration of intelligence tests, concept of M.A. and I.Q. distribution of intelligence, uses and limitations of intelligence tests.

Learning

The concept of learning - learning as a process and as a product - methods of learning, factors affecting learning - maturation, motivation, attention, interest, intelligence, aptitude, fatigue, level of aspiration, creativity, selfconcept, goals, learning disabilities, family background, school factors - Teacher's leadership pattern, group structure and communication pattern, curriculum, teacher's methods, evaluation, discipline.
Types of learning - learning by trial and error, conditioning (classical and operant) insight and connectionism.
Theories of learning - behavioural (Thorndike, Pavlov, Skinner), Cognitive (Bruner, Piaget), Gestalt (Kohler, Lewin), Social learning (Erikson, Rogers) and their implications for classroom situations.

Learner variables - Task variables and method variables in teaching learning process.
Remembering and forgetting
Transfer of learning - concept of transfer, theories of transfer, experiments in transfer of training, educational implications of transfer of learning.
Learning outcomes - cognitive, affective and psychomotor
Remedial teaching - salient determinants
Learning of concepts and skills - Development of concepts with special reference to Piaget's and Bruner's contribution in concept development.
Concept of teaching - relation between teaching and learning, classroom interaction, effective teaching, its conditions, qualities of an effective teacher.

Thinking process

Sensation and perception, Gestalt views on perception - concept formation - imagery and imagination.
Thinking and reasoning - creativity - definition - nature and factors influencing fostering creativity
Creativity - divergent and convergent thinking - Methods of teaching for encouraging creativity. Identification of creative students in the fields like academic, artistic, mechanical, scientific etc. creative thinking and transfer of training, creative thinking - its relation to observation, imagination and intelligence.

Memory

Process of memory - registration, retention, recall and recognition - Natural and other causes of forgetting, ways and means to minimise forgetting - effective methods - whole vs part/ learning, massed vs spaced recitation, verbalisation, progressive methods.

General principles of teaching

Teaching learning process - planning the years work, planning the lessons - arousing interest and ensuring attention- use of teaching aids and devices - measuring teaching outcomes.

Determinants of behaviour of the learner

Innate bases of behaviour - general innate tendencies - acquired bases of behaviour.

Group behaviour

Characteristics of the psychological group-school as a social group - group dynamics - school programmes to develop leadership.

Mental health - Concept of mental health - its importance, principles, factors affecting mental health - adjustment of pupils with special reference to peer group relationship - adjustment problems - role of the teacher in helping the learner to adjust - maladjustment: its causes - ways and means to maintain mental health of pupils and teachers-Role of teachers, Home and school and community, concept of the unconscious - preventive and therapeutic measures - defence mechanisms and common behaviour problems - implicaitons - remedial measures - educational bearing of the psychology of unconscious.

Guidance - Meaning, scope and objectives of guidance services - needs of guidance services - types - personal, educational, vocational guidance of the exceptional children - tools and techniques.

Evaluation - Concept and aims of evaluation - functions - placement, diagnostic, formative and summative, tools and techniques of evaluation teacher made and standardised tools - characteristics of a good tool. Educational objectives - concept - stating educational objectives in behavioural terms - educational objectives and instrcution - Educational objectives and evaluation programme. Construction of achievement tests - steps, Type of items.

Statistical analysis - Collection and classification of data - measures of central tendency, measures of variability - percentiles and percentile ranks - Standard score - graphical representation of data - Histogram, frequency polygon, ogive, coefficient of correlation - computation of correlation by Spearman's Rank difference method, interpretation and uses - Normal probability curve - its properties and applications.

II. Alternative titles of the paper

1. Psychological Foundation of Education
2. Educational psychology
3. Psychology of growth and learning
4. Psychological Foundations of Education and Elementary Statistics
5. Psychology in Education
6. Foundations of Education - Psychological
7. Psycho-pedagogy

III. Practical Work

1. Conducting a case study
2. Conducting a sociometric study
3. Survey of interest or attitude of pupils in a high school
4. Administration of an intelligence test and calculation of I.Q.
5. Administration of one standardised inventory in the field
   of personality, interest, adjustment, attitutde and inventory.
6. Conducitng any one of the psychological experiments.

Scheme of Examination

1. Total Marks	100
2. Time	3 hrs
3. Minimum marks for a pass	25% - 30% - 33% 40%
4. Mode of Examination	External - Internal and External
5. Total marks for internal assessment	10% - 20% - 25% - 33%
6. Question paper pattern	
No. of parts	Two. Part A and Part B
Type of question	Short answer and essay type
Marks for each	(1) Essay - 10 or 15
	(2) Short answer - 5
Alternatives provided	1. Essay Type - Internal choice
	2. Short answer type
	6 out of 10
	or
	8 out of 12

CORE PAPERS

The papers which are compulsory and form core papers for the B.Ed. Course in the different Universities are the following:

1.   Educational Psychology (offered by 37 Universities) (Note 1)

2.   Psychological foundations of education and Educational Management (offered by Lalit Narayan Mithila University)

3.   Educational Psychology and Educational Management(Offered by Bhagalpur University and Ranchi University)

4.   Psychology in Education (Offered by Patna University)

5.   Educational Psychology, Evaluation and Statistics (Offered by Sardar Patel University)

6.   Psychology of Growth and Learning (Offered by Banasthali Vidyapith, Rajasthan)

7.   Psychological foundations of Education (offered by 16 Universities) (Note 2)

8.   Psychopedagogy (offered by 2 Universities - Annamalai University and University of Madras)

9.   Educational Psychology including elements of Statistics (offered by Kurukshetra University and Maharshi Dayanand University)

10.   Educational Psychology and Guidance(offered by Punjabi University, Patiala)

11.   Foundations of Education(Psychological)(offered by Karnatak University, Dharwad and University of Calicut)

12.   Theory of Education-Psychology and Management and Evaluation (offered by South Gujarat University)

13   Educational Psychology Measurement and Statistics (offered by Rohilkhand University)

14. Educational Psychology and Educational Measurement (offered by Ranchi University)

15. Theory of Education(Psychological)(offered by University of Poona)

16. Educational Psychology and Health Education(offered by five Universities - (1)Berhampur University, (2)University of Kashmir(3)Ravishankar University (4)Sambalpur University (5)Utkal University)

17. Educational Psychology and Mental and Educational Measurement (offered by Bangalore University)

18. Psychology of Teaching and Learning(offered by Banaras Hindu University and Dayalbagh Educational Institute).

19. Principles of Education and School Organisation(offered by 5 Universities - (1)Berhampur University (2)University of Kashmir (3)Ravi Shankar University (4)Sambalpur University (5)Utkal University)

20. Principles and Practice of Education (offered by 7 Universities- (1)Awadesh Pratap Singh University(2)Bangalore University (3)University of Burdwan (4)Devi Ahilya Viswavidyalaya (5) Gulbarga University (6) Vikram University (7) Viswa Bharati)

21. Theory of Education (offered by 2 Universities- (1)Garhwal University (2)Ranchi University)

22. Principles and Techniques of Education (offered by Guru Nanak Dev University,Amritsar and Punjabi University,Patiala)

23. Principles of Education(offered by 15 Universities-Note 3)

24. Modern Indian Education (offered by Garhwal University and Rohilkhand University)

25. History of Indian Education(offered by 3 Universities- (1)Dibrugarh University (2)University of North Bengal (3)Rani Durgavati Viswavidyalaya)

26. Contemporary Problem of Indian Education (offered by 4 Universities- (1)Agra University (2)Kakatiya University (3)Kumaun University (4) Maharshi Dyanand University)

27. Teacher and Education in the Emerging Indian Society (offered by 6 Universities-(1)Andhra University (2)Bharathiar University (3)Bharati Dasan University (4)University of Bombay (5)University of Madras (6)Women's University,Bombay)

28. Current Problems in Indian Education (offered by 5 Universities- (1)Kurukshetra University-Part of Paper IV-(2)M.S.University of Baroda (3)University of Rajasthan (4)Sambalpur University(5)Utkal University)

29. Education in India (offered by University of Calicut and Karnatak University, Dharwad)

30. Teacher and Education in Indian Society (offered by Gandhiji University and Kerala University)

31. Contemporary thoughts and practices with special reference to India (offered by Jadavpur University)

32. Development of Education in India, Indian Culture and Problems of Indian Education (offered by Jiwaji University)

33. History and Problems of Indian Education(offered by Kanpur University)

34. History and Problems of Indian Education and Comparative Education (offered by Lalit Narayan Mithila University)

35. Great Educators and Educational Development in India (offered by University of Lucknow)

36. Trends and Problems in Indian Education, (offered by Mangalore University and Nagarjuna University)

37. Indian Education in Historical Perspective, (offered by Manipur University)

38. School Administration and Current Trends in Indian Education, (Nagpur University)

39. Indian Education and School, (offered by Punjabi University)

40. Educational Reconstruction in India and Abroad,(Ranchi University)

41. Current trends in Secondary Education(Saurashtra University)

42. Teacher and Education in Emerging Indian Society(Shivaji University)

43. School Administration and Problems in Indian Education (South Gujarat University)

44. Trends and Problems in Indian Education(Sri Venkateswara University)

45. Modern Development in Education and one special study (Vikram University)

46. Current trends and Problems of Indian Education(Visva Bharati)

47. Problems of Indian Education(Guru Nanak Dev University, Amritsar)

48. Education in India with reference to current problems (Vidyasagar University, Midnapore)

49. Problems of Indian Education(University of Jodhpur)

50. Education in Indian Society (Annamalai University and Banasthali Vidyapith, Rajasthan)

51. Education in Modern India(Jamia Millia Islamia, New Delhi)

52. Education in India (Including Health Education and Perspective of Comparative Education) (Patna University)

53. Recent Trends in Indian Education(offered by Osmania University)

54. Indian Education and its Problems(Garhwal University)

55. Development of Indian Education, Its Problems and Significance (Avadh University)

56. Education and Contemporary Indian Society(Banaras Hindu University)

57. Current Educational Problems in India and Abroad(Bhagalpur)

73. Planning, Procedure and Evaluation of Instructions and Modern Trends and Problems of Education (Gujarat University)

74. Principles and Practice of Education (Rani Durgavati ViswaVidyalaya)

75. Problems of Indian Education in Historical Perspective (Rani Durgavati ViswaVidyalaya)

76. Basic Education and Current Problems of Education (Ravishankar University)

77. Pedagogic Theory (Madurai Kamaraj University)

78. Health and Physical Education and Games

79. Curricular Teaching and Evaluation (Mangalore University)

80. School Organisation, Physical Education and Work Experience (Mangalore University)

81. Philosophical and Sociological Foundation of Education and School Organisation (Jadavpur University)

82. Statistics (University of Jammu)

83. Education in contemporary India, (Offered by Himachal Pradesh University)

84. Education in India (Philosophical, Sociological and Historical Perspective) (University of Mysore)

85. Teacher function and Administration (Osmania University)

86. School organisation and Administration (Osmania University)

87. School Organisation and educational technology (Garhwal University)

88. Measurement of Evaluation in Education - (Agra University)

89. Educational Administration and Management (Andhra University)

90. Foundations of Education - (Avadh University)

91. Indian Educationists (Avadh University)

92. School Organisation - Administration and Supervision (Awadhesh Pratap Singh University)

93. Technique of teaching and evaluation (Banaras Hindu University)

94. Measurement and Evaluation, Educational Technology, Guidance and Counselling and School Organisation (Gandhiji University)

95. Foundations of Education (Philosophical and Sociological) (Karnatak University)

96. School Management (Punjabi University)

97. School Organisation and Modern School Practice (VidyaSagar University)

98. Health and Physical Education and School Organisation (Kurukshetra University)

99. Educational Methodology, Measurement and Guidance (University of Jodhpur)

100. Education and Society (Jamia Millia Islamia)

101. Modern Indian Education (a) Development and Recent History (b) Modern Indian Education, its Organisation and Practice (university of Delhi)

102. Evaluation - mental measurement and statistics (SNDT Women's University, Bombay)

103. Basic Principles and Methods of Teaching and School Organisation (Banasthali Vidyapith, Rajasthan)

104. School Administration, trends and techniques in Education (Sardar Patel University)

105. Philosophy and Sociology in Education (Patna University)

106. Philosophical and Sociological Foundations of Education (Offered by 12 Universities: (1) Osmania University; (2) Bhavnagar University (3) Bhopal Viswa Vidyalaya; (4) Himachal Pradesh University; (5) Sri Venkateswara University; (6) University of Rajasthan; (7) Nagpur university (8) Nagarjuna University; (9) Marathwada University; (10) Mangalore University; (11) Lalit Narayan Mithila University; (12) Kakatiya University)

107. Educational Administration and Social and Health Education (university of Bihar)

108. Principles of Education and Educational Sociology (University of Bihar)

109. Educational Evaluation and School Organisation (Shivaji Universtiy)

110. School Administration, Organisation and Health Education (Offered by 3 Universities - (1) The University of Jodhpur (2) Bundel- khand University (3) Rohilkhand University)

111. School Organisation and Educational Structure (Marathwada University)

112. Methods of instruction and Evaluation Procedures (Marathwada University)

113. Teacher and Society (North-Eastern Hill University)

114. Educational Administration, Organisation and School Management (Bangalore University)

115. Educational Measurement and Health Education (The Maharaja Sayajirao University of Baroda).

116. School organisation and Health Education (Bhagalpur University, Rani Durgavati Viswavidyalaya)

117. Techniques of Teaching and Evaluation of Instructions (Bhavnagar University)

118. Secondary School Organisation and Administration (Bhavnagar University)

119. Educational Measurement and Guidance (University of Bihar)

120. Philosophical and Sociological Principles of Education (Kanpur University)

121. School Administration, Organisation and Supervision (Kumaun University)

122. Secondary school organisation (University of Lucknow)

123. School Organisation and Special study of fields of Education (University of Bombay)

124. General Methods, School Organisation and Health Education (University of Calcutta; University of Kalyani; University of North Bengal)

125. Foundations of Education – Philosophical, Historical and sociological (University of Calicut)

126. Learning Educational and National Development (Dayalbagh Educational Institute)

127. Educational Essays (Dibrugarh University)

128. General Principles of Teaching and Testing at High School level and curriculum construction (Garhwal University)

129. General Method of school organisation and school hygiene (Manipur University)

130. Philosophical, Sociological and Psychological Foundations of Education (Gujarat University)

131. Foundation of Education, School Organisation and Health Education (University of Gorakhpur and Avadh University)

132. Philosophical and Sociological Bases of education (Jiwaji Universtiy, Rohilkhand University)

133. School Administration, Health and Supervision and Education (Kanpur University)

134. Educational Administration, Planning and Health Education (Lalit Narayan Mithila University)

135. Guidance, Counselling and Educational Evaluation (University of Bombay)

136. School Organisation and Health Education, (Offered by 7 Universities – (1) Bhagalpur University; (2) University of Calicut; (3) Devi Ahilya Viswavidyalaya (4) Dibrugarh University (5) University of Gorakhpur (6) Ranchi University (7) Rani Durgavati Viswavidyalaya)

137. School and Educational Management and special fields of Education (Womens University, Bombay)

138. Evaluation and Elements of Educational Research and Statistics (University of Madras)

139. Modern Development in Indian Education (Awadhesh Pratap Singh University)

140 Educational Technology (North-Eastern Hill University, Himachal pradesh University)

141. Theory of Education (Philosophical) (University of Poona).

142. School organisation, Guidance and Health Education (University of Rajasthan)

143. Basic Education (Rani Durgavati Viswavidyalaya)

144. School Administration, Educational Administration and Health Education (Gujarat University)

145. School organisation and General Methods of Teaching (University of Jammu)

Note – 1

1. Avadh University
2. Awadhesh Pratap Singh University
3. M.S. University of Baroda
4. Bharathiar University
5. BharathiDasan University
6. University of Bihar
7. University of Bombay
8. Bundelkhand University
9. University of Burdwan
10. University of Calcutta
11. University of Delhi
12. Devi Ahilya Vishwavidyalaya
13. Dibrugarh University
14. Doctor Hari Singh Gour Viswavidyalaya, Saugar, M.P.
15. Gandhiji University
16. Garhwal University
17. Gauhati University
18. University of Gorakhpur
19. Guru Nanak Dev University, Amritsar
20. Guru Ghasidas University
21. University of Jammu
22. Jamia Millia Islamia
23. University of Jodhpur
24. University of Kalyani
25. Kanpur University
26. Kerala University
27. Kumaun University
28. University of Lucknow
29. Manipur University
30. University of Mysore
31. University of North Bengal
32. North Eastern Hill University
33. Punjabi University
34. Rani Durgavati Viswavidyalaya
35. Vidyasagar University, Midnapore
36. Vikram University
37. Visva Bharati

Note – 2

1. Women's University, Bombay
2. Himachal Pradesh University
3. Osmania University
4. Andhra University
5. Bhavnagar University
6. Bhopal Viswavidyalaya
7. Gujarat University
8. Gulbarga University
9. Jadavpur University
10. Jiwaji University
11. Kakatiya University
12. Nagpur University
13. University of Rajasthan
14. Saurashtra University
15. Shivaji University
16. Sri Venkateswara University

Note – 3

1. Bhagalpur University
2. Bundelkhand University
3. University of Calcutta
4. University of Delhi
5. Dibrugarh University
6. Gauhati University
7. University of Kalyani
8. Kurukshetra University
9. Kumaun University
10. University of Lucknow
11. Maharshi Dayanand University
12. Manipur University
13. University of North Bengal
14. Sardar Patel University
15. Vidyasagar University, Midnapore

Appendix - 7

UGC CURRICULUM DEVELOPMENT CENTRE

DEPARTMENT OF EDUCATION

University of Kerala, Trivandrum

Trivandrum,
13th Nov., 1987

Dear Sir/Madam,

The following information is required by the University Grants Commission Curriculum Development Centre, Department of Education, University of Kerala to complete the report on the Curriculum of Under-Graduate Course in Education as stipulated by the U.G.C.

I request you to kindly furnish the information in the enclosed forms and send it to the following address, as early as possible.

Thanking you,

Yours sincerely,

Vasantha Ramkumar
National Co-ordinator
UGC Curriculum Devpt.Centre
Department of Education
University of Kerala
Thycaud, Trivandrum-14, Kerala

P R O F O R M A – I

1. Name of University :

2. Number of Core papers :

3. Number of Optional papers :

4. Number of hours for
   teaching at Undergraduate
   Level :

   (a) for each core papers
       (per week) :

   (b) for each optional papers
       (per week) :

5. Duration of practice
   teaching :

6. Number of Teaching Staff :

7. Average workload of
   teaching staff per week :

8. Scheme of examination
   Internal/External/Both :

9. Duration of Course :

10. Full time/Part time/Both :

11. Admission Requirements :
12. Optional chosen by the
    largest number of students :

P R O F O R M A - II

Please indicate your preferences on the
structure of the Undergraduate Course in Education

1.   Name   :   B.A. (Edn)/B.Ed./Any other

2.   Duration   :   1 year/2 years/Any other

3.   Admission Requirements
     (Specify)   :

4.   Number of papers   :

                 Core   :

              Optional   :

5.   Specify core papers   :

6.   Specify Electives
     (Any two based on
     your preference)

7.   Practice Teaching   :   a. Compulsory/Not compulsory
                                 b. Duration

8.   Practicals   :   Compulsory/Not compulsory

9.   Examination   :   1. Semester/Yearly
                                 2. Internal/External

10. Valuation   :   Internal/External/Both

11. Any other suggestions
     pertaining to structure
     of course   :

B.Ed. COURSE IN INDIAN UNIVERSITIES

1. AGRA UNIVERSITY

Admission Requirement - A Bachelor's degree. Duration: 1 year. Subjects: Foundation of Indian Education; Contemporary Problems of Indian Education, Measurement of Evaluation in Education, School Administration, Educational Technology and Teaching of School subjects: Teaching of Languages, Teaching of Social Sciences, Methods of Teaching Science, Biology and Mathematics; Teaching of Home Science, Teaching of Fine Arts (Music, Arts, Drawing and Painting etc.)

Under the paper "Methods of Teaching" candidates are required to offer either advanced level or ordinary level course. Advanced level requires one subject for teaching while ordinary level course requires two subjects.

2. ALIGARH MUSLIM UNIVERSITY

Admission Requirement: B.A., B.Sc., B.Com. or an equivalent examination with 50 percent marks in aggregate. Duration: 1 year. The course includes specialisation in teaching of Civics, Commerce, Engineering, General Science, Geology, Hindi, History, Mathematics, Urdu and Home Science.

3. AMRAVATI UNIVERSITY

Admission Requirement: Bachelor's degree. Duration 1 year.

4. ANDHRA UNIVERSITY

Minimum requirement for admission: A pass in a degree examination. Duration: 1 year. Subjects: Teacher and Education in Emerging Indian Society, Psychological Foundations of Education, Perspectives of Education, Educational Administration and Management; Method of Teaching School subjects and any two of the following: English, Telugu, Mathematics, Physical Science, Biological Science and Social Studies.

5. ANNAMALAI UNIVERSITY

Minimum Requirement for Admission B.A. or B.Sc. Degree Examination or an examination recognised as equivalent thereto with the prescribed combination of subjects. Duration: 1 year.

6. AVADH UNIVERSITY

Admission Requirement: Bachelor's degree. Duration: 1 year. Subjects: Educational Psychology, Foundation of Education, School Organisation and Health Education, Development of Indian Education, its problems and significance, Indian Educationists, Elements of Teaching and Teaching Methods of School subjects. Other activities: Minimum Lessons in 2 selected school subjects, school practice lessons, observation lessons, essay writing under tutorial guidance, any one of the following activities: Scout Masters/Guide Captain, Training/ Physical Training Programme/Community work.

7. AWADHESH PRATAP SINGH UNIVERSITY

Minimum Requirement for Admission: A Bachelor's degree. Duration: 1 year. Subjects: Part I (Theory) Principles and practice of education; Educational psychology, School organisation, Administration and Supervision; Methodology of Teaching; Modern developments in Indian Education and Special study of one of the following: A study of two educationists (Rousseau, Dewey, Tagore, Gandhi); Educational and Vocational Guidance; Evaluation; Audio Visual Education. Part II Practicals.

8. BANARAS HINDU UNIVERSITY

Admission requirement: BA/B.Sc./B.Com. under 10+2+3 pattern. Duration: 1 year. Subjects: Core courses-Education and Contemporary Indian society, techniques of teaching and evaluation, psychology of teaching and learning, teaching of two school subjects (i.e. Major and Ordinary). Specialisation in one of the following subjects (Theory Course). Audiovisual education, Curriculum construction and text book preparation, School Library Organisation; School Organisation and management, Pre-primary Education, Educational Measurement and Evaluation, Adult Education, Educational and Vocational Guidance, Health Education, History of Education, Population Education, Physical Education and Vocational Education - any one of the following: Sculpture and Clay Modelling - Plastic Art, Spinning and Weaving, Book Craft, Wood Craft, Art and Painting, Textile Designing, Interior Decoration, Modern Art, Photography, Tailoring and Knitting, Steno-typing and Food Preservation, Practice of Education, Two School subjects. Other Activities: Working with community, Organisation of Physical Education/Games/Sports/Co-curricular activities, SUPW, School Organi- sation, Maintenance of School Records, Beautification of School/ Gardening, Scouting/Girl Guiding - First Aid/Red Cross, Educational Excursion/ Field Trip, Preparation of Teaching Aids (Models Improved apparatus, Charts).

9. **BANASTHALI VIDYAPITH**

Minimum requirement for admission: Graduate of any University with 40 percent Marks in the aggregate. Duration: 1 year. Subjects Part I - Education in Indian Society, Educational Thought and Teacher Role, Educational Psychology, Basic Principles and Methods of Teaching and School Subjects (any two of the following: Art, Biology, Chemistry, Civics, Economics, English, General Science, History, Home Science, Hindi, Mathematics, Music, Physics, Sanskrit, Social Studies) part II - practice of Teaching, Part III - Additional Optional Programme.

10. **BANGALORE UNIVERSITY**

Minimum Requirement for Admission: A pass in the B.A., B.Sc., B.Com. examination or an examination recognised as equivalent thereto. Duration: 1 year. Subjects: Group A, Principles and Practice of Education; Educational Psychology and Mental and Educational Measurements, Educational Administration, Organisation and School Management; Methods of Teaching any two of the following special subjects; English, Kannada, History, Geography, Physical Science, Biological Science, Mathematics, Commercial subjects, Sanskrit, Hindi, Home Science, one of the following additional subjects: Physical Education, Basic Education, Nursery Education, Adult Education, Visual Education, Experimental Education, Group B (Practice in Teaching) Teaching of the two special subjects: Class work relating to Practice of Teaching.

Marks are also awarded for class records (method of teaching special and additional subjects).

The University has a B.Ed. programme of summer school and correspondence course. Candidates for admission to this programme must be employed graduate teachers with 5 years' service or post-graduates with 3 years' service. Candidates must be sponsored by the management. The duration of the course is 2 years and the subjects of study are the same as for regular B.Ed. candidates.

11. **M.S. UNIVERSITY OF BARODA**

Minimum requirement for admission: A Bachelor's degree with 50 percent marks in the aggregate or pass class with 2 years teaching experience in recognised school or a Master's degree. Duration: 1 year. Subjects: Part I Principles of Education and Teaching and School

Administration: Educational Psychology; Educational Measurement and Health Education; Current Problems of Indian Education; any one of the following special fields of education - Rural Education, Educational and Vocational Guidance, Experimental Education; Audio Visual Education, School Libraries, Advanced School Administration, Education of Backward Children, Social Education, Basic Education, Physical Education or Educational Evaluation and Testing Procedures; Practice of Education (Special Methods) in any two of the following: English, Gujarati or Marathi, Hindi, Sanskrit, Social Studies (candidates offering social studies will not be allowed to offer History or Geography), History, Geography, Mathematics, Science, Home Science, Commerce, Art Education, Agriculture, Music. Part II-candidates will be tested in practical skill in class management and class teaching, use of audiovisual aids and field work and study of matter related to special methods selected by the candidates.

12.   BERHAMPUR UNIVERSITY

Minimum requirement for admission: A Bachelor's degree. Duration: 1 year. Subjects: Principles of Education and School Organisation; Educational Psychology and Health Education; Method of Teaching - General and Special (any two of the following subjects may be selected: Mother tongue, Social Studies, Mathematics, General Science, English, History, Geology, Sanskrit). Current Problems in Indian Education; Practical Test in Craft and Evaluation of work under community life for Hygiene of the school child. Non collegiate candidates are also permitted subject to certain conditions.

13.   BHAGALPUR UNIVERSITY

Minimum requirement for admission: A pass in the Bachelor's Degree Examination of a statutory Indian University or an examination recognised as equivalent thereto. Duration: 1 year. Subjects: Principles to Education, Educational Psychology and Educational Management; School Organisation and Health Education; Current Educational problems in India and Abroad; Methods of Teaching; General Methods of Teaching and any two of the method subjects (Hindi, Urdu, Sanskrit, Commerce, English, History, Geography, Social Studies, Science, Mathematics, Home Science, Elements of Economics and Civics, Elements of school subjects). Practicals in one of the following crafts: Spinning and Weaving ; Wood work; Metal work; Cardboard work; Gardening; Horticulture; Agriculture, Leather Work; Drawing and Fine Arts; Tailoring; Embroidery and Needle work, Cooking; Practical teaching in the two methods subjects; Community life activites. There are sessionals in the practicals.

14. BHARATHIAR UNIVERSITY

Minimum requirement for admission: Bachelor's Degree. Duration 1 year (2 semesters). Subjects: Teacher and Education in Indian Society, Educational Psychology; Special course with two Electives.

15. BHARATHIDASAN UNIVERSITY

Minimum requirement for admission: B.A. B.Sc., B.Litt. degree of the University or a degree of a University recognised as equivalent thereto. Duration 1 year

16. BHAVNAGAR UNIVERSITY

Minimum requirement for admission: A Bachelor's degree in any faculty or a degree recognised as equivalent thereto. Duration 1 year (2 semesters). Subjects: Part I Philosophical and Sociological Foundations of Education; Techniques of Teaching and Evaluation of Instructions; Secondary School Organisation and Administration; Methods of teaching any two of the following: Gujarati, Hindi, English, Sanskrit, Social studies, History, Geography, Mathematics, Science. Special Courses-any one of the following: Audio-visual Education; Educational and vocational Guidance; School Library Organisation, Hostel organisation; Rural Education; Arts Education; any one of the following: Current issues in Indian Education (Pre-primary, Primary, Secondary or Higher); Educational supervision; Elements of Educational Statistics; Education of the Exceptional Children; Educational Administration; Basic Education; Health Education. Part II: Content Courses: Work experience and community Living. Part III: Practice in Education.

17. BHOPAL UNIVERSITY

Minimum requirement for admission: A pass in B.Sc., B.Com., B.Sc. (Agriculture) or B.A. (with fine arts) examination of an Indian University. Duration: 1 year. Theory: Philosophical and Sociological Foundations of Education; Development and Problems of Indian Education; Psychological Foundations of Education; Workshop in Teaching; Methods of Teaching Science or Commerce or Agriculture. Practicals: Health, Physical Education and Recreation; Internship in Teaching (Practice teaching).

B.Ed. (Summer School)

There is also B.Ed. (Summer school) course of 14 months. duration, comprising two summer courses of 8 weeks each and 10 months

supervised study and field experience in schools. Only teachers in recognised schools in Madhya Pradesh, Maharashtra, Gujarat or Goa are eligible.

18. BIHAR UNIVERSITY

Minimum requirement for admission: A pass in the B.A., B.Sc. or B.Com. degree examination or an examination recognised as equivalent thereto. Duration: 1 year. Subjects: Comparative Education and History of Educational Thought and Practice; Educational Psychology, Educational Measurement and Guidance; General Methods of Teaching and Methods of Teaching two School Subjects; Educational Administration and Social and Health Education; Principles of Education and Educational sociology; Training in practical teaching of two school subjects (English, Primary School Curriculum, Hindi, Sanskrit, Urdu, History, Mathematics, Science, Geography, Social Studies, Pre-primary Education, Elements of Economics and Civics) Preparation of Teaching Aids,Training in Craft (Agriculture, Wood Work, Spinning and Weaving, Card Board, Drawing and Painting, Tailoring, Rural Engineering or Metal work). Training in Community Life Activities.

19. BOMBAY UNIVERSITY

Admission requirement: A graduate of the University or of any other recognised examination. Duration: 1 year. Subjects: Teacher and Education in Indian Society. Educational Psychology, Guidance, Counselling and Educational Evaluation, School Organisation and special study of field of education, Theoretical part of special methods, any two – Marathi, English, Hindi, Gujarati, Sindhi, Urdu, Sanskrit, Persian, French, History, Geography, Economics, Commerce,Mathematics, Science, Home Science, Music, Art (Drawing and Painting); Practicals.

20. BUNDELKHAND UNIVERSITY

Minimum requirement for admission: A Bachelor's degree of the University or some other recognised universities. Duration: 1 year. Subjects: Principles of Education, Educational Psychology, Modern Indian Educational History and Problems; School Administration; Organisation and Health Education; Methods of Teaching; Practical Skill in Teaching. Specialisation: One of the following: Measurement and evaluation; Guidance and Counselling; Action Research; School Library; Infant Education.

21. BURDWAN UNIVERSITY

Minimum requirement for admission: A Bachelor's degree. Duration: 1 year. Subjects: Principles and Practices of Education; Educational Psychology; Problems of Indian Education (in their historical perspective with reference to Western Education); any one of the following: (This paper is to be treated as additional) Audio-Visual Education; Educational and Vocational Guidance; Educational Measurement and Evaluation; Mental Hygiene and Child Guidance; Educational Administration and Inspection; Comparative Education; Social Education; School Library Organisation; Pre-primary Education; Education of Backward Children. Contents and Methods of Teaching any two of the following subjects: Bengali; English; Sanskrit; Hindi; History; Geography; Social studies; General Science; Physics; Chemistry; Biology, Physiology, Hygiene; Economics and Civics; Mathematics; Logic; Psychology, Fine Arts; Music, Home Science, Book-keeping and Commercial Mathematics, Elements of Commerce including Business Method and correspondence. Practicals.

Candidates taking History or Geography will not be allowed to take Social Studies and candidates taking Physics, Chemistry or Biology will not be allowed to take General Science.

B.Ed. (Science)

Admission requirement: A pass in the Bachelor's degree in Science. Duration: 1 year. Subjects: Physical Science and Life Science with emphasis on Methodology and pedagogy, practice teaching, work education etc.

22. CALCUTTA UNIVERSITY

Minimum requirement for admission: A pass in the Bachelor's degree examination. Duration: 1 year. Subjects: Principles of Education, Educational Psychology; General Methods, School Organisation and Health Education; History of Educational Ideas and Methods with special reference to Current Problems; Contents and Methods of Teaching two school subjects with special reference to secondary and higher secondary school (A modern Indian Language - Bengali, Hindi,Urdu, Assamese or Nepali; English; a modern European language - German or French; a classical language - Sanskrit, Pali, Arabic, Persian or Latin; Special studies in History; Geography, Economics and Civics; Logic; Psychology, Mathematics, Physics, Chemistry, Biology, Physiology

and Hygiene; Book-keeping and Commercial Mathematics; Elements of Commerce; Special study of one of the following: Educational and Vocational Guidance; Mental and Educational Measurement; Education of Backward Children; Comparative Education; Special Education; Mental Hygiene, Education in Ancient and Modern India; Pre-primary Education, Social and Abnormal Psychology. There is also a practical examination.

23. CALICUT UNIVERSITY

Minimum requirement for admission: A pass in the Bachelor's degree examination. Duration: 1 · year. Subjects: Foundation of Education, Psychological Foundations of Education - Philosophical, Historical and Sociological; Education in India, School Organisation and Health Education, Content and Methodology of teaching of any one of the following: Arabic, English, Malayalam, Hindi, Mathematics, Physical Science, Natural Science, General Science, Sanskrit, Social Studies, Practical Work, Practice Teaching, Practical Work on Teaching, Records of plans of all Categories, Measurement and Evaluation including Diagnosis and Remedial Teaching, Leadership Activities and Physical Education and Audio Visual Education.

24. DAYALBAGH EDUCATIONAL INSTITUTE, AGRA

Minimum requirement for admission: A pass in the degree examination. Duration: 1 year (2 semesters). Subjects: Major Fundamentals of Educational Theory; Psychology of Teaching and Learning; Educational and National Development.

25. DELHI UNIVERSITY

Admission requirement: B.A., B.Sc. or B.Com. examination of the University or an examination recognised as equivalent thereto. Duration: 1 year. Subjects: Compulsory - Principles of Education, Educational Psychology, Modern Indian Education, Methods of Teaching (any two of the following: Hindi, English, Mathematics, Physics, Chemistry, Biological Sciences, General Science, History, Geography, Civics, Social Studies, Sanskrit, Physics). Optionals: any one of the following; Social Education, Physical and Health Education, Early childhood Education, History of Education in India, Audio visual Education, School Library Organisation, Basic Education, Organisation of Co-curricular Activities; Career, Guidance, School Evaluation,

Organisation and Administration of Pre-school Education, Education of Backward Children, practical skill in Teaching, Sessional and Practical Work.

26. DEVI AHILYA VISHWAVIDYALAYA

Minimum Requirement for Admission: A pass in the B.A., B.Sc. B.Com. examination with second division of oriental candidates having passed the M.A. examination of the University or of any other university recognised as equivalent thereto. Duration: 1 year. Subjects: Principles and Practice of Education, Educational Psychology, School Organisation and Health Education, Modern Development in Education, one special study (an educationalist-Rousseau, Dewey, Tagore or Gandhi) or Education in UK, USSR, USA or China and Japan or Audio Visual Education, Methodology of Teaching.

27. DIBRUGARH UNIVERSITY

BT.

Minimum Requirement for Admission: B.A., B.Sc. or B.Com. degree of the university. Duration: 1 year. Subjects: Principles of Education, Educational Psychology, School Organisation and Health Education, History of Indian Education,. Educational Essays; any three of the following: English, Sanskrit, Modern Indian Languages, History, Geography, Primary Infant School subjects: General science (Physics, Chemistry); Natural Science (Botany, Zoology, Physiology, Geology), Mathematics, Home Science, one of the following optional papers: Mental Education and Educational Measurement, comparative Education, Mental Hygiene, Social and Abnormal Psychology.

28. DOCTOR HARISINGH GOUR VISHWAVIDYALAYA

Minimum requirement for admission: Bachelor's degree. Duration: 1 year. The examination shall consist of two parts. Subjects: Part I - Principles of Education, Educational Psychology, Methodology of Teaching Problems of Education and school Organisation and special course in education. Part II-practical work.

29. GARHWAL UNIVERSITY

Minimum requirement for admission: A Bachelor's degree of the University or of any other university recognised for the purpose.

Duration: 1 year. Subject: Part A, - Theory of Education, Educational Psychology, Modern Indian Education, General Principles of Teaching and Testing at High School level and Curriculum Construction, Methods of Teaching - Advanced level course (English, Mathematics, Hindi or Science) or Ordinary level course (any two of the following: Hindi, English, General Science, Mathematics, Geography, Economics, History, Civics, Sanskrit). Part B - Practical skill in Teaching: Practical work (consisting of Educational Handwork, Physical Training or Nursing, First Aid Training, Scouting and Guiding, any other co-curricular activity such as music, dance, elocution, photography etc.). Sessional work.

A candidate may offer at his option any one of the following subjects for specialisation: Measurement and Evaluation, Guidance and Counselling, Action Research.

30. GAUHATI UNIVERSITY

<u>BT.</u> Minimum requirement for admission: A pass in the B.A., B.Sc. or B.Com. examination. Duration: 1 year. Subjects: Principles of Education in Historical Perspectives, General Methods of School Organisation and School Hygiene. Contents and Methods of Teaching any two school subjects: Assamese, Bengali, Hindi, Manipuri, Sanskrit, Mathematics, Social Studies, General Science, History, Geography, English, Home Science, any one of the following: Theory and Practice of Pre-primary Education, Educational and vocational Guidance, Educational and Mental Measurement, Mental Hygiene and Child Guidance, Comparative Guidance, Audio-visual Education, Continuing Education, Teacher Education in India, Health and Physical Education, Population Education.

31. UNIVERSITY OF GORAKHPUR

Minimum requirement for admission: A Bachelor's degree of the University or of any other university recognised for the purpose. Duration: 1 year.. Subjects: Educational Psychology, Foundation of Education, School Organisation and Health Education, Western Educational Thought and the Development of Indian Education, Methods of Teaching-Fundamentals of Teaching and Methods of Teaching one of the following school subjects: Hindi, English, History, Geography, Home Science, Arts, Mathematics, Science.

Candidates can also offer specialisation in one of the following subjects taught at the Higher Secondary Schools: Hindi, English, History, Geography, Science, Home Science, Arts , Mathematics.

Every candidate shall be required to undergo a course of training in Practice of Teaching. Physical Education (women candidates may be exempted). Educationl Handwork and Gardening and also complete the sessional work.

32. GUJARAT UNIVERSITY

Minimum requirement for admission: A pass in the Bachelor's degree examination in any faculty of the University or of any other university recognised by the University. Duration: 1 year. Subjects: Part I: Philosophy, Sociological & Psychological Foundation of Education, Planning Procedure and Evaluation of Instructions and Modern Trends and Problems of Education; school Administration, Educational Administration and Health Education, Contents and Methods of Teaching any two: Gujarati, Hindi, English, Sanskrit, Social Studies, History, Geography, Mathematics, Science, Special Fields of Education any one: Audio Visual Education, Educational and Vocational Guidance,School Library Organisation, Part II, Practical Examination (Practical skill in class management and class teaching).

33. GULBARGA UNIVERSITY

Admission requirement: B.A., B.Sc., B.Com. degree examinatioi. with 45 percent aggregate marks at the final year examination (40 percent in case of SC/ST candidates). Duration: 1 year. Subjects: Psychological Foundations of Education, Principles and Practice of Education, Educational Administration, Current Indian Education, Special Methods of Teaching, Special Methods of Teaching-II.

34. GURU GHASIDAS UNIVERSITY

Admission Requirement: A Bachelor's degree examination of the university. Duration: 1 year. Subjects: Content cum Methodology any two (one from each group) Group-I, Hindi, English, Sanskrit, Physics, Chemistry, Economics. Group-II History, Geography, Civics, Home Science, Mathematics, Commerce, Biology, General Science, Theory and Practice of Education, Educational Psychology. Special paper: any one of the following: Non-formal Education, Population Education, School Library, Educational Technology, Girls Education, Pre-primary Education, Adult Education, Measurement and Evaluation, Guidance and Counselling, Elementary Education.

35. GURU NANAK DEV UNIVERSITY

Minimum requirement for admission: A pass in the Bachelor's degree examination with 45 per cent marks (40 per cent for scheduled

castes and Backward classes). Duration 1 year (the examination consists of 4 parts). Subjects: Part I, Principles of Education, Educational Psychology (inlcuding Elements of Statistics), Modern Indian Education and its problems; school organisation and specialisation in an area; Methodology of teaching in two school subjects: Part II - Teaching Practice. Part III - work experience : Art and Craft, Part IV - Sessional work.

36. JADAVPUR UNIVERSITY

Minimum requirement for admission: A Bachelor's degree. Duration: 1½ years. Subjects: Philosophical and Sociological Foundations of Educaiton and School Organisation, Psychological Foundations of Education, Contemporary Thought and practices in education with special reference to India, General Methods and Evaluation, Contents and Methods of Teaching any two of the following school subjects: English, Bengali, Sanskrit, History, Social Studies, Geography, Civics and Economics, Mathematics, Physics, Chemistry, Biological Sciences, Logic, Psychology, Economics, Geology; and one of the following subjects; Mental and Educational Measurements; Social Education, Mental Hygiene; Education in Ancient and Modern India; Educational and Vocational Guidance; Comparative Education.

B.Ed. (Home Science) of 1 year duration is also offered.

37. JAMIA MILLIA ISLAMIA

Minimum requirement for Admission: Bachelor's degree examination with 50 per cent marks or at least 45 per cent marks in the Bachelor's degree examination and 50 per cent marks in the Master's degree examination in a teaching subject. Applicants for teaching of Economics, Sociology and Commerce must possess a Master's degree in the subject concerned with at least 50 per cent marks or candidates who wish to offer Home Science as their main teaching subject must possess language only after completing an examination conducted by a language education institution (e.g. Sahitya Ratna, Adib-e-Kamil etc.) are not eligible for admission. Age - not more than 27 years on the specified date. Duration:1 year.

38. UNIVERSITY OF JAMMU

Minimum requirement for admission: A graduate of the University or of any other university recognised for the purpose. Duration: 1 year. Subjects: Part I, Foundations of Education, Educational Psychology, Statistics, Social Organisation and General Method of Teaching, Methods of Teaching any two of the following school subjects: Punjabi, Urdu, Hindi or English, History, Social Studies, Economics or Science, Commerce, Agriculture, Home Science, Mathematics or Geography, Educational and National Development, Part II - any one of the following: Education and Vocational Guidance; Mental Hygiene, Educational Measurement and Evaluation, Basic Education, Audio Visual Education, School Library Organisation, one of the following: Art and Workshop Practice, Indian Music, Health and Physical Education, Home Economics, Androgogy and continuing Education, History of Indian Education, Educational Systems in other countries, Administration and Supervision of School Education, Practicals: Sessionals.

39. JIWAJI UNIVERSITY

Minimum requirement for admission: A pass in the B.A., B.Sc. or B.Com. examination of the University or of any Indian Universities incorporated by law. Duration: 1 year. Subjects: Part I - Philosophical and Sociological Basis of Education, Psychological Foundation of Education, Development of Education in Indian Culture and Problems of Indian Education, Methods of Teaching any two school subjects (English, Hindi, Sanskrit, Civics, Economics, History, Geography, Physics and Chemistry, Biology, Mathematics, Music, Home Science); Special course in any one of the following: School Library Organisation; Educational and vocational Guidance; Experimental Psychology, Measurement and Evaluation, Audio-visual education, Basic Education - Social Education, Pre-school Education, Part II practicals.

40. UNIVERSITY OF JODHPUR

Minimum requirement for admission: A graduate in Arts, Science, Commerce or Agriculture of the University or any other University. Duration: 1 year for full-time course and two years for Part-time course Subjects: Compulsory: Educational Psychology, Educational Methodology and Measurement, Principles and Foundation of Education, Problems of Indian Education, School Administration, Organisation, Health Education, Methods of Teaching Advanced level course in one of the following subjects which shall be in addition to the courses laid down

at ordinary level in particular subjects: English, Hindi, Home Science, Mathematics, Science, Social Studies or any two of the following school subjects in ordinary level course: Biology, Chemistry,Civics, Commerce, Economics, English, General Science, Geography, Hindi, History, Home Science, Mathematics, Music, Physics, Sanskrit, Social Studies,Teaching Arts. Specialisation in any one of the following subjects: Measurement and Evaluation, Educational and Vocational Guidance, Library Science, Infant Education, Physical Education, Basic Education, Audio-visual Education, Practice Teaching, Sessionals.

41. KAKATIYA UNIVERSITY

Minimum requirement for admission: First degree of the University or an equivalent examination recognised by the university. Admission is made through an entrance examination. Duration: 1 year. Subjects: Philosophical and sociological Foundations of Education, Psychological Foundations of Education and Educational Statistics, Contemporary Problems of Indian Education, Methods of Teaching any two: Telugu, Hindi, English, Urdu, Marathi, Mathematics, Physical Science, Biological Science, Social Science. Optionals any two: Audio Visual Education, Population Education, Adult Education, School Administration, Test and Measurements, Practical work.

42. UNIVERSITY OF KALYANI

Minimum requirement for admission: A Bachelor's degree in Arts/Science. Duration: 1 year. Subjects: Compulsory:- Principles of Education, Educational Psychology, General Methods: School Organisation and Health Education, Current Problems in Indian Education,Practice Teaching, any two school subjects (Bengali, English, Sanskrit, Mathematics, Physical Science, Biological Sciences, Geography, History, Scoial Studies, Arts and Crafts). Optional: one of the following: Social Education and Vocational Guidance: Education of Backward Children, Organisation in Co-curricular Activities, Methods and Organisation in Nursery Schools, Kindergarten and Montessori schools, Evaluation in Secondary Education.

43. KANPUR UNIVERSITY

Minimum requirement for admission: A Bachelor's degree of the University or of any other Indian University recognised for the purpose. Duration: 1 year. Subjects: Compulsory: Philosophical and Sociological Principles of Education, Educational Psychology, History

and Problems of Indian Education, School Administration, Health and Supervision and Education, Methods of teaching two school subjects (Arts, Civics, Commerce, Crafts, Economics, English, General Science, Geography, Hindi, History, Home Science, Mathematics,Music,Sanskrit). There is also practical skill in Teaching.

A candidate may at his option, offer one of the following papers for specialisation: Measurement and Evaluation, Nursery Education, School Library Organisation, Guidance and Counselling, Action Research, Experimental Education, Educational Statistics.

44.   KARNATAK UNIVERSITY

Minimum requirement for admission: Bachelor's degree examination of the university or an examination recognised as equivalent thereto with 45 per cent marks in the aggregate of final examination. Duration 1 year (2 terms). Subjects: Educational Psychology, General Methods, Practice of Education (Special Methods of Teaching in any two subjects: English, Geography, Hindi, History, Kannada, Marathi, Mathematics, Sanskrit, Science, Urdu), Psychological Foundations of Education, Philosophical and Sociological Foundations of Education, Administration and Education in India.

45.   UNIVERSITY OF KASHMIR

Admission requirement: A graduate of the university or of any other university recognised for the purpose. Duration: 1 year. Subjects: The examination in theory consists of five compulsory papers and one optional paper. Principles of Education and School Organisation; Educational Psychology and Health Education, General Methods of Teaching any two of the following school subjects: English, Urdu, Hindi, Mathematics, Science, History, Geography, Social Studies, Candidates may take as an additional optional subject in any one of the following: Art and Educational Handwork: Nature Study and Everyday Science, Indian Music, Physical Education. There is also Practice of Teaching and Sessionals.

46.   UNIVERSITY OF KERALA

Minimum requirement for admission: Bachelor's degree examination.   Duration: 1 year. Subjects: Psychological Foundations of Education, Philosophical Foundations of Education, Education in India, Methodology of Teaching and Pedagogic Analysis of any of the

following: Arabic, English, Geography, Hindi, History, Malayalam, Mathematics, Natural Science, Physical Science, Sanskrit, Practice work: one of the following: School Organisation, Measurement and Evaluation; Audio- visual Education, Health and Physical Education, Lesson Plans; Practice Teaching, Practical.

47. KUMAUN UNIVERSITY

Minimum requirement for admission: A Bachelor's degree of the university or any other university recognised for the purpose. Duration: 1 year. Subjects: Principles of Education, Educational Psychology, Contemporary Problem of Indian Education, School administration, Organisation and supervision, Methods of Teaching of Advanced Level Courses, Teaching of Science, Hindi, English, Mathematics, Domestic Science, or Ordinary Level Courses. Any two of the following English, Civics, Mathematics, Science, Hindi, History, Geography, Home Science, Commerce, Economics, Sanskrit, Music, Arts, Crafts and Social Studies.

A candidate may offer at his option any one of the following subjects for specialisation: Measurements and Evaluation; Guidance and Counselling, Action Research, Infant Education and School Library Organisation.

48. KURUKSHETRA UNIVERSITY

Minimum requirement for admission: B.Sc. or B.Sc. (Home Science) or B.A. with Mathematics (English as one of the subjects) with 45 per cent marks or Master's degree in Science or Home Science or Mathematics with English at graduate level or 50 per cent marks in BA or BA (Hons.) or B.Com. degree (English as one of the school subjects). Duration: 1 year. Subjects: Compulsory, Principles of Education, Educational Psychology including Elements of Statistics, Health and physical Education, Current problems of Indian Education, School Organisation. Branches of specialisation, any one of the following: Educational and Vocational Guidance; Audio-visual Education, Social Education, Curriculum and Text books; School Library Organisation, Mental Hygiene and Education, Yoga Education, Basic Education, Educational Technology, Method of Teaching any two of the following school subjects: Physical Science, Life Science, English, Hindi, Mathematics, Punjabi or Sanskrit or Urdu, Home Science, Arts, Economics and Commerce, Geography, Music, History and Civics, Arts and Crafts.

49. LALIT NARAYAN MITHILA UNIVERSITY

Minimum requirement for admission; A Bachelor's degree. Duration: 1 year. Subjects: Philosophical and Sociological Foundations of Education, Psychological Foundations of Education and Educational Measurement, Hisotry and Problems of Indian Education and Comparative Education, Educational Administration, Planning and Health Education, General Principles, Methods and Methodology of Teaching two school subjects: Preparation of Teaching Aids, Craft and Skill, Foundations of Education. Practicals.

50. UNIVERSITY OF LUCKNOW

Minimum requirement for Admission: A degree. A competitive test is held for admission. Duration: 1 year. Subjects: Educational Psychology, Great Educators and Educational Development in India; Principles of Education, Secondary School Organisation, Methods of Teaching one of the following subjects of high school curriculum and other features of educational work (Arts and Crafts, Education of Exceptional children, English, General Science, Geography, Hindi, History, Library Science, Mathematics, Mental Testing, Nursery Education, Physical Education, Principles of Guidance, School organisation, Urdu). There is also practice of Teaching.

51. UNIVERSITY OF MADRAS

Minimum requirement for Admission: Bachelor's degree. Duration: 1 year (2 semesters). Subjects: Philosophical Foundations of Education, Sociological Foundations of Education and School Organisation; Psychological Foundations of Education and Evaluation, Education in India- Historical approach; Education in India - General and Special Problems. Optionals: any two from the following: Tamil, English, Mathematics, Physical Science, Biology, Home Science, History, Geography, Music, Psychology, sociology, Logic and Philosophy, Commerce and Accountancy, Economics, Civics, Modern Government, Politics, Fine Arts, Drawing and Painting.

52. MADURAI-KAMARAJ UNIVERSITY

Minimum requirement for Admission: A Bachelor's degree. Duration: 1 year (2 semesters). Subjects: Pedagogical Theory (core subject); Content Methodology (including optionals and teaching practice). Practicals, Electives.

53. MAHARSHI DAYANAND UNIVERSITY

Minimum requirement for admission: Degree examination of a recognised university with 45 per cent marks in aggregate or an examination recognised as equivalent thereto. Duration 1 year. Subject: Principles of Education, Educational Psychology (including Elementary Statistics), Health and Physical Education and Games, School Organisation, current problems of Indian Education, Specialisation in one of the following: Educational and Vocational Guidance, Audio-visual Education, Social Education, Curriculum and Text-books, School Library Organisation, Mental Hygiene and Education, Yoga Education, Basic Education,Methodology of Teaching of any two of the following subjects: Physical and Life Sciences; Mathematics, English or Mother Tongue - Hindi, Panjabi, Sanskrit or Urdu, Social Sciences, Geography, History, Economics, Home Science, Arts, Music, Practicals.

54. MANGALORE UNIVERSITY

Minimum requirement for admission: A Bachelor's degree in Arts/Science of the University or of any other Universities recognised as equivalent thereto. Language Pandits with SSLC and Vidwan in Kannada/Sanskrit and Hindi Vidwan and working in Secondary Schools are also eligible. Duration: 1 year (2 semesters). Subjects: Philosophical and Sociological Foundations of Education, Curricular Teaching and Evaluation, Trends and Problems of Indian Education, School Organisation, Physical Education and Work Experience, Educational Excursion and Citizenship Training and Community Service. Methodology subjects: Chemistry, Kannada, English, Physics, History, Biology, Geography. Additional subjects: Community service, Cocurricular Activities, Educational and Vocational Guidance, Moral Education.

55. MANIPUR UNIVERSITY

BT Admission requirement, B.A., B.Sc. or B.Com. examination. Duration: 1 year. Subjects: Principles of Education, Educational psychology, Indian Education in Historical perspective, General Method of School Organisation and School Hygiene. Contents and Method of Teaching any two school subjects, Assamese, Bengali, Hindi, Manipuri, Sanskrit, Mathematics, Social studies, General Science, History, Geography, English, Home Science. Any one of the following: Theory and Practice of Pre-primary Education, Educational and Vocational Guidance, Educational and Mental Measurement, Mental Hygiene and Child Guidance, Comparative Education, Audio-Visual Education, Continuing Education, Teacher Education in India, Health and Physical Education, Population Education, Work Experience and Socially Useful Productive Work.

56. MARATHWADA UNIVERSITY

Minimum requirement for Admission: A Bachelor's degree in Arts, Science, Commerce or Agriculture or a pass in an equivalent examination. Duration: 1 year. Subjects: Philosophical and Sociological Foundations of Education, School Organisation and Educational Structure, Methods of Instruction and Evaluation Procedures, Methodology of any two of the following subjects: English, Geography, Hindi, History, Marathi, Mathematics, Sanskrit, Science.

57. MEERUT UNIVERSITY

Minimum requirement for admission: A Bachelor's degree of the University or of any other university recognised for the purpose. Duration, 1 year.

58. UNIVERSITY OF MYSORE

Minimum Requirement for Admission: A Bachelor's degree in Arts, Science, Commerce, Music of the University or of any other university recognised as equivalent thereto. Language Pandits with SSLC and Vidwan in Kannada, Sanskrit and Hindi Vidwan examination and working in secondary schools are also eligible. Duration: 1 year. Subjects: Philosophical and Sociological Foundations of Education, Psychological Foundations of Education, Curriculum Teaching and Evaluation, Physical Education and Work Experience, Educational Excursion, Citizenship Training and Community Service, Methods of Teaching, Practice Teaching, Trends and Problems of Education, Psychological Foundations, School Organisation.

59. NAGARJUNA UNIVERSITY

Minimum requirement for admission: Degree examination and admission test. Duration: 1 year. Subjects: Philosophical and sociological Foundations of Education, Trends and Problems in Indian Education, Methods of Teaching School subjects: any of the following: School Administration, Educational and vocational Guidance, Educational Measurement and Evaluation, Audio Visual Methods of Education, Health Education, Social Education, Physical Education, Mental Hygiene.

60. NAGPUR UNIVERSITY

B.Ed. (General and Basic)

Minimum requirement for Admission: Degree Examination of the University or an examination recognised as equivalent thereto. Duration: 1 year. Subjects: B.Ed.(General) Philosophical and Sociological Foundations of Education, Psychological Foundations of Education, Methods of Instruction and Evaluation, School Administration and Current Trends in Indian Education, Special Methods. Practicals: B.Ed. (Basic)Philosophical and Sociological Foundations of Education; Methods of Instructions and Evaluation: School Administration and Current Trends in Indian Education. Special Methods. Practicals.

61. UNIVERSITY OF NORTH BENGAL

Minimum requirement for Admission: B.A., B.Sc. or B.Com examination of this University or an examination recognised as equivalent thereto. Duration: 1 year. Subjects: Compulsory, Principles of Education, Educational Psychology, History of Indian Education, General Method, School Organisation and Health Education. Optionals: any one of the following: Educational Measurement and Evaluation, Educational and Vocational Guidance, Mental Hygiene, Art Education, Social Education, Educational Administration and Inspection, School Library Organisation, Comparative Education,Education of the Backward Children, any two of the following method /subjects: English, Major Indian Languages (Bengali, Hindi, Nepali),Sanskrit, History, Geography, Mathematics, Arts and Crafts, Social Studies, General Science.

There is also laboratory practical work, teaching practical and internal assessment.

62. NORTH-EASTERN HILL UNIVERSITY

Minimum requirement for admission: B.A., B.Sc. or B.Com examination. Duration: 1 year. Subjects : Teacher and Society, Educational Psychology, Educational Technology, Problem of Education in India WSR and NE region and any two of the following : Adult and Non-formal Education, Education and Rural Development. Special Education for the Gifted and the Backwards, Guidance and counselling. School Management, Population Education, any two of the following: Life Sciences, Physical Sciences, History, Social Studies, Geography, Home Science, Mathematics, English, Indian Languages.

63. OSMANIA UNIVERSITY

Minimum requirement for admission:Bachelor's degree examination in Arts, Social Sciences, Science, Commerce or Agriculture of the University or of any other University recognised as equivalent thereto Duration: 1 year.

64. PUNJAB UNIVERSITY

Minimum requirement for Admission:Bachelor's degree examination with 45 per cent marks(40 per cent marks for scheduled castes and backward classes) or Diploma in Rural Services (3 years course) with 45 per cent marks. Duration: 1 year (the examination consists of 4 parts). Subjects: Part I: Principles and Techniques of Education Educational Psychology (including Elements of Statistics), Mode of Indian Education, and its Problems, School Organisation and Speciali- sation in an area; Methodology of teaching of any two school subjects. Part II: Practical work in student teaching. Part III: Work experience- Art and Craft (Practical). Part IV: Sessional Work.

65. PATNA UNIVERSITY

Minimum requirement for Admission: Bachelor's degree or an examination recognised as equivalent thereto. Duration: 1 year. Subjects: Comparative Education a. 1 History of Education, Thought and Practice: Educational Psychology, Educational Measurement and Guidance, Either Methods of Teaching two secondary school subjects and one craft or subjects of the primary school curriculum and one craft; Educational Administration, Social and Health Education, Principles of Education, Educational Sociology, Practical Teaching, Preparation of Teaching Aids. Training in Community Life Activities.

66. UNIVERSITY OF POON/.

Minimum requirement for Admission: A Bachelor's degree. Duration 1 year. Subjects: Theory of Education (Psychological): Theory of Education (Philosophical) practice of Education (Special Methods), Regional Language (Marathi, Gujarati or Kannada),Hindi, English, Sanskrit, Geography, History, Administration and Problem of Education, Special Fields of Education; any one of the following: Basic Education, Rural Education, Physical Education, Educational Vocational Guidance, Education of Handicapped Children. Candidates will be tested in their Practical skill in class Management and class teaching.

37. PUNJABI UNIVERSITY

Minimum requirement for admission: A Bachelor's degree in any Faculty. Duration 1 year. Subjects; Principles and Techniques of Education, Educational Psychology, Indian Education and School; Any one of the following: Health and Physical Education, Educational and Vocational Guidance: Measurement and Evaluation; Adult Education, Teaching of any two of the following subjects: Hindi, Punjabi, Sanskrit, Urdu, Civics; English; General Science, Mathematics, Music, Social Studies, Agriculture, Fine Arts, Geography, Economics,History, Home Science, Physics, Chemistry, Biology, Skill in teaching, Work Experience, Community Work and Games and sports.

68. UNIVERSITY OF RAJASTHAN

Minimum requirement for admission: A Bachelor's degree with two teaching subjects. Duration 1 year. Subject: Philosophical and Sociological Foundations of Education, Psychological Foundations of Education, Current Problems of Indian Education,School Organisation, Guidance and Health Education, Content cum Methodology, any two from one of the following five groups: Group A: Hindi, General Agriculture, Horticulture and Gardening, Animal Husbandary and Dairy Science, English, Social Studies, History, Civics, Geography, Mathematics, Physics, Biology, Chemistry, General Science, Domestic Science, Arts, Music, Economics, Commercial Practice, Book Keeping, Sindhi, Urdu. Group B:, Science Methods, Science Contents,/Physics, Chemistry, Mathematics, Biology. Group C: Agriculture Methods, Agriculture contents/Crop and Vegetable Production, Poultry Production and Animal Husbandary.Group D:Commercial Methods, Commercial Contents, Book Keeping and Accountancy, Electives of Commerce, Stenography, History, Economics, Geography, Group E: English, Hindi, Urdu, Social Sciences. Specialisation : any one: Educational and Vocational Guidance, Basic Education, Social Education, Physical Education, School Library Organisation,Audiovisual Education, Measurement and Evaluation, Art and Crafts, Moral Education, Primary Education, Yoga Education, Population Education,Educational Television, Work Experience, Practicals.

The University has also a B.Ed.Programme of Summer Schools-cum-Correspondence Course. Candidates for admission to this programme must be employed graduate teachers with atleast 3 years teaching experience. The duration of the course is 14 months.

69. RANCHI UNIVERSITY

Minimum requirement for admission:A Bachelor's degree. Duration 1 year. Subjects: Theory of Education, Educational Psychology and Educational Measurement; School Organisation and Health Education, Educational reconstruction in India and abroad; Methods of Teaching any four of the following subjects: Hindi, Urdu, Sanskrit, English, as a foreign language, History, Geography, Domestic Science, Science, Mathematics, Social Studies, Elementary Education, one of the following crafts: Spinning and Weaving, Wood work or Metal work. Optionals, Social and Cultural Anthropology, Practical Teaching.

70. RANI DURGAVATI VISHWAVIDYALAYA

Minimum requirement for admission : A Bachelor's degree. Duration 1 year. Subjects: Part I, Basic Education, Educational Psychology, Methodology of Teaching School Subjects, School organisation and Health Education, History of Indian Education. Any one from the optional subjects. Part II, Practical Training.

71. RAVISHANKAR UNIVERSITY

Minimum requirement for admission: Bachelor's degree examination of the university or an examination recognised as equivalent thereto. Duration: 1 year, Subjects: Principles of Education and School Organisation, Educational Psychology and Health Education, Methodology of Teaching School Subjects: Basic Education and Current Problems of Education, Special Course in Education, Practical.

72. ROHILKHAND UNIVERSITY

Minimum requirement for admission: Bachelor's degree of the University or an equivalent examination. Duration: 1 year. Subjects: Philosophical and Sociological bases of Education, Educational Psychology, Mode of Indian Education, School Administration, Organisation and Modern Indian Language - Hindi or Urdu, Modern Foreign Language - English, Classical Indian Languages - Sanskrit, Science, Biology, Mathematics, Economics, Geography, History, Civics,Commerce, Home Science, Music, Art, one of the following subjects of specialisation: Measurement and Evaluation: Guidance and Counselling, Action Research, School Library Organisation; Infant Education, Practicals.

BACHELOR'S DEGREE EXAMINATION (B.Ed.)

ADMISSION REQUIREMENTS

Bachelors' Degree is the minimum qualification prescribed for admission to the B.Ed. programme in the majority of the Universities which offer the course (I(a)), but all Universities in Andhra Pradesh through an entrance examination (I(b)).

45 per cent marks in the Degree Examination is the minimum qualification for getting admission to the B.Ed. programme in (1) Gandhiji University, (2) Gulberga University, (3) Kerala University and (4) Maharshi Dayanand University and 50 per cent marks in Aligarh Muslim University and in the M.S. University of Baroda. The minimum qualifications for getting admission to the B.Ed. programme in other universities are given below.

1.   University of Mysore

A graduate (bachelor's or master's degree holder) of the University of Mysore or any other University recognised by it will be eligible for admission to the B.Ed. Course, provided:

i.   he/she has secured not less than 45 per cent of the aggregate marks of all the semesters/years making up the qualifying degree (bachelor or master) examination or of the final year of the course - while considering the marks obtained while passing each paper (There may be relaxation upto 5 per cent in the case of SC and ST candidates).

ii.   he/she studied at least one of the school subjects - subjects of specialisation offered by the college concerned chosen by him/her - as an optional (major or minor or equal weight) at the bachelor/master degree level;

iii.   he/she undertakes to go through a comprehensive course and pass a set of at least three tests in content in the second specialisation subject chosen but not studied at the degree level as defined above (The content course based on the secondary school syllabus may be offered through tutorials and assignments and examined at the college level, the minimum for pass being 40 per cent and the college may issue a certificate to the effect that he/she has successfully completed such a course).

2. BANASTHALI VIDYAPITH

A candidate who after taking a Bachelor's Degree of the Vidyapith or any other University recognised for the purpose with 40 per cent marks and with two teaching subjects (as defined in Note No.1 below) has completed a regular one academic year and has during the course of the year delivered atleast 40 lessons in a recognised school under the supervision of the staff of the college shall be eligible for admission to the examination for the degree of Bachelor of Education.

Notes: (i) 'Teaching subjects' means a subject offered by the candidate at her Bachelor's or Master's degree examination either as a compulsory subject or as an optional subject or as a subsidiary subject provided that the candidate studied it for atleast two years and also took University examination in them, but shall not include such subjects as were studied by her only for a part of the Bachelor's Degree Course. Thus the qualifying subjects like General English, General Hindi, General Education/History of Indian Civilization & Culture, Elementary Mathematics etc. prescribed for the Ist Year T.D.C. Course or a subject dropped by the candidates at the part I stage of the degree course shall not be treated as teaching subject.

ii. Only such candidates shall be allowed to offer Social Studies for the B.Ed. Examination, as have taken their Bachelor's Degree with any two subjects out of History, Political Science, Public Administration, Economics, Geography and Sociology.

iii. A person having Bachelor's Degree in Agriculture be allowed to offer General Science and Biology for the B.Ed. Examination. General Science may also be allowed to be offered by a candidate possessing the degree of B.Sc. (Home-Science).

iv. A candidate who has offered political Science or Public Administration at his Bachelor's or the Master's degree examination shall be deemed eligible to offer Civics as a teaching subject in the B.Ed. Examination.

3. GARHWAL UNIVERSITY

1. A candidate who, after taking the Bachelor's or Master's degree of this University or some other Indian University recognised for the purpose by the Executive Council, has completed a regular course of study in a college affiliated or recognised for the purpose of one academic year and has, during the course of the year,delivered at least 50 lessons in a recognised school under the supervision of the staff of the college may be admitted to the examination for the degree of Bachelor of Education.

2. Provided that a person, who has taken B.A. degree of the Punjab University in English and one other full elective subject other than a classical or modern Indian Language after passing Honours Examination either in Hindi or Punjabi may be admitted to the Examination for the degree of Bachelor of Education.

3. A candidate who has passed Vidyalankar Examination of Gurukul Kangari (Hardwar) may also be admitted to the B.Ed. course; provided he has passed the said examination in those subjects for which he is eligible for admission to M.A. course in this university.

4(a) A candidate who has passed Alankar Examination of Gurukul Kangari with any three subjects of B.A. Examination of Agra University along with English may be admitted to the B.Ed. Course.

> Note: A person who passes the B.A. Examination in General English and one another subject or takes the Master Degree after passing the B.A. Examination in General English and another subject, shall not be eligible for admission to the examination for B.Ed. degree.

> 4(b) A candidate who has passed Shastri Degree of Sampurnanand Sanskrit University with English in Intermediate shall be eligible for the admission to the B.Ed. Examination.

4. KURUKSHETRA UNIVERSITY

(a) 40 per cent marks in B.Sc. or B.Sc. (Hons.) or B.Sc. (Home Science) or in B.A. with Mathematics (with English as one of the subjects); or a Master's Degree in science or Home Science or Mathematics, with English at Graduate level.

OR

(b) 45 per cent marks in B.A. or B.A. (Hons.), or in B.Com. Degree (with English and at least one more School Subject). The condition of 45% marks shall be relaxable for those holding a Master's Degree as well, with English at graduate level.

No one who is in employment (whole-time, part-time, or honorary service) shall be allowed to join B.Ed. Course without taking leave from his institution/office, etc. from the date of commencement of the academic session to the conclusion of his examination in Practical Skill in Teaching.

5. THE UNIVERSITY OF JODHPUR

a. He or she graduated in Arts/Commerce/Science/Agriculture from this or any other recognised University.

b. He or she offered at least one school subject as one of the optional subjects in his or her first degree or holds a postgraduate degree in one of the school subjects.

6. GURU NANAK DEV UNIVERSTIY, AMRITSAR

a. A degree in any faculty of a recognised University obtaining not less than 45 per cent makrs in the aggregate of the degree examination.

b. M.A., M.Sc., M.Com. or M.Sc. (Hons.) School degree of a recognised University.

c. B.A. Degree of a recognised University through modern Indian Language and two other subjects including English provided the candidate has secured atleast 45 per cent marks which may be computed as follows:-

   1. Percentage of marks obtained in English and another elective subject.

   2. Percentage of marks obtained in the optional paper of B.A.

   3. Percentage of marks in the modern Indian Language examination excluding marks in the optional paper, so adjusted as if the maximum marks fo. those papers were the marks fixed for an elective subject in B.A.

d. Diploma in Rural services (3 years course) awarded by the National Council for Rural Higher Education Ministry of Education with not less than 45 per cent marks in the aggregate.

e. A pass in additional subject or subjects/subsequent to obtaining B.A./B.Sc. degree in which case the aggregate of 45 per cent marks shall be calculated by taking in account the marks obtained in English and any other two elective or additional subject to the best advantage of the candidate.

f. Any other qualification recognised as equivalent to either of (a) to (e) above, with not less than 45 per cent marks in the aggregate.

7. JAMIA MILLIA ISLAMIA

1. An applicant must have at least 50 per cent marks in the Bachelor's Degree Examination of the Jamia Millia Islamia or of any other recognised University.

2. A candidate who has obtained at least 45 per cent marks in his/her Bachelor's Degree Examination and has also obtained 50 per cent marks in the Master's Degree Examination in a teaching subject shall be eligible.

3. Applicants for teaching of Economics, Home Science, Sociology and Commerce must possess a Master's Degree in the subject concerned with at least 50 per cent marks. Applicants for teaching of Home Science must possess B.Sc. Degree in Home Science with at least 50 per cent marks.

4. Those who have passed their B.A. Examination in one language only, after completing an examination conducted by language education institution (e.g. Sahitya Ratna, Adib-i-Kamil etc.) are not eligible for admission.

5. While calculating the percentage of marks secured by a candidate, only those marks shall be considered which are taken into account by the University concerned for the purpose of awarding Division/Class. In case of results declared in the form of letter grades, it will be the responsibility of the candidate to supply a certified copy of marks equivalent to the grade obtained.

8. KARNATAK UNIVERSITY, DHARWAD

1. All graduates of any University in Karnataka or any other University recognised by the Karnatak University in Arts or Science

or Home Science or Music or Commerce shall be eligible provided that they have secured a minimum of 45 per cent (40 per cent in the case of candidates belonging to SC/ST) in the aggregate taking into account the marks obtained in all the three years of the degree course, subject to the special requirements indicated below. This requirement of 45 per cent may be relaxed to the extent the required number of candiates are not available in the respective categories for which reservations are made in accordance with the Government Order.

2. Graduates in Arts and Science are eligible for admission provided they have studied at least two of the school subjects listed below at the Graduate level as optional subjects: Sanskrit, Hindi, Marathi, Urdu, Physics, Chemistry, Kannada, English, Biology (Botany and/or Zoology), History, Geography, Mathematics, Political science, Sociology, Economics.

3. Compulsory English studied at the graduate level is adequate for being considered as a school subject under this rule.

4. Pandits and Moulvis may take one language and any other subject in Humanities (History/Geography) as their second special subjects.

5. Graduates in Home Science who have studied Chemistry or Biology or Zoology as major subjects are eligible for admission provided they take any two out of English, Chemistry and Biological Science as special subjects under methods of teaching.

6. Graduates in music who have studied any school subject at the graduate level as optional subject are also eligible for admission. They will be required to take that school subject and English as the second subject under special methods.

7. Graduates in Commerce who have studied Geography are also eligible for admission. They may take English and Geography as subjects under special methods.

8. Those who have taken the masters degree under the open university scheme without taking a basic degree are eligible for admission provided their Master's Degree is in a school subject with a minimum of 45 per cent they may take that school subject/ other subject in Humanities (History/Geography) as their special subjects.

9. Those who are selected by the Public Service Commissio₁. as probationers will be considered eligible for admission even if they have not studied a school subject provided that they take English and any other subject as the special method subjects.

I (a) Universities with Bachelor's Degree as the minimum requirement for admission to B.Ed./B.T. Programme

1. Agra University
2. Amravati University
3. Andhra University
4. Annamalai University
5. Avadh University
6. Awadhesh Pratap Singh University
7. Banaras Hindu University
8. Bangalore University
9. Berhampur University.
10. Bhagalpur University
11. Bharathiar University
12. Bharathidasan University
13. Bhavnagar University
14. Bhopal University
15. University of Bihar
16. University of Bombay
17. Bundelkhand University
18. University of Burdwan
19. University of Calcutta
20. University of Calicut
21. Dayalbagh Educational Institute
22. University of Delhi
23. Devi Ahilya ViswaVidyalaya
24. Dibrugarh University
25. Gauhati University
26. University of Gorakhpur
27. Gujarath University
28. Guru Ghasidas University
29. Himachal Pradesh University
30. Jadavpur University
31. University of Jammu
32. Jiwaji University
33. Unversity of Jodhpur
34. University of Kalyani
35. Kanpur University
36. University of Kashmir

37. Kumaun University
38. Lalit Narayan Mithila University
39. University of Lucknow
40. Madurai Kamaraj University
41. University of Madras
42. Mangalore University
43. Manipur University
44. Marathwada University
45. Meerut University
46. Nagarjuna University
47. Nagpur University
48. University of North Bengal
49. North Eastern Hill University
50. Patna University
51. University of Poona
52. Punjabi University
53. University of Rajasthan
54. Ranchi University
55. Rani Durgavathi ViswaVidyalaya
56. Ravi Shankar University
57. Rohilkhand University
58. Sambalpur University
59. Sardar Patel University
60. Saurashtra University
61. Shivaji University
62. South Gujarat University
63. Sri Venkateswara University
64. Utkal University
65. Vikram University
66. Viswa Bharati
67. Alagappa University
68. SNDT Women's University

I (b) Universities which administer entrace test for selected students
       for the B.Ed. Programme.

1. Kakatiya University
2. University of Lucknow
3. Nagarjuna University
4. Osmania University
5. Sri Padmavati Mahila Viswa Vidyalayam
6. Andhra pradesh University
7. University of Lucknow

INTERNSHIP IN TEACHING: TOWARDS IMPROVING TEACHER EDUCATION

Introduction:

'Teaching is a profession which demands of its practitioners exceptional qualities (intellectual, moral, physical and emotional) and a sincere devotion to human betterment. Teachers are potential liberators of humanity from ignorance, fear, misunderstanding, conflicts, war and famine. Such being the case, the general preparation and professional training of teachers become more important. Under general preparation, the teachers need to have a broad general education consisting of knowledge and experience related to some major human activities and insight into economic, political, social and educational environment. A student-teacher comes to the training college with this type of more or less complete preparation but he needs professional training which may enable him to discharge his duties and functions as a teacher efficiently and effectively.

For providing professional training, the Training colleges generally plan all professional experiences through the 'Theory' and 'Practice' programmes. In theory a certain type of theory papers related to the practice of teaching are taught, which have direct bearing on practice teaching. In practice teaching the student-teachers are prepared for their field of teaching and evaluation of functional success of the teacher. The existing system of practice teaching needs a lot of improvements as it suffers from many deficiencies like:

1. It is inadequate in quality and quantity.
2. It is devoid of relationship with the teacher's task.
3. It is divorced from real school situations.
4. It suffers from isolation between theory and practices.
5. It lacks in enthusiasms in practice teaching.
6. Shows no responsibility for student's growth and learning.
7. Provide little opportunity for introspection and discussion with students or subject teachers.
8. Student teachers choose convenient lessons only and teach them traditionally.

These and many other deficiencies in practice teaching, made he image of our teacher education programmes very low. The present programme of teaching practice is loosing its prestige and validity day by day. In many training colleges it has become just a formality rather than 'boon' for training. Therefore it is high time to introduce some reforms to improve the present practice teaching programmes in our country. Make the programme of practice teaching more live, alert, and effective, it becomes essential to work out a minimum programme in which more time be devoted to practice teaching. This practice teaching may be organized as the internship programme in teachers' training colleges. Let us see what this 'Internship' means.

Meaning of Internship in teaching

'Internship is a process of accomplishing the student teacher with the realistic school structure, its functioning and constitutents of teaching learning process and then to prepare him for teaching in guided and self-managed situations'.

The term 'internship' - used more often in the training programmes of certain other professions than in teacher training refer to an arrangement under which a prospective teacher can acquire his first-hand experiences as a teacher in a situation closely resembling that in which he will be working when he enters the profession.

Internship in teaching is an intensive practical programme for student teachers under training. It is much more comprehensive, useful and practical oriented in nature than the Practice Teaching. In practice teaching programme, the student-teachers go to a practising school and teach a period or two and come back without any participation in the total school programme.

In internship programme the student teacher will be deputed to the school for a period of six months. He had to come to the school from the begining of the school programme and remain there till the close. He had to teach his prescribed number of lessons and also supposed to take part in games, sports and other school activities. He will also attend staff meetings, work for the class teacher in maintaining class records and registers, in the laboratory, class or the library. He has also to help the school in organising class or subject activities like field trips, and visit to other school or an excursion. It is assumed that internship in teaching will make a great impact on the teaching behaviour and action of student teachers, school headmasters and regular teachers of that school.

'Internship in teaching is self improving, continuing mostly characterised by self experiences which are significant, worthwhile, fruitful and educative and are planned and selected intelligently. It is linked with the basic notions in the areas of teaching-learning process, curriculum construction and development, guidance, evaluation, methods of classroom management under different conditions of work including out of classroom activities etc. which the trainee discovers for themselves by first planning the lessons and then teaching them under controlled condition. "Internship aims at developing a creative attitude to most problems in the teaching profession as fully as possible".

Objectives of Internship in Teaching

The main objective of internship in teaching is to enlarge the scope of experience needed to prepare a more competent and effective teacher. The other objectives are listed below:-

Internship in teaching

1. Facilitate the process of socialization of the student teachers and minimize the time, energy and efforts in on-the-job learning in realistic situation.

2. Develop task oriented education programmes to make practice teaching more realistic and suited to classroom situation.

3. Provide a series of simulating, microteaching situations before the student teacher actually undertakes the job.

4. Provide student teacher with first-hand experiences of the actual conditions prevailing in school and to make practice teaching more realistic to the classroom situation.

5. Enable student teacher to handle the real classroom situation in an effective manner and to bridge the gap between theory and practice.

6. Enable the student teacher to secure spontaneous feed back out of varied actual working situations in a school.

It is the hope that internship in teaching will enable the student teacher to relate the theoretical ideas to the classroom situations and vice versa and help in establishing contacts with their students both individually and in group in order to develop sensitivity, forwards their way to thinking, feeling and action. It will provide insight in undertstanding the needs and problems of students and adjusting teaching accordingly. The internship in teaching may provide ability, insight and competence in selecting the appropriate instructional-illustrative material for concept formation and for effective teaching. This programme will definitely give a close look into the nature of organization, administration, supervision and climate of schools.

'Internship in teaching' will enable the student teachers to face school situations with more confidence and with scientific outlook.

NCERT Document (1963) suggests that the Internship in teaching should be designed in a manner which must provide each student teacher with a comprehensive experience and will be implemented in a realistic teaching-learning situation in schools. The student teacher will have to work for full time in school to make their total experience similar to actual teaching.

Content of Internship in Teaching

The content of the Internship in teaching should be designed cautiously so that it will enable the student teacher to achieve the prescribed objectives.

The following topics/activities/experiences are suggested to include in the syllabus of Internship in teaching programmes:-

Unit 1   Get acquaintence with the co-operative school

a. Discover the physical facilities, staffing pattern, instructional programmes of co-operative school.

b. Familiar with traditions, customs, rules and regulations and conventions of the co-operative school.

c. Find out and make a list of various teaching and non teaching activities undertaken by that insitution along with a note on its working

d. Study the courses, classes and students, which he has to taught.

e. Establish rapport with all school personnels including Headmaster, co-operating teacher, other teachers, librarian, Games and P.T. Teacher and office staff.

f. Survey the laboratoy and other educational facilities available in that Institution.

UNIT 2   Planning and teaching units of Instruction

a. Establish rapport with students.

b. Discuss the planning and teaching programmes with the co-operative teacher.

c. Observe the co-operating teacher during teaching,discuss the methods used and results obtained.

d. Plan and teach lessons using different types of teaching methods, teaching devices and teaching techniques. Evaluate results with the co-operating teacher and available supervisors.

e. Plan, develop and use in the classroom several type of evaluative devices.

UNIT 3   Guidance and Counselling

a. Discuss the overall guidance programme of the school with the co-operative teacher.

b. Conduct periodic conferences with an assigned group of students.

c. Develop a guidance record for some students.

d. Develop a comprehensive case study on one student based upon periodic observations, conferences and other available reports.

UNIT 4   Physical Facilities

a. Examine and evaluate the overall physical facilities of the school.

b. Examine and evaluate the physical facilities in the subject concerned.

UNIT 5   School and Community

a. Examine and evaluate the total instructional programme of the school.

b. Examine and evaluate the relationship of the school to the community.

c. Examine and evaluate the relationship of the department to the community.

d. Observe teachers other than the co-operating teacher.

e. Confer with individuals in the community regarding placement of secondary school leavers.

f. Participate in co-curricular activities in the school.

g. Attend staff meetings.

UNIT 6   Preparing Teaching Aids to Make Teaching Effective

a. Preparing and using audio aids required for lesson teaching.

b. Preparing and using visual aids required for lesson teaching.

c. Preparing and using audio-visual aids needed to make teaching more lively and effective.

UNIT 7   Organizing School Activities

            Plan, organize, participate in, and evaluate

a. Activities which help in developing social habits such as individual responsibility, constructive leadership, and effective resourcefulness.

b. Activities to develop proper interests, attitudes and skills.

c. Activities of maintaining various school forms, registers and other school procedures.

d. Activities for contacts with community.

e. Teaching activities and observation of teaching of fellow student-teachers.

f. Co-curricular activities including games and sports.

UNIT 8   Professional Improvement

a. Attend when possible, meetings of professional and educational organizations, and evaluate their programmes and impact on education.

b. Read and evaluate professional publications.

c. Attend inservice education meetings and activities.

Teaching Method

        Actual participation on the part of each student teacher will be the basis for this internship. The co-operating teacher, supervisors from training colleges and headmaster of the school should plan the experiences to be provided to the student teacher in advance. These experiences are to be provided gradually, psychologically and scientifically. Periodic seminars may be held on a weekly or bi-weekly basis in which student teacher from several schools will meet the staff of the training colleges. Discussions of teaching problems and experiences will be the major purpose of these sessions. Written assignments will also be given during the period of Internship.

Organization of the Internship Programme

        On one hand the school is the active laboratory available for student teachers for any type of work related to teaching they must share the feelings of school personnels. School personnels on the other hand has also a great responsibility to guide the young teacher trainees effectively. Therefore both the student teachers and school personnels should be provided opportunity to discuss the outlines of internship programmes before it is implemented. The philosophy, and the objectives must be made very clear to them and they should be told about their exact roles, they have to perform during internship.

        When the UGC Curriculum Development Committee is planning to make the teacher education programme of two years, it seems

justified to devote six months' time in Internship programme. This will be in addition to Practice teaching after getting training in micro-teaching and other training strategies. This whole period of six months may be divided in three convenient phases:-

1. The Preparation Phase
2. The Intermediatory Phase
3. The Final Phase

The Preparation Phase

The preparation phase becomes very important to make the student teacher know as to what he has to do in a school.

I Step:-
A ten days orientation course may be organized as the first step in Preparation Phase. It is to organize with an aim to refresh the knowledge of student teachers regarding basics or fundamentals of classroom teaching already learned through theory lectures and practice teaching. At this stage the student teachers should be given all practical hints for handling classroom responses, problem students in class and ways of good behaviour of students. Each session of this phase must follow the group discussion, where the students can remove their doubts, put their problems if any, and can discuss difficulties and the ways to overcome. They should also be told clearly what they have to do in school during internship, how they have to organize teaching and non-teaching activities and from where they can get help if needed in case of difficulties. The syllabus of Internship programme and the procedure of evaluation of their performance must be told and discussed with them. After giving all practical hints for teaching, learning, guidance, evaluation and organizing curricular and co-curricular activities they should be alloted schools, where they have to complete the internship programme:

During this ten days orientation programme the topics listed below or other needed, may be discussed with practical value:-

1. Principles and maxims of teaching
2. Preparing and using A.V. aids effectively
3. How to motivate students in class
4. How to handle the class responses
5. How to deal with individual differences.
6. How to establish rapport in the class
7. How to put good questions in the class

8. How to write on Blackboard and make black board summaries.
9. How to set and organise class.
10. How to plan and correct Assignments.
11. How to arrange and give demonstration.
12. How to write objectives.
13. How to prepare and write lesson plans.
14. Understanding needs, interests and abilities of students.
15. How to communicate effectively.
16. How to correlate knowledge with other subjects and life situations.
17. Planning and arranging community activities.
18. How to develop, inculcate and teach values in class.

Selecting the co-operating school for student teacher is also not very easy exercise. The training college should prepare school profile and Internship work profile, and only best matched schools be selected as co-operating schools. The help of DEOs/Education officers or relevant authorities may be sought.

II Step:-
Once the selection of school is made the subject teachers and headmasters of schools be invited to participate in 'orientation conference' with a view to explain and discuss the philosophy, aims and objectives of internship programme. The role of subject teacher, role of headmaster, and expectations from them may also be discussed during this conference. They should be told their responsibilities, and duties very clearly towards alloted student teachers in their school. They should also be familiarized with the supervision and evaluation scheme so that they may know, how they have to supervise and evaluate their students. This conference may continue for three days.

III Step:-
As a third step, a conference of student teachers and school subject teachers alongwith college supervisors may also be arranged with a view to discuss the syllabus and other related activities to be covered and undertaken during the internship. The student teachers may be given information regarding various facilities, traditions, rules and regulations of school, where they have to act as internee. This conference may be of two days duration.

2. Intermediatory Phase of Internship

This phase will consists of two weeks time. During this period the student teachers have to go to co-operating schools, where they have to complete their internship.

During this period the student teachers are expected to survey and make a note of all the available facilities for teaching, curricular and cocurricular activities. The student teacher will also visit the neighbouring Institutions from which he can get assistance for organizing teaching and other type of activities in school and in the community. Here, he is expected to prepare a detailed report and submit it to the school as well as to his training college. In addition to this, the student teacher will be required to perform the following training functions also:

Student teacher will:-

a. Observe the classes of his subject teacher and will note his observations in the prescribed observation form. He will discuss his observations with the subject teacher at length.

b. Assist his subject teacher in class teaching by developing blackboard work, use of teaching aids, arranging apparatus and other teaching materials used for the lesson.

c. Collect, supervise and correct written work of student in consultation with co-operative teachers.

d. Help the subject teacher in supervising games and other activities, in organizing class and school functions and participating in community activities.

e. Make the record of attendence of the class and may keep the record of absentees and late comers.

f. Establish rapport with students and specially be familiar with the background of the gifted and backward students.

g. Prepare report how he may prove more useful for this school, and how he plans to start his internship programme, what curricular and cocurricular activities he will be taking and in what way. Thus, he is expected to prepare a blue print or guide plan (weekwise) for total duration of Internship in teaching.

At the end of the fortnight the student teacher will report to the college supervisor and discuss with him his/her performance and experiences of II phase of Internship.

3. Final Phase

This phase again may be divided in two phases - Phase A and Phase B.

Phase-A:

Phase A will consist of 2½ months time. In this phase the student teacher is expected to devote all his time in performing instructional and non instructional duties of teachers in the school.

The following programmes may be covered during this phase:

1. Every student teacher will be required to teach atleast two periods daily for atleast first ten days of this phase, fully supervised by the co-operative (subject) teacher or/and college supervisors. During this period he is also expected to be busy in preparation of Teaching and other needed instructional material.

2. The student teacher will be required to teach atleast four periods per day in school for next ten days. In addition to this, he is also expected to undertake, plan, and organize various curricular cocurricular activities in this school. During this period he will also be given an assignment of working as class teacher and has to perform all the functions of class teacher.

3. For next twenty days of the internship, the student teacher will perform all his duties and functions as given in Point 2 with an addition of only two periods of teaching per day. Thus he has to teach six periods per day alongwith other activities.

4. For next thirty days, the student teacher will work as the regular teacher and will perform all the duties and functions of the regular teacher in the co-operating school.

During this phase of internship every student teacher is expected to come and discuss their difficulties/problems with the college supervisors of training college after every fortnight. Thus five days may be used for this purpose. During this period student teacher is expected to gain insight by conducting term planning, unit planning and content analysis exercises.

Phase B:

This phase will consist of three months only. The student teacher is expected to act as the regular teacher in the school concerned. He has to perform with teaching and non teaching responsibilities of the teacher.

During this period the student teacher is expected to prepare unit plan and short lesson plans containing topic, behavioural objectives, teaching points, procedure of teaching and evaluation.

The student teacher will teach various types of lessons using various teaching methods and techniques during this period. He is also supposed to prepare unit test. He should keep and maintain the record of all these lessons and tests on an average. At least one unit in each subject be completed in a week. In this period the student teacher is required to go in leave vacancy period and also to fulfil other assignments allocated to him by the subject teacher/ Headmaster of co-operating school. He will help the school in maintenance of student records, organize library, co-curricular activities, games and sports etc.

In addition to above, the following functions are to be performed by the student teacher:-

He is expected to:

1. Give assignments to students and to correct them in time.

2. Complete his assignments in each theory paper given under related practical work concerned with school setting.

3. Prepare comprehensive case study of one student based on periodic observation.

4. Prepare blue print and unit test on the unit plan developed in his/her subject of teaching.

5. Organize functions for the community in school and in community for school children.

6. Arrange, organize and conduct parent teacher association meetings and conferences in the school.

Lesson Planning

During the first phase, the student teacher is expected to prepare long lesson plans and in second phase, short lesson plans. The details of the format of long and short lesson plans be prepared before hand.

Evaluation Scheme

Evaluation of the Internship in Teaching will be based on a co-operative, continuous process involving the student teacher, co-operating school-subject teacher and other personnels of the co-operating school, and personnel from the Training Colleges. The evaluation may be done on the following points:-

(A) Design of Internship Programme and co-operating school

1. Whether the student has followed the prepared design of Internship throughout or not? Whether the design was workable or not in real situations?. If not, what changes should be incorporated to make it more practicable and workable?.

2. Whether the co-operating school personnels has done their jobs well or not? If not, what were the difficulties in performing their jobs?

3. Whether the co-operating school co-operated with student teachers to its maximum or not? Can it be continued for next year or not?

For evaluating all these aspects of the Internship programme the self check inventory and personal interview techniques may be adopted.

(B) Student teacher

The performance of student teacher will be assessed fortnightly based on four types of assessment:

　　a. assessment reports of school subject supervisor and
　　　 Headmaster of co-operating school.

b. assessment report of college supervisors.

c. self assessment of student teacher.

d. assessment report of peer student teachers.

In each report the details of each activities undertaken, improvement made, and significant achievements of student teachers may be given. His weak points as well as strong points may be written clearly. For this purpose, rating scales, observation, check lists, standardized tests, and interview techniques may be used. All these evaluation reports may be recorded fortnightly and overall grading may be used for certification purpose.

In Certificate, separate grades may be assigned in each of the following areas, alongwith the overall grading:

1. Teaching competency
2. Quality of teaching aids prepared during the internship
3. Quality of Lesson plans
4. Content competency
5. Method mastery
6. Teaching skills
7. Organizing curricular activities other than teaching
8. Co-curricular activities
9. Group discussion/participation in Seminars etc.
10. Preparing evaluation tools and devices and their use
11. General image of student-teacher
12. General interaction pattern (with students and school personnels)
13. Attitude towards teaching
14. Non cognitive abilities
15. Any other, specify:
    a)
    b)
    c)
    d)

The certificate may have two columns:

A) Competency, ability and skills the student teacher possesses.

B) Competency, ability and skills which student teacher lacks.

Such type of certificate will give clear picture about the student teacher. But assessing and reporting such information needs a great caution.

It is suggested to hold individual and group conferences between college supervisor and student teacher periodically (may be after one or two months) to discuss the problems, difficulties and doubts of student teacher, and to guide them effectively. The college supervisor may indicate the weaknesses the student teacher possess, and the manner in which they may be overcome. The strong points may also be revealed in such conference which may give confidence and self-respect among student teachers.

All the evaluation reports may be sent to the Principal of conerned training college within week of the assessment done. The proper format be developed to report the evaluation/assessment of student teacher during internship.

Records to be maintained during Internship

(A) The following type of records be maintained by the student teacher during Internship programme:

1. Plan book for writing lesson plans and unit plans.

2. Observation note book for recording the observations about the lessons observed.

3. Diary in which student teachers spell out the work allotment, curricular and co-curricular - with the areas proposed and covered.

4. Students' progress chart

5. Self check lists.

(B) The following type of records be maintained by the college supervisor, co-operating teacher and the Headmaster.

Each of the above personnel will maintain the record of progress made by the student teacher. This record may have details about the lesson taught, plans checked, assignments and projects undertaken, suggestions given for improvement. The evaluation sheets may also be kept.

Financial Implications

As in the case of medical internees the stipend/scholarship may be given to each trainee for the duration of internship in teaching for six months. The amount of stipend/scholarship may be prescribed in same proportion as in case of medical student and medical doctors.

BACHELOR'S DEGREE IN EDUCATION

Paper I - THE LEARNER - NATURE AND DEVELOPMENT

Objectives

1. To acquaint the student teacher with the Indian and Western concept of children.

2. To acquaint the trainees with the developmental characteristics of the learner.

3. To enable them to understand the concept and process of learning with special reference to school learning.

4. To enable them to understand the thinking process.

5. To enable them to identify and guide exceptional children.

6. To enable them to understand the process of developing good mental health, integrated personality and self-confidence among children.

7. To acquaint them with the concept, nature and various measuring devices of intelligence.

8. To enable them to identify the creative students in the academic, artisitic, mechanical and scientific fields.

Part A - Content

Unit - 1

Child - concept - Indian and Western viewpoints

Unit - 2

Development - stages - aspects - physical, cognitive, social emotional and moral; development of concept - contributions of Piaget and Bruner.

Unit - 3

Individual differences - nature and type - role of heredity and environment; educational implications.

Unit - 4

Adolescence - nature and character formation

Unit - 5

Intelligence - concept; measurement of intelligence - types of intelligence tests; concept of I.Q.; intelligence and academic achievement; intelligence, aptitude and attitude.

Unit - 6

Personality - concept; approaches - types and traits; deter-minants - biological, psychological and cultural; development of self-concept; measurement of personality - personality tests.

Unit - 7

Learning-concept; learning as a process; factors influencing learning - factors related to (i) teacher (ii) task and (iii) environment.

Types and Theories

Types of learning	Theory	Theorist
1. Signal learning	Conditioning	Pavlov
2. Conditioning	Conditioning	Skinner
3. Chaining	Mathematics	Gilbert
4. Discrimination		Bruner &
5. Concept	Cognitive	Piaget
6. Rule	Information	Gagne
7. Problem-solving	Processing	
8. Verbal	Processing	Ausubel

Unit - 8

Exceptional children - nature; types - gifted, delinquent, backward, handicapped; characteristics of gifted and backward children; slow learners and underachievers; tools for identification; special measures for their optimum learning and achievement.

Unit - 9

Creativity - Nature and factors influencing;divergent and convergent thinking; identification of creative pupils in the academic, artistic, mechanical and scientific fields; creative thinking- its relation to observation imaginaiton and intelligence; educational programmes for development of creative thinking; creative thinking and transfer of training; measurement of creativity and crative tests.

Unit - 10

Mental health - concept; importance, principles and factors affecting; adjustment of pupils with special reference to peer group relationship, adjustment problems; maladjustment - causes; prejudice-formation and ways of checking; Maintaining good mental health ways and means.

Part B - Suggested Practical Work

1. Conducting a case study
2. Conducting a sociometric stuay
3. Survey of needs, intellectual ability, creativity, attitutde or interest of pupils
4. Administration of psychological test and preparation of report.
5. Conducting five psychological experiments
6. Identifying and reporting of techniques of motivation
7. Handling different types of children and offering guidance.
8. Observing child behaviour using schedule.

Paper II. <u>TEACHER IN THE EMERGING SOCIETY</u>

<u>Objectives</u>

1. To acquaint the student teachers with the contemporary political, economic & social environment of the Indian Society.

2. To acquaint them with the constitutional and national policy commitments regarding the social, political and economic development of the country.

3. To enable them to understand the role of education in national development in the social, economic, political spheres.

4. To acquaint them with the major philosophical systems and their influence on the educational system.

5. To enable them to understand the importance of and the need for value education.

6. To develop in them the skill of imparting value education to students.

7. To acquaint them with the role of teachers in bringing about social change.

8. To appraise them of the existing provision for and the required reforms in the professional education for teachers.

9. To acquaint them with the competencies required for effective teaching.

<u>Unit - 1</u>

The social structure of Indian society - stratification based on race, culture, religion, caste, occupation, wealth, education, political party allegiance, social mobility, inter and intra stratum, helping and hindering factors. Economic conditions, Third World Country, people below the poverty line, high, middle and low class classification, regional imbalances, cultural heritage, multiculture, cultural 'invasions', culture shock and adaptation.

Unit - 2

The social, economic and political environment as envisaged in the constitution and elaborated in national policies and programmes. Casteless creedless society with a socialistic pattern based on humanism, secularism, democracy, mosaic culture with an underlying unity, national integration, international understanding, modernisation, smooth blending of spirituality and science, economic independence for the individual and for the nation, society with appropriate technology for 21st century Indian Society.

Unit - 3

Social, economic and cultural deprivations. The deprived groups. The lopsided growth in economic, social and technological spheres. Modernisation, Westernisation and the disturbance to the eco system Value erosion, Emering subculture values and the related problems. The need for and the desirable directions in social change and changes in the economic and cultural spheres.

Unit - 4

Education and social change. Education as a condition for, an agent of and a result of social change. Education and economic development of an individual, of a country. Education for actualising the individual potential resources and thereby the individual, and societal growth and development in economic, social and cultural spheres. Education and culture, preservation and promotion. Education and value system, shift from authority based to rational, autonomy based.

Unit - 5

Philosophy and education, philosophy explains what is real, what is good and how we know what is real and what is good, they correspond to the aims/objectives, the content and the method of education, impact of philosophical systems of India on the ancient Indian education system, the Gurukula system, the Buddhist system, impact of realism, natrualism, pragmatism and existentialism on modern education systems. Educational thoughts of Locke, Rousseau, Dewey, Vivekananda, Gandhiji, Tagore. The philosophical bases of the national policy on education. Aims of education at the primary, secondary and tertiary levels.

Unit - 6

Major Issues in Indian Education (gravity of the issue and solutions sought only); mass illiteracy; education of the socially, culturally and economically deprived. Vocationalisation of secondary education, equality of educational opportunities, Quality improvement in education. Towards a learning society, Distance education. Special education for mentally and physically handicapped and gifted.

Unit - 7

Value education, Values - definition, classification, absolute and changing, moral, social and spiritual. Changing Values, value crisis in the social, economic, political and personal life. Rights and duties. Sources of values, constitution, religion, philosophy. Work ethics. Moral education (interpersonal, citizenship, religious harmony), and spiritual (individual-'self' relationship) education. Teaching of values, knowledge, attitude internalisation, practice and characterisation.

Unit - 8

Teacher and society. Teacher as a change agent and an opinion leader for social changes. Teacher's role in pupil's development, community welfare, national intergration and promotion of international understanding. The social status of teachers, its changing nature. Teaching as a profession, code of ethics for teachers. Teacher education, need for - aims and existing provision.

Unit - .9

Teacher competency, Teaching as a skill, Scientific bases of the art of teaching. Teaching competencies, general and subject specific. Competency based teacher education. Development of competencies, teaching practice, microteaching. Development of social interaction and communication skills.

Unit - 10

Teacher functions; Academic - in the classroom, outside the classroom, curricular and co-curricular programmes, administrative - student personal service, social service (strengthening, integrative and cohesive forces and elimination of social tensions), co-ordination

with other agencies of education - home, religion, peer groups, socio-cultural organisations, mass media - profile of a school teacher we need today.

Suggested Practical work

1. SUPW
2. NSS Camp
3. Survey of changes in the attitudes/values and beliefs about religion, caste and politics in a community.
4. A survey of community aspirations from education.
5. Study of dropouts in a school
6. Organising literacy for a few adults
7. Study of status and role of the teacher in a community
8. Exemplifying values in concrete situation
9. Identification, awareness and appreciation of the basic values of modernization and democracy through Mock Parliament/Student Association and Union Activities.
10. Debate and discussion on current issues and moot points.
11. Seminars on the contributions of eminent educators.

PAPER III: TECHNOLOGY OF TEACHING

Objectives

The Student teacher:

1. understands the role of educational technology in the teaching -learning process.

2. understands learning as a system and its different components.

3. gets acquintance with different teaching skills.

4. understands the basic principles of instructional techniques

5. acquires the skill in the various techniques of individualized teaching and group instruction.

6. understands the nature of classroom communication and analyses teaching behaviour

7. acquires knowledge in curriculum construction.

8. acquires the skills of using different instructional media.

9. understands the role of mass media in education.

10. develops skill in the preparation of instructional materials in the subjects of his specialisation.

11. develops skill in improvisation of aids.

12. acquires the knowledge of general principles in computer assisted instruction.

13. understands importance of action research in tackling problems.

14. acquires knowledge and use of different evaluation techniques.

15. analyses data using simple statistical techniques and interpret results.

Unit - 1

Educational technology - meaning and scope, role in teaching-learning process - systems approach to learning -learning objectives

Unit - 2

General principles of learning - learning methods; problem-solving, self-study, assignment simulation and games

Unit -3
Instructional techniques - skills; basic principles. (i) Techniques of individualised teaching - programmed instruction, teaching machines, PSI, Self-instructional modules, multi-media packages. (ii) Techniques of group instruction, team teaching, discussion methods.

Unit - 4

Teaching as communication - classroom communication, channels of communication - verbal and non-verbal; interaction.

Unit - 5

Curriculum - meaning; general principles of construction,Types: Curriculum process.
Unit - 6

Instructional media - importance and role in teaching learning process; different types of media - chalkboard, posters, charts, models, pictures, slides, films and filmstrips, tape recorder, radio, T.V., selection, preparation, use and maintenance of media, improvisation of aids. Role of mass media in distance education.

Unit - 7

Computer in education - use of computer as an instructional aid: CAI, Computer - hardware and software.

Unit - 8

Action research - importance in tackling problems - steps in action research.

Unit - 9

      Evaluation - concept, importance, functions and basic principles of evaluation, tools and techniques of evaluation; characteristics of good evalution instruments; classification of tests; preparation and administration of tests for placement; different purposes, promotion, placement, improvement (of learning and teaching) formative, and summative evaluation scoring procedures.

Unit - 10

      Analysis of data and interpretation of results - classification, tabulation, freqauency distributions; measures of central tendency and dispersion; percentages; graphical representation of data - histogram, frequency polygon; correlation - rank order and product-moment method.

Part B - Suggested Practical Work

1. Formulating terminal learning objectives
2. Constructing and administering diagnostic tests and organising remedial programmes.
3. Developing, administering a unit test.
4. Analysing test results
5. Preparing self-instructional modules
6. Operating various media equipments
7. Preparing display materials for instructional purposes.
8. Conducting action research.

<u>M.S. (Education)</u>

<u>Paper I.</u>   <u>The Learner – Nature and Development</u>

<u>Objectives:</u>

To enable the student teacher:

1. to understand the nature and development of children and adolescents.

2. to understand the nature, range and distribution of individual differences and their implications for learning.

3. to understand the nature and process of learning with speical reference to learning at schools.

4. to identify the exceptional children and help in the promotion of their learning.

5. to understand the structural and the functional aspects of personality development and help students develop integrated personality.

6. to understand the nature of mental health and help students develop good mental health.

<u>Unit 1:</u>   Child's potentialities for cognitive behaviour, cultural influence on cognitive and affective development, nature and duration of dependency – Indian and Western views.

<u>Unit 2:</u>   Development – concept; stages; aspects; physical, cognitive social, language, emotional and moral; general trend and pattern – factors influencing growth and development, internal and external.

<u>Unit 3:</u>   Development during adolescence

   (a)   Physical:- difference in the trend for boys and girls – early and late maturers, their problems.
   (b)   Social:- peergroup influence, identity crisis.
   (c)   Emotional problems.
   (d)   Interests, attitudes, value system
   (e)   Character formation
   (f)   Emerging subculture
   (g)   Influence of the 'significant others' areas and extent.

Unit 4:   Individual Differences

      (a)   Factors responsible for - 'Hate'
      (b)   Inter and intra individual differences in
             (i) Cognitive abilities,
             (ii) Personality, (iii) attitudes, interests,
             (iv) cognitive styles, (v) learning styles.
      (c)   Implications for classroom teaching.

Unit 5:   Human Abilities, cognitive, affective and psychomotor-

      (a)   cognitive abilities - nature and type: general, specific; primary; content - process - product base classification

      (b)   Intelligence (cognitive ability) tests - types; IQ; intellect profiles; use of;
      (c)   aptitudes - types measurement; use of aptitude tests.
      (d)   attitudes - formation; measurement; change.
      (e)   skills - reproductive and productive; refinement of;

Unit 6:   Personality

      (a)   definition
      (b)   structure and functioning, trait, type, trait-type, factor type approaches.
      (c)   determinants - biological, psychological, cultural
      (d)   measurement:- tests, types, paper-pencil, rating, projective.
      (e)   abnormal personality, identification,
      (f)   self-concept, self-confidence, development leadership

Unit 7:   Learning

      (a)   definition, process, outcomes
      (b)   types, conditioning, cognitive, receptive, imitative (social models), heuristic, self discovery
      (c)   learning hierarchy (Gagne)
      (d)   learning of concepts and principles
      (d)   learning of facts and procedures
      (f)   learning of affective behaviour

(g)   learning of skills (psychomotor behaviour)

(h)   information processing model of learning – semantic encoding for understanding and long term memory

(i)   factors influencing learning, maturation, cognitive prerequisiter, affective level (motivation), reinforcement.

Unit 8:   Exceptional children

(a)   nature, types – gifted, retarded, delinquent, disabled (sensorily and physically), slow learners, under achievers

(b)   ways of identifying

(c)   special programmes for optimising learning

(d)   segregated and integrated approaches.

Unit 9:   Creativity

(a)   nature, dimensions

(b)   factors influencing

(c)   identification in different areas, academic, artistic, mechanical, scientific;

(d)   creative thinking, process

(e)   creativity, imagination and intelligence – interrelationship

(f)   educational programmes for developing creative thinking

(g)   measurement of creativity – creativity tests.

Unit 10:   Mental Health

(a)   concept, importance of

(b)   principles of

(c)   factors influencing

(d)   adjustment problems of students (peer group, home, school)

(e)   adjustment mechanisms

(f)   maintaining good mental health, ways and means of.

M.S. (Education)

Paper II. TEACHER AND EDUCATION IN INDIAN SOCIETY (80 hours)

Objectives

1. To help the student teachers understand the basic concepts in the Sociology of Education.
2. To give them a clear perception of the social and economic problems facing the country.
3. To enable them understand the role of education in the emerging Indian Society.
4. To enable them to understand the basic principles of different philosophies and their implications for education.
5. To promote the development of a sense of commitment to the teaching profession as well as social welfare.
6. To make them understand their role in the creation of a new social order in the country and
7. To provide them opportunities and participation in social welfare activities.

Unit No.	Content	Suggested Hours of Instruction
(1)	**Social Structure of Indian Society**	
	(a) Sociology of Education -Definition -Nature and scope -Purpose - relation of society to education.	1
	(b) Social interaction, stratification social differences and social mobility	1
	(c) Social groups - Home, Society, Religion, peer groups - their role as agencies of education - Sub-culture values	1
	(d) Education and Socialization	1

(e)   Indian society - stratification based on race, religion, caste, occupation, wealth, education and political affiliations.   1

Factors contributing to social mobility - Economic conditions.   1

Regional unbalances and Inequalities   1

Our Cultural heritage - unity in diversity   1

                                                                                                8

2.   Social, economic and cultural deprivation

(a)   The deprived groups - problems of Scheduled Castes and Scheduled Tribes and other weaker sections of society including women.   3

(b)   Problems of the poor

(c)   Problems of rural population

(d)   Problems arising out of industrialization, urbanization and modernization   1

(e)   Social justice - Need for   1

                                                                                                5

3.   Indian Society as evisaged in our Constitution

(a)   Directive principles and fundamental rights   1

(b)   Provisions relating to education   1

(c)   Social goals - Secularism - Democracy - Socialistic pattern of society   2

(d) National and Emotional Integration	1
- Definition	
- Need	
Contributory factors	
(e) Education and International understanding	1
(f) Economic Planning - Need - Five-year Plans	2

	8
	------

4.   <u>Education and Society</u>

(a) Sociological bases of education - mutual relationship between individual and society - Evaluation of behaviour by reference to social norms - desire for recognition, acceptance and approval of the group.	1
(b) Different roles of education-agent of social changes - a tool of economic development - a means of social and national welfare	3
(c) Social goals - Aims of education; Personal and social aims. Concepts of liberal and utilitarian education.	2
(d) A brief summary of the major recommendations of the important committees, Impact of British rule on Indian education - Swadeshee movement in education - Contribution of Gandhiji, Tagore, Vivekananda & Sri.Aurobindo	4
(e) Education and Human Resources Development.	-------
	10
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5. <u>Philosophy and Education</u>

     (a)   Relationship between philo-
sophy and education - Philosophy of
education - Meaning

     (b)   Impact of Realism, Naturalism,
Pragmatism and Existentialism on modern
educational systems   4

     (c)   Educational   thoughts   of
Rousseau and Dewey   4

     (d)   Contribution of different reli-
gions to Indian educational theory-
Hinduism, Buddhism, Jainism, Islam and
Christianity.   3

                                           11

6.   <u>Value Education</u>

     (a)   Values - Definition - classi-
fication

             i) Material - love of money
and pleasures of life.
Physical - health, strength, grace and
beauty.
Emotional - harmoney, friendliness,
courage heroism and endurance.
Mental - perseverance, impartiality
dispassionate search for truth.

Asesthetic - appreciation of beauty -
creation joy.
Social - tolerance, co-operation, courtesy,
consideration for others, civic sense
spirit of service, devotion of duty.
Moral - gratitude, honesty, benevolence
and self-contro.
Spiritual-mediation, pursuit of the Ulti-
mate reality.   3

     (b)   Concept of basic human values

(c)   Value erosion in the social, economic and political fields.   1

(d)   Sources of values-Religion, philosophy, literature, social customs and Science and Constitution   1

(e)   Work ethics....   1

(f)   Inculcation of values –
Different approaches   2
                                              ‾8‾

7.   Teacher and Society

(a)   The role of the teacher in society   1

(b)   Social status of teachers-contributory factors.   1

(c)   Teaching as a profession –
code of conduct of teachers.   1

(d)   Need for Teacher education –
Different levels.   1

(e)   Professional organizations and their role.   1
                                              ‾5‾

8.   Teacher functions

(a)   Academic – class – room tea-ching – Organization of co-curricular activities
-counselling students.   1

(b)   Community work – SUPW, NSS   2

(c)   Co-ordination with other agencies of education   1

(d)   Promotion of social and national integration – strengthening   2

.integrative and choesive forces - elimi-
natior. of social tensions

(e)   Profile of an ideal teacher   1
                                                                   ___
                                                                    7
                                                                   ___

9.   Teacher Competency

(a)   Teaching as a skill-'Scientific
bases' of the art of teaching.   1
(b)   Teaching competencies -
general and subject specific.   1

(c)   Competency - based teacher
education programmes - Development of
competencies - Micro - teaching.   3

(d)   Social interaction and commu-
nication skills   2
                                                                   ___
                                                                    7
                                                                   ___

10.   Major Issues in Indian Education

(a)   Eradication of Illiteracy-
Mass and selective approaches - Funct-
ional literacy.NAEP - Objectives - Organi-   2
zation   2

(b)   Education of socially, cultu-
rally and economically deprived   1

(c)   Vocationalization - Need -
Problems involved   1

(d)   Equality of opportunities in
Education - Meaning - Measures taken.   1

(e)   special education for mentally
and physically handicapped - gifted children   1

(f)   Towards a Learning Society -
Distance education - objectives,main features   1

(g)   Population education
                                                                   ___
                                                                    9
                                                                   ___

M.S (Education)

Paper III TEACHING-LEARNING PROCESS AND EDUCATIONAL TECHNOLOGY

Objectives:

       To enable the teacher trainee:

1.   to acquire knowledge about the basic principles of curriculum development.

2.   to understand the nature and use of different instructional media

3.   to understand the role of Educational Technology in the teaching process.

4.   to understand the importance of research to find solutions to class room problems and undertake simple action research.

5.   to understand and use different evaluation techniques

6.   to understand the role of mass media in education

7.   to develop skill in the construction, administration and interpretation of diagnostic and achievement tests.

Unit 1:   Teaching Process – the what (curriculum content) how (instructional stragegy) and how best (evaluation) of teaching.

    Curriculum:

    i)   definition
    ii)   types
      a) Linear, Spiral, concetric pyramidal(core)
      b) child-centred, subject-centered.
    iii)   basic principles of curriculum development
    iv)   process of curriculum development in India **(for schools)**
    v)   an overall view of secondary curriculum (state level)
    vi)   common curriculum for the country

Unit 2:   Use of environment and activities in teaching process:

    1)   resources in the environment, natural, industrial, social, cultural.

2) activity - cenred instruction-basic education, project method.

3) teaching through Co-curricular and out-of-class activities.

Unit 3: Education Technology

(a) definition; changing concept

(b) need for educational technology; knowledge explosion, enrolment explosion; lifelong education, distance education.

(c) educational technology in the classroom; teaching aid to facilitate learning, multisensory appeal; audio; visual and audio-visual aids; breaking temporal and spatial constraints in the use of the expertise - individualised instruction; freeing teacher from routine repetitive work;

(d) educational technology in the teaching process - creative application of science to educational (teaching) problems; at the conceptual level and at the practical level; new methods of teaching based on the science of learning new techniques to help students of different levels of achievement; reception (expositive) model, behaviour modification, cognitive scheme, adaptive model, information processing model; skill based teaching; (micro) team teaching; programmed learning; multimedia packages, self instructional modules; small group - large group instructional design.

(e) educational technology in course designing, curriculum development - systems approach - define, analyse, design, implement, control and evaluate.

Unit 4:

Instructional Media

(a) role in teaching process; aid to the teacher in presentation; to reach many at the same time, at distance; initiating the cognitive process.

(b) selection and use of media

(c)   improvised aids; student participation in the prepara-
        tion.

Unit 5:   Mass media

(a)   role of mass media in formal, informal, nonformal
        education.

(b)   use of mass media for formal education – newspapers,
        TV, radio, cinema

(c)   teachers' role in the use of mass media collaboration
        with mass media people; in the preparation, and
        broadcastire or publication; preparing students for
        learning through mass media

(d)   educational braodcast and telecast in india;

Unit 6:   The Hardware of Educational Technology

(a)   the hardware and software of technology
(b)   use of equipments in the teaching process
(c)   low technology – chalkboard, charts, models
(d)   intermediate – slide, film, overhead projector
(e)   high – radio, TV, computer, projector, teaching machine;
(f)   changing role of teacher with the use of hardware
        of low, intermediate and high technology.

Unit 7:   Evaluation

(a)   concept, purposes
(b)   basic principles
(c)   tools, requirements for a usable tool
(d)   tests as tools; classification of tests
(e)   preparation, administration and interpretation of results
        of diagnostic and achievement tests
(f)   evaluation of knowledge (at different levels) attitude
        and skills.

Unit 8:   Evaluation Techniques

(a)   external examination – limitations
(b)   continuous internal evaluation
(c)   criterion and norm referenced
(d)   formative and summative

Unit 9:   Solutions to classroom problems

(a)   classroom probems - teaching-learning process based; classroom management based
(b)   scientific way to find solution to problems
(c)   action research - steps involved;
(d)   advantages, limitations.

Unit 10:   Research Reports

(a)   reading and understanding of educational articles and research reports
(b)   research reviews and encyclopedias
(c)   types of research - survey, association studies and experimental
(d)   reporting the results - Descriptive Statistics:
1) percentage   2) mean   3) median   4) standard deviation   5) tabular   and   graphical   representation   6) correlation   7) difference between two groups.

M.S. (Education)

Paper IV   Section.A: SCHOOL MANAGEMENT

To enable the student teacher:

1.   to familiarise himself with the various aspects of school plant

2.   to understand the administrative organisation of the school

3.   to understand the need for ways and means of developing harmonious interpersonal and intergroup relationship in the school.

4.   to know and adopt the ways and means of maintaining good School Community relationship

5.   to manage the student services and student activities programmes

6.   to understand the need for and procedure of academic supervision and guidance.

Unit 1:   School Plant

Site, building, equipment, furniture, library, labortory, playground, museum, garden, sanitation facilities and other physical features of the school.

Unit 2:   School Organisation

yearly, monthly plans: timetable; records and registers; examination; maintenance of discipline; the general 'tone' of the school; school as a community; involvement of staff and students in the organisational management; leadership behaviour of the head of the institution; school-community relationship;

Unit 3:   Personal management
interpersonal, intergroup relationship: human relations approach versus scientific approach; job satisfaction of teachers; teacher welfare measures; professional growth; school complex.

Unit 4:   Management of student services and student Activities;
           hostels, ancilliary services, recreational facilities,
           co-curricular activities; school health services, guidance
           and counselling; student Union.

           NSS, Scouts, Guides, Red Cross, SUPW(work experience)
           excussions, cultural activities, co-operative society.

Unit 5:   Superivision

           Principles, types, head of the institution as a supervisor,
           supervisory system in the state; academic guidance to teac-
           hers;

Section.B

           Anyone Elective subject.

Professor B.P.SINGH

DIRECTOR (SCIENCE)

GRAMS: UNIGRANTS
TELEX: 31-65913 UGC IN
UNIVERSITY GRANTS COMMISSION
BAHADURSHAH ZAFAR MARG
NEW DELHI - 110 002

D.O.No:F.1-1/87(Director/Sc)Misc.

Dear Professor Ramkumar:

    Kindly refer to your letter No.Edn/CD/135/87 dated 27th May, 1987 regarding curriculum development in education. The Curriculum should be in a modular form and each module should be broken into cohesive <u>units</u> as required in our recent letter of even number dated 11th May, 1987. It is requested to send the audited accounts of Rs.4 lacs through the university so that the question for releasing further grant of Rs.2 lacs may be considered at the earliest.

    The request for diversion of funds from TA/DA and other heads is under consideration.

    Kindly send the different proforma duly filled as requested in our letter of even number dated 11th May, 1987.

    With kind regards,

Yours sincerely,

Sd/-
(B.P.Singh)

Dr.Vasantha Ramkumar
Professor & Head
National Co-ordinator
UGC Curriculum Development Centre
University of Kerala
Trivandrum-695 014

M O D U L E S

A module is a learning package which contains everything needed by the student for self instruction.

The components of a module are:

1. Statement of purpose

2. Desirable pre-requisite skills

3. Instructional objectives

4. Diagnostic pre-tests

5. Implements for the module

6. The modular programme

7. Related experiences

8. Evaluative post tests

9. Assessment of the module

Procedure in the development of a Module

1. Select a topic and break it down to small manageable units.

2. Select or prepare performance objectives for the learning unit or module.

3. Identify the activities for the student to meet the objectives.

4. Determine the level of mastery or competency . ad by the student to begin the activities.

5. Prepare an outline of a study guide for use of the ch''d.

6. Prepare instructions for helping the student proceed through the module.

7. Try out the module with a few students and observe whether or not the sequence of instructions and available materials are adequate.

8. Refine the module from the comments and observations of students and colleagues.

The following are some of the advantages of modular approach.

1. There are probably much greater individual differences among students. Even the 'slow' lerners can become higher achievers in a programme where they are allowed to work at their own speed.

2. Through the use of behavioural objectives, students know exactly where they stand.

3. The boredom of classroom teachers and regimentation is replaced by true individual investigation . The teacher only acts as a helper or director.

Module Approach

What is a module? Stated simply, module is a selfcontained and independant unit of instruction with the primary focus on a few well-defined objectives. The substance of a module consists of materials and instructions needed to accomplish these objectives. The boundaries of a module are definiable only in terms of stated objectives. The module consists of the following compenents: (a) Statement of purpose (b) desirable pre-requisite skills (c) instructional objectives (d) diagnostic pre-test (e) implements for the module (f) the modular program (g) related experiences (h) evaluative post-test (i) assessment of module (Creager and Murray. 1971).

This definition was the result of a meeting of several biologists under the sponsorship of the American Institute of Biological Sciences. While this meeting was not the orgin of the concept, it did much to promote the idea of modules. No definition of module has been acceptable to everyone to include all sorts of units, materials and the combinations. However, in each case a module seems to represent a self-contained instructional package :covering a single conceptual unit of subject matter. The idea did not have its inceptions in any one individual or individual groups, but has generated spontaneously by many people interested in improving education and instructional design. The use of modules grew rapidly through the 1960's and 1970's and currently the modular approach is well-entrenched as a means of tailoring instruction to individual needs. Nearly all individualized instruction is based on the use of modules, minicourses, concept-o-packs or otherwise defined components of a whole, (See individualized instruction, individualized school programmes; minicourses).

1. Programmed Instruction (1950's)

The development of a module dates from the early day of programmed instruction in the 1950's. Most of the early paper and pencil programs were designed to teach small units of subject matter-operating a slide rule, playing chess, writing a declarative sentence, using a Pythagorean theorem and so on. The research of B.F.Skinner at Harvard University in the middle and late 1950's and others during this period led to the formulation of several teaching principles which became characteristic of programmed instruction: Small steps, active student involvement, immediate confirmation, reinforcement and self-pacing. These same principles are used in making modules.

2. Audio-tutorial and Personalized System Approaches (1960's)

Two approaches to individualized instruction in the 1960's helped to further clarify and implement the modular concept. In 1961, S.N. Postlethwait began using audiotaped presentations to supplement the instruction in his Botany Course at Pardue University. (Postlethwait et. al. 1972). During the next decade, he developed the audio-tutorial approach which structured around a self-instructional learning carrer (see Independant Study); The system he developed incorporated objectives, a programmed audio-tape, printed study guides, visual aids and actual botanical specimens. The subject matter was divided into units, he called "minicourses" which permitted variable credit, self-packing, and so on. As used in his courses, the system also provides for teaching assistants to aid students in understanding complex concepts. The audio-tutorial appraoch has proved to be an effective and successful learning experience for many students.

In 1963, Fred Keller and Gilbert Sherman developed personalized system instruction (Keller 1968) (see Keller plan-A personalized system of Instruction). This approach involved primarily written materials and the use of tutors to interact and test the student's progress. Progress was measured by tests over individual subject matter units taken in connection with tutors. Structure for a course was provided by the use of written guidelines which directed the student's reading and other associated activities. Motivational activities such as lectures and films were used as the teacher felt desirable, depending on the subject matter. The personalized system of instruction, sometimes called the Keller Plan has been widely adopted by many teachers and in many different subject areas. Research data indicate significant improvement of learning when this approach is properly implemented.

Advantages and Disadvantages
<u>Advantages and Disadvantages</u>

The following list contains some of the advantages offered to a teacher who uses the modular approach.

(a)   The use of modules provides an opportunity for organizing numerous sequences of experience to reflect special interests of the teacher or the student.

(b)   Self-instructional units allow the teacher to focus on student deficiencies in subject matter that must be corrected and also serve to eliminate the necessity of covering subject matter already known by the student.

(c)   The modular approach provides a way of assessing the student's progress in learning.

(d)   Modules reduce the routine aspects of instruction, leaving the teacher free to engage in personal contact with the student.

(e)   The independant nature of self-instructional units facilitates the updating of study materials without major revisions.

(f)   Modules can serve as models for teachers who wish to develop their own materials and insert their own individuality.

(g)   Self-instructional units potentially can be exchanged between institutions.

In the same context, the modular appraoch offers avenues for individualized study on the part of the student. The following is a list of some of the possibilities inherent in such a scheme of study for the student.

(a)   The student must be involved in the learning process. So his or her commitment to the task is likely to be enhanced.

(b)   A large pool of modules will permit students to explore portions of subjects of particular interest without having to enroll in a full course containing topics not relevant to their needs.

(c)   The students have full control of the rate of study. Thus they can progress at their own pace.

(d)   Students are not forced to cover materials which are already familiar to them.

(e)   The consequences of failure are reduced. Each student can master each module completely before proceeding to the next.

(f)   Each student can participate in the decision as to whether he or she has learned the subject matter adequately.

(g)   It may be practical for some modules to be checked out and studied at home, resulting in a saving for both the student and the University.

(h)   Each student has the opportunity to develop a sense of responsibility for his or her own learning

And finally, there are advantages to the institutions which must not be overlooked. Some of these follow.

(a)   Modules make it possible to define the content of a course so that inadvertent duplications or omissions can be avoided and members of other departments can determine what portions of courses might be useful to their students.

(b)   Modules can provide for dividing the responsibilities of course preparation among members of a team, thus achieving the main advantage of team teaching without many of the disadvantages of team teaching (see team teaching).

(c)   Modules are exportable from one campus to another so that the expense of preparation can be shared among institutions. Many can benefit from the modules prepared at any one institution.

(d)   In the evaluation of the productivity of teachers, an institution could treat the preparation of modules in the same light as publications are now treated.

The modular approach has been proven to be an effective and efficient tool to help students learn. Most subjects can be taught with this approach. The production of instructional materials is time consuming, but modular effectiveness can be evaluated and thus revisions can be done in a positive way. For some teachers and for some subject matter this creates problems. However, the use of modules is slowly being widely accepted.

Research on Modules

A computer literature search in May 1982 as "Modules Effectiveness" recorded 4,594 entries. Clearly, a tremendous amount of research has been conducted attempting to document the value of modules to instructional design. Unfortunately, since specific definition of module is universally accepted by all researchers, it is not possible to generalize about the use of modules despite the widespread investigation. Much of the literature refers to a specific situation involving a local interpretation of the nature of a module and locally produced materials. These materials can range in construction from excellent to poor and can incorporate good learning principles or almost none at all.

One of the leading efforts to evaluate modules in a systematic way has been done by James A.Kulik and his co-workers at the University of Michigan. Their work has focused primarily on the personalized system of instruction. A paper by Kulik et.al.(1976) for example states:

"The effectiveness of PSI has been measured with several criteria; end-of-course performance, retention, transfer and student attitudes. By any of these measures, PSI is more effective than conventional methods of college teaching. Recent research also suggests that PSI is an efficient method of learning for students. PSI and conventional courses apparently make equal demands on student time, eventhough students in PSI courses generally outperform students in conventional courses.

Besides making a case for the effectiveness and efficiency of PSI, researchers have also begun to discover the reasons for its effectiveness. The key features of the system appear to be three; small steps, immediate feed back, and a unit-mastery requirement. While mastery models of instruction suggest that these instructional features will be of most benefit to the lower aptitude student, empirical results suggest that the picutre is more complex. In some courses, higher aptitude students benefit most from the introduction of these instructional features, but in other courses, PSI procedures have their strongest impact on lower aptitude students."

(See also): Keller Plan: A personalized system of Instruction, Currriculum packages; Minicourses; Individualized Instruction; Programmed Learning.

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