

UPDATING CURRICULA IN EDUCATION

1.0 PREAMBLE

- 1.1 The closing decade of the last millennium witnessed quite a few significant developments in the study of education, including teacher education. The Reports of the Curriculum Development Center in Education set up by University Grants Commission appeared in 1989 and 1990. “The Programme of Action, 1992” based on modified National Policy on Education–1986, attempted to give a concrete shape and practical thrust to the recommendations of the CABE Committee on Policy (July 1991) and the Janardhana Reddy Committee (January, 1992). The year 1995 witnessed the establishment of the apex regulatory agency in teacher education, the National Council for Teacher Education (NCTE), through an Act of Parliament. In 1996 appeared the NCTE Discussion Document entitled “Curriculum Framework for Teacher Education” which, two years later, as a result of countrywide discussions through numerous seminars, led to the publication of the “Curriculum Framework for Quality Teacher Education”. Widely known as “NCTE Curriculum Framework-1998”, it took stock of the context and concerns of teacher education ranging from ‘constitutional goals’ to ‘commitment and performance in teacher education’; it emphasized the symbiotic relationship between pre-service and in-service teacher education and recommended updated curricula for teacher education for various levels of school education from the primary stage to the senior secondary stage - for academic and vocational streams. Envisaging teacher preparation for alternative systems, special education and physical education, the 1998 Framework emphasized pedagogical analysis and the use of context–based, stage-specific transaction strategies. The National Council of Educational Research and Training (NCERT) released in January 2000 a ‘Discussion Document’ on “National Curriculum Framework”. The debate initiated by this Discussion Document led to a variety of reactions as well as suggestions that resulted in the final document, “National Curriculum Framework for School Education” in November, 2000. The NCERT Framework – 2000 views curriculum as a device to achieve national goals through the medium of educational experiences. While it tried to grapple with various curricular issues, it took stock of instructional time and the Open Learning System that was meant to take education to the learners’ doorsteps. Needless to say that translating the recommendations of the NCERT’s National Curriculum Framework and attainment of the societal and educational vision that informs it throughout would be well nigh impossible without due support from the teacher education system; its implications for rethinking education, particularly teacher education, are all too obvious as well as multi-dimensional.
- 1.2 The University Grants Commission has the mandate to promote excellence in the higher education sector including the academic and the professional. In the context of Education, its task is more comprehensive than that of other regulatory bodies. It

looks after and supports excellence in the discipline of Education in its liberal – academic, as well as professional endeavours. “Not to swim is to fall back” is a worthwhile and pragmatic approach to the task of curriculum updating. At any point of time, curriculum updating has to take stock of the changes and challenges that emerge because of developments in various sectors of our national life as well as on the international scenario.

- 1.3 Historically, British imperialism supplanted the then prevailing system of indigenous education in India. While the educational system established by the British did make substantial progress in science and technology, it engendered alienation from the inner spiritual strength and development, which were the cherished aims of our ancient educational–cultural heritage. The Education Commission (1964 – 66) emphasized this imbalance between our outer world and our inner world. The Delors Report (1996) ‘Learning – The Treasure Within’ reaffirms the view of Education Commission (1964 – 66) when it visualizes learning as harnessing “the treasure within’. According to the Delors Report, learning constitutes “the heartbeat of society” while ‘learning to know’, ‘learning to do’, learning to live together’ and ‘learning to be’ constitute four pillars of education; mutual understanding, peaceful interchange and harmony can be taken as the social aims of education.
- 1.4 During the last four decades, mankind has moved from the modern era to the post-modern era. The typical post-modern individual is very much unlike his counterpart of the modern era. While the modern man had faith in rationality, progress and in long-term planning, the post-modern man finds himself unhinged from his roots; unlike the modern man who lived more for the future than in the present, the post-modern man has chosen to live in and for the present rather than for the future. The post-modern man is committed to the pursuit of the images and symbols of his desire; for this he is ready to disregard the established structures of society but he lacks the strong faith that would enable him to function as the agent of normative social change. Haunted by his alienation from his traditional social milieu and fearful of what lies hidden in the womb of future, the post-modern man has chosen to pursue instant gratification of his desires. Unlike modernity which was looked upon as worthy of pursuit, post-modernity has emerged as a challenge to cope with. This has led to decline of idealism and erosion of altruism as values in life; advances in technology during the last two decades have inexplicably been accompanied by streaks of blind faith and superstition in some quarters.
- 1.5 The Indian society inhabits simultaneously three eras: traditional, modern and post-modern. Over the last fifty years, our society has become a resurgent one and our democracy more vibrant, and perhaps a little noisier too. Our economy on the whole is upbeat and our IT experts have emerged as a force to reckon with the world over. What was earlier viewed as ‘brain drain’ has now been transformed as an export asset that gives the Indian diaspora a forceful voice; besides, it boosts our forex

reserves. Even though our education system has expanded, much of what is laudable in our multi-faceted progress is admittedly in spite of our educational system, as it exists today. Our education cannot claim much credit for our progress on various fronts.

- 1.6 Our formal education system has been essentially a reactive rather than a proactive one. Instead of visualizing the future and providing for it, Indian education has been content to be a follower of changes in various sectors in India as well as elsewhere. Newer technologies like internet, telematics, World Wide Web, e-mail and now e-commerce are impacting education. Private initiative in higher education is readily willing to embrace what the formal system has so far been skeptical about. Our education system has yet to assimilate and use research, especially that conducted in the West in various fields like learning disabilities, giftedness, as well as multiple intelligences, to name a few. The corporate sector is far ahead of the formal education system. On the one hand, research conducted in the education sector has increased in terms of sheer quantity; on the other hand, it is mostly not in tune with the acknowledged priority areas. Besides, the fund available for research has shrunk. The corporate sector has lately become more liberal in funding research; it uses research findings for organizational restructuring, updating its available technologies and boosting productivity. Research in formal education is not ploughed back into the system to accelerate its development or to make it more functional. The formal education sector can learn some lessons from the corporate sector for optimizing its functioning through need-based research geared to its development.
- 1.7 The challenges and problems of harnessing India's pluralism for national development also await our attention. 'Unity in diversity' is yet to become a living faith in our society. Our rich social collage should not only strengthen 'Unity in diversity' but also allow a thousand flowers to bloom through socio-emotional unity underlying our social psyche. Revisiting and re-discovering the age-old genius of our society in accepting and assimilating diverse cultures and sub-cultures and thereby developing a composite culture can truly be our asset today provided Indian education chooses to serve it and to draw its sustenance from it.
- 1.8 The challenges emanating from updating and restructuring of school education, greater popularity of open learning systems, the pressures, endogenous as well as exogenous, to achieve and excel international standards have obvious implications for updating educational curricula especially those of teacher education. Indian education can no longer afford to remain a sleeping titan. 'Update or perish' is the need of the time.

2.0 CONTEXTUAL ISSUES AND CHALLENGES

- 2.1 An exercise in periodic updating and fine-tuning of curricula is one of the imperatives of education. This has been highlighted in almost all the policy documents during the course of development of Indian education; particularly during the post-independence

era. Considering that curricula in the discipline of education mirror the needs and aspirations of the society they serve, it is obligatory that we take stock of the changes and challenges which Indian society is experiencing at present. Education, in order to be relevant and as a potent means of socio-economic reconstruction, must be responsive to these changes and challenges.

- 2.2 Numerous factors that influence education make it necessary that we should have a critical look into the theoretical as well as the practical aspects of curricula in education. Admittedly, the task of achieving the goals of our resurgent society demands increasingly higher investment of resources, human as well as physical. Hence the need to re-examine and re-structure courses in education at the start of the very first decade of the third millennium.
- 2.3 The process of reformulation of curricula demands deconstruction of the entire educational scenario in terms of objectives, inputs and processes. The emerging vision of knowledge society compels us to reformulate our assumptions about information society'. We now need to harvest the fruits of knowledge generated by science and technology. Education should transform itself into social experience that enables learners to understand themselves, their social as well as physical environment, to develop skills of living together harmoniously and to make real their mutually shared vision of society – a vision that draws strength from its hoary past and that gives strength to realize their ultimate destiny. The gains of providing education as social experience need to be integrated in educational curricula now.
- 2.4 The recent debate about professional - vocational education *versus* liberal – humanistic education has added a new dimension to the discourse on educational curricula. While allowing technology to permeate our lives and classroom environment, we must emphasize that technology must ever remain a means; it can never become an end from the point of view of education. In other words, the role of technology must be facilitative and usually near – peripheral. The task of humane development of the learners, of fostering their inquisitiveness and of encouraging them to undertake humanistic pursuits would ever remain primary and the more cherished.
- 2.5 The forces of change unleashed by electronics–led communication revolution, the invasion through satellite channels on our cultural heritage, the erosion of the family and the increase in the number of divorces and consequently of single-parent families and latchkey children highlights the need for building up a strong component of value-based education. Value education needs to be participatory rather than sermon-based and it should support and strengthen the holistic development of the learners' personality.
- 2.6 The growing alienation of our youth from our cultural heritage, secularism derived from our multi-culturism and spiritualism necessitate that curricula in education should

enable them to discover the best in our culture and also in other cultures. Curricula in education should provide and promote critical insight into our cultural heritage and also help develop the ability to separate the deadwood from the vital.

- 2.7 It can hardly be denied that much of the present day education, in terms of structure and content, is a reflection of the colonial legacy and the westernized mindset. In our zeal to preserve the British system, we have de-emphasized even the worthwhile in our indigenous system. Indian experiments and the achievements rooted in our native soil should now be given their legitimate place in educational curricula. Tagore, Sri Aurobindo, Mahatma Gandhi, Jiddoo Krishnamurthy, Vivekananda, Gijubhai, Mahatma Phule, to name a few, have contributed a great deal through their thought and experiments to reconstruction of our society through education. The Indian achievements in the discipline of education, theoretical as well as practical, should be included in courses of study at the undergraduate and the postgraduate level.
- 2.8 The Education Commission (1964 – 66) sub-titled their report as 'Education and National Development'. The vision of Indian society that the Education Commission had in mind and for which education was to function as the major instrument remains unfulfilled. Development has no doubt been achieved during these 35 years but it has been skewed rather than equity-based. Socio-economic disparities have widened, class conflicts have increased, our womenfolk are now more disadvantaged and discriminated against, and child labour continues during years that should have been spent in acquiring education. Worse still, in spite of our efforts to promote scientific temper, superstition re-surfaces periodically, sometimes even among the educated. Selective births and blind faith in the non-rational point to the lop-sided influence of our educational endeavour. Deriving sustenance and courage from our constitutional obligations, education should pledge itself afresh to work for a seamless cohesion of our society.
- 2.9 In spite of the symbiotic relationship between education as a liberal discipline and education as a professional programme viz., teacher education, they appear to have ceased the constructive dialogue that would have enriched both. Ideally, teacher education should epitomize the purposiveness of our education system; it is indeed sad that it does not do so. If education is responsive to the spirit of the time and the needs of society and its future aspirations, then teacher education should articulate effectively the concerns and commitments of education as a social reconstruction endeavour. At present, there is a visible mis-match between the system of education and teacher education. Teacher education, in order to be taken seriously and to fulfil the mandate given to it must become more relevant, visibly functional and excellence-oriented. Teacher education needs to re-define its agenda in the light of the emerging educational scenario – national as well as international – in order to translate concepts into percepts, theories into practices and philosophy into praxis.

2.10 Teacher education in India represents a discipline that has chosen to live in the past instead of moving ahead and changing with the times. It is yet to develop a futuristic thrust that is meaningful in the context of emerging, gradually unfolding changes and challenges. Excessive emphasis on theory should now make room for greater focus on professional competencies that can prove workable in the classrooms of today and those of tomorrow. Besides, theory papers in teacher education need to be based on a synthesis of recent developments in human knowledge and technology in order to gain relevance and functionality.

3.0 APPROACHES : DEVELOPING OF COURSE CONTENTS

The CDC began with a broad spectrum approach to the conception of education. The two ends of the spectrum were “Education-as-an-academic discipline” and “Education as preparation of teachers and other professionals for service in the field”. Accordingly, “Education-as-an-academic discipline” and “Education as professional preparation for service” are discussed in separate section. The committee retained the two levels namely, the undergraduate and the post-graduate. The committee also addressed the problem of establishing linkages across the ends and along the various levels. Again an ambitious suggestions has been made to integrate courses in education with undergraduate and post-graduate course in other disciplines like the Humanities and social sciences and physical and biological sciences. The objective behind this suggestion about establishing linkages is to facilitate lateral entry from any academic discipline into the study of education at the post-graduate and M.Phil levels.

Accordingly, there shall be two distinct streams of courses in education; as an academic discipline and as a preparatory program for teachers and other professionals in the field of education. The critical curricular task is to distinguish these two streams in the light of the ends in view in offering two distinct streams.

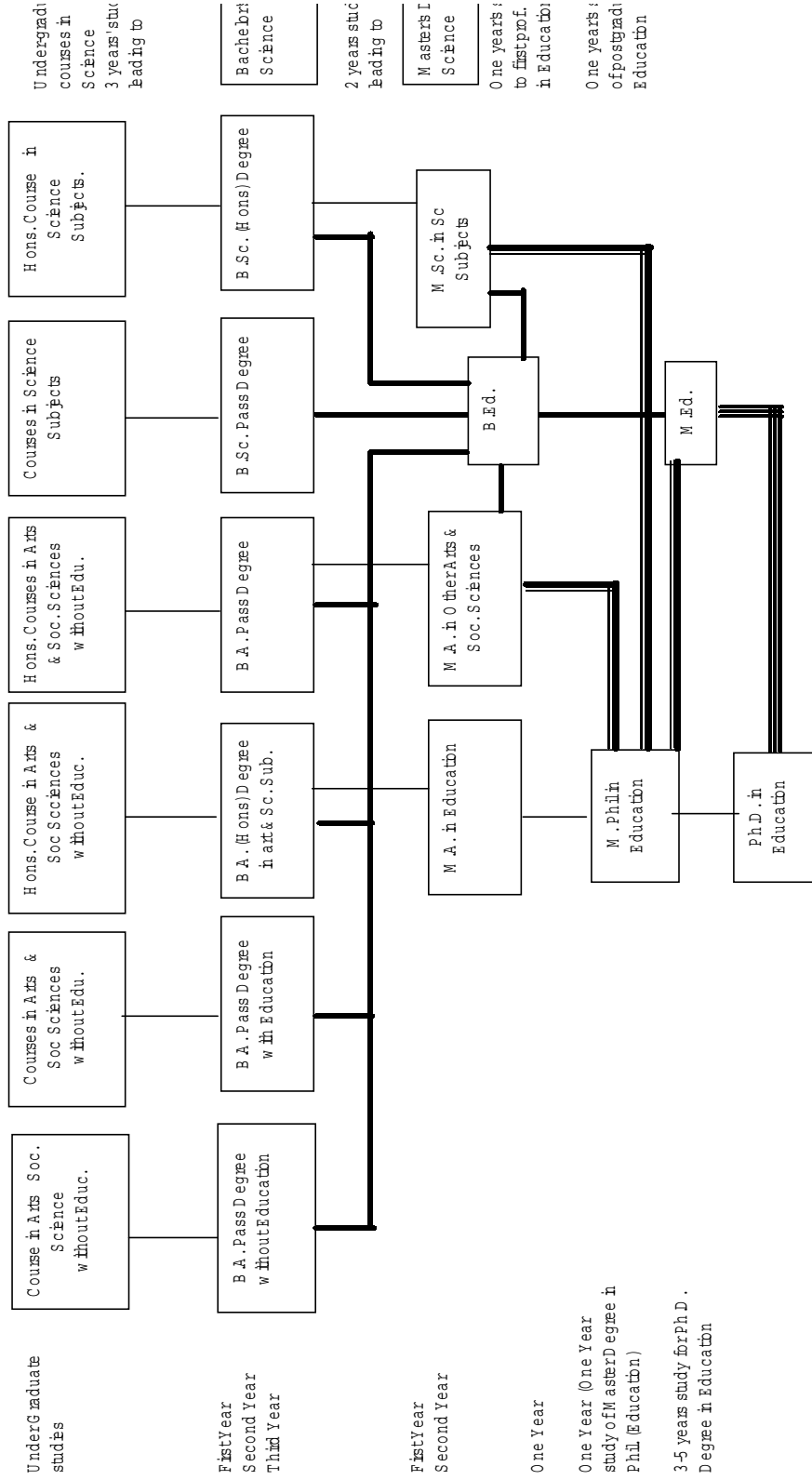
Each stream will offer courses at two levels : undergraduate and post-graduate. Besides, the academic stream will consist of pass and honours courses at the undergraduate level. Further, education shall also be proposed as an ancillary/ optional subject for students offering the humanities, social sciences and the physical and biological sciences at the undergraduate and post-graduate levels, as already indicated, to facilitate their lateral entry into the field of education at he next higher level.

3.1 Introductory Remarks : Rationale for Instituting Education as an Academic Discipline

Perhaps due to historical accidents education and teacher education have been treated as synonymous. Only those who enrolled in teacher education programmes studied about the various aspects of education. The focus of the curricula of he teacher education programmes was on classroom teaching. Though a macro perspective was sought to be given to the curriculum, concern with the factors and forces outside the classroom (which had an impact on the classroom) invariably receded to the background.

BROAD SPECTRUM OF EDUCATION : STRUCTURE
(In the University Educational System)

End of Secondary Education Stage
Entry Point into Undergraduate Courses of the University



Natural linkages ——— Old route almost abandoned ——— New routes open to Education ——— Traditional routes to professional course ———

As a result our higher education system has failed to provide for training of a cadre of people who can reflect on phenomena related to education at all levels particularly the macro-level. Such personnel are increasingly required for policy formulation, criticism monitoring and evaluation of the education system, perceiving and reporting, the changing pattern of the relationship between education on the one hand, and philosophy, history, politics, economics and the other form a perspective that transcends day to day concern of class teaching.

1. The broad purpose of instituting and strengthening the study is to offer education as a liberal arts programme and to promote such reflection on education.
2. An urgent task ahead is to develop suigenesis theories of education in terms of its own independent categories like need aims methods, curricula, teaching – learning process organisation, freedom and discipline and evaluation.

3.2.1 B.A. (Pass) with Education as an elective subject

Course of Study

Year	Papers	Marks
1 st Year	Paper I : Education and Society	100
2 nd Year	Paper II : Education and Human Development	100
3 rd Year	Paper III : Education and Indian Heritage	100
Total	3	300

Note : A student offering 'Education' as one of the courses may take any two more courses of his own choice.

: 20% weightage is to be given to internal assessment.

Duration : Three years

3.2.2 B.A. (Hons) in Education

Course of Study

Year	Papers	Marks	
1 st Year	<p style="text-align: center;">Part I Examination</p> Paper I : Philosophical and Sociological Foundation of Education Paper II : Educational Psychology and Pedagogy Paper III : Development of Education in India Paper IV : Issues and Trends in Contemporary Indian Education	100 X 4 = 400	
2 nd Year			
3 rd Year			<p style="text-align: center;">Part II Examination</p> Paper V : Educational Evaluation and Statistics in Education Paper VI : Educational Management and Educational Technology Paper VII : Educational Guidance, and Curriculum Construction Paper VIII : Educational Thoughts and Practices
Total	8	800	

Note : A bridge course may be developed for intensive orientation to professional stream and with emphasis on pedagogy and professional competencies.

1. In B.A. (Hons) the part one examination may be held at the end of 2nd year and part II examination at the end of third year.
2. However, in keeping with the system existing in a particular university, B.A. (Hons) may be divided into three parts I, II, III and examinations be held every year.
3. 20% weightage is to be given to internal assessment.

Duration : Three Years

The subsidiary subjects are to be studied only first two years and the candidate is to be examined at the end of second year.

3.2.3 M.A. in Education

Course of Study

Year	Papers	Marks
1 st Year	Paper I : Philosophical Foundations of Education Paper II : Psychological Foundations of Education Paper III : Sociological Foundations of Education Paper IV : Methodology of Educational Research and Educational Statistics	100 X 4 = 400
2 nd Year	Paper V : Comparative Education Paper VI : Teacher Education Special Papers	100 X 2 = 200
	Paper VII & VIII	100 X 2 = 200
	Dissertation	100 X 1 = 100
Total		900

Note : 20% weightage is to be given to internal assessment.

1. Papers I – VI will be compulsory papers of 100 mark each.
2. Each candidate will choose two papers, Paper VII & VIII, out of the available specialization papers in order to acquire specialization in an area. Specialization can be interdisciplinary as well.
3. M.A. Education can be offered on semester basis also and it will be a four-semester programme. Course content may be divided accordingly for each semester.
4. Dissertation work may start during the first year under the annual scheme or during the third semester under the semester scheme so that long summer break may be utilized for dissertation related library-and-field work.

Duration : Two Years

Special Papers

- A. Intelligence, Creativity and Education
- B. Economics of Education
- C. Environmental Education
- D. Special Education
- E. Population Education
- F. Distance Education
- G. Educational Technology
- H. Value Education and Human Rights
- I. Education for Empowerment of Women
- J. Education for Leisure.
- K. Yoga Education

REELECTIONS

The expected outcome of the implementation of the proposed courses in education-as-an-academic discipline is the emergence of a cadre of graduates and post-graduates who will be capable of looking at education from a broader socio-cultural perspective to initiate debates and discussion on various aspects of education in relation to the larger social milieu, and provide the State inputs for policy formulation. Quite a few of them may proceed to M.Phil. and Ph.D. and generate knowledge which in turn will provide the basis at once for normative educational change and ensure continuity of the fundamental axial values that run from time immemorial as the under current of our history.

3.3 Professional Studies in Education

Introductory Remarks : Rationale for Instituting Professional Education

Rationale for professional preparation of secondary school teacher. Essential purpose of B.Ed. programme is the preparation of an effective and competent teacher for the secondary school. The programme is to include inputs relating to the contemporary social context – social cultural and economic. The task is to train a teacher who can play successfully multiple roles cast on him as a representative of a society, agent of change, trend, philosophy and guidance to the students under his charge.

Of course, these professional preparation programs are already being offered the first one for more than a hundred years and the second are for the more than sixty years now. The mandate for CDC in this case is to make these courses more relevant for the contemporary context.

3.3.1 The first professional education programme (B.Ed.) must focus on the teachers' function in the school, and the society in which he lives and practices his profession.

3.3.2 The post graduate programme (M.Ed.) must prepare specialists in all aspects of school education who can man the various professional slots in the system like

teaching, headship, inspection, planning and management. The curriculum must include action research exercises pertaining not only for the classroom level but also all the possible higher level.

3.4.1 B.Ed. Course : First Professional Course in Education

Since there are different categories of teachers teaching in schools or intermediate college. It is recommended that teachers, teaching classes upto 12th class, whether in a school or in a intermediate college should essentially obtain a B.Ed. degree before they can be appointed as panel teachers.

Course of Study

a)	<i>Theory Papers</i>		
	<i>Papers</i>	<i>No.</i>	<i>Marks</i>
	<p>Core Papers</p> <p>Paper I : Teacher in Emerging Indian Society</p> <p>Paper II : Development of Learner and Teaching-Learning Process.</p> <p>Paper III : Development of Educational System in India</p> <p>Paper IV : Essentials of Educational Technology and Management</p>	4	100 X 4 = 400
	<p>Optional Papers</p> <p>Paper V & VI :</p> <p>Any two school subjects to be studied as method papers. These will be based on the two main subjects or the main and one of the ancillary subjects in the case of graduates; and the subject offered in post-graduation which should be the same as in graduation except in the case of those who have offered the fundamental subjects like Philosophy, Sociology, Psychology or M.A. Education</p> <p>[School Teaching Subjects]</p>	2	100 X 2 = 200
	Special Paper	1	100 X 1 = 100
b)	Field-based Experiences including Practice Teaching		300
c)	Co-curricular Activities including physical & health education and work experience (to be internally evaluated)		100
	TOTAL		1100

Note:For specialized B.Ed. e.g. B.Ed. (Special Education), B.Ed. (Elementary) etc. the same structure may be followed.

Duration : One Year

Part II : Field-based Experiences:

I. Practice Teaching

- a) Practice teaching will be organized on two or three days per week through a cycle of “Practice – Feedback – Practice” leading to near mastery of various teaching skills.
- b) Observation by peers.
- c) Community work with special focus on educating dropouts, non-starters and adult illiterates @ 3 to 5 individuals to be educated by each B.Ed. trainee.

II. Internship

Apart from teaching practice experience in school, the trainee-teacher should function as a regular teacher in a school (i.e. taking attendance, participating in staff meetings, preparing ‘written work” e.g. notices, examination papers, letters to parents, maintenance of school records etc.

The trainee-teacher should prepare a report about the school experiences with specific reference to their chosen area of specialization.

Internship should be utilized for completing the application-based assignments of the theory papers.

Weightings	Marks
Part I Theory	
Core (4)	400
Method (2)	200
Specialization (1)	100
Part II Field-based Experiences	
Classroom Teaching (200)	
Observation (50)	
Community Work (50)	300
Part III Co-curricular Activities & Work Experience	
	100
Total	1100

Internal Assessment

The following scheme of internal assessment is suggested:

Each theory paper will consist of two internal assignments of which one may be short (theory-oriented) and the other more detailed and application – oriented. These would take care of theoretical aspects of the papers as well as the application of the knowledge in real work situation.

Trainee-teachers may develop the following records:

- (1) Scholars achievement record
- (2) School study record
- (3) Case study record
- (4) Audio-visual record
- (5) SUPW / Work Experience (co-curricular activities)
- (6) Three experiments on educational psychology (as under Paper II)

3.4.2 Master of Education (M.Ed.): Full Time

The purpose of the M.Ed. programme is to prepare learners for higher level functions in education including teacher education who have a broad understanding of all the contemporary concerns of education like

- Curriculum
- Educational Planning and Management
- Research in Education
- Evaluation
- Guidance and Counselling
- Education Technology.

The purpose is to develop an educational leader with vision.

The M.Ed. programme will consist of three parts a. b & c details of each part are given below:

Courses of Study

Papers	No.	Marks
<i>Foundation Papers</i> Paper I : Philosophical and Social Foundations of Education Paper II : Psychological Foundations of Education Paper III : Methodology of Educational Research	3	3 X 100 = 300
<i>Optional Papers</i> Paper IV & V (Specialization)	2	2 X 100 = 200
b. Field based experiences related to supervision and evaluation of practice –teaching and other aspects of school experiences of B.Ed. Programmes		50
c. Dissertation		150
Total		700

Note: Out of the total marks 25% are to be internally evaluated.

M.Ed. programme may be offered on semester basis and dissertation work should start towards the middle of the first semester. Specialization papers could be taught during the second semester.

Duration : One Year.

Special Papers

Detailed in-depth study of an area of specialization comprising two theory papers including a well-articulated component of practical work or fieldwork should be preferred to specialization in two areas as is the current practice. Specialization should include study of the Indian context and the Indian experience. Specialization paper may be chosen out of the following:

- A. Guidance and Counselling
- B. Distance Education
- C. Value Education and Human Rights
- D. Language Education
- E. Comparative Education
- F. Teacher Education

- G. Special Education
- H. Educational Technology
- I. Educational Measurement and Evaluation
- J. Curriculum Development
- K. Management, Planning and Financing of Education
- L. Environmental Education
- N. Science Education
- O. Yoga Education

Thrust Areas

There are many emerging thrust areas which are to be included suitably in one/two areas of specialization. These are listed below :

1. Information and Communication Technology in Education
2. Environmental Education
3. Women Education including women studies
4. Gender Sensitization
5. Human Rights and Responsibilities
6. Privatization, liberalization, globalization and Education

3.4.3 Master of Education (M.Ed.) Part Time

M.Ed. (Part-Time) programme will consist of three parts a, b & c. Details of these parts are given below:

a) Theory

Year	Papers	Marks
1 st Year	Education Papers I, II & III	100 X 3 = 300
2 nd Year	Special Papers IV & V	100 X 2 = 200
Total		500
b)	Field-based Experiences: as for M.Ed. (Full Time)	100 Marks
c)	Dissertation	100 Marks
Grand Total		700 Marks

Notes:

1. Dissertation work should start during the middle of the first year so that long summer break may be used for dissertation related library work and data collection.
2. M.Ed. (Part Time) can be offered on semester basis as well and theory papers as well as field experiences may be allocated to each semester accordingly.

Duration : Two Years (4 Semesters)

REFLECTIONS

The expected outcome of the proposed changes in the curricula of B.Ed. and M.Ed. programs is ensuring that these programs for preparation of teachers and other professionals in the field of education are geared to address the merging challenges in the field and are fine-tuned to meet its differentiated needs. It is also expected that the graduates of these programs will be oriented to harness the resources of emerging technologies and function with effectiveness in an increasingly globalising environment.

3.5 CONCLUSION

Education is a discipline, which is, on the one hand, liberal–academic, and on the other, professional. Because of this, one needs to be careful to preserve its focus whether liberal–academic or professional during transaction of courses. So far as teacher–education is concerned, implementing these programmes requires professional support for curriculum development, development of innovative instructional packages and strengthening of research inputs. Research programmes in Education, especially at the doctoral and post-doctoral levels while they generate and validate theory should be translated into development programmes. Besides, institutional appraisal is a necessary input to quality improvement in view of the overall uneven institution scenario that obtains at present.

Teacher education institutions need to build up functional links with the school education sector and the higher education sector. In the absence of these links, teacher education institutions and schools may develop in isolation sans mutual rapport. This needs to be checked. Academic dialogue between teacher education institutions and higher education sector of which they are a part would keep alive the interdisciplinary nature of the field of education. Whatever the sector where initiative for academic and professional improvement originates, teacher education must participate in it and profit from it.

Networking of teacher education institutions and sharing of well–equipped resource centers, some of these located in school complexes and others on university campuses would transform the shape and functioning of teacher education. When this happens, the pursuit of education as a liberal – academic discipline would also receive a much needed shot in the arm for its rejuvenation.

UPDATING CURRICULA IN EDUCATION

A FRAMEWORK

B.A. (PASS) : EDUCATION

CURRICULA – UNDERGRADUATE AND POST GRADUATE B.A. (PASS) IN EDUCATION

PAPER – I : EDUCATION AND SOCIETY

COURSE OBJECTIVES

To enable the students to understand :

1. General aims of education along with nature, types and scope of education;
2. Meanings of major philosophies of education and functions in education.
3. Meaning of curriculum and its planning and construction.
4. The importance of play and activity oriented education and modern methods of teaching.
5. Specific aims of education as per the present day needs.

COURSE CONTENTS

UNIT I

- Nature and scope of Education, Education as a science; education as a social process, factors of Education.
- Aims of education – individual, social, vocational and democratic.
- Formal, informal, and non-formal agencies of education. Relation between school and society.

UNIT II

- Meaning of philosophy and education; relation between philosophy and education; essential aspects of major philosophies of education – with special reference to aims, process and curriculum – idealism, naturalism and pragmatism
- Functions of education –
 - a) Individual development
 - b) Transmission of cultural heritage
 - c) Acquisition of skills.
 - d) Acquisition and generation of human values.
 - e) Social cohesion.

UNIT III

- Curriculum definition, types of curricula, principles of curriculum construction, child-centred and life centred curricula, co-curricular activities.

UNIT IV

- Freedom and discipline, need of discipline in and out of school, discipline and order, free discipline.
- Value education, meaning of human values. Their development. Some transactional strategies.
- Education for national integration, international understanding and education for human resource development, education for leisure.

PAPER – II : EDUCATION AND HUMAN DEVELOPMENT

COURSE OBJECTIVES

To make the students understand about –

1. The meaning, scope and uses of psychology in education.
2. Human growth and development upto the stage of adolescence.
3. Meaning and purpose of learning and factors influencing learning.
4. The concept of intelligence, its meaning and measurement.
5. Heredity and environment and their roles in causing individual differences.

COURSE CONTENTS

UNIT I

- Psychology – Its meaning, nature and scope. Relationship between education and psychology. Distinction between psychology and educational psychology.

UNIT II

- Stages of human development : infancy, Childhood, latency and adolescence- their needs, significance and problems. Human development and education, role of educational psychology in understanding the individual.

UNIT III

- Learning : Learning and maturation, Essential aspects of different theories and laws of learning, motivation in learning, transfer of learning.

- Attention and interest. Nature and conditions for attention, their educational implications.
- Habits, meaning of habit and its role and implications in education.
- Emotions – their meaning, characteristics and place of emotions in education.

UNIT IV

- Intelligence – concept, definition and measurement.

UNIT V

- Heredity and environment and their implications for education.
- Individual differences – causes of individual differences, significance of individual differences and educational implications.

PAPER III : EDUCATION AND INDIAN HERITAGE

COURSE OBJECTIVES

To enable the students to gain knowledge about –

1. The system of Indian education during Vedic, Buddhist and Medieval periods.
2. Britisher's influence on Indian education.
3. Role of Indian thinkers in education during British period.
4. Growth and development of Education since independence.

COURSE CONTENTS

UNIT I

- Education in India during (a) Vedic, (b) Buddhist and (c) Medieval periods.

UNIT II

- Macaulay's minutes and Bentinck's resolution of 1835. Adam's report and its recommendations.
- Wood's Despatch – 1854.
- Lord Curzon's educational policy. Growth of national consciousness. National education movement.

UNIT III

- Recommendations of Indian Education commission – 1882, its influence on the subsequent development of education.
- Essential features of the Sadler Commission Report – 1917.

- Wardha scheme of education – 1937.
- Radhakrishnan Commission – 1948.

UNIT IV

- Mudaliar Commission – 1953.
- Kothari Commission – 1964-66,
- National policy on Education 1986.

B.A. (HONS.) IN EDUCATION

UPDATING CURRICULA IN EDUCATION

A FRAMEWORK

B.A. (HONS.) : EDUCATION

PAPER I : PHILOSOPHICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION

COURSE OBJECTIVES

1. To develop understanding of the meaning, aims, objectives, and functions of education.
2. To develop an understanding of the roles of Philosophy and Sociology in Education.
3. To develop an understanding of the attempts of some great educators for the evolution of sound philosophy of education and a better understanding of the process of education.
4. To develop understanding of major components in education and their interrelationship.
5. To develop knowledge of the structure and functions of the society and the process of social interaction for a change towards better human relationships.

GROUP – A

Philosophy and Education

COURSE CONTENTS

UNIT I

- Concept and scope of Education;
 - a) Education as a Science.
 - b) Education as a social process.
 - c) Education as human resource development.
- Aims of education
 - a) Individual and Social aims of education.
 - b) Purpose, goals, aims and objectives of education at different levels starting from primary to higher education.
- The functions of Education
 - a) Individual development (Development of skill, basic knowledge, interest and appreciation).
 - b) Acquaintance with heritage, (preservation and transmission).
 - c) Development of human values, (Social, moral and Aesthetic).
 - d) Acquisition of skills leading to self-actualization and successful living.

- e) Social cohesion and social progress.

UNIT II

- Role of Philosophy in Education
 - a) Science of Education & Philosophy of Education;
 - b) Some major schools of Philosophy : Idealism, Naturalism, Realism, and Pragmatism, - their contribution to present day education.
 - c) Emergence of educational thoughts through the works of great educators like Rousseau, Froebel, Dewey, Tagore and Gandhi.

UNIT III

- Freedom and discipline
 - a) The concept of freedom and discipline;
 - b) The interrelation between discipline, liberty and democracy;
 - c) Importance of discipline in social life.

UNIT IV

- Components of Education and their mutual relationship
 - a) Pupils
 - b) Teacher
 - c) Curriculum
 - d) Educational Institution

GROUP – B

Sociology and Education

UNIT V

- Nature and scope of educational Sociology. Need for sociological approach in Education.
- Education as social heritage; education as an instrument of social change, education as a factor of social change, education as a reflection of social change. Agencies of social change;
 - i) school as a social sub-system;
 - ii) Mass media as a social means.

UNIT VI

- Social groups – Primary and Secondary - social interaction and social stratification.
- Culture – Education and Culture; Cultural heritage of India.
- Current social problems relating to education in India – Equalization of educational opportunities; problems of education of the backward classes; problems of illiteracy and social education; specific problems of education in urban and rural areas; role of community in solving social problems in the field of education.

PAPER II : EDUCATIONAL PSYCHOLOGY AND PEDAGOGY

COURSE OBJECTIVES

1. To initiate students in understanding the structure and functions of higher 'mental processes'.
2. To enable the student to understand the meaning and scope of educational psychology.
3. To enable them to understand the dimensions of growth (e.g. social, emotional, creative and intellectual) and the causes of individual differences.
4. To enable them to understand different aspects of personality and means of developing an integrated personality.
5. To develop understanding of the process of learning and teaching and problems of learning.
6. To understand the role of the school, the teacher and the environment for the growth of children.
7. To understand the problems of adolescents and role of education in solving those problems.
8. To develop understanding of various theories of teaching.
9. To initiate students to the field of pedagogy.
10. To develop the ability to analyze classroom teaching – learning, and the ability to observe classroom behaviour; and group dynamics.
11. To develop a positive attitude towards life and the teaching profession.

GROUP - A**Educational Psychology****COURSE CONTENTS****UNIT I**

- Definition of Psychology; Relationship between Psychology and Education; Nature, scope and methods of educational psychology; applications of Educational Psychology in teaching-learning and in understanding individuals' behaviour.
- Psychological basis of human/mental life; functions of the human nervous system and the Endocrine system (Preliminary ideas).
- Meaning of development; areas of development - social, emotional and Intellectual; Fundamentals of Piagetian developmental psychology.

- Concept of Individual Differences
 - a) Intelligence, definition and nature of intelligence; Determinants of Intelligence – heredity and environment; Theories of Intelligence; Measurement of intelligence.
 - b) Creativity – its meaning and nature; characteristics of a creative person; Relationship between creativity and intelligence and mental health.

UNIT II

- Personality – Definition, meaning and nature; development of personality; type and trait theories of personality.

UNIT III

- Learning – Meaning and Nature; Factors affecting learning; Learning and Maturation; Learning and Motivation; Theories of Learning – Trial and Error, Classical conditioning, operant conditioning, Insightful learning; Transfer of learning.

UNIT IV

- Adolescence – Psychological characteristics and problem of adolescents; role of education in solving their problems.

GROUP – B

Pedagogy

UNIT V

- Science of Teaching – Relation between teaching and learning; factors affecting teaching – process, input and output variables; general principles of teaching; Maxims of Teaching; Fundamentals of teaching.
- Theories of Teaching

UNIT VI

- Observation of classroom behaviour : Flander's Interaction analysis, characteristics of good teacher-behaviour. Differences between Traditional, Macro teaching and Micro teaching.

UNIT VII

- Factors affecting perception, attention and attitude.
- Teaching Methods – Lecture, demonstration, problem solving and programme instruction; story –telling; function of a teacher as a planner, as a facilitator, as a counsellor, as a researcher.

PAPER III : DEVELOPMENT OF EDUCATION IN INDIA

COURSE OBJECTIVES

1. To help students understand the development of education in India in historical perspective.
2. To understand the salient features of education in ancient, medieval and British India.
3. To acquaint with significant points of selected educational documents and reports of these periods.
4. To have an adequate knowledge of the recommendations of various commissions and committees on Indian Education.
5. To compare the different features of education systems of ancient Indian and with those of present system of education.

GROUP – A

Education in Ancient and Medieval India

COURSE CONTENTS

UNIT I

- Education in Ancient India : Vedic and Brahmanic period.
 - a) Vedic Education : Aims of Education process of Education, curriculum and organisation.
 - b) Buddhist Education : Aims of Education, curriculum. Relevance of concepts like Madhyama Pratipada, Prativityasumutpad. The four eternal truths.

UNIT II

- Education in Medieval India – Types of Educational Institutions, State patronage in Educational endeavour, Islamic education, its salient features, objectives, and curriculum.

GROUP – B

Education in British India and in the Post-Independence Period

COURSE CONTENTS

UNIT III

- Education in British India : Indigenous education in India at the beginning of the eighteenth century, Growth of modern system of education upto 1947 A.D. The Charter Act, Adam's Report. Macaulay's Minutes, Wood's Education Despatch, Report of Hunter's Commission, Movement for compulsory education, Gokhale's Bill, University Education Commission 1902, Calcutta University Education Commission 1917, Hartog

Committee Report, 1929. National Education movements towards development of a national system of education, Gurukul Kangri, Jamia Milia Islamia, National Council of Education, Gujarat Vidyapith, Basic Education, Visva-Bharati.

UNIT IV

- Development of Indian education during the post-independence period with special reference to secondary education commission 1952, Kothari commission report – 1964-66, National Policy on Education 1986 and its revised formulation of 1992 – Comparative study with education during ancient period.

PAPER IV : ISSUES AND TRENDS IN CONTEMPORARY INDIAN EDUCATION

COURSE OBJECTIVES

1. To develop understanding of significant trends in contemporary education.
2. To develop awareness of various organisations and their role in the implementation of policies and programmes.
3. To focus attention on certain major national and social issues and role of education in relation to them.
4. To acquaint with the role of technology/mass media in spreading education among the masses.
5. To develop understanding of the alternative systems/modes of education and their implications in the Indian scenario.

GROUP – A

Conventional Mode

COURSE CONTENTS

UNIT I

- Elementary Education – Aims and objectives, universalisation, girls' education, problems of non-involvement and non-retention, functions of DIET, NCERT, SCERT, Operation Blackboard, District Primary Education Programme.
- Reports of Committee/Commissions since independence. National policies of Education – Their implications.

UNIT II

- Secondary Education – Aims and objectives of general and vocational education, role of NCERT, SCERT, NIEPA, CBSE.
- Reports of Committees/Commissions since independence. – National policies of education – their implications.
- Higher education – General and Technical. Role of UGC, AIU, AICTE, ICSSR, CSIR, ICA. Types of universities and equivalent Institutes of Higher learning.

GROUP - B

Alternative Schooling

COURSE CONTENTS

UNIT III

- Elementary – Non-formal, National Adult Education Programme (NAEP), National Literacy Mission (NLM), TLC, PLC, JSN, Sarva Shiksha Abhiyan.
- Adult Education – Literacy Education and Further Education (Global and Indian context).
- Continuing Education
 - a) General/Liberal Education through open learning system.
 - b) Technical/Vocational Education.
- Life Long Education
 - a) Re-channeling to Formal Education
 - b) Liberal Education through enrichment and informal exposure of all sorts for all clientele.

UNIT IV

- Educational finances in Grant-in-aid system, population education, family of life and sex education, value oriented education, work experience & SUPW, Environmental education, Education of Women, Education of Minority Community with reference to their aims and objectives, method and problems.

UNIT V

- Mass-media, communication process, programming, use of software in education, the programmes conducted by UGC, open learning system.

PAPER V : EDUCATIONAL EVALUATION AND STATISTICS IN EDUCATION

COURSE OBJECTIVES

1. To develop understanding of the concepts of measurement and evaluation in the field of education.
2. To acquaint with different types of measuring instruments and their uses.
3. To acquaint with the principles of test construction – both educational and psychological. To develop understanding of the concepts of validity and reliability and their importance in education measurement.
4. To develop the ability to organize relevant educational data. To develop the ability to use various statistical measures in analysis and interpretation of educational data. To develop the ability to interpret test data results.
5. To develop the ability to represent educational data through graphs. To develop skill in analysing different descriptive measures.

GROUP - A

Educational Evaluation

COURSE CONTENTS

UNIT I

- Meaning and nature of educational measurement – need for measurement in education – concept of evaluation in education – relation between measurement and evaluation, norm referenced and criterion referenced tests.

UNIT II

- Measuring instruments and their classification; errors in measurement; types of scales in educational measurement. Characteristics of a good measuring instrument – validity, reliability and objectivity – methods of determination. Measurement of interest, attitude and personality – different tools.

UNIT III

- General principles of test construction and standardization. Scoring of student achievement, methods of interpreting test scores. Reporting test results – cumulative record card.

GROUP - B

Statistics in Education

COURSE CONTENT

UNIT IV

- Meaning, nature and scope of educational statistics. Sources of educational data and use of educational statistics. Difference between statistic and parameter. Significance of statistic.
- Measures of central tendency – its uses and limitations.
- Measures of variability – its use and limitations.
- Concept of normal distribution – properties and uses of normal probability curve in interpretation of test scores. Divergence from normality – skewness and kurtosis, derived scores : Linear and normalized – their uses.

UNIT V

- Concept of variable variate. Types of data – Grouped and ungrouped data – Graphical presentation of data – Pie-diagram, histogram, frequency polygon, cumulative frequency graph – Ogive and their uses.
- Bivariate distribution : Scattergram, correlation, computation of coefficients of correlation by rank difference, product moment method, interpretation of coefficients of correlations.
- Application of computer in data processing.

PAPER VI : EDUCATIONAL MANAGEMENT AND EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

1. To develop knowledge and understanding of the meaning, scope process and types of management.
2. To develop the ability to identify the roles of participating members (individual or collective) and to plan various institutionalized managerial activities.
3. To develop the ability of making objective decisions in educational management.
4. To enable the students to understand about the concept, nature and scope of educational technology.
5. To expose the students to the basic developments in Educational Technology.

GROUP – A

Educational Management

COURSE CONTENTS

UNIT I

- Concept of Educational Management : Meaning, nature, need and scope.
- Types of Educational Management : Centralized and decentralized, external and internal. Authoritarian/autocratic and democratic, dynamic/creative and Laissez-faire.

UNIT II

- Managerial Behaviour : Factors affecting managerial behaviours: personal, social, cultural, political, institutional etc.
- Aspects of institutional management : Curricular and co-curricular programmes; student welfare auxiliary services including school health services; school plant including equipment and assets; sanitation and beautification; institutional planning; time table; interpersonal relationship; institutional climate and discipline; hostel and staff accommodation; management of finance; home, school and community relationships; evaluation of students achievement and promotion; admission, office management etc.

UNIT III

- Educational Planning : Meaning, need and significance of educational planning; types of educational planning, strategies in educational planning; steps in educational planning.

GROUP - B

Educational Technology

COURSE CONTENTS

UNIT IV

- Communication Process : theory, concept, nature, process, components, types of classroom communication, mass media approach in educational technology.

UNIT V

- System Approach to Instruction : System approach in instructional process, instructional system designing : concept, components, physical and human resources, steps.
- Innovations in Educational Technology : Programmed learning, micro and macro teaching, team teaching.
- Personalized system of instruction, computer assisted instruction, simulated teaching – distance teaching.

PAPER VII : EDUCATIONAL GUIDANCE, AND CURRICULUM CONSTRUCTION

COURSE OBJECTIVES

1. To help in understanding the meaning and importance of guidance and counselling.
2. To develop the ability to interpret various records for assessing the student's strengths and weaknesses.
3. To develop the ability to identify gifted children who need enrichment and to channelise their unique potentialities in a positive way through proper guidance.
4. To develop the ability to identify exceptional children who need special care and help and to make such provisions for them.
5. To understand the concept of mental health and processes of healthy adjustment and good interpersonal relationships.
6. To understand the qualities of an ideal counsellor. To help the adolescents in facing their problems to develop a positive self-concept, self-confidence and an optimistic attitude towards life, through proper counselling. To develop interest in one's own personal and professional growth.
7. To understand the meaning, concept and scope of curriculum.
8. To understand the basis of curriculum construction, transaction, evaluation and innovation.

GROUP – A

Guidance and Counselling

COURSE CONTENTS

UNIT I

- The concept of Guidance
 - a) Meaning, nature & scope of guidance.
 - b) Philosophical, psychological and sociological bases of guidance.
 - c) Need and importance of educational guidance services in schools.
- Vocational Guidance
 - a) Purpose and functions of vocational guidance.
 - b) Relationship between educational and vocational guidance.
 - c) Relationship between vocational guidance and work education.
 - d) Job analysis and occupational information services.

UNIT II

- Educational Guidance :

- a) Basic data necessary for educational guidance – pupils abilities, aptitudes, interests and attitudes, educational attainments and personality traits.
- b) Construction, administration and interpretations of (i) cumulative record cards, (ii) individual inventories.

UNIT III

- The concept of Counselling
 - a) Meaning, nature and scope of counselling.
 - b) Different type of counselling.
 - c) Various steps and techniques of counselling.
- Necessary qualities (personal and professional) of a good counsellor. Role of the counsellor in secondary schools. Relationship between guidance, counselling and teaching.
- Diagnostic and remedial measures : Special provisions for deviant children to enable them face problems of the daily life. Gifted and creative children.
- Mental health and Psychodynamics of Adjustment
 - a) Concept of mental health and mental hygiene.
 - b) Causes and symptoms of maladjustment.
 - c) Frustration and conflicts
 - d) Adjustment mechanisms.

GROUP - B

Curriculum Construction

COURSE CONTENTS

UNIT I

- Meaning of curriculum – its relation with aims and objectives. Writing objectives relating them to different domains of personality of education – determinants of curriculum. Core curriculum and co-curricular activities.
- Different types of curricula – i.e., their relative merits and demerits – the concept of balanced curriculum.

UNIT II

- Curriculum framework at different levels of education.

- Principles of curriculum construction, methods of organisation of syllabus in formulating curriculum operations.

UNIT III

- Curriculum Development – its process : Role of curriculum development in curriculum Development.
- Evaluation of curriculum : A critical study of curricula at the school stage.

PAPER VIII : EDUCATIONAL THOUGHTS AND PRACTICES

COURSE OBJECTIVES

1. To enable the students to develop an understanding of educational ideas of Indian and western educators.
2. To obtain an understanding of pedagogical concepts given by Indian and western educational thinkers.
3. To orient the student to scientific study of some educational problem.

GROUP - A

Educational Thinkers – Oriental and Occidental

COURSE CONTENTS

Critical study of the educational thought of the following and their implication for Indian Education :

- a) M. K. Gandhi.
- b) Vivekananda
- c) Rabindranath
- d) L. Gokhle
- e) Rousseau
- f) Dewey

GROUP - B

Project Work in Education

COURSE CONTENTS

UNIT I

- Each candidates is required to complete any one project selected from any area of the syllabus (I to VIII) (to be evaluated by internal and external examiners jointly through viva-voice test). The project work will have to be completed according to following steps :
 - a) Identification of the problem/topic.
 - b) Formulating the objectives – reviewing the relevant literature (if any).
 - c) Actual plant of work : Writing the hypotheses (wherever possible).
 - i) Field identification – scope and delimitations.
 - ii) Nature of information /data required, their sources.

- iii) Collection and organisation of data, analysing and drawing references.
- iv) Reporting.

Note : The project may either be a theoretical critical study or an empirical study.

M.A. EDUCATION

PAPER I : PHILOSOPHICAL FOUNDATIONS OF EDUCATION

UPDATING CURRICULA IN EDUCATION

A FRAMEWORK

M.A. EDUCATION

COURSE OBJECTIVES

To enable the students to develop an understanding about the

1. Contribution of Philosophy to the field of education.
2. Contribution of various Indian Schools of Philosophy to the field of education.
3. Impact of Western Philosophies on Indian Education.
4. Contribution of a few of the Great Indian Thinkers.
5. Dependency theory in Education, values and Indian contribution.
6. Concepts related to social philosophy of education.
7. Nature and sources of knowledge getting process.

COURSE CONTENTS

1. Relationship between Education & Philosophy.
2. Indian schools of philosophy :
Samkhya, Vedanta, Nyaya, Buddhism, Jainism, Islamic Traditions – with special reference to their educational implications.
3. Western Philosophies : Major schools.
 - i. Naturalism
 - ii. Idealism
 - iii. Pragmatism
 - iv. Realism
 - v. Logical positivism
 - vi. Existentialism
 - vii. Marxism
 - Their educational implications with special reference to epistemology, axiology and the process of education.
4. Contributions of Vivekananda, Tagore, Gandhi & Aurobind, and J. Krishnamurty to educational thought.
5. Education, National Values and the Constitution of India.

6. Nature of Knowledge and the Knowledge getting process.
7. Social Philosophy of Education – Freedom, Equality Democracy and responsibility.

PAPER II : PSYCHOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

To make the students understand about :

1. The contribution of different schools of psychology to education.
2. Definition, nature and factors influencing learning.
3. The meaning and nature of Higher mental processes.
4. The meaning measurement and adjustment of personality.
5. Concept of motivation and its relationship to learning.
6. Different theories of learning – behaviouristic, cognitive and insight.
7. Gagne's and Bruners theories of teaching – learning.
8. Meaning and nature of creativity and its development.
9. Specific needs and traits of exceptional children.

COURSE CONTENTS

1. Contribution of the following schools of Psychology towards education :
Behaviourism, Gestalt, Hormic, Psychoanalytical.
2. Learning and Motivation : Theories of learning : Thorndike's conditioning; Pavlov's classical and Skinner's operant conditioning, Learning by insight. Hull's reinforcement theory and Tolman's theory of learning.
 - Gagne's Hierarchy of learning.
 - Factors influencing learning.
 - Transfer of learning and its theories.
 - Brunner's Theory of teaching.
3. Thinking, Problem solving and creativity, The meaning and nature of creativity, Measurement of creativity, Development of creative thinking abilities.
4. Psychology of Personality :

Personality – Type and trait theories – measurement of personality, Mental, Health and Adjustment : conflicts, frustration, anxiety and complexes, defence mechanism, stress management.

5. Psychological and Education of children with exceptional needs to

- Intellectual impairments
- Sensory Impairments – Visual & Auditory.
- Locomotor and Neurological impairments
- Learning disabilities
- Emotional disturbance
- High intellectual capacities (Giftedness)

PAPER – III : SOCIOLOGICAL FOUNDATIONS OF EDUCATION

COURSE OBJECTIVES

To enable the students to understand about :

1. Meaning and nature of educational sociology, sociology of education and social organizations.
2. Group dynamics, social instruction, social change and the contribution of education to these aspects.
3. Meaning of culture and concepts of modernisation, westernisation and socialisation.
4. Various social factors and their impact on education.
5. Social theories with special reference to 'Swadeshi' .

COURSE CONTENTS

1. Concept of educational sociology and sociology of education; social organisation and its concepts, factors influencing social organization – folk ways, mores; institutions; values; dynamic characteristics of social organization and its Educational Implications.
2. Social Interactions and their educational implications; social group inter-group relationships – group dynamics – social stratifications – concepts of social stratifications according to Functionalist and Marxist concept and its educational implications.
3. Culture : Meaning and nature of culture; role of education in cultural context; cultural determinants of education; education and cultural change.
4. Social change and its meaning and concept with special reference to India.

5. Concept of urbanisation, modernisation, westernization and sanskritisation with special reference to Indian society and its educational implications.
6. Social Principles in Education - social and economic relevance to education; Socio-economic factors and their impact on education.
7. Education in relation to democracy, freedom, nationalism – national integration, International understanding.
8. Education and Society –
Education –
 - i. as a process in social system
 - ii. as a process of socialisation and
 - iii. as a process of social progress.
9. Educational opportunity and inequality – Inequality of educational opportunities and their impact on social growth and development.
10. Social theories –
 - a) Functionalist – Emile Dur Kheim, Talcott Parsons, and R.K. Merton,
 - b) Marxism
 - c) Integral Humanism (based on 'Swadeshi') with special reference to Social change.

PAPER IV : METHODOLOGY OF EDUCATIONAL RESEARCH AND EDUCATIONAL STATISTICS

COURSE OBJECTIVES

To enable the students to understand about the

1. Sources from where knowledge could be obtained.
2. Nature, scope and limitation of educational research.
3. Modalities necessary for formulating research problem.
4. Sources for obtaining the data, analysing and drawing for solving an educational problem.
5. Major approaches that are available for conducting the educational research and preparing and communication of result – the research report.

COURSE CONTENTS

1. Methods of acquiring scientific knowledge : Tradition, Experience, Reasoning : Inductive and deductive, empiricism and rationalism.
2. Nature and scope of educational research :
 - i. Meaning, nature and limitations
 - ii. Need and purpose
 - iii. Scientific enquiry & theory development.
 - iv. Fundamental, applied & action research.
 - v. Quantative & Qualitative Research
3. Formulation of Research Problem.
 - i. Criteria of identifying the problem.
 - ii. Variables
 - iii. Hypotheses
4. Major approaches to Research : Research design, descriptive research, ex-post-facto Research, Historical research.
5. Collection of data – types of data, quantitative and qualitative, techniques and tools.
Sampling – Population and sample, methods; probability; representative and random sampling, random stratified sampling, etc.
6. Analysis of data : Descriptive and inferential statistics, the null hypothesis, Research hypotheses, test of significance, types of errors, one tailed and two tailed tests, the t-test, the F-test (anova), Non parametric test (chi-square)
7. Writing Research report and evaluation of research report.

PAPER V : COMPARATIVE EDUCATION

COURSE OBJECTIVES

1. To help the students to understand comparative education as an emerging discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and

to know the role of UNO and its various bodies for the promotion of Indian education.

5. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

UNIT I

- Comparative education – Meaning in terms of looking at it as a new discipline
- Scope and major concepts of comparative education
- Methods,
- Democracy and Nationalism
- Juxtaposition
- Area Study
- Intra and Inter educational analyses
- Democracy and Nationalism

UNIT II

- Comparative education factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.

UNIT III

- Modern trends in world education - national and global.
- Role of U.N.O. in improving educational opportunities among the member countries, various official organs of the U.N.O. and their educational activities.

UNIT IV

- A comparative study of the education systems of countries with special reference to:

Primary Education	-	USA, UK, Russia, Japan, India
Secondary Education	-	USA, UK, Russia, Japan, Germany, India.
Higher Education	-	USA, Russia, UK, France, India.
Teacher Education	-	USA, Russia, UK, Germany, India.
Adult Education	-	Australia, Cuba, Brazil, India.

UNIT V

- Problems prevailing in developing countries with special reference to India, their causes

and solution through education.

- Poverty
- Unemployment
- Population explosion.
- Hunger
- Terrorism
- Casteism and communalism
- Illiteracy
- Beggary
- Political instability
- Economic under-development

PAPER VI : TEACHER EDUCATION

COURSES OBJECTIVES

1. To enable the students to understand the meaning scope, objectives of teacher education and its development in India.
2. To develop an understanding in the students about various modalities used for teachers, teacher educators and educational administrators for different levels of education.
3. To acquaint the students with the various aspects of student-teaching programmes, prevailing in the country.
4. To enable the students to understand the prevailing trends in teacher education and agencies to develop and implement the concerned policies, in India.
5. To develop in the students an understanding about the important research findings in teacher education.

UNIT I

- Evaluation and development of teacher education in India.
- Meaning and scope of teacher education.
- Objectives of teacher education at different levels.
- Development of teacher education in India.

UNIT II

- Preparation of Teachers for Pre-Primary, Primary and Secondary stages.
- Professional preparation of teacher educators and educational administrators
- Preparation of teachers for the teaching of a particular subjects (Language, Mathematics, Science).
- In-service training programmes :
- Training of guidance personnel, evaluators, lesson writers and educational administrators.
- Post graduate courses in education, research and innovations in teacher education.

UNIT III

- Student teaching programmes :
- Pattern of student teaching (internship, block teaching, teaching practice, off-campus teaching practice)
- Techniques of teacher training, core teaching, micro-teaching, interaction analysis.
- Evaluation of student teaching.
- Taxonomy of teacher behaviour.

UNIT IV

- Trends in teacher education :
- Innovations in teacher education
- Integrated teacher education programme
- Comprehensive college of education.
- SIE/SERT/DIET
- NCERT
- NCTE
- National Council for Teacher Education
- Current Problems :
- Practicing Schools in Teacher Education.
- Teacher Education and community.
- Teacher Education and other institutions.

- Implementation of curricula of Teacher Education

UNIT V

- Research activities in the field of teacher education and their implications with respect to :
- Teaching effectiveness
- Criteria of admission
- Approaches to teaching.

SPECIAL PAPERS (ANY TWO)

A. INTELLIGENCE, CREATIVITY AND EDUCATION

COURSE OBJECTIVES

To enable the students understand about :

1. The nature, meaning and concept of intelligence.
2. The meaning and concept of creativity along with the educational procedures for fostering “creativity” among individuals.
3. The stages of development of intellectual development, creativity development and compatibility between them at various levels of school education.
4. Facing and managing the creative children and at the same time nurturing their creative talent.
5. The research studies conducted in the field of creative education in the world and in our country, so far.

COURSE CONTENTS

UNIT I

- The Structure of Intelligence : An Examination of Various Theories of Intelligence, A review of some Intelligence Tests.

UNIT II

- Nature and Theories of Creativity : The major aspects of Creativity; The Creativity process, The creative products; The creative person and the creative situation (press situation). Relationship between Creativity and Intelligence.
- Need to foster creative thinking process, discovering creative potentialities teaching for creativity, goals for guiding creative talent; problem solving and creativity.

UNIT III

- Intellectual and Creative Development : The stages of intellectual development, stages of creative development during the Pre-school, elementary school years. Creative development after high school. Impact of heredity and environment in the development of intelligence and creativity.

UNIT IV

- Fostering creativity. Adopting techniques for the improvement of memory, adaptability, self discipline, Introversion, divergent thinking ability, creating supporting climate, among to children.
- Problems of creative children : Problems in maintaining creativity. Problems when creativity is repressed.

UNIT V

- Research in creativity : In India and abroad.

B. ECONOMICS OF EDUCATION**COURSE OBJECTIVES**

To make the students aware about :

1. The meaning, importance and scope of economics of education.
2. Educational expenditure as productive consumption and returning investment through the function of human capital and planned manpower development;
3. The concept and relationship between input and output of education.
4. The source and resources of finances for education.
5. The financial resource management.

COURSE CONTENTS

- Economics of Education : Concept, Scope and Significance. Recent trends in economics of education.
- Education as a consumption : Concept, Significance and Strategies.
- Education as Investment : Concept, Significance and Strategies.
- Education and Economic development : Human capital formation and Manpower planning.
- Cost benefit analysis of education : Taxonomy of cost of education, Taxonomy of benefits of education. Inputs and outputs – concepts and relationships between the

two.

- Resources for Education : Role of the Centre, States and Institutions for financing education.
- Financing education : Theoretical considerations, problems of financing, Grant-in-aid scheme.

C. ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

To make the students to

1. Understand the meaning, nature and importance of environmental education or develop sensitivity towards environmental issues.
2. Know the relationship between man and environment and understand the need for a sustainable development.
3. Develop competencies of environmental education.
4. Understand environmental hazards or their procreative measures.
5. Know about the progress of various environmental projects that are going on the globe.

COURSE CONTENTS

- Nature, Meaning and importance of environmental education.
- Relationship between man and environment : Ecological and psychological perspectives.
- Programmes of environmental education for Primary, Secondary and Higher institutions.
- Education for environmental awareness and attitude change.
- Environmental stressors – Natural and man made disasters; education for coping with the environmental stressors.
- Comparative study of environmental projects from various countries.

D. SPECIAL EDUCATION

COURSE OBJECTIVES

To make the students :

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commissions on

education of children with special needs for realising the concept of “Universalisation of education”.

3. Grasp about the meaning, specific characteristics and modalities of identification of various types of exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

- Meaning and scope of special Education. A brief history of Special Education. Scope of special education in India. Government policies and legislations. Administration of special education. Characteristics, education and placement of the following types of special children :
- Meaning of universalisation of education as per constitutional provision as well as state-wise allotment; - recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the role of Rehabilitation council of India.
- Exceptional learners – learners who are mentally handicapped, visually impaired, hearing impaired, locomotor impaired, suffering with learning difficulties, and gifted – the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.
- Meaning of an educational intervention – nature and objectives of special schools; concept of main streaming; integrated schools and support services provided within them viz. Resource room, resource teacher, counselor etc.; concept of remedial teaching (specially for learning disabled children); role of other (peer) members of the school (children as well as teachers); family of the “concerned child” and the community in educating the child who is an exceptional one.

Characteristics, prevention, educational programs and placement of the following types of special children :

- Mentally Retarded (MR),
- With Learning Disabilities,
- Emotionally disturbed,
- With Speech and Language Disorders,
- Visually impaired,

- With Hearing Impairment
- Creative
- Gifted

(Definition, types, causes, psychological and behavioural characteristics and education)

E. POPULATION EDUCATION

COURSE OBJECTIVES

To enable the students

1. To understand the nature scope and need of population education;
2. To know about the factors affecting population growth and understand the need for balancing the composition through distribution.
3. To gain knowledge about the various techniques of maintenance of “status” of population.
4. To understand the concept of prosperous family.
5. To learn about the latest policies of population education and agencies working towards their achievement.

COURSE CONTENTS

- Nature and Scope of Population Education : Meaning, Concept, Need and Importance of population education, objectives of Population Education.
- Population Situation and Dynamics : Distribution and density; Population composition – age, sex, rural/urban, world and Indian factors affecting population growth, mortality, migration and other implications.
- Population and Quality of Life : Population in relation to socio-economic development; health status health service; nutrition, environment, resource educational provision.
- Family Life Education : Concept of family, family role and responsibilities, family needs and resources, responsible parenthood, life values and beliefs.
- Population related policies and programmes : Population policy in relation to health-environment education policies; programmes related to employment social movements; voluntary and international agencies, UNFPA, WHO, UNESCO etc.

F. DISTANCE EDUCATION

COURSE OBJECTIVES

1. To orient students with the nature and need of Distance Education in the present day Indian Society.
2. To expose students to different kinds of information and communication Technologies ((ICT) and apprise them with their use in teaching-learning process.
3. To enable student to understand various modes of Student support services (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
4. To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

COURSE CONTENTS**UNIT I**

- Distance Education and its development
 - a) Some definitions and teaching Learning components
 - b) Need and characteristic features of Distance Education
 - c) Growth of Distance Education
 - d) Distance Teaching-Learning systems in India

UNIT II

- Intervention strategies at a distance
 - a) Information and Communication Technologies and their application in Distance Education.
 - b) Designing and preparing self-instructional material
 - c) Electronic media (T.V.) for Education
 - d) Distance Education

UNIT III

- Learning at a distance
 - a) Student-support-services in Distance Education and their management.
 - b) Technical and vocational programmes through Distance Education.
 - c) Programmes for women through Distance Education.

- d) Distance Education and Rural Development.

UNIT IV

- Quality Enhancement and Programme Evaluation
 - a) Quality assurance of Distance Education.
 - b) Mechanisms for maintenance of standards in Distance Education.
 - c) Programme evaluation
 - d) Cost analysis in D.E. – concept, need and process
 - e) New Dimensions in Distance Education – promises for the future.

G. EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

1. To enable the students teacher to understand about the meaning, nature, scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
5. To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

UNIT I

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET.
- Components of ET : Software, hardware.
- Educational technology and instructional technology.

UNIT II

- Communication and Instruction :
- Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.
- Designing Instructional System :

- Formulation of instructional objectives
- task analysis
- designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT III

- Teaching levels, Strategies & Models :
- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
- Modification of teaching behaviour :
- Micro teaching, Flander's Interaction Analysis, Simulation.

UNIT IV

- Programmed instruction (linear/branching model) - Origin and types – linear and branching.
- Development of the programmed instruction material
- teaching machines
- Computer Assisted Instruction
- Researches in Educational Technology
- Future priorities in Educational Technology

UNIT V

- Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
- Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT – Problems of New Technologies.
- Evaluation and Educational Technology.
- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teaching-learning.

H. VALUE EDUCATION AND HUMAN RIGHTS

COURSE OBJECTIVES

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

COURSE CONTENTS**UNIT I**

- The Socio-moral and cultural context
 - a) Need and Importance of Value Education and Education for Human Rights in the existing social scenario.
 - b) Valuation of culture : Indian Culture and Human Values.

UNIT II

- Nature and Concept of Morality and Moral Education
 - a) Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
 - b) Language of moral education – its form and context characteristics of a morally educated persons.
 - c) Justice and Care – the two dimensions perspectives in Morality : Dichotomy between reason and passion.
 - d) Moral Judgement and Moral Action.

UNIT III

- Moral Development of the Child
 - a) Concept of Development and Concept of Moral development.
 - b) Psycho-analytic approach

- c) Learning theory approach, especially social learning theory approach.
- d) Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT IV

- Moral Learning to Moral Education
 - a) Moral Learning outside the school – child rearing practices and moral Learning, Moral learning via Imitation. Nature of Society and moral learning. Media and moral learning.
 - b) Moral Learning Inside the school : providing “form” and “Content to form education.
 - c) Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum.

UNIT V

- Intervention Strategies for Moral Education and Assessment of Moral Maturity.
 - a) Model of Moral Education – a) Rationale Building Model, b) The consideration Model, c) Value classification Model, d) Social Action Model, e) Just Community intervention Model.
 - b) Assessment of moral maturity via moral dilemma resolution
 - c) Examples of some select moral dilemmas.

I. EDUCATION FOR EMPOWERMENT OF WOMEN

COURSE OBJECTIVES

- To know the expected roles (political, social and economic) of Indian Women in developing countries including India.
- To acquaint with the types and modes of preparation needed for them in playing such roles effectively and efficiently in tune with the Constitutional directes.
- To be aware of the concept of women as change agents for the transformation of Third World Countries as studied by World Bank and other World Organisations like ILO.

COURSES CONTENT

UNIT 1

- Problems of women face in developing countries including India - high rate of population growth — literacy percentage of women inadequate nutrition and technology, existing prejudices, against women etc.

UNIT 2

- Sub-culture of men and women in all countries including India.

UNIT 3

- A retrospective profile in a tradition bound society and a prospective profile in the changing Indian Society; major areas to be tapped. Aspiration of Indian society for sustainable development of girls, planned governmental efforts. Achieving quality of life, equality of opportunities, equity, social justice and empowerment.

UNIT 5

- Needs of girls education, - poverty, prejudice and population explosion minimum level of learning in scientific literacy and computer literacy – focus on teacher preparation in gender sensitivity.

UNIT 6

- Needed direction in educational research : access to education, and retention, apathy at home, child labour, early child marriage continuance of out-dated laws, positive attitude towards girl's education.

J. EDUCATION FOR LEISURE**COURSE CONTENTS**

Leisure : Concept in historical perspective leisure in the age of feudalism, in a democracy and in the age of science and technology a changing society – early and present attitude towards leisure.

Leisure : Its necessity and it is clear also as a problem : leisure related to increased production, to increased consumption to crime and delinquency, to human development.

Types of leisure time, activities :

- as entertainment;
- as recreation;
- as personal development.

Leisure : Looked as a second vocation : responsibility of the social organisation – play

groups, family, School and other community agencies, governmental and non governmental ones..

Student Services in the University : problems faced by students : heterogeneity first generation learners, diverse ambitions, no tradition of education in family, presence of foreign students, problems of women students, the role of student unions.

COURSE OBJECTIVES

1. Leisure is a resultant of science and technology if needs to be used in a meaningful way.
2. To learn to organise leisure time activities at all levels of education in school.
3. To help develop leisure time activities as a seemed vocation.
4. to encourage community agencies to utilise this aspect to make to a learning society.

K. YOGA EDUCATION

COURSE OBJECTIVES

1. Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc.
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
3. Understand different types of Yoga – The Ashtang yoga, the Jnana yoga. Bhakti yoga, and other modern off-shoots.
4. Understand the socio-psychological basis leading to a dynamic transformation of personality.
5. Understand the scientific basis and therapeutic values of yoga.

UNIT I

Metaphysical basis of yoga

- Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
- Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
- Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras (the Suksham Sharir)
- Nature of knowledge and knowledge getting process – the Pramanas.

UNIT II

The Philosophy of yoga and its relationship to individual and social upliftment.

- The meaning and definitions of Yoga.
- Yoga as a way to healthy and integrated living.
- Yoga as a way to socio-moral upliftment of man.
- Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti.

UNIT III

Different types of yoga systems and characteristics of yoga practitioner

- Ashtanga yoga of Patanjali -
- Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita.
- Integral yoga of Aurobindo and modern off shoots of yoga
- Characteristics of a practitioner of yoga.

UNIT IV

The instrumentals of yoga (Sadhana pad).

- The Five yamas (observances).
- The Five Niyamas (abstinences).
- Asans – The right postures.
- Pranayam – controlling the breath.
- Pratyahara – controlling the senses.
- Dharana (concentration) and its methods
- Dhyana (meditation) and its kinds.
- Samadhi – its various types.

UNIT V

Scientific basis of yoga – yoga and mental health.

- Yoga and Bio-feedback
- Therapeutic values of yoga.
- Different Asans and their effects to promote a sound physical and mental health.
- Dhyana, and its therapeutic value.

UPDATING CURRICULA IN EDUCATION

A FRAMEWORK

B.Ed.

B.ED. COURSES

PAPER – I : TEACHER IN EMERGING INDIAN SOCIETY

COURSE OBJECTIVES

To enable the students – teacher understand :

1. about the relationship between Philosophy and Education and implications of philosophy on education.
2. the importance and role of education in the progress of Indian society.
3. the contribution of great educators to the field of education.
4. the need to study education in a sociological perspective. The process of social change and socialisation to promote the development of a sense of commitment to the teaching profession and social welfare.
5. their role in the creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. the means and measures towards the promotion of National integration and protection of human rights.

COURSE CONTENTS

It consists of six units, each unit attempting to realise one objective.

UNIT I

- Education : nature and meaning – its objectives in relation to the time and place.
- Education in the western context : with specific reference to Rousseau, Pestalozzi, Dewey, Russell, their impact on educational thought and class room practices, in term of progressive trends in education.
- Indian thought and its contribution to educational practices.

UNIT II

- Philosophy and education : significance of studying philosophy in understanding educational practices and problem.
- Major philosophical systems – their salient features and their impact on education.
 - a) Realism with reference to Aristotle and Jainism.
 - b) Naturalism with reference to the views of Rousseau and Rabindra Nath Tagore.

- c) Idealism with reference to Plato, Socrates and Advaita Philosophy.
 - d) Pragmatism with reference to Dewey "Instrumentalism & Experimentalism"
 - e) Humanism – Historical & Scientific and Buddhists.
- Child centred education : concept of a learner, with reference to Gijju Bhai as teacher educators.

UNIT III

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi : Basic tenets of Basic education.
- Gijju Bhai : The world of the child
- Swami Vivekananda : Man making education.
- Sri Aurobindo : Integral education, its basic premises; stages of development.
- Froebel : The play way method.
- Montessori : The didactic apparatus.

UNIT IV

- knowledge about the Indian constitution and its directive principles; various articles mentioned in the constitution that are related to education; meaning of secularism, social goals; democracy and socialistic pattern of society; meaning of the term "National intergration and Emotional integration", factors contributing for achieve them; Economic planning and the meaning of five year plans.

UNIT V

- Sociological basis of education, Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order; education as liberal and utilitarian, education as a tool of economic development, education as an agent of social change, education as a means of National welfare through the immediate welfare of the society, education and human resource development.

UNIT VI

- Meaning of national integration and its need, role of teacher and educational institution in achieving National Integration through democratic interaction, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

UNIT VII

- Meaning of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived; Means and measures taken for equality of opportunities in terms of castes, tribes, Disabled, Gender and Minorities; Achieving a learning society in terms of distance education, green and clean society & povertyless society through planning the population and available resources, State's new programmes and Nation's programmes like NCC, NSS, etc.

PAPER II : DEVELOPMENT OF LEARNER AND TEACHING-LEARNING PROCESS**COURSE OBJECTIVES**

To enable trainee teachers to

1. acquire knowledge and understanding of stages of human developmental and development tasks with special reference to adolescents learners.
2. develop understanding of process of children learning in the context of various theories of learning.
3. understand intelligence, motivation and various types of exceptional children.
4. develop skills for effective teaching learning process and use of psychological tests.

UNIT I

- **Nature of psychology and learners**
 - a) Psychology : Its meaning, nature, methods and scope; functions of educational psychology.
 - b) Stages of human development; stage specific characteristics and developmental tasks.
 - c) Adolescence in Indian context – characteristics and problems of adolescents; their needs and aspirations.
 - d) Guiding and counselling adolescents.

UNIT II

- **Learning and motivation**
 - a) Nature of learning; learning theories –Behaviourists (Skinner's), Information Processing (Rosger's) and Humanistic (Maslow's).
 - b) Factors influencing learning and teaching process; learner related; teacher related; process related and content related.
 - c) Motivation – nature, types; techniques of enhancing learners' motivation.

UNIT III**• Intelligence**

- a) Nature and characteristics of intelligence and its development.
- b) Theories of intelligence; two factor theory - Multifactor Theory (PMA) and SI Model.
- c) Measuring intelligence - Verbal, non-verbal and Performance tests (one representative of group test and individual test of each).

UNIT IV**• Exceptional children**

- a) concept of exceptional children – types, and characteristics of each type including children with learning disabilities.
- b) Individual differences – nature; accommodating individual differences in the classroom.
- c) Learner centred techniques for teaching exceptional children.

UNIT V

- Personality – Definition, meaning and nature; development of personality; type and trait theories of personality.

PRACTICUM

- Observing the behaviour of an early, mid adolescent and describing her/his characteristics and problems.
- Administering and interpreting the results of two tests of intelligence – verbal, non-verbal or performance.
- A case study of an exceptional child and suggesting how to provide for this particular child education.

PAPER III : DEVELOPMENT OF EDUCATIONAL SYSTEM IN INDIA**COURSE OBJECTIVES**

To enable student teacher to

1. understand that development of education is influenced by socio-political forces of the time;
2. Acquire knowledge of characteristics features of ancient, medieval and British system of education in India and of their strengths and limitations;

3. Understand the contribution of various major committees and commissions on education set up from time to time;
4. Appreciate the developments in Indian education the post-independence era.

COURSE CONTENTS

UNIT I

- Education in India during (a) Vedic, (b) Buddhist and (c) Medieval periods.

UNIT II

- Macaulay's minutes and Bentinck's resolution of 1835. Adam's report and its recommendations.
- Wood's Dispatch – 1854.
- Lord Curzon's educational policy. Growth of national consciousness. National education movement.

UNIT III

- Recommendations of Indian Education commission – 1882, its influence on the subsequent development of education.
- Essential features of Sadler Commission Report – 1917.
- Wardha scheme of education – 1937.

UNIT IV

- Radhakrishnan Commission – 1948.
- University Education Committee (1948-49).
- Secondary Education Committee Report (1952-53).
- Indian Education Commission (1964-66).
- National Policy of Education (1986).
- Revised National Policy (1992).

PAPER IV : ESSENTIALS OF EDUCATIONAL TECHNOLOGY AND MANAGEMENT

Element of Educational Technology and Management

COURSE OBJECTIVES

1. To obtain a total perspectives of the role of technologies in modern educational practices.

2. To equip the student teacher with his various technological applications available to him/her for improving instructional practices.
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instructional and institutional management.
5. To develop the professional skills required for guiding pupils in the three initial areas educational penal and victual.

COURSE CONTENTS

UNIT I

- Definition of educational technology, distinction between hardware and software technologies. Their role in modern educational practices.
- Hardware technologies : Important accessories and their application – OHP, Still and Movie Projectors, Audio-Video recording instruments; TV, Computers, New technologies like e-mail; internet; etc.
- Use of strategies like teleconferencing, micro teaching, programmed instruction, CAI, language laboratory.

UNIT II

- Psychological uses for use of modern technologies – Case of experience (Edger Dale), multisemory Instruction – advantages.
- Developing programmed instructional material – linear, branching programmes, tryouts and validation etc.

UNIT III

- Meaning of guidance – rationale for guidance services concept of counseling – directed and non-directed counseling.
- Organization school guidance services; use of community resources for school guidance services;
- Career guidance services; career information centre; career conferences;
- Personal guidance – Identity those needing special help directing clients to specialists (referral service).

UNIT IV

- Meaning of management in education – Managing men resources and materials. Implications for educational initiations.
- Managing curriculum, managing co-curriculum, managing school discipline, and managing physical resources.
- Developing performance profiles of institutions.

UNIT V

- Evaluating institutional performance – Methods used =- pupil evaluation, teacher evaluation, evaluation of Institutional performance.
- Methods of teacher evaluation – use of pupil rating, peer rating, supervisor rating, community rating –ratings used for Institutional improvement.
- Accountability in school education – methods used for assessing accountability.
- Use of professional norm and ethics.

PAPER VI & VII : METHODS OF TEACHING

Visualizing the voluminous content of presentation of methodology of teaching subject wise, methodology of teaching has been enumerated area wise instead of dealing with each subject separately. These are as follows :

1. Methodology of teaching Physical/Biological Science.
2. Methodology of teaching Social Sciences.
3. Methodology of Teaching Mathematics.
4. Methodology of Teaching languages as mother tongue and as Second Language.

A. METHODS OF TEACHING : PHYSICAL SCIENCE / BIO SCIENCE**COURSE OBJECTIVES**

Student teacher to have the ability to

1. Develop a broad understanding of the principles and procedures used in modern science education.
2. Develop their essential skills for practicing modern science Education.
3. Develop their skills necessary for preparing international accessories.
4. Prepare acceptance lesson models which lay down this procedures to the adopted for preparing designs of lessons.

5. Manage introductory activity in such a way that the vast majority of the learners attain most of the objectives.

COURSE CONTENTS

UNIT I

- Nature of modern sciences – Thrust areas in particular sciences – Impact of science on modern communities, globalisation and science; Path tracking discoveries and landmark development in science; eminent world scientists, eminent Indian scientists, Professions in the area of sciences.

UNIT II

- Justification for including science as a subject of study i.e. school curriculum. Objectives of Teaching Phy./Bio Sciences – Taxonomy of educational objectives – Other taxonomies and approaches – Process outcomes, product outcomes, concept attainments. Behavioural developers of education – concept of entering and terminal behaviour – organising learning experiences for achieving specified behavioural outcomes.

UNIT III

Major methods used for science instruction :

- Major models of instruction useful for science education.
- Defining desired outcomes (statement of objectives) for different levels of education

UNIT IV

- Co-curricular and non-formal approaches : Activity approaches and non-formal methods of science teaching in terms of field trips, school gardening, science clubs, visits to science museums, maintenance of aquariums, herbariums and virariums original science projects – organising science fairs and excursions to be taken up.

UNIT V

- Planning for teaching developing year plans, unit plans, lesson plans, content analysis, pedagogical analysis and identification of important concepts for further focus; use of Piagetian, Brunerian, Gagnesian principles in developing lesson plan; preparation and development of improvised apparatus; preparation, selection and use of teaching aids, innovations in teaching the subject in terms of team teaching, programmed teaching, seminar presentations, micro-teaching and computer assisted teaching; disciplinary approach in teaching science.

UNIT VI

- Curriculum and resource utilisation; Interior for designing a Phy./Bio Science curriculum, approaches to curriculum organisation using procedures like concentric, topical, process and integrated approaches, Assignment which accepted curricular material like PCCS, Chemistry, Biology, etc. and their assumptions; Adapting the curriculum to local needs and requirements and the availability of local resources availabilities. Practical work in science teaching; record writing for science projects.

UNIT VII

- Curricular accessories and support material – Textbooks Journals, Handbooks, students' work books, display slides, laboratory materials, audio-video support material, etc. evaluating entire for the above.

UNIT VIII

- Evaluating outcomes of science teaching – Text assumptions about exclusion – text assumptions, items formats; try-outs; item analysis developing teaching mode lists, scoring procedures, developing tests for measuring specific outcomes – cognitive in outcomes, affective outcomes, psycho-motor outcomes, process outcomes, product outcomes, scientific reasoning, scientific activity etc.
- Diagnostic testing and remedial teaching; developing formative evaluation instruments as aids to learning.

UNIT IX

- Designing lesson plans – ability to converts any teaching unit into an instructional unit using accepted pedagogical practices, formation of lesson plans.

B. METHODS OF TEACHING : SOCIAL SCIENCES**COURSE OBJECTIVES**

To enable the pupil teacher to :

1. Appreciate the need for learning History, Geography, Civics, Sociology and Economics either as separate disciplines or as any integrated discipline.
2. Develop knowledge about the basic principles governing the construction of a social science.
3. Develop the classroom skills needed for teaching of social science/social studies either as a separate or as an integrated discipline using modern methodology.
4. Acquire the completed to plan for instruction.

5. Develop the ability to organise co-curricular activities and community resources for promoting social science/social studies learning.
6. Acquire the ability to develop instructional support materials.

COURSE CONTENTS

UNIT I

- The need for teaching the subjects under Social science/social studies (History, Geography, Civics, Sociology and Economics) in schools; concept of social studies and how it differs from other social sciences; present perception about social studies/ social sciences. Rational for including these areas in school curriculum. The integrated section of the specialised approach in social science teaching.
- Objectives of teaching social studies. Objectives of teaching the subject at different levels. Discipline – oriented teaching of social studies and social reconstruction approach.

UNIT II

- Principles of designing a social studies curriculum with weightages to be given for each component subject areas; approaches to organising social studies curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.

UNIT III

- Instructional strategies, methods and models. Importance of instructional strategies, strategies for teaching social studies in terms of specific methods like lecture, lecture cum discussion, projects, and source methods, socialised recitation and supervised study. Models of teaching appropriate for teaching social studies.

UNIT IV

- Objectives of teaching social studies - specifications to clarify planning viz., lesson, unit and year plans, micro-teaching lesson plans for developing the skills of introduction, explanation, questioning, stimulus variation and providing illustrations with relevant examples.

UNIT V

- Arranging and organizing field trips to places of cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the subject; team-teaching; organising social studies clubs; social studies laboratories and thought provoking programmes like quizzes, word searches etc.

UNIT VI

- Purposes of evaluation in social studies, formative and summative evaluations, their salient features, remedial teaching, question proportion and objectivity in essay type examinations, preparation of unit tests and tests of performance like product preparation, model construction, enactment of role play etc.

C. METHODS OF TEACHING : MATHEMATICS**COURSE OBJECTIVES**

To enable the pupil teacher to :

1. Understand and appreciate the uses and significance of mathematics in daily life;
2. Learn successfully various approaches of teaching mathematics and to use them judiciously;
3. Know the methods of planning instruction for the classroom.
4. Prepare curricular activities and organize the library and book in it as per the needs;
5. Appreciate and organize activities to develop aesthetics of mathematics.
6. Obtain feedback both about teaching as well as student's learning.

COURSE CONTENTS**UNIT I**

- Meaning of mathematics; History of Mathematics; contributions of Indian Mathematicians with reference to Bhaskaracharya, Aryabhata, Leelabathi, Ramanujam and contributions of Euclid, Pythagorus, Rene-descarte.

UNIT II

- Objectives of teaching mathematics in terms of Instruction and behavior, approaches to teaching of mathematics viz., inductive, deductive, analytical, synthetic, heuristic, project and laboratory; using various techniques for teaching mathematics viz., oral, written, drill, assignment; supervised study and programmed learning.

UNIT III

- Meaning and importance/purpose of a lesson plan; Proforma of a lesson plan and its rationality, meaning and purpose of a unit-and-unit plan; meaning and purpose of an yearly plan; developing/preparing low cost improvised teaching aids relevant to local ethos; skill in maintaining and using blackboard, models, charts, TV, films and video tapes and VCR.

UNIT IV

- Principles and rationale of curriculum development; organizing the syllabi both logically and psychologically according to the age groups of children; Planning activities and methods of developing the substitutes/alternatives material to the prescribed, for completing the syllabi.

UNIT V

- Using mathematics as a game for recreation; organizing Quiz programmes, skill development in answering puzzles, riddles, magic squares, word search etc., developing a maths laboratory; learning about the short cuts mentioned in vedic mathematics.

UNIT VI

- Textbooks in mathematics – qualities of a good textbooks in mathematics; process of obtaining feedback and evaluation in mathematics in terms of cognitive, affective and psychomotor behavioural developments.

D. METHODS OF TEACHING : LANGUAGES**COURSE OBJECTIVES**

To enable the students-teacher understand about :

1. The nature and characteristics of a language and mother-tongue and the use of language.
2. The required skills and their interlinks for mastering a language.
3. The various approaches for planning for successful language teaching.
4. Approaches for teaching different aspects of language.
5. Aids and other similar available material that could be used for teaching language.
6. The techniques of obtaining feedback for self-evaluation and evaluation of student's success in learning and using the language.

COURSE CONTENT

The area has to be decided later for syllabus because of teaching 1st Language, 2nd Language, 3rd Language.

PAPER VIII : ELECTIVE SUBJECT

One elective subject to be decided by considering the following :

1. All electives must be contributing for extra capability of delivering the goods.
2. All electives should have equal difficulty level.
3. All electives should be unique in nature without being covered in any other area (of paper of B.Ed.).
4. All electives should have full bearing over the latest developments of the contemporary world.

ELECTIVE COURSE : ELEMENTARY EDUCATION

COURSE OBJECTIVES

1. To develop in the student teacher an understanding of the role and development of Elementary Education in India.
2. To develop in the student teacher proper understanding of various components of the NPE 1986 and review of NPE 1992 relating to elementary education.
3. To acquaint the student teacher with the recent changes in curriculum structuring and the modes of curriculum transactions.
4. To help to develop an appropriate teacher competencies on the part of the student teacher.
5. To acquaint in student teacher with emerging trends and practices in Elementary Education.

COURSE CONTENTS

UNIT I

- Introduction to elementary education : the genesis of elementary education.
- A brief history of elementary education (EE) with special reference to the area of its operation, Constitutional provisions, Elementary education act, of the area.
- Related concepts and target groups of elementary education (EE).
- The learning needs of pupils.

UNIT II

- National policy on education 1986 and the revised policy of 1992 with reference to elementary education.

- Role of panchayats and local bodies in EE.
- Role of the state government, in EE.
- Role of non-government organisations, in EE.
- Trend of commercialization of EE, remedies.

UNIT III

- Curriculum : structure of the curriculum at EE level.
- Curriculum transaction : Activity based, experience centred, learner centred, play-way, joyful learning.
- Curriculum adjustment and adaptation to special needs of :
 - a) visually, auditory and orthopedically handicapped;
 - b) first generation learners and culturally deprived learners and remote rural areas and slum areas; and
 - c) girls.
- “Education for all” and required variation in the curriculum.

UNIT IV

- Acquisition of basic skills required for teaching at elementary stage.
- Special qualities of an elementary school teacher (EST).
- Need for orientation and refresher courses for EST;
- Developing competencies related to working with parents and community;
- Role of basic training centres, normal schools, and DIET's in providing training to EST.
- Preparation of teachers for implementing ‘Education for all’.

UNIT V

- Minimum level of learning (MLL)
- School Readiness.
- Early Childhood Care and Education (ECCE).
- Continuous Comprehensive Evaluation at Elementary level.
- District Primary Education Programme (DPEP).

- Multi-grade teaching in elementary schools.
- Teacher's commitment.
- Use of modern technologies and media.

PRACTICUM

1. Conducting original studies of the effectiveness of the implementation of Operation Blackboard Scheme/Nutrition Programme in a locality.
2. Study of any problem connected with the introduction of English at the elementary level of education.
3. A survey of the availability of text books in elementary schools in a locality.
4. Study of any other problem relating to elementary education with the approval of the teacher-educator.
5. Analysis of text books.

ELECTIVE COURSE : POPULATION EDUCATION

COURSE OBJECTIVES

1. To develop in the student teacher an understanding of the concept, need and importance of population education.
2. To enable the students to understand various terminology connected with population studies and factors responsible for population growth.
3. To develop an awareness in the student teacher of the implications of population growth on various aspects of social functioning.
4. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
5. To help student teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning.

COURSE CONTENTS

UNIT I

- Introduction : Nature and scope of population education : meaning, concept need, scope, importance and objectives.

UNIT II

- Population dynamics : distribution and density, population composition : Age, sex, rural, urban, literacy – all India.
- Factors affecting population growth : fertility, mortality and migration (mobility).

UNIT III

- Population and quality of Life : Population in relation to : socio-economic development, health status, nutrition health services and education.
- Effect of unchecked growth of population on natural resources and environment.
- Population and literacy campaigns in India.

UNIT IV

- Population education in Schools : Scope of population education in schools.
- Integration of population education with the general school curriculum.

UNIT V

- Methods and approaches : Inquiry approach, observation, self-study, discussions, assignments.
- Use of mass-media : Newspapers, Radio, Television, A.V. Aids,

UNIT VI

- Role of teachers : Teacher role in creating awareness of the consequences of population problems, inculcating new values and attitudes leading to modification of student behaviour.
- Working with community to build awareness.

PRACTICUM

- Content analysis of existing secondary level text book to identify the components of population education included in it.
- Survey of population situation of any locality inhabited by disadvantaged section of society.
- Survey of population situation in a select locality to understand its population dynamics with comments on what is observed.
- Survey of the population of student's families (of any class of a school) and analysis of the results.
- Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage etc. (any one evil).
- Critical reporting of community work in select localities in selected sectors like mother care, child care, health and cleanliness etc.
- Collection and analysis of data from available sources, problems of accomodation in schools/hospitals/transport in a select locality.

ELECTIVE COURSE : ENVIRONMENTAL EDUCATION**COURSE OBJECTIVES**

1. To enable the student teacher understand about the concept of environmental education.
2. To develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the development.

COURSE CONTENTS**UNIT I**

- Environment : meaning, scope and nature of environmental education.
- Types of environmental pollution.

UNIT II

- Causes and effects of environmental hazard, global and local : environmental pollution and its remedies.
- Green house effect – an impending catastrophe.
- Ozone layer depletion – environmental threat, acid rain, pillar melting, rise of sea level and their implications.

UNIT III

- Salient features of environmental awareness through education : programmes of environmental education for secondary school children.
- Programmes of environmental education for attitude changes among the children.

UNIT IV

- Biodiversity : Conservation of genetic diversity. An important environment priority : learning to live in harmony with nature.

UNIT V

- Role of school in environmental conservation and sustainable development.

PRACTICUM

- To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics :
 - a) Noise pollution
 - b) Water pollution
 - c) Air pollution
 - d) Deforestation
 - e) Role of the pollution control boards
 - f) Role of voluntary organisations.
- The report on the practicum should be submitted to the college within the date specified by the college authority. The length of the report may be around 700 words.

ELECTIVE COURSE : ALTERNATIVE EDUCATION**COURSE OBJECTIVES**

1. To develop in the student teacher an understanding of the need, working, concepts, objectives, and scope of non-formal and adult education.
2. To help student teacher to appreciate the importance of providing life-long education to learners of all age groups at all levels according to their needs, aptitudes and convenience. To develop in the student teacher an awareness of the significance of freedom, flexibility and openness in learning system.
3. To enable the student teacher to understand the need for offering parallel, alternative and less costly mode of education for removal of illiteracy; the need of democratization and universalisation of education in India.
4. To acquaint the student teacher with the use of multidimensional and multisource education for schooled, semischooled and unschooled learners.
5. To promote the new cult of 'learning society' believing in self-development, self-enrichment and advancement in the 'Art of Living' though imparting adult education.

COURSE CONTENTS

UNIT I

- Introduction to non-formal education (NFE) : concept, nature and scope of non-formal education (NFE).
- Philosophical bases of NFE.
- Aims and objectives if NFE.

UNIT II

- Types, agencies and approaches on NFE : types and agencies of NFE.
- Approaches and methods of NFE.
- Teachers of NFE.
- Aids- audio & visual.

UNIT III

- NFE in Indian context : Prospects of non-formal education in Indian context.
- Need for monitoring, evaluation and research for effective implementation of NFE programmes.

UNIT IV

- Introduction to adult education (AE) : Meaning, scope and objectives of Adult Education (AE).
- Adult learning procedures – factors and conditions, effects of age.
- Tools of learning.
- Teachers of AE – need for training.
- Evaluation process in AE.
- Contents of AE : Contents of AE; functional learning.

UNIT V

- AE in India context : Adult education in India – an instrument for social regeneration and cultural transformation.
- Functional literacy programmes – Role of National literacy mission, Total literacy Campaign in achieving the social aim of education for all.

- Need for effective and constant monitoring, evaluation and research in A.E.
- Role of governmental agencies in promoting AE.

PRACTICUM

- To prepare (i) a project on or (ii) to conduct a survey of the non-formal/adult education centers in the locality. The written report should be around 700 words.

ELECTIVE COURSE : EDUCATIONAL ADMINISTRATION & MANAGEMENT

COURSE OBJECTIVES

1. To acquaint the student teachers with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand to concept at importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse the administrative scenario in relation to the functioning of the other secondary schools of the area.
5. To acquaint the student teacher with the scientific practices of educational management and keep him to apply it in work situation.

COURSE CONTENTS

UNIT I

- Conceptual framework : concept of educational administration.
- Concept of educational management human beings as inputs, process and products inputs.
- Nature, objectives and scope of educational administration.

UNIT II

- Role and functions of headmaster/teacher : Basic functions of administration – planning, organising directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth development,
- Supervision and inspection, defects in the present supervision and inspection.

- Scope of educational supervision.
- Types of supervision.
- Providing guidance; leadership function.
- Crisis in management
- Decision making.

UNIT III

- Communication in Educational Administration : Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers to communication and effective communication in educational administration.

UNIT IV

- Management of Schools : Role of headmaster in planning of school activities, approaches to management – manpower approach, cost benefit approach, social demand approach, social justice approach.
- Involvement of other functionaries and agencies in the preparation of a plan.
- Delegation of authority and accountability.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.
- Role of the headmaster in creating resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.
- Staff development programmes.
- Role of teachers in school management and administration.

UNIT V

- Educational administration in the state : The administrative structure in the field of education in the state.
- Control of school education in the state – a critical analysis.

- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

PRACTICUM

- The student teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

ELECTIVE COURSE : EDUCATIONAL AND MENTAL MEASUREMENT

COURSE OBJECTIVES

1. To acquaint the student teacher with the basic scientific concepts and practices in educational and mental measurement.
2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student teacher for the use of the techniques in the field.
4. To enable the student teacher to interpret the result of educational measurement.
5. To enable the student understand about various educational and mental measurement tools.

COURSE CONTENTS

UNIT I

- Concept of measurement : testing and evaluation.
- Scales of measurement : nominal, ordinal, interval, and ratio scales.
- Discrete and continuous variables.
- Qualities of a test – reliability, validity and usability of a tests; item analysis, procedures and item selection.

UNIT II

- Educational statistics : measures of central tendency from grouped and non-grouped data.
- Measures of variability – range, quartile deviation, standard deviation.

UNIT III

- Techniques of test conduct – importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying; techniques for avoiding guessing in answering; objective scoring.

UNIT IV

- Interpreting measurement : normal probability curve, skewness and kurtosis.
- Percentiles and percentile ranks.
- Standard scores.
- Co-efficient of correlation by Sperman's method and its interpretation.
- Interpreting co-efficient of correlation.

UNIT V

- Achievement tests : construction of standardized achievement tests.
- Types of test items.
- Measurement of intelligence : Concept of intelligence, Binet test, concept of I.Q.
- Individual and group tests of intelligence.
- Aptitudes and personality tests. : use of aptitude tests – overview.
- Use of interest inventories.
- Assessment of personality : interview, self-report inventories, rating scale, projective techniques. (Note – Some basic concepts and items covered under compulsory/core courses have been dropped here to avoid repetition although these are relevant).

PRACTICUM

- Administration of a psychological test and interpretation of test results.
- Determination of reliability or validity of any self made test.
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.

ELECTIVE COURSE : PHYSICAL EDUCATION

COURSE OBJECTIVES

To develop in student teacher :

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organising the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organising physical education meets and events.

COURSE CONTENTS

- Physical education – its meaning and implications, aims and objectives. Foundations of physical education, concept of physical fitness recreation.
- Physiological effects of exercise. Biophysical differences in boys and girls and their implications in physical education. Postural defects including remedial exercise including Asanas.
- The significance of child's growth and development for the practice of physical education.
- The interaction of health, physical education and physical fitness; concept of positive health;
- Types of food and their relative efficacy; role of balanced diet, dangers of the use of alcohol nicotine, narcotics and drugs
- The principles of programme building : organisation of physical education programme in secondary schools. Competitions – their role, values and limitations. Team and house system; classification of pupils for instructional and other purposes; preparation of fixtures.
- Organisation of annual athletic meet including laying out of a double bend tracks with provision of staggers.
- Evaluation of student's performances in physical education programmes.
- Problems in organising physical education programme in Indian schools.

PRACTICUM

- To be decided by the investor in-charge and to be internally assessed.

ELECTIVE COURSE : CAREER INFORMATION IN CAREER GUIDANCE

COURSE OBJECTIVES

- To develop an understanding of the need and importance of career information for the pupils.
- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
- To develop an understanding of how one's ability, interests and aptitudes are related to world of work.
- To know about the importance of developing the right attitudes and values at every stage of education.

COURSE CONTENTS

UNIT I

- Meaning of career and career information components of career information. Occupational information, information about education and opportunity and personal-social information.

UNIT II

- Aims to study career information at different school levels.

UNIT III

- Career information : Sources, methods of collection, classification and filling-up of information and evaluation of the information.

UNIT IV

- information about education and training opportunities for primary, elementary and secondary levels of school.

UNIT V

- Personal-social information at every school level.

UNIT 6

- Setting up of a Career Resource Centre, its major importance.

ELECTIVE COURSE : TEACHING OF VALUES

COURSE OBJECTIVES

1. To understand the nature and sources of nature, and disvalues.
2. To understand the classification of values under different types.
3. To appreciate educational values like democratic, secular, and socialist.

UNIT I

- Nature and sources of values, biological, psychological, social and ecological determinants of values – their bearing on education in varying degrees.

UNIT II

- Classification of values into various types, material, social, moral and spiritual values; status of values, how can these be realised through education.

UNIT III

- Corresponding to values there are evils or dis-values – material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

UNIT IV

- Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in education.

UNIT V

- Development of values as a personal and life-long process-teaching of values as an integral part of education.

UNIT VI

- Evaluating that teachers and other school personnel are value laden, students and parents are value laden, curriculum is value laden Evaluate
- Value of self-sacrifice vs value of self centredness
- Values of excellence vs values of ego-centricism
- Values of work vs values of selfishness.
- Every teacher or all teacher need to teach values.

UPDATING CURRICULA IN EDUCATION

A FRAMEWORK

M.Ed

M. ED. COURSES

PAPER I : PHILOSOPHICAL AND SOCIAL FOUNDATIONS OF EDUCATION

Part I : Philosophical Foundation

COURSE OBJECTIVES

The Philosophical component of this (foundation) core paper for a post-graduate course in education (Professional) aims at developing the following competencies amongst the scholars.

1. Understanding the nature and functions of philosophy of education.
2. Logical analysis, interpretation and synthesis of various concepts, proposition and philosophical assumptions about educational phenomena.
3. Understanding and use of philosophical methods in studying educational data.
4. Critical appraisal of contributions made to education by prominent educational thinkers – Indian and Western.

COURSE CONTENTS

UNIT I

- Philosophy of Education : Its nature – Directive Doctrine;
- a Liberal Discipline;
- an activity.
- Its Function – Speculative, Normative, Analytical.

UNIT II

- Metaphysical Problem and Education related to Nature, Man and Society.
- Impact of Philosophical suppositions on education made by – Idealism, Realism, Pragmatism, Existentialism, Vedanta (Advaita & Veshistadvaita only), Sankhya, School of thought.

UNIT III.

- Epistemology and Education : Knowledge; methods of acquiring valid knowledge with specific reference to Analytic philosophy, Dialectical approach, Scientific Inquiry, Nyâya, Yoga.

UNIT IV

- Axiology and Education : Critical appreciation of the contribution made by Buddhism, Jainism, Bhagavadgita and Islam to education in terms of value formulation.

UNIT V

- Educational Thoughts : Contribution to educational thought and practice made by great thinkers (master minds) and their critical appreciation with specific reference to their views on

- a) Concept of man and the process of development, and
- b) Socio cultural scenario, a global perspective.

The thinkers : Plato, Kant, Dewey, R.S. Peters, Gandhi, Tagore, Sri Aurobindo

PRACTICUM

- Annotated Bibliography covering 15-20 works.
- Attempt paper presentation on a given topic

Part II : Sociological Foundation**COURSE OBJECTIVES**

1. To enable the student to understand concept and process of social organization, social stratification and institution
2. To enable the student to understand relationship, between culture, society and education
3. To enable the student to know issues of equality, excellence and inequalities in education.

COURSE CONTENTS**UNIT I**

- Concept and nature of sociology of Education, Difference between sociology of education and Educational Sociology; Social organization; social groups; social stratification; factors influencing so
- Social organization, characteristics of social organisation; institutions, attitude and values.

UNIT II

- Culture – meaning and nature of Culture, Role of education in cultural context; Education and cultural change.

UNIT III

- Education and Society – Education as a social system, as a socialization process and a process of social progress and change.

UNIT IV

- Issues of equality of educational opportunity and excellence in education. Equality vs. equity in education; Inequalities in Indian social system with special reference to social disadvantages, gender and habitations, need measures to address them.

UNIT V

- Education and Democracy, Constitutional provisions for education; Nationalism and Education; Education for national integration and International understanding.

PAPER II : PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**COURSE OBJECTIVES**

1. To enable the student to understand concepts and principles of Educational Psychology as an applied science.
2. To enable the learner to understand implications of psychological theories for education.
3. To acquaint the learner with the process of development and assessment of various abilities and traits

COURSE CONTENTS**UNIT I**

- Educational Psychology : Concept, concerns and scope of educational psychology, contribution of psychology to education

UNIT II

- Human Development : Concept, principles, sequential stages of development; factors influencing development and their relative role; general characteristics and problems of each stage.
- Theories of Piaget and Bruner – major concepts and stages and implications for education.
- Indian theory of Psychological Development.

UNIT III

- Learning : Concept, kinds, levels of learning various view points on learning, Gagne's conditions of learning; cognitive view point and information processing; issues related to learning. Educational implications of the view points on learning.

UNIT IV

- Group Dynamics : Group process, interpersonal relations, sociometric grouping, social-emotional climate of the classroom and influence of teacher characteristics.

UNIT V

- Individual Difference : Concept of intra and inter differences:
 - a) Intelligence and cognitive abilities, identification fostering
 - b) Creativity – Nature, Process, Identification, fostering and Guiding creative children.
 - c) Interests, attitude and values
 - d) Adjustment of teaching – learning process to suit individual differences – learning styles and teaching strategies.

UNIT VI

- Personality : Concept, development, structure and dynamics of personality
- Theories of Personality – Allport, Eysenck; Psychoanalytic approach of Freud, Erickson; Behavioural approach – Miller, Dollard and Bandura; Humanistic approach – Roger, Maslow.
- Indian Theories : Vedic, Buddhist, Rabindernath Tagore Mahatma Gandhi, J.Krishnamurti and Sri Aurobindo

UNIT VII

- Assessment of Personality – Techniques
 - a) Personality inventories – rating scales
 - b) Projective techniques : Rorchach, TAT

UNIT VIII

- Adjustment and Mental Health
 - a) Concept, mechanism of adjustment – defence; escape, withdrawal, compensatory.
 - b) Introduction to common forms of neuroses, psychosis and somatic disorders
 - c) Principles of mental hygiene – preventive, constructive, curative measures,
 - d) Implications for education

PAPER III : METHODOLOGY OF EDUCATIONAL RESEARCH

Part I : Methods of Educational Research

COURSE OBJECTIVES

To enable the students to understand :

1. The meaning of scientific method, scientific inquiry, Paradigm, theory and this implications for educational research.
2. The characteristics of philosophical, psychological and sociological researches in education.
3. The different strategies of educational research.
4. The techniques of developing a research proposal.
5. The meaning and techniques of sampling
6. The various types of tools of data collection.

COURSE CONTENTS

UNIT I

Nature of Research, knowledge and Inquiry.

- Scientific inquiry, scientific method, nature and sources of knowledge.
- Paradigm, theory, model and approach; positivist and non-positivist (humanities) paradigms and their implications for educational research.

UNIT II

Philosophical, psychological and sociological orientation in educational research.

- Interdisciplinarity in educational research and its implications.

UNIT III

Methods of Educational Research

- Experimental; Normative Survey; Historical' Case Study; Development; Ethnographic; Documentary-analysis .
- Evaluative Research and Action Research

UNIT IV

Developing a Research Proposal

- Problem and its sources; Selection and Definition of problem.

- Objectives – primary, secondary and concomitant
- Hypothesis – nature, definition, types, sources, characteristics of a good hypothesis; directional and non-directional hypothesis.

UNIT V

Sampling

- Unit of sampling, population; techniques (a) probability sampling techniques & (b) non-probability sampling techniques.
- Characteristics of a good sample
- Sampling errors and how to reduce them.
- Tables of Random Numbers; types; how to use them.

UNIT VI

Tools and techniques of data collection

- Observation; Interview; Sociometric techniques.
- Questionnaire, Rating scales; Interview schedules Attitude scales etc.
- Reliability and validity of various tools and techniques.

UNIT VII

Validity and Limitations of findings; factors influencing validity of research; internal vs. external validity; how to increase validity of research findings.

UNIT VIII

Evaluation of Research : Criteria and types and types of research.

PRACTICUM

- Review of two published research papers; one quantitative and the other qualitative.
- Review of an MEd or an M.Phil. dissertation.
- Development of a research proposal for MEd. Dissertation and its seminar – presentation.
- Construction of one tool of data collection.

Part II : Methods of Data Analysis

UNIT I

- Nature of educational data : Quantitative and Qualitative.

UNIT II

- Qualitative data : its analysis with emphasis on content analysis; analysis of interview-based data and observation based data.

UNIT III

- Quantitative data : Scales of measurement : nominal, ordinal, internal, Ratio.

UNIT IV

- Organization and representation : Frequency distribution. Frequency polygon, Histogram, Ogive, Smoothed frequency curve.

UNIT V

- Concept, calculation and uses of : Measures of central tendencies,
 - a) Measures of variability.
 - b) Percentiles and Percentile Ranks.
 - c) Correlations, Regression equations

UNIT VI

- Properties and uses of normal distribution

UNIT VII

- Inferential statistical methods
 - a) Standard errors, confidence limits
 - b) Hypothesis testing Difference between means, correlations.
 - c) Cross breaks (Chi-square)

AREA OF SPECIALISATION

A. GUIDANCE AND COUNSELLING

Part I : Guidance

COURSE OBJECTIVES

1. To help student understand concept, need and view point of guidance.
2. To help student understand principles, and problems of different types of guidance.
3. To help student understand concept and needs and guidance for the children with special needs
4. To help student understand the concept and process of counselling.
5. To acquaint the student with the aim and principles of guidance programme.
6. To develop in student an understand of various procedures of organizing various guidance services.

COURSE CONTENTS

UNIT I

- Concept, assumptions, issues and problems of guidance.
- Needs scope and significance of guidance.

UNIT II

- Types of guidance – Educational, vocational and personal, Group guidance,
- Role of the teacher in guidance,
- Agencies of guidance – National, State level

UNIT III

- Educational Guidance
- Principles of all guidance,
- Guidance and curriculum, guidance and classroom learning.

UNIT IV

- Vocational Guidance
- Nature of work,

- Various motives associated with work
- Career development – Super's Theory about guidance,
- Approaches to career guidance, Vocationalisation of secondary education and career development.

UNIT V

- Guidance of Children with special needs
 - a) Problems and needs
 - b) Guidance of the gifted and creative students
 - c) Guidance of under – achiever and first generation learners
 - d) Role of the teacher in helping children with special needs.

Part II : Counselling

UNIT VI

- Counselling Process
- Concept, nature, principles of counselling
- Counselling approaches – directive, non-directive,
- Group counselling vs. individual counselling, Counselling for adjustment.
- Characteristics of good counselling.

UNIT VII

- Group guidance
- Concept, concern and principles
- Procedure and techniques of group guidance.

UNIT VIII

- Organization of a Guidance Programme
 - a) Principles of organisation
 - b) Various types of services – Counselling.
 - c) Group guidance, individual inventory service and information orientation service, placement service and follow up service.
 - d) Evaluation of guidance programme

UNIT IX

- Testing in Guidance Service
 - a) Use of tests in guidance and counselling,
 - b) Tests of intelligence, aptitude, creativity, interest and personality
 - c) Administering, scoring and interpretation of test scores.
 - d) Communication of test results as relevant in the context of guidance programme.

UNIT X

- Human Adjustment and Mental Health
 - a) Psychological foundation of adjustment
 - b) Role of motivation and perception in adjustment
 - c) Principles of mental hygiene and their implication of effective adjustment
 - d) Mental health and development of integrated personality

B. DISTANCE EDUCATION**COURSE OBJECTIVES**

1. To orient students with the nature and need of Distance Education in the present day Indian Society.
2. To expose students to different kinds of information and communication Technologies ((ICT) and enable them to be familiar with their use in teaching-learning process.
3. To enable student to understand various modes of Student Support Services (SSS) and develop in them skills to manage such services for various kinds of programmes through Distance Education.
4. To enable students to evaluate programmes of Distance Education and to develop in them the ability to enhance the quality and standards of different D.E. Programmes.

COURSE CONTENTS**UNIT I**

- Distance Education and its development
 - a) Some definitions and teaching Learning components
 - b) Need and characteristic features of Distance Education
 - c) Growth of Distance Education
 - d) Distance teaching-Learning systems in India

UNIT II

- Intervention strategies at a distance
 - a) Information and Communication Technologies and their application in Distance Education.
 - b) Designing and preparing self-instructional material
 - c) Electronic media (T.V.) for Education
 - d) Distance Education

UNIT III

- Learning at a distance
 - a) Student-support-services in Distance Education and their management.
 - b) Technical and vocational programmes through Distance Education.
 - c) Programmes for women through Distance Education.
 - d) Distance Education and Rural Development.

UNIT IV

- Quality Enhancement and Programme Evaluation
 - a) Quality assurance of Distance Education.
 - b) Mechanisms for maintenance of standards in Distance Education.
 - c) Programme evaluation
 - d) Cost analysis in D.E. – concept, need and process
 - e) New Dimensions in Distance Education – promises for the future.

C. VALUE EDUCATION AND HUMAN RIGHTS**COURSE OBJECTIVES**

1. To enable students to understand the need and importance of Value-Education and education for Human Rights.
2. To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotions in moral development of the child.

4. To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education.

COURSE CONTENTS

UNIT I

- The Socio-moral and cultural context
 - a) Need and Importance of Value Education and Education for Human Rights in the existing social scenario.
 - b) Valuation of culture : Indian Culture and Human Values.

UNIT II

- Nature and Concept of Morality and Moral Education
 - a) Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination.
 - b) Language of moral education – its form and context characteristics of a morally educated persons.
 - c) Justice and Care – the two dimensions perspectives in Morality : Dichotomy between reason and passion.
 - d) Moral Judgement and Moral Action.

UNIT III

- Moral Development of the Child
 - a) Concept of Development and Concept of Moral development.
 - b) Psycho-analytic approach
 - c) Learning theory approach, especially social learning theory approach.
 - d) Cognitive developmental approach – Piaget and Kohlberg, Stages of moral development and their characteristic features.

UNIT IV

- Moral Learning to Moral Education
 - a) Moral Learning outside the school – child rearing practices and moral Learning, Moral learning via Imitation. Nature of Society and moral learning. Media and moral learning.

- b) Moral Learning Inside the school : providing “form” and “Content to education.
- c) Moral Education and the curriculum : Can moral education be imparted taking it as a subject of curriculum.

UNIT V

- Intervention Strategies for Moral Education and Assessment of Moral Maturity.
 - a) Model of Moral Education – a) Rationale Building Model, b) The consideration Model, c) Value classification Model, d) Social Action Model, e) Just Community intervention Model.
 - b) Assessment of moral maturity via moral dilemma resolution
 - c) Examples of some select moral dilemmas.

D. LANGUAGE EDUCATION

Part I : Theoretical & Pedagogical Bases of Language Education

COURSE OBJECTIVES

1. To develop an understanding of the nature, functions and implications for planning and teaching language.
2. To help the students to know the psychology of teaching language learning.
3. To acquaint the students with pedagogy of language learning and language teaching.
4. To orient the students with individualization of language learning, PSI, programmed learning etc. in language learning.
5. To develop understanding and skill in differentiating between teaching language and teaching literature in the context of L_1 and L_2 .
6. To acquaint the students with various areas of research in language education.
7. To help the students to know various problems such as contextual, curriculum, teacher preparation etc. of language education in India.
8. To develop an understanding of policy formulation of language education in India.

COURSE CONTENTS

UNIT I

- Language :
 - a) Nature, functions and implications for planning and teaching language i.e. first language and second language.

- b) Linguistics and Language : Nature and functions of linguistics with special reference to the role of contrastive analysis, error analysis and structural linguistics

UNIT II

- Psychology of teaching and learning of languages
 - a) The Indian tradition : Contribution of Yask, Panini Patanjali and Bhartihari.
 - b) The Western tradition : the behaviouristic approach, the cognitive – code approach, the communicative approach.
 - c) Psycholinguistic approach; principles of language and psychology of language teaching and language learning.

UNIT III

- Pedagogy of Language Learning and Language Teaching
 - a) Language learning & language acquisition; factors affecting language learning and language acquisitions.
 - b) Teaching the first language, (L_1) the second language (L_2) and other languages (L_3); differences in objectives, instructional materials, evaluation etc. Factors affecting the teaching of L_2 and L_3 .
 - c) Developing the language curriculum and the syllabus : dimensions, factors that influence the curriculum, dimensions, selection and grading of content, selecting the contexts for teaching and learning, transaction techniques, and evaluation techniques.
 - d) Developing basic language skills and intermediate as well as advanced language skills that are level specific viz; primary, secondary and senior secondary
 - e) Innovative techniques for teaching grammar, reading comprehension, written expression, note – making etc.

UNIT IV

- Individualization of Language Learning : need, techniques viz; differential assignments, classroom tasks, personalized system of instruction, programmed learning and individualized i.e. need-based reading and writing programmes.

UNIT V

- Teaching language and teaching literature in the context of L_1 and L_2 : differences in their nature, content and emphases; interrelationships, advanced technique of teaching and evaluation –

- a) Creativity in language education : nature.
- b) Techniques for fostering and developing creativity in language.

UNIT VI

- Research in language education : status; gaps and priorities.
- Reading research and writing research – directions and emerging priorities.

Part II : Problems of Language Education in India

UNIT VII

- Contextual Problems
 - a) Multilingual context of India
 - b) Constitutional provisions regarding language and education and their impact.
 - c) Three – language formula – original as well as modified and its present status
 - d) Medium of instruction – controversy, recommendations in NPE 1968, 1986, 1992 and National School Curriculum - 2000

UNIT VIII

- Curriculum development in multilingual context of India – the core component and the add – on components, their transaction techniques & evaluation .

UNIT IX

- Preparation of Language Teachers
 - a) Pre-service education, in-service education; site professional development.
 - b) Planning, inputs, transaction and evaluation.
 - c) Distance mode based preparation of language teachers.
 - d) Alternative course designs for preparing language teachers.

UNIT X

- Functioning and contribution of CIEFL, Central Institute of Indian Languages (CIIL), Kendriya Hindi Sansthan etc.; in strengthening language education in India.

UNIT XI

- Policy Formulation and language education
 - a) Levels : national level; state level; district and local level.

- b) Need surveys and trend analysis.
- c) Lessons from other multilingual countries e.g. Canada, Russia, the UK, Israel etc.

E. COMPARATIVE EDUCATION

COURSE OBJECTIVES

1. To help the students to understand comparative education as an emerging multi-education as discipline (with its scope and major concepts) of education.
2. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
3. To orient the students with skills to assess the efficacy of educational systems of various countries in terms of the prevailing trends in those countries.
4. To help the students to use the results of assessment made by various countries and to know the role of UNO and its various bodies for the promotion of Indian education.
5. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

UNIT I

- Comparative education – Meaning in terms of looking at it as a new discipline
- Scope and major concepts of comparative education
- Methods,
- Democracy and Nationalism
- Juxtaposition
- Area Study
- Intra and Inter educational analyses
- Democracy and Nationalism

UNIT II

- Comparative education factors and approaches geographical, economic, cultural, philosophical, sociological, linguistic, scientific, historical, ecological, structural and functional factors – Cross disciplinary approach used in comparative education.

UNIT III

- Modern trends in world education - national and global.
- Role of U.N.O. in improving educational opportunities among the member countries,

various official organs of the U.N.O. and their educational activities.

UNIT IV

- A comparative study of the education systems of countries with special reference to:
 - Primary Education - USA, UK, Russia, Japan, India
 - Secondary Education - USA, UK, Russia, Japan, Germany, India.
 - Higher Education - USA, Russia, UK, France, India.
 - Teacher Education - USA, Russia, UK, Germany, India.
 - Adult Education - Australia, Cuba, Brazil, India.

UNIT V

- Problems prevailing in developing countries with special reference to India, their causes and solution through education.
- Poverty
- Unemployment
- Population explosion.
- Hunger
- Terrorism
- Casteism and communalism
- Illiteracy
- Beggary
- Political instability
- Economic under-development

F. TEACHER EDUCATION

COURSE OBJECTIVES

To enable the students to understand about the

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Development of teacher education curriculum in India.
3. Different competencies essential for a teacher for effective transaction.
4. Teaching models – concept & process.

5. Teaching skills.
6. Various aspects of supervision and feedback.

COURSE CONTENTS

PART – A

1. Teacher Education – concept, aims and scope;
2. Teacher Education in a changing society : A brief review of historical perspective of the development of teacher. Education in India ancient, medieval and British and during Post-independence period.
3. Teacher Education Curriculum at different stages : Approaches to Teacher Education – consecutive and integrated .
4. A critical appraisal of the present system of teacher education in India – a study of the various recommendations of commissions and committees in the post-independence era.
5. Qualities of a good teacher – cognitive, affective and psychomotor skills.
6. Competency-based teacher educations : Quality assurance in teacher education.

PART – B

1. Principles of Teaching; methods of teaching school subjects.
2. The Teaching Models – Concept Attainment Model, Inquiry Training Model Problem Solving Model and Inductive Thinking Model.
3. Organization of Practice Teaching for developing an effective teacher – Block and Intermittent practice teaching internship – its organization and problems.
4. Supervision of practice lessons : observation and assessment; feed back to student – teacher – concept and types

ASSIGNMENT

Student will be required to submit a term paper on any one of the following :

1. Preparation of resource material on any teaching unit of Teacher Education paper.
2. A critical study of any one aspect of Teacher Education.
3. Study of teaching methods used at any stage of schooling.
4. A survey of research on any aspect of teacher Education – attitude and job satisfaction of school teachers
5. Work study project related to teacher education.

G. SPECIAL EDUCATION

COURSE OBJECTIVES

To make the students :

1. Know about the meaning and scope of special education in India.
2. Understand the various suggestions given by different recent commissions of education of children with special needs for realising the concept of “Universalisation of education”.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of (students who are different then majoriy or are) exceptional learners.
4. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

- Meaning and scope of special Education. A brief history of Special Education. Scope of special education in India. Government policies and legislations. Administration of special education. Characteristics, education and placement of the following types of special children :
- Meaning of universalisation of education as per constitutional provision as well as state-wise allotment; - recommendations given in NPE 1986, POA 1992, and PWD (Persons with disability Act) 1995; National Institutes of Handicapped and the role of Rehabilitation council of India.
- Exceptional learners – learners who are mentally handicapped, visually impaired, hearing impaired, locomotor impaired, suffering with learning difficulties, and gifted – the meaning and salient characteristics of learners of each category in a manner that paves way for early and easy identification.
- Meaning of an educational intervention – nature and objectives of special schools; concept of main streaming; integrated schools and support services provided within them viz. Resources room, resource teacher, counselor etc.; concept of remedial teaching (specially for learning disables children); role of other (peer) members of the school (children as well as teachers); family of the “concerned child” and the community in educating the child who is an exceptional one.

Characteristics, prevention, educational programs and placement of the following types of special children :

- Mentally Retarded (MR),
- With Learning Disabilities,

- Emotionally disturbed,
- With Speech and Language Disorders,
- Visually impaired,
- With Hearing Impairment
- Creative
- Gifted

(Definition, types, causes, psychological and behavioural characteristics and education)

H. EDUCATIONAL TECHNOLOGY

COURSE OBJECTIVES

1. To enable the students teacher to understand about the meaning, nature and scope and significance of E.T. and its important components in terms of Hardware and Software.
2. To help the students teachers to distinguish between communication and instruction so that they can develop and design a sound instructional system.
3. To acquaint students teachers with levels, strategies and models of teaching for future improvement.
4. To enable the students teachers to understand about the importance of programmed instructions and researches in E.T.
5. To acquaint the student teachers with emerging trends in ET along with the resource centres of ET.

UNIT I

- Concept of Educational Technology
- Meaning, Nature, Scope and significance of ET.
- Components of ET : Software, hardware.
- Educational technology and instructional technology.

UNIT II

- Communication and Instruction :
- Theory, Concept, Nature, Process, Components Types, Classroom Communication, Mass media approach in Educational Technology.
- Designing Instructional System :

- Formulation of instructional objectives
- task analysis
- designing of instructional strategies such as lecture, team teaching discussion, seminar and tutorials.

UNIT III

- Teaching levels, Strategies & Models :
- Memory, Understanding and Reflective levels of teaching.
- Teaching strategies : Meaning, Nature, Functions and Types
- Models of teaching : Meaning, Nature, Functions and Types (Psychological Models and Modern Models of Teaching).
- Modification of teaching behaviour :
- Micro teaching, Flander's Interaction Analysis, Simulation.

UNIT IV

- Programmed instruction (linear/branching model) - Origin and types – linear and branching.
- Development of the programmed instruction material
- teaching machines
- Computer Assisted Instruction
- Researches in Educational Technology
- Future priorities in Educational Technology

UNIT V

- Educational technology in formal, non-formal and Informal Education, Distance Education, Open Learning Systems and Educational Technology.
- Emerging trends in Educational Technology, Videotape, Radio-vision, Tele-conferencing, CCTV, CAI, INSAT – Problems of New Technologies.
- Evaluation and Educational Technology.
- Resource Centres for Educational Technology, CIET, UGC, IGNOU, NOS, State ET Cells, AVRC, EMRC, NIST etc. – their activity for the improvement of teaching-learning.

I. EDUCATIONAL MEASUREMENT & EVALUATION

COURSES OBJECTIVES

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and educational evaluation.
2. To help the student understand relationship between measurement and evaluation in education and the existing models of evaluation.
3. To orient the student with tools and techniques of measurement and evaluation.
4. To develop skills and competencies in constructing and standardizing a test .
5. To make the students understand how various requirements of education are measured evaluated interpreted and their results are recorded to help learners.

UNIT I

- The Measurement and evaluation process :
- Concept, scope and need, Taxonomies of educational objectives, Norm-referenced and criterion-referenced measurement
- Evaluation : Functions of evaluation, and the basic principles of evaluation.

UNIT II

- Models in Educational Evaluation :
- 3D Model, Total Teflection Model & Individual Judgment Model.
- Evaluation and Curriculum
- Interrelationship between measurement and evaluation in education

UNIT III

- Tools of Measurement and Evaluation
- Subjective and objective tools essay test, objectives test, scales, questionnaires, schedules, inventories, performance tests.

UNIT IV

- Test Construction :
- General principles of test construction and its standardization
- Writing test items – objective type, essay type and interpretive type.
- Item analysis procedures for norm-referenced and criterion referenced mastery tests.

- Basic characteristics of good measuring instruments :
Validity, Objectivity, Reliability, Usability and Norms :
- Types, Ways of determination; importance and application
- Standardization of measuring instruments.
- Item analysis.
- Test Standardization
- norm referenced and criterion referenced tests, scaling – standard scores, T-scores & C-scores.
- Steps involved in standardising a Test.

UNIT V

- Measurement of Achievement, Aptitudes, Intelligence, Attitudes, Interest, Skills.
- Interpretation of the above test-scores and methods of feed back to students
- New trends in evaluation viz. :
- Grading
- Semester system
- Continuous Internal Assessment
- Question Bank
- Use of Computers in Evaluation.

J. CURRICULUM DEVELOPMENT

COURSE OBJECTIVES

1. To enable the student teachers to develop an understanding about important principles of curriculum construction.
2. To help student teachers understand the bases and determinants of curriculum.
3. To orient the student teachers with curriculum design, process and construction of curriculum development.
4. To acquaint student teachers with curricular content, curriculum implementation and process of curriculum evaluation.
5. To help student teachers understand issues, trends and researcher in the area of curriculum, in India.

UNIT I

- Introduction :
- Concept and meaning of curriculum.
- Curriculum development, theories and procedures.
- History of curriculum development.

UNIT II

- Bases of Determinants of Curriculum.
- Philosophical considerations
- Psychological considerations
- Sociological considerations
- Discipline-oriented considerations

UNIT III

- Curriculum Design and organization
- Components and source of design
- Principles
- Approaches
- Categories and types
- Curriculum Construction :
- Different models and principles
- Deduction of curriculum from aims and objectives of education
- Administrative consideration
- Grass-root level planning
- System – analysis.
- Curriculum Implementation Strategies :
- Role of Curriculum support materials
- Types of materials and aids.
- Models of implementation.
- Curriculum Evaluation :

- Importance of evaluation of curriculum
- Models of curriculum evaluation
- Interpretation of evaluation results and method.
- Issues and trends in curriculum development, curriculum research in India.
- Suggestions and recommendation in curriculum development as per the following commissions :
- University Education Commission, 1948
- Secondary Education Commission, 1952
- Education Commission, 1966.

K. MANAGEMENT PLANNING AND FINANCING OF EDUCATION

COURSES OBJECTIVES

1. To enable the student teachers to understand meaning, nature, scope, functions, principles and approaches of educational management.
2. To acquaint the student teachers with the processes of educational management.
3. To develop an understanding in the student teachers about the management of finance, resources, and enable them to prepare school/institutional budget.
4. To orient student teachers with the procedures of supervision, inspection and improvement in the field of education.
5. To make the student teachers understand about the type of leadership required and accountability to be maintained by the teacher and administrator.

UNIT I

- 'Educational Management' practice in the Present day context :
- Meaning, nature, scope and principles of modern scientific management.
- Systems approach to operational management in education
- Functions of educational managers
- Research relating to educational management
- The present trends in educational management

UNIT II

- The process of management :
- Planning for a rational approach to goal achievement;

- Concept, of Objectives, Steps for formulating the objectives; Planning strategy, Policy and Programme for realizing the objectives in terms of; Decision making, Programme development and forecasting; Organizing, Directing, Staffing and Recruiting, and planning for Human Resources; Training, Coordinating and Controlling; Budgeting, Recording & Reporting.
- POSDCORB & PODC approaches.

UNIT III

- Management of Financing:
- Nature and scope of Educational finance,
- Sources, Procurement, Budgeting and Allocation of Funds,
- Maintenance of Accounts,
- Sharing and distribution of financial responsibility,
- Mobilization of local resources.
- Private and self financing of educational institutions.

UNIT IV

- Supervision and Inspection in Education : Need for supervision; Meaning, Nature, Scope, limitations of present supervisory procedures Evaluation of supervisory effectiveness.
- Inspection Vs. Supervision
- Academic Supervision Vs. Administrative Supervision.
- Resources budgeting and auditing in education :
- Resource : Meaning types mobilization, allocation and creation
- Budgeting : Processes, formulation, types, drawbacks
- Evaluation for performance and accountability.

UNIT V

- Controlling & leadership styles in educational management :
- Centralization Vs. Decentralization, PERT, PPBS, Control and methods of controlling, control-diameter, unity of command.
- Leadership : Meaning and nature, Theories of leadership, leaderships styles.
- System Evaluation, Programme Evaluation and Evaluation of functionaries.

L. ENVIRONMENTAL EDUCATION

COURSES OBJECTIVES

1. To make student teachers understand about the concept, importance scope and aims of environmental education.
2. To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student teachers with various components of environment for preparing a curriculum for environmental education.
4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education
5. To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

UNIT I

- Introduction :
- Concept, Importance and Scope.
- Aims and Objectives
- Guiding Principles and foundations.
- Relationship between man and Environment
- Ecological and Psychological Perspective

UNIT II

- Environmental Hazards :
- Environmental pollution; physical, air, water, noise, chemical.
- Extinction of flora and fauna, deforestation, soil erosion.
- Need for conservation, preservation and protection of rich environmental heritage.
- Programme of environmental education for primary, secondary and higher education institutions.

UNIT III

- Features of curriculum for environmental education :
- Special nature of curriculum on environmental education.

- Concept of environment and ecosystem.
- Natural system earth and biosphere, abiotic and biotic components.
- Natural resources, abiotic resources.
- Human systems – Human beings as part of environment, human adaptations to environment, population and its effect on environmental resources.
- Technological system – industrial growth, scientific and technological inventions and their impact on the environmental system.

UNIT IV

- Methods and approaches of environmental education :
- Strategies and approaches, treating environment education as a separate subject, topical units, integration and interdisciplinary approaches.
- Methods – Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.
- Role of Media, Print, films, and TV.

UNIT V

- Comparative Study of Environmental Projects from various Countries.

M. SCIENCE EDUCATION

COURSE OBJECTIVES

1. Enhance the learner's understanding of new perspectives in science education by developing a world view of the practices in the area.
2. Acquaint the learner with the latest educational thinking about science education.
3. Develop the professional skills needed for practising modern education including the scientific listing of behavioural objective, devising appropriate transactional methodologies and technologies for achieving the outcomes.
4. Develop the skills needed for the devising science curriculum for schools and for developing support materials and literature for curriculum transaction.
5. Develop the ability and skills for evaluating the range of outcomes in science education.
6. Use of research findings in science education for improving practices related to science education.

COURSE CONTENTS

UNIT I

Nature of modern science and science education :

- Evolution of science over the centuries; role of science in the 21st century information society and the emerging educational scenario.
- Science education for the 21st century – new assumptions and practices in modern science education. Nature of scientific method; use of scientific method of generating new knowledge.

UNIT II

Objectives of modern science education :

- Different approaches adopted for defining educational outcomes – taxonomical approach, products versus process approach, problem solving approach, discovery approach etc.

UNIT III

Modern science curricula :

- Nature of modern science curricula; criteria used for developing science curriculum for schools; discipline oriented science curricula.
- Specialised versus integrated science curricula.
- Characteristics of important curricular experiments like the PSSC, Chem Study, BSCS, Nuffield Science etc.
- Format of the science curriculum document.
- Curriculum support documents and materials.

UNIT IV

Psychological bases of modern science education

- Contributions of modern educational thinkers to science education and their implications for educational practice with special reference to the works of: (a) Piaget; (b) Bruner; (c) Gagne; (d) Ausubel; and (e) Mager.

UNIT V

Instructional strategies and models :

- Study of any three representative models of teaching, useful for science teaching.

- Applications of enquiry approach, environmental approach and creative learning approach to science education.
- Project work in science learning.
- Use of co-curricular activities for science learning.
- Instructional strategies for dealing with the gifted children; strategies for dealing with low achievers. Education for scientific credibility.

UNIT VI

Curricular support material and educational technology :

- Text books – criteria used for developing textbooks. Student workbooks, teacher handbooks and reference books; use of on-line search for information.
- Educational technology – meaning and scope; hardware and software technologies; programmed instruction; CAI; audio-video support material for science learning.

UNIT VII

Evaluation of educational outcomes :

- Evaluating specified outcomes – modern assumptions. Developing instruments for measuring specialised behavioural outcomes.
- Test formats, items analysis, validity and reliability of texts; question banks; scoring marking and grading; items of measuring process and product outcomes; diagnostic testing and remedial teaching; concept of MLL.

UNIT VIII

Research perspectives :

- Acquaintance with important research findings with special reference to science education in India in the following areas :
 - (a) variables related to science achievement – intelligence, adjustment and motivational dimensions.
 - (b) underachievement in science – incidence; variables related to underachievement.
 - (c) studies on science curricula.
 - (d) efficacy of instructional models used for science teaching.

N. YOGA EDUCATION

COURSE OBJECTIVES

1. Comprehend the metaphysical concepts which support the Yoga Philosophy like the Purusha and Prakriti. Budhi (Mahat) and Ahamkar etc.
2. Understand the meaning and relevance of yoga as a way to spiritual ascent of man via physical and mental integration.
3. Understand different types of Yoga – The Ashtang yoga, the Jnana yoga. Bhakti yoga, and other modern off-shoots.
4. Understand the socio-psychological basis leading to a dynamic transformation of personality.
5. Understand the scientific basis and therapeutic values of yoga.

UNIT I

Metaphysical basis of yoga

- Concept of Purusha (pure consciousness) and Prakriti as basic components of cosmic reality.
- Concept of Budhi (Mahat) and Ahamkar (The Ego) as basic components of prakriti of the individual.
- Further sub-divisions of Ahamkar - Mana (the mind), karmendris, Jnanendris and Tanmatras (the Suksham Sharir)
- Nature of knowledge and knowledge getting process – the Pramanas.

UNIT II

The Philosophy of yoga and its relationship to individual and social upliftment.

- The meaning and definitions of Yoga.
- Yoga as a way to healthy and integrated living.
- Yoga as a way to socio-moral upliftment of man.
- Yoga as a way to spiritual enlightenment – Atmanubhuti Pratykshanubhuti.

UNIT III

Different types of yoga systems and characteristics of yoga practitioner

- Ashtanga yoga of Patanjali -

- Jnana yoga, Bhakti yoga and karma yoga of the Bhagwadgita.
- Integral yoga of Aurobindo and modern off shoots of yoga
- Characteristics of a practitioner of yoga.

UNIT IV

The instrumentals of yoga (Sadhana pad).

- The Five yamas (observances).
- The Five Niyamas (abstinences).
- Asans – The right postures.
- Pranayam – controlling the breadth.
- Pratyahara – controlling the senses.
- Dharana (concentration) and its methods
- Dhyana (meditation) and its kinds.
- Samadhi – its various types.

UNIT V

Scientific basis of yoga – yoga and mental health.

- Yoga and Bio-feedback
- Therapeutic values of yoga.
- Different Asans and their effects to promote a sound physical and mental health.
- Dhyana, and its therapeutic value.

UPDATING CURRICULA IN EDUCATION

A FRAMEWORK

**Recommendation of UGC Curriculum Development
Committee on Education**

March, 2001

CONTENTS

	Page No.
ACKNOWLEDGEMENT	(i)
PREAMBLE	1
CONTEXTUAL ISSUES AND CHALLENGES :	3
APPROACHES : DEVELOPING OF COURSE CONTENTS	
I. EDUCATION AS A SUBJECT OF STUDY IN THE UNIVERSITY	6
• Introductory Remarks	6
• B.A. (Pass) Education with an elective subject	8
• B.A. (Hons.) in Education	9
• M.A. in Education	10
• Reflections	11
II. PROFESSIONAL STUDIES IN EDUCATION	
• Introductory Remarks	11
• B.Ed. Course : First Professional Course in Education	12
• M.Ed. Course : Post Graduate Course in Education	14
• Reflections	17
• Conclusions	17
COURSE CONTENTS :	
• B.A.(Pass) Degree Examination	19
• B.A. (Hons.) in Education Examination	25
• M.A. in Education Examination	45
• B.Ed. Examination	69
• M.Ed. Examination	97

ACKNOWLEDGEMENT

A core committee of four expert – members was constituted with Dr. Dibakar Kundu as the nodal person. Another group of four resource persons was also co-opted in the said Committee. The first meeting of CDC (Education) was held on 11th & 12th January, 2001 at the office of the UGC, New Delhi. All the eight members attended the first meeting. The nodal person explained the purposes of the CDC. He invited all the members to express their views on the subject. Then a plan of action for sharing the tasks before the committee among its members was drawn. On the next day all the members presented their write-ups and a thread-bare discussion followed. Major policy directions were evolved.

The first meeting of the CDC was followed up by a number of seminars and workshops organized severally by the expert-members in different parts of the country, such as Delhi University, Jamia Millia University, Osmania University, Madras University, Visva-Bharati, Kalyani University and many other centres. A number of academics and faculty-members of various universities and research institutes participated in these programmes. Then preliminary drafts were prepared and circulated among academics across the country. Scholars were further requested to offer their views and suggestions.

Thereafter a series of workshops and seminars were held with the new sets of expert members along with the Core Group. A second draft with further notes and explanations was placed before the Committee. Four working groups were formed with two members for each group. Their drafts were cross-checked by all the members and a revised version was brought out.

Copies of the revised version were sent to a select group of experts in various University/Institutes in different parts of our country for their remarks. Some of these were also invited to a 3 Day Workshop for giving a final shape to the draft. The whole draft was critically scrutinised. The distinguished expert members carefully reviewed the draft recommendation for consistency and context relevance. The draft thus incorporated inputs from a very broad spectrum of scholars, academics and experts from across the length and breadth of the country towards representing a truly national viewpoint on the future of educational studies in our country.

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