**SEMESTER –II**

**CORE – IV: CURRICULUM REFORMS AND MANAGEMENT PRACTICE**

**OBJECTIVES:**

* understanding the construction and development of curriculum.
* Acquire knowledge of Educational & Classroom Management
* Understanding the role organizations and functions of MHRD, UGC, NCERT,NCTE , NIEPA, AICTE, NACC, CABE, RCI
* Acquire the knowledge of different types of school and the administrative set up for school education
* Development and understanding the role of the Head master and teacher in school management.
* Develop interest in the educational administration and management techniques.
* Acquire the knowledge of educational planning & Inspection and supervision

**Unit– I construction and Development of curriculum**

Curriculum: Meaning, objectives- curriculum & syllabus Relationship and differences- Principles of curriculum construction- Recommendation of Educational commission in curriculum construction - Process of curriculum changes and development- Meaning –Factors Determining the changes in curriculum- Different models of curriculum changes and development- Curricular Design: subject -centered, learner- centered, Activity - centered, problem centered, fused curriculum - Curricular Evaluation: Formative & summative

**Unit-II Educational& classroom management**

Management –Definition, concept- Nature-Difference between Educational Administration & Management – Functions of Educational management –Podscorb -Theories of management- x,y,z- Kinds of management- MBO, participatory & Non- participatory -Classroom management: Management of school building –Equipment’s Library- Records and Registers- hostel.

**Unit- III EDUCATIONAL management at Various levels**

central level Educational management: MHRD, UGC, NCERT, NCTE, NIEPA, AICTE, NACC, CABE, RCI -State Level Educational management: Educational Secretariat- Director – SecRT-ceO-deO & dIET -Types of school: cbsc School – Model school- pace setting school- Mobile school –community school –sainik school- National Defense Academy- Anglo Indian school- Oriental school- open school –private school – Minority school- Aided & government school- school complex.

**Unit- IV LEADERSHIP in Educational Administration**

Meaning and Nature of leadership- Theories of Leadership- styles of Leadership -Headmaster and Teacher‘s duties and Responsibilities –Role of Headmaster- parent Teacher Association.

**UNIT –v Educational planning & inspection –supervision**

Educational planning: Meaning & nature –Approaches of Educational Planning: perspective planning & institutional planning – Academic: curricular and co-curricular activities – Time table –assignment of work to teacher -Inspection –supervision: Meaning- Types of inspection & supervision – Techniques of supervision- Functions of supervision.

**PRACTICUM:**

* Prepare different types of time table.
* Visit any one of the secondary school and study the function of the headmaster.
* A critical Survey of co-curricular activity in a secondary school.
* Collection of articles from Newspapers relating to classroom management problems.
* Collection of cases of indiscipline and corporal punishment from newspaper.
* Observe a Minimum of 5 school teacher and describe their leadership characteristics text.

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**SEMESTER II**

**CORE - V: ASSESSMENTS FOR LEARNING**

**OBJECTIVES:**

* Understand the nature of assessment and evaluation and their role in teaching learning process.
* Understand the perspective of different of learning on learning assessment.
* To develop a critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment process.
* Understand the critical role of assessment in enhancing learning.
* To understand assessing children’s progress, in terms of their psychological development.
* Develop enabling process which leads to better learning and more confident and creative learners.

**UNIT- I CONCEPT OF ASSESSMENT**

Meaning and Concept of Assessment, Measurement and Evaluation and their interrelationship -Purpose of Assessment: Prognostic, Monitoring of learning, providing feedback, Promotion, Diagnosing.

**UNIT –II TYPES OF ASSESSMENT**

Meaning and Features of Assessment (Placement, Formative, Summative and Diagnostic) -Meaning and characteristics of Criterion Reference and Norm Referenced Test -Types of Achievements Tests: Teacher made and Standardized test.

**UNIT– III ASSESSMENT DEVICES**

Meaning and Purpose of Teacher, Self, Peer Assessment -Use of Projects, Assignment, Worksheet, Practical work and Performance based activity -Instrument of Assessment: Validity, Reliability, Objectivity, Practicability

**UNIT- IV MODERN METHODS OF EVALUATION**

Continuous and Comprehensive Evaluation (CCE) (Meaning, Characteristic and Significance) -Choice Based Credit System (CBCS) -Open Book Examination System -Online Examination System

**UNIT V PSYCHOLOGICAL ASSESSMENT**

Intelligence Test: Definition, types, uses and Limitation( Verbal & Non-Verbal) - Personality Test: Definition, Assessing Personality and uses(Rorschach Ink Blot & TAT) -Interest: Meaning, Factors influencing, Assessing pupil’s interest and uses(Kuder and Pressey’s) -Aptitude Test: Meaning, Nature, Types and uses(Minnesota and DAT) -Attitude Test: Meaning, Characteristics, Techniques and uses(Thurstone’s&Likert).

**PRACTICUM:**

* Observe the teaching learning process in classroom and prepare a report and feedback on it.
* Prepare a diagnostic test of any subject.
* Conduct a competition amongst student giving them any topic (Oral or Written).
* Organize a group activity (like competition/story telling/ reading/ writing) and get it assesses by self, peer and teacher.
* Construction of Self made achievement Test.

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* Norris N.(1990) Understanding Educational Evaluation , Kogan Page Ltd.

SEMESTER II

CORE – VI: Contemporary IndiAN Education SYSTEM

**OBJECTIVES:**

By the end of this course, the student-teacher will be able to;

* acquire knowledge of Education
* describe the concept and importance of autonomy education
* identify the ways and means for inculcating values;
* explain the integrated and holistic approach to education for values;
* understand the problems of Indian Education
* Contextualize contemporary India and education.
* describe the concept and importance of teacher autonomy;

**UNIT –I Recent trends in Education**

Education and Democracy, concept of secularism and its educational implications, equality of educational opportunities – ways and means: women education – Problems of women’s education, aims of women’s education –globalization- meaning, merits and demerits. Privatization - meaning, merits and demerits.

**UNIT –II MODERN INDIAN SOCIETY**

Characteristics of Modern Indian Society – Globalization, Liberalization, Privatization, Urbanization, and Modernization -Westernization and Digitalization and the Role of teachers - Autonomy: Meaning and types of Teacher’s autonomy – Accountability: meaning, types and functions of accountability – comparison of autonomy and accountability – Digital divide – e-governance in education.

**UNIT – III VALUE EDUCATION**

Values: Concept and Meaning of Values – Types of Values - Committees and Commissions views on Value Education - Theories of Values - Value Education in Schools- Personal Values and Code of Conduct for Teachers – Culture : meaning and definitions – cultural transformation, transaction and diffusion.

**UNIT- IV PROBLEMS OF INDIAN EDUCATION**

Equalization of Educational opportunity - Drop Out, wastage and stagnation - Self Financing patterns in Education - Population Education -Child labor -Sex Education: meaning, Objectives and importance of sex education -Special Education for the Challenged and Gifted Co-Education: Need- advantages and disadvantages -Supervision and Inspection.

**UNIT- V AUTONOMY IN EDUCATION**

Meaning of autonomy – Need for Institutional autonomy – Privileges of Autonomous Institutions – Effects of autonomy in Education – Advantage and disadvantage - Individual autonomy: Teachers autonomy, autonomy for students. Deemed University – difference between deemed University and autonomous College.

**PRATICUM:**

* Visit to various local organizations and Interview the problem of working women from women employees and develop a report of their problems.
* Visit to various types of schools and develop a report about their system of education
* Visit to various Co-Education , Boys and Girls Schools and interview the advantages and disadvantages of co-education system and the problems faced by the system from the management’s perspective
* Visit to various educational institutions and interview the merits and de-merits of women employees as perceived by the employer.

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