Course Objectives:-

- To understand the history of Indian Education in different periods of time.
- To understand the socio-political factors of affecting the development of education.
- To understand the contribution of various educational policies and programs during the pre and post independence.
- To understand the objectives of primary, secondary and higher education.
- To understand the role of educational agencies at the national and state level.
- To understand various challenges related to education and developing necessary remedial measures.

UNIT –I Education in Ancient and Medieval India

Education in India during

- Vedic Period
- Buddhist Period
- Medieval Period

UNIT- II Education during British Period

- Beginning of British Education system in India, Macaulay’s Minutes and Bentinck’s Resolution of 1835
- Adam’s Report and its Recommendations
- Wood’s Dispatch – 1854
- Recommendations of Indian Education Commission (Hunter Commission)-1882, its influence on the subsequent development of education
- Lord Curzon’s educational policy
- Essential features of Sadler Commission -1917
• Wardha scheme of education (Basic Education)-1937
• Sargent Report-1944

UNIT- III  Education in Post Independence Period

• The University Education Commission (Radhakrishnan Commission 1948-49)
• The Secondary Education Commission (Mudaliar Commission 1952-53)
• Education Commission or Kothari Commission(1964-66)
• National Policy on Education (1986) and Program of Action (1992)
• National Curriculum framework for School Education-2005

UNIT –IV  Present Scenario of Indian Education

• Pre-Primary and Primary Education
• Secondary Education
• Higher Education
• Teacher Education
• Adult Education
• Distance Education and Open Education
• Technical and Vocational Education
• National and State Agencies for Enhancement of Quality
  ▪ National Level- NCERT, NCTE, NAAC
  ▪ State Level- SCERT, DIET

UNIT-V  Challenges of Indian Education System

• Universalization of Elementary Education
• Vocationalisation of Secondary Education
• Rashtriya Madhyamik Shiksha Abhiyan(RMSA)
• Privatization and Commercialization of Education
• Examination Reforms
• Deterioration in Educational Standards

**Practicum/ Internal assessment**

• Assignment 05 marks
• Presentation with power point 05 Marks
• Unit test 05 Marks

**SUGGESTED READINGS**

• Aggarwal, J.C.- Landmarks in the history of Modern Indian Education, Vikas Publishing House, New Delhi


• Bhaskara Rao Digumati, Education for All, Issues and Problems. APH Publishing Corporation, New Delhi

• Chaube, Saryu Prasad- Bharat Mein Shiksha ka Vikas; Allahabad: Central Book Depot

• Dash, M(2000)- Education in India- Problems and Perspectives, New Delhi: Atlantic Publishers

• Gupta, S.P.- Bhartiya Shiksha Ka Itihas, Vikas Evam Samasyaen; Allahabad: Sharda Pustak Bhavan

• Kabir, Humanyu- Swatantra Bharat Mein Shiksha; Delhi: Rajpal and Sons


• National Policy and Education (1986). MHRD. New Delhi: Govt. of India.

• National Source Book on Population Education, NCERT


• Oad, L.k.- Shikshakenutanaayam; Jaipur: Rajasthan Hindi Granth Academy
PAPER –II CURRICULUM DEVELOPMENT AND ASSESSMENT

Course Objectives:-

• To enable the pupil teacher to develop an understanding about Concept, Nature and Importance of curriculum
• To help pupil teacher understand the basics, design, process and techniques of Curriculum Development.
• To acquaint pupil teacher with curriculum implementation and process of Curriculum Evaluation.
• To help pupil teacher understand new trends in Curriculum development.
• To enable pupil teacher understand need and importance of assessment in Teaching learning process
• To help pupil teacher know about assessment process at different levels of School Education.

UNIT-I Basics of Curriculum

• Concept, Nature and Meaning of Curriculum
• Core and Hidden curriculum
• Components of Curriculum (objectives, content, learner experiences and Evaluation system)
• Role of Curriculum in effective teaching
• Role of teacher in Curriculum Development.

UNIT-II Principles, Planning and Approaches of Curriculum Development

• Principles- Student centered, Subject centered, Activity Centered and Community centered,
• Approaches of Curriculum Development- System analysis, Integrated, Humanistic Disciplinary and Inter disciplinary Approach

UNIT-III Determinants and Models of Curriculum development
• Determinants of Curriculum (Philosophical, Social and Psychological, Economical, Environmental and Pedagogical).
• Values enshrined in the Indian constitution as determinants of Curriculum - Social, Justice, Equality and Secularism
• Models of curriculum development--Grass Root Model, Administrative Model, Demonstration Model,

UNIT-IV Issues and Trends in Curriculum Development

• Centralized v/s decentralized Curriculum, Information Explosion, ICT, Liberal education
• New dimensions in educational and vocational areas, Role of curriculum support materials,
• Place of Moral Education and Value Education in Curriculum.

UNIT –V Curriculum Evaluation & Assessment

• Concept, Need and importance of Curriculum Evaluation and Assessment.
• Trends and techniques in curriculum evaluation-- pre /post-test, norms referenced and Criterion Referenced, Formative and Summative, reconstruction and retesting of curriculum
• Continuous and Comprehensive Evaluation of learner
• Assessment of school experiences/internship programme, field work/curricular and co-curricular activities.
• Assessment of teaching proficiency by peer group and by teacher and self assessment by student

UNIT – VI Educational Statistics

• Measures of Central Tendency- Meaning, Nature and types
• Measures of Deviations- Meaning, Nature and types
• Measures of Correlation- Meaning, Nature and types (Product Moment and Rank Difference Method )
• Normal Probability Curve- its characteristics

Practicum/ Internal assessment

- Assignment 05 marks
- Power point Presentation 05 Marks
SUGGESTED READINGS

- Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston

Paper III EDUCATIONAL LEADERSHIP AND MANAGEMENT

Course Objectives:-

The pupil teacher will be able to:

- Understand the concept of Educational leadership and Educational Administration.
- Develop Competency his/her role of scientific Management in Education.
- Obtain skills required for effective instructional and Institutional Management.
- Developing the concept of Educational Supervision
- Understand and manage the Educational Conflicts.

UNIT-I Educational Leadership

- Meaning, functions and types of Educational leadership,
- Important qualities of effective leader, Theories of leadership
- Ethics and Etiquette in Educational leadership.
- Importance of communication and team building,
- Steps for the development of effective Educational leaders.
UNIT-II   Educational Administration and School

- Meaning and historical background
- Forms of Educational Administration (External, Internal, Centralized etc).
- Qualities of good Educational Administration.
- Educational Administration at the Central and State level.
- Administration of Primary, Secondary and University Education.

UNIT-III   Educational Supervision

- Meaning, Need and Scope of Educational Supervision
- Functions and Factors influencing Educational Supervision
- Principal as school Supervisor: Vision & Mission of school. Institutional governance; staff appraisal, recruitment & selection process of staff, professional development of staff & organizing meetings.

UNIT-IV   Management in Education

- Meaning, characteristics and functions of management.
- School management, Management of Human Resource and Human relations, Democratic & Autocratic School management.
- Management of physical resource- School Building, Library, Laboratory, Field/Playground, Hostel, Staff Room, Classrooms etc

UNIT-V Management : Approaches, Conflict Management in Educational Organization

- Levels, styles, Approaches of management, skills of management, classroom management.
- Meaning and Nature of Conflict.
- Sources, Types and Dynamics of conflicts
- Principles of Managing Conflicts
- Role of Institution’s Head in conflict management.

Practicum/ Internal Assessment

- Assignment 5 Marks
- Power point presentation of one topic in the class. 5 Marks
- One project 5 Marks
SUGGESTED READINGS

- Elaine K. Mc Ewan, 7 steps of effective instructional leadership, Crowin Press, Inc California.

PAPER IV- Educational Guidance and Counseling

Course Objectives:-

The pupil teachers will be able to

- Understand the concept of guidance and counseling
- Comprehend the evolution of guidance and it types.
- Organize various guidance programmes in their institution
- Execute their role as guidance personnel
- Use psychological tools to test the strengths and weakness of a learner.
- Use the psychological tools and their interpretations in counseling process.

UNIT I  Guidance

- Evolution of Guidance movement in India
- Types of Guidance -Educational, Vocational and Personal

UNIT II  Counseling

- Counseling- Meaning, Nature, Need, Importance, Aims, Scope And Principles
- Types of Counseling-Directive, Non-Directive & Eclectic
• Techniques of Guidance and Counseling

UNIT - III Guidance and Counseling Personnel

• Counseling Personnel-Principal, Counselor, Teacher, Physical Education Teacher
• Counseling Personnel- Warden, Librarian, Medical Staff
• Parents as a counselor
• Guidance & counseling for exceptional children
• Group Dynamics

UNIT- IV Organization of Guidance and Counseling services

• Basic concepts of organization of school Guidance Services
• Meaning, need, scope, principles
• Types of guidance services in School- Information, Individual Inventory and Placement Services, Counseling and Follow-up
• Characteristics of good guidance service organization in school

UNIT – V Psychological Tests in guidance and their uses

• Intelligence testing
• Aptitude testing
• Interest testing
• Attitude testing
• Personality testing

Practicum/ Internal Assessment

• Assignment 5 Marks
• Power point presentation of one topic in the class. 5 Marks
• One project 5 Marks

SUGGESTED READINGS


PAPER V- ISSUES RELATED WITH ENVIRONMENT

Course Objectives:-

The learner will be able to

- Identify the environmental issues around them.
- Conceptualize the issues related with environment.
- Evaluate the interrelationship between the environmental issues and human activities.
- Construct strategies to solve the environmental issues.
- Understand their role in socio-environment issues.
- Develop folk wisdom among them.
- Develop healthy environmental habit.

Atleast four activities from the following will be carried out. A report not more than 1000 words and supporting picture/photographs etc. has to be submitted

- Organization of a brainstorming session on “Our environment” with a comprehensive report of the session.
- Preparation and protection of the self made garden/ beds / pots / aquarium.
- A Visit to and written description of any ecosystem type of the local area.
- Construction of a flora /fauna herbaria of the local biodiversity and submission of herbarium file.
• An action project on any Environmental pollution /Disaster of the learner’s local environment.

• An action project of use of folk wisdom for fulfillment of environmental education objective (knowledge/awareness/attitude/participation/evaluation/value).

• Visit to a local area/institution and preparation of report to document environmental assets of the area/institution.

• Organization and submission of reports on Skits based on environment.

• Organization and submission of reports on Awareness programme on environmental issues.

• Celebration of environment days of the year and preparation of the report.

SUGGESTED READINGS


• Damodar, M. *Environmental Education*, New Delhi, Kalyani Publication


• Enger. E.D. & Smith B.F. *Environmental Science: A Study of Interrelationship* Dubuque, IA, Wm.C. Brow Publishers

• Gupta S.P. *Environmental Issues for the 21st Century*, New Delhi, Mittal Publication 2003

• Jana, M.M. *Environmental Degradation and Development and Strategies in India*, New Delhi, Ashish Publishing House

• Sharma, R.A. *Environmental Education*, Meerut, Surya Publication, 1997

• Shrivastava R. & Singh D.P. *Environmental Education* New Delhi Anmol publication Pvt. Ltd.

NOTE-

• Pupil Teachers may also collect content from the daily newspapers, magazines, and periodicals etc.

• Pupil Teachers may identify and collect the materials of the above content from the school curriculum.
PAPER VI - ISSUES IN EDUCATION
(Gender, Social Inclusion, Peace, Value Inculcation)

Course Objectives:

- To develop an understanding among prospective teachers about problems related with Gender, Caste, Religion and Disability in Indian society.
- To develop an understanding among prospective teachers about Social Inclusion, Peace Education and Value Inculcation.
- To familiarize with various commissions /institutions and their functions related with Human Rights.
- To develop an understanding and rationale behind the celebration of important days.
- To aware the prospective teachers about the realities of Indian society through gaining direct experiences.
- To sensitize the prospective teachers about the realities of Indian society by organizing various activities.

Atleast four activities from the following will be carried out. A report not more than 1000 words and supporting picture/photographs etc. has to be submitted

- Organization of a brainstorming session on Discrimination based on Gender, Caste, Religion and Disability.
- Social Inclusion, Peace Education and Value Inculcation : Conceptual framework
- Study of National Human Rights Commission, National Commission for Scheduled Caste /Scheduled Tribes, National Commission for Women, National Commission for Protection of Child Rights, National Commission for Minorities, National Commission for Backward Classes.( All the topics should be covered by distribution )
- Visit to a slum and identification of the educational problems of the children in the light of Right to Education.
• Visit to a special school and identify the problems of differently abled students.

• Visit to an orphanage, old age home, Kishor/ Kishori Sudhar Griha.

• Awareness Programmes (viz. Skit, Plays, Drama, Monoacts, Mimes, Speeches) on above identified issues.

• Visit to an institution keeping view of Inclusive Education

SUGGESTED READINGS

• Prospective teachers will identify and collect the materials of the above content from the school curriculum.

• Prospective teachers will visit the web pages of various commissions and institutions.

• Prospective teachers will also collect content from the daily national newspapers and magazines, periodicals etc.