

B.Ed.- SECOND YEAR

PAPER- I DEVELOPMENT OF EDUCATION SYSTEM IN INDIA AND ITS CHALLENGES

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 05marks
- 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
- Altekar , A.S. (2010). Education in Ancient India, Delhi: Isha Books.
- Bhaskara Rao Digumati, Education for All, Issues and Problems. APH Publishing Corporation, New Delhi
- Chaube, Saryu Prasad- Bharat Mein Shiksha kaVikas; 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
- Law, Narendranath, Promotion of Learning in India during Muhammedan Rule by Muhammedans, London, 1916.
- Mishra, B.K. and Mohanty, R.K. (2003); Trends and Issues in Indian Education. Meerut: Surya Publications
- Mukherjee, R.K. (2011). Ancient Indian Education: Brahmanical and Buddhist, Delhi: Motilal Banarasidas.
- National Policy and Education (1986). MHRD. New Delhi: Govt. of India.
- National Source Book on Population Education, NCERT
- Nurullah S and Naik, J.P.(1981); A Student History of Education in India , Macmillan and Co., Mumbai.
- Oad, L.k.- Shikshakenutanaayam; Jaipur: Rajasthan Hindi Granth Academy

- Sharma, R.N. and Sharma, R.K.(2004). Problems of Education in India. New Delhi: Atlantic Publishers
- Sindhal, Mahesh Chandra- Bhartiya Shiksha Ki Vartaman Samasyaen; 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.

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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, N
- Place of Moral Education and Value Education in Curriculum. P

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

- Aggarwal J.C. (1990) Curriculum reform in India World overviews
- Arora G. L. (1984) Reflections on Curriculum and Imagination process,
- Bhatt B.D. and Sharma S.R. (1992) Principles of Curriculum Construction
- Bloom B.S. (1977) Hand Book of curriculum Evaluation UNESCO, Paris.
- Doll. R.C. (1986) Curriculum Improvement, Allyn and Bacon, Boston
- Freeman, S. F.(1965).Theory and Practice of Psychological Testing (3rd Eds.) New Delhi; Oxford & IBH
- Garrett, H.E.(2004) Statistics in Psychology and Education, New Delhi, Paragon International Publishers
- Gupta ,S.P. & Alka Gupta , Measurement and Evaluation in Education , Allahabad, Sharada Pustak Bhandar
- NCERT (2000) National Curriculum framework for school education
- NCERT (2005) National Curriculum framework, NCERT, New Delhi.
- Oliva, P. F,(1988) Developing the curriculum, Scott and Forseman &co.
- Reddy, B.(2007)Principles of curriculum planning and development
- Singh, A.K.(2002) Tests, Measurement and Research Methods in Behavioral Sciences, New Delhi , Bharti Bhawan

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.
- Concept of Educational Management as envisaged in NPE (1986 & 1992). Its scope and process.
- 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, class room 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

- Bhatnagar, R.P., Vidya Agarwal, Educational Administration Supervision, Planning & Financing.
- Bush T. and Coleman M, Leadership and Strategic Management in Education, Paul Chapman Publishing, London.
- Elaine K. Mc Ewan, 7 steps of effective instructional leadership, Crowin Press, Inc California.
- Everard K. B. and Morris G., Effective School Management, Paul Chapman Publishing Ltd. London
- Fred Luthans, Organizational Behavior, Mc-Graw-Hill International Edition.
- Lynne Milgram, Alan Specter, Matt Treger, Managing Smart, Prentice Hall of India Pvt. Ltd., New Delhi.
- M.K. Jain, Management Principles & Techniques, Shri Publishers, New Delhi.

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 its types.
- Organize various guidance programmes in their institution
- Execute their role as guidance personnel
- Use psychological tools to test the strengths and weaknesses of a learner.
- Use the psychological tools and their interpretations in the counseling process.

UNIT I Guidance

- Guidance-Meaning, Nature, Need, Importance, Aims, Functions Scope and Principles.
- 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

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

SUGESTED READINGS

- Chauhan, S. S. (2005). Principles and Techniques of Guidance, New Delhi: Vikas Publishing House Pvt. Ltd.
- Cronbach, L. J. (1970). Essentials of Psychological Testing, New York: Harper.

- Crow & Crow. *An Introduction to Guidance*, New Delhi , Eurasia Pub Pvt. Ltd.
- Dave .Indu (1984). *The Basic Essentials of Counseling* ,New Delhi, Sterling Pub.
- Gupta ,S.P. & Alka Gupta , *Measurement and Evaluation in Education* , Allahabad, Sharada Pustak Bhandar
- Jones, A. J. (1951). *Principles of Guidance and Pupil Personnel work*. New York: McGraw Hill.
- Kochhar, S. K. (1992). *Educational and Vocational Guidance in Secondary Schools*, New Delhi: Sterling Publishing House.
- Tylor, L. E. (1969). *The Work of the counselor*. New York: Appleton Century Crofts.

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

- Chhatwal G.R. *Encyclopedia of Environmental Education*. New Delhi, Anmol Publications. 1998
- Damodar, M. *Environmental Education*, New Delhi, Kalyani Publication
- Desh, B. & Berberet G *Environmental Education for Conservation and Development*, New Delhi, Nataraj Publications 1987
- 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.
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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)
- Organization of Special days like International Women day, National Education Day , World Literacy Day , International Labour Day, International Day of Disabled Persons, UNO Day, UNESCO Day , Human Rights Day, Independence Day and Republic Day **etc.** of the year and preparation of the report.
- 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.