

## Semester-IV

### B-401: Education in Contemporary Indian Society

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To facilitate development of understandings related to concept of education in contemporary Indian society.
2. To help understand the relationship between education and society through exploring education during different historical periods.
3. To develop knowledge about various developments in education at secondary level during post-independence period in India.
4. To enable learner in exploring various issues of Indian educational system.

**Learning outcomes:** The student teacher will be able to:

- Get an opportunity of learn and evaluate different concepts and issues of contemporary Indian society and education.
- Contextualize contemporary education in the light of its historical development.
- Identify different problems of secondary education and issues that need policy-focus.
- Appreciate diverse perspectives on different issues of education.

**Course Content:**

#### **Unit-1: Concept of Education**

- Meaning and nature 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-2: Historical Foundations of Indian Education**

- Vedic Period.
- Buddhist Period.
- Muslim Period.
- British Period: various reports and recooendations

#### **Unit-3: Contemporary Indian Society**

- Its nature and structure : Salient features
- Internal and External forces: Challenges facing Indian society.
- Constitutional provisions for Education; Specific provisions for education of SC,ST, OBC and Girl child).
- The Public-Private debate.

#### **Unit-4: Secondary Education in Post-Independence India**

- Reports of various Commissions and policies: 1952-53, 1964-66, 1986, 1992, NKC, NPE-2020
- Present status.
- Problems in Secondary education: Vocationalisation, Nationalisation and Equality of educational opportunities, Quality issues.
- Concept and need of Distance and Inclusive education.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

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

#### **Books Recommended:**

Agnihotri, R.: *Adhunik Bhartiya Shiksha –Samayaen Aur Samadhan.*

Pandey, R.S.: *Education- Yesterday and Today.*

Parmar, L.: *Human Rights.*

Upadhaya, P.: *Emerging Trends in Indian Education.*

## **B-402: School Curriculum Development**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

1. To develop understandings about the concept and objectives of curriculum development.
2. To provide knowledge of principles, approaches and models of curriculum development.
3. To acquaint learners with the Indian context of curriculum development.
4. To develop understanding about the process of curriculum evaluation.
5. To develop understanding as to how curriculum development can be linked to innovation & change.

**Learning outcomes:** The student teacher will be able to:

- Explain the concept and objectives of curriculum development.
- Discuss approaches and principles of curriculum development.
- Analyze curriculum in Indian context.
- Discuss various measures for curriculum development.

**Course Content:**

### **Unit-2: Understanding Curriculum**

- Meaning, Definition, need, importance and nature of school curriculum development
- Educational and instructional objectives of curriculum.
- Determinants of curriculum, factors influencing curriculum.
- Curriculum and syllabus.

### **Unit-2: Curriculum in Indian Context**

- Principles of curriculum construction.
- Curriculum development: steps of curriculum development.
- Bases of curriculum transaction.
- Types of curriculum, curriculum integration, Defects of present curriculum.

### **Unit-3: Approaches of Curriculum Development**

- Approaches of curriculum development- Topical, unit & concentric approaches.
- Organization of curriculum.
- Models of curriculum development-Hilda Taba (comprehensive evaluation) & Mukhopadhyay (curriculum evaluation).

### **Unit-4: Frameworks for Curriculum Development**

- Role of NCERT/SCERT in curriculum development. Place of Co-curricular activities.
- NCF 2005: Special features, understanding CCE.
- Textbooks: Need and importance.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Assignments
- Unit test
- Developing small learning modules.
- Critical analysis of the curriculum of CBSE and Uttarakhand Board.
- Identifying activities to integrate in to the curriculum at school level.

**Books Recommended:**

Bruner, J.S : The Process of Education. Harvard University Press .  
Nolda,T: Curriculum Development : Theory & Practice. New York.  
NCTE 1996.  
Reports of various Education Commissions

## **B-403: Measurement & Evaluation**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

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

**Learning outcomes:** The student teacher will be able to:

- Know the history of evaluation and its current practices.
- Discuss various perspective and practices of testing.
- Emphasize the need to view assessment as an aspect of learning.
- Recognize the role of evaluation in motivating children to learn.

**Course Content:**

### **Unit-1: Measurement, Assessment and Evaluation in Education**

- Meaning, Definition and Organs of Measurement.
- Qualitative and Quantitative Measurement, Levels and Kinds of Measurement.
- Meaning and definition of Assessment
- Meaning & Definition of Evaluation, Aims and Functions of Evaluation, Process of Evaluation, Steps in Evaluation Process.
- Types of Evaluation: Subjective and Objective, Formative and Summative.
- Difference between Measurement, Assessment and Evaluation

### **Unit-2: Tools and Techniques of Evaluation**

- Test, Apparatus & Tools- Aptitude and Personality; Self Report Tools- Questionnaire and Interview; Observation Tools- Checklist and Rating Scale; Projective Tools- Inkblot and TAT.
- Qualities of a good evaluation tool.

### **Unit-3: Achievement and Diagnostic Tests**

- Meaning and Definition of Achievement Test, Types and Functions.
- Meaning & Definition of Diagnostic Test, Aims, Levels and Importance of Diagnostic Test, difference between Achievement & Diagnostic Tests.
- Characteristics of good evaluation test, Teacher-made and Standardized test, Grading System.
- Remedial Teaching: Meaning, importance and process

#### **Unit-4: Evaluation and Examination System**

- Historical context of Evaluation and Examination in India
- Various commissions and their reports on examination reforms.
- Internal and External Evaluation
- Grading system

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

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

#### **Books Recommended:**

Gronlund, N.E.: Measurement & Evaluation

Gupta, S.P.: Shaikshik Mapan Evam Mulayankan

Rastogi, K.G.: Shiksha Mein Mapan Evam Mulayankan

Parihar, Amarjeet Singh. R.Lall Book Depot, Meerut.

Sharma, R.A. Mansik Mapan Evam Mulayankan

Lal, R.B. & S. Palod. Shaikshik Manovigyan Evam Mulayankan

## **B-404: Inclusion In School Education**

**Maximum Marks: 100**

**Mode of Examination/Assessment: Internal and External**

**Internal Marks-30**

**External Marks-70**

**Course Objectives:** The present course is aimed to attain following objectives:

- To develop an understanding of concept, principles and development of Inclusive education in India.
- To discuss various types of special children.
- To provide knowledge of skills, roles, responsibilities and qualities of an inclusive teacher.
- To enable students to understand the importance of guidance and counselling in Inclusive education

**Learning outcomes:** The student-teacher will be able to:

- Explain the concept and historical background of inclusive education.
- Explain various forms of special children.
- Analyze various programmes of teacher preparation for inclusive education.
- Appreciate role and responsibilities of teacher in Inclusive Education

**Course Content:**

### **Unit-1: Inclusive Education**

- Meaning, Definition, Objectives, Characteristics, Importance, Dimensions and Need.
- Principles of Inclusive education.
- Historical development of Inclusive Education in India.

### **Unit-2: Types of Special Children**

- Children with special needs: Meaning and Process of Identification.
- Types of Children with Special Educational Needs- physical, mental, social, emotional and multiple.
- Classroom management in inclusive education.
- Different type of disabilities

### **Unit-3: Teacher Preparation For Inclusive Education**

- Characteristics of Inclusive Teacher: Attitude, Values, Ethics and Beliefs.
- Various programmes for preparing teachers for inclusive education.
- SSA and Inclusive education.

### **Unit-4: Role and Responsibilities**

- Role of parent-teacher association.
- Various provisions of PWD Act for schools
- Socialization process in the classroom with respect to inclusion.
- Guidance & Counselling programme in Inclusive Education for stakeholders.

**Practicum:** Some of the following or similar activities, to be selected by subject-teacher(s), will be organized:

- Assignments/ unit tests.
- Group discussion.
- Interview/ survey
- Case study/ observation.
- Guest lecture.

**Books Recommended:**

Inclusive Education – Madan Singh.

Inclusive Education – A.B.Bhatnagar, AnuragBhatnagar, N.Bhatnagar.

Inclusive education- Yogendra K. Sharma and Madhulika Sharma.

Inclusive education- Yatendra Thakur.



## **EPC- 405: Joyful Learning: Program *Anandam***

**Maximum Marks: 25**

**Mode of Examination/Assessment: Internal**

**Internal Marks-25**

**External Marks-00**

**Course Objectives:** The present course is practical in nature, based on the *Anandam* program being run in DIETs of Uttarakhand under the scheme of SCERT. It is aimed to attain following objectives:

- Develop the art of practicing happiness in school and classroom.
- To create resources for making the process of learning joyful.
- Arouse consciousness towards inner self and outside world, including environment of school and classroom.
- Acquaint student-teachers with skills to keep school and classroom environment happy and free from stress, and evolve an encouraging work culture.

**Learning outcomes:** The student-teachers will become able to:

1. Express happiness and joy in feelings and behaviour in classroom and school.
2. Develop emotional stability and a sense of self-reliance as inherent in program *Anandam*.
3. Acquire skills of creative expression.
4. Create a joyful learning environment.

**Course Content:**

- The program *Anandam*, its learning material and related manual constitute as guide for conducting this EPC course. Faculty from DIET who have undergone training in Program *Anandam* may be invited to organize/supervise activities organized under this course. It includes orientation of use and practice the following in teaching-learning and environment building.
  - Story-telling
  - Games /Sports
  - Yoga
  - Music
  - Dance
  - Theatre, Drama, Street-plays.
  - Fine arts
  - Any other relevant activity

**Note:** The student teacher shall maintain a written record of above activities in which he/she has participated, which along with his/her performance and involvement will be assessed by teacher(s) designated by HOD