

B-401: EDUCATION IN CONTEMPORARY INDIAN SOCIETY

Objectives:

The Pupil teacher will be able:

- To understand the concept of education in contemporary Indian society.
- To understand the relationship between education and society.
- To explain the role of education in the context of national development.
- To appreciate the issues and problems of Indian educational system.

Course Content

Unit-I: CONCEPT OF EDUCATION

- Meaning of basics of education
- Agencies of Education: formal, informal & non- formal.
- Aims of education in contemporary Indian society : democracy, socialism, secularism, national values.
- International understanding & Globalization: Education for citizenship.

Unit-II: HISTORICAL FOUNDATION OF INDIAN EDUCATION

- Vedic Period.
- Buddhist Period.
- Muslim Period.
- British Period.

Unit-III: CONTEMPORARY INDIAN SOCIETY

- Its nature and structure (in brief).
- Internal and External forces: Challenges among Indian society.
- Constitutional provisions for Education: (for SC,ST, OBC and Girl child).
- The Public-Private debate.

Unit-IV: SECONDARY EDUCATION IN POST-INDEPENDENCE INDIA

- Reports of various commission(s): 1952-53, 1964-66, 1986, 1992, NKC.
- Present status.

- Problems in Secondary education: Vocationalisation, Nationalisation and Equality of educational opportunities, Quality issues.
- Distance education and inclusive education.

Practicum

- Identification of problems of girl child, SC ST.
- Study of any one problem of secondary education.
- Unit test.
- Preparing the list of agencies of education operating in Uttarakhand state.

Books Recommended

1. Agnihotri, R.: *Adhunik Bhartiya Shiksha –Samayaen Aur Samadhan.*
2. Pandey, R.S.: *Education- Yesterday and Today.*
3. Parmar, L.: *Human Rights.*
4. Upadhaya, P.: *Emerging Trends in Indian Education.*

B-402: SCHOOL CURRICULUM DEVELOPMENT

Objectives

The pupil teacher will be able:

- To understand the concepts and approaches to curriculum development.
- To understand the bases & determinants of curriculum.
- To acquaint with the Indian content of curriculum development.
- To know the process of curriculum evaluation.
- To understand how the curriculum development can be brought through innovation & change.

Course Content

Unit-I UNDERSTANDING CURRICULUM

- Meaning & Nature.
- Determinants of Curriculum.

- Learner in the stratified and multicultural society.
- Educational & instructional objectives.

Unit-II CURRICULUM IN INDIAN CONTEXT

- Evaluating the curriculum in Indian Content.
- Curriculum & Syllabus, Types of curriculum.
- Curriculum Development: Historical overview.
- Defects in existing curriculum.

Unit-III APPROACHES TO CURRICULUM DEVELOPMENT

- Curriculum Designs.
- Principles of curriculum construction, steps in the process of curriculum development.
- Organization of curriculum: Selection of curriculum experiences and objectives, sequencing of Curriculum.
- Curriculum integration.

Unit-IV MEASURES FOR CURRICULUM DEVELOPMENT

- Role of NCERT, CBSE, SCERT & SIES.
- Preparing curriculum handbooks, modules, source material & instructional material.
- Text Books: Role in learning.
- NCF (2005): Special features understanding CCE.

Practicum

- Visit to an educational institution.
- Observation & enlisting the functions of curriculum preparators.
- Preparation of some curriculum activities in respective subject area for: Elementary students and Secondary students.
- Development of few activities to integrate the curriculum at school level.
- Develop small learning modules
- Critical Analysis of the curriculum of CBSE & Uttarakhand board.

Books Recommended:

- 1- Bruner, J.S. The Process of education Harvard University Press.
- 2- Reports of Various Education Commissions.
- 3- Nilda, T.: Curriculum development: Theory & Practice, New York.
- 4- NCTE 1996 (Discussion document).
- 5- Syllabi for Primary & Secondary level Prepared by NCERT.

B-403: ASSESSMENT & LEARNING**Objectives:**

- To introduce the student teachers to the scientific meaning/ methods of evaluation.
- To create in the student teacher an awareness regarding the need for improving the present day examination.
- To enable the student teachers to construct good questions for relevant testing & evaluation.
- To equip the student teachers with skills in statistical analysis and interpretation of school examination results

Unit-I: ASSESSMENT FOR LEARNING

- Evaluation-Concept of Evaluation & Measurement
- Types of Evaluation-Formative & Summative
- Present Evaluation system at secondary level- its strengths & weaknesses; Examination reforms.
- Characteristics of a good measuring Tool.

Unit-II: TESTING ACHIEVEMENT

- Process of Evaluation; characteristics of a good Achievement Test.
- Type of Achievement Tests- Criterion referenced v/s Norm referenced, Teacher made v/s standardized.
- Type of Test items- objective type, essay type and short answer type, construction of achievement test.

Unit-III TOOLS

- Tools for measuring intelligence, creativity, aptitude, interest and personality of learners.
- Non testing techniques for evaluation – Observation, Rating scale, Interview, Sociometry, Projective technique

Unit-IV STATISTICS

- Statistics: Meaning and nature
- Graphical presentation of Data: Histogram, Frequency Polygon, Bar Graph, Pie-Chart and Ogive
- Measures of Central Tendency- Mean, Median and Mode
- Measures of Variability- Standard deviation and Percentile
- Correlation-Meaning, Nature and computation of Rank order correlation.
- Properties and use of Normal Probability Curve
- Grading System

PRACTICUM

- Construction, administration of objective type achievement test in any one subject and interpretation of result.
- Unit Test
- Development of different types of Tools- Rating Scale, Schedule, Questionnaire, Observation.

Books Recommended:

- Gronlund, N.E.: Measurement & Evaluation
- Gupta, S.P.: Shaikshik Mapan Evam Mulayankan
- Rastogi, K.G.: Shiksha Mein Mapan Evam Mulayankan

B-404: LANGUAGE ACROSS THE CURRICULUM

Objectives

The student teacher will be able to:

- Strengthen the language foundation
- To enhance the ability to use language across the curriculum

Unit 1: LANGUAGE ACQUISITION

- First language, second language, bilingualism
- Principles of learning language, General theories.
- Language in content of Indian class rooms linguistic diversity, multi language classrooms.
- Status of English & other Indian languages, re-examining the problems.

Unit2: LANGUAGE AND THE CLASSROOM

- Oral language in the class room, the class room discourses.
- Functions of language.
- Listening activities, kinds of listening, assumptions related to correct pronunciation.
- Reading strategies: scanning, skimming & extracting.

Unit 3: READING COMPREHENSION

- Comprehension strategies in science, mathematics and social science.
- Factors affecting comprehension.
- Implications for classroom practices, reader response theories.

Unit 4: WRITING & LITERARY DEVELOPMENT

- Writing in the Indian class room limitations & challenges.
- Difference between the product & process approaches.
- Purpose & process of writing, teaching writing in the classroom.
- Assessment: current practices, purpose & principles of assessment.

PRACTICUM

To be done through practicum only