

Course Code TEM 201
Sociological Foundations of Education

Course Objectives

- Understanding the nature and functions of sociology of education.
- Understanding and use of sociological method in studying educational data.
- To enable the student to understand concept and process of social organization, social stratification and institution.
- To enable the student to understand relationship, between culture, society and education.
- To enable the student to know issues of equality, excellence and inequalities in education.

Unit I

- Concepts, meaning, scope and functions of sociology of education.
- Origin and development of sociology of education
- Methods of Study in Sociology of Education
- Education as a social sub system: Concept of social system, education and its relationship with other special sub-system like family, caste and state.

Unit II

- Culture: functional characteristic, cross culture transmission, cultural lag, conflict.
- Role of education in the process of assimilation of Indian tradition and development of new cultural pattern
- Characteristic of Indian culture
- Socio cultural diversity in education

Unit III

- Meaning and nature of social change: Role of education, constraints on social change, factors promoting social change
- Social Control: Nature, Agencies and Role of Education in social control
- Modernization: Constraints on modernization in India
- Urbanization and social mobility.

Unit IV

- Social stratification and social mobility,
- Social equity, equality and equalization of educational opportunities
- Interrelationship between Education and - Home, Modernization, Politics, Religion and Democracy.

Unit V

- Social structure and education - conflict and crisis within Indian social structure.

- Education of the socially and economically disadvantaged section of society with special reference to scheduled caste, scheduled tribe, rural population and problems and Issues of Girls' education in India, Gender bias, Gender inequality in Education
- Concept of Futurology & De-schooling.

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessional Test	10 Marks
Total	20 Marks

References

- ओड, एल०के० (2006), *शिक्षा की दार्शनिक पृष्ठभूमि*, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर।
- गुप्ता, टण्डन (2011), *उदीयमान भारतीय समाज में शिक्षक*, आलोक प्रकाशन, लखनऊ।
- पाण्डेय, रामशकल (2010), *उदीयमान भारतीय समाज में शिक्षक*, अग्रवाल प्रकाशन, आगरा।
- माथुर, एस०एस० (2010), *उदीयमान भारतीय समाज में शिक्षक*, अग्रवाल प्रकाशन, आगरा।
- लाल, रमन बिहारी (2009), *शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धान्त*, आर०लाल० बुक डिपो, मेरठ।
- Beyer, L.E. (Ed.) (1996), *Creating democratic classrooms: The struggle to integrate theory and practice*: Teachers College Press, New York
- Brundy, H.S. (1966), *Social Foundation of Education*. Prentice Hall of India, New Delhi.
- Brown, F.J. (1961), *Educational Sociology*. Prentice Hall, Inc. Indian Edition.
- Brubacher, John, S. (1962), *Modern Philosophies of Education*,. McGraw Hill Book Company, New York.
- Brubacher, John, S. (1962), *Elective Philosophy of Education*, Prentice Hall, New Jersey.
- Cook, L.A. and Cook, E.F. (1960), *A Sociological Approach to Education*, McGraw Hill Book Company, New York
- Dewey, J. (1977) , *Democracy and Education: An introduction to the philosophy of education*, New York: Macmillan.
- Kilpatrick, W.H. (1934), *Source Book in the Philosophy of Education*, McMillan and Company, New York.
- Mayer, F. (1963), *Foundations of Education*, Charles E., Merrill Book Inc.
- Naik, J.P. (1975) ,*Equality, quality and quantity: The elusive triangle of Indian Education*, Allied Publications, Bombay.
- Peters, R.S. (ed), (1975). *The Philosophy of Education*, Oxford University Press, London.
- Peters, R.S. (1967), *The Concept of Education*, Routledge, United Kingdom
- Rusk, R.R. (1956),. *Philosophical Bases of Education*, University of London Press, London.
- Stanely, W.D., Smith, B.O., Benne, K.D. and Anderson, A.W. (1977), *Social Foundation of Education*, Holt, Rinecharl and Winston, New York
- Winch, C. (1st edition). (1996), *Key Concepts in the Philosophy of Education*. Routledge.
- Winch, C. (1986), *Philosophy of human learning*, Routledge, London.

Course code TEM 202

Development of Learner

Course Objectives :

- To enable the students to understand concepts and principles of Educational Psychology as an applied science.
- To enable the learner to understand implications of Psychological theories for education.
- Critically analyse the process of learning from the point of view of cognitive psychological and the implications of other development.
- Visualize multiple dimensions and stages of Cognitive development and their implications .
- Understand the learner in terms of various characteristics.
- Learn the factors affecting learner's Mental Health.

Unit-1

- Educational Psychology: Meaning, Nature, Aim, Scope
- Methods of Educational Psychology
- Schools of Psychology to education

Unit-2

- Growth and development
- Stages, Principles and Nature of Development
- Cognitive Development- Stages, Theories of Piaget, Bruner and Vygostky and their Educational Implications
- Language Development- Factors influencing it, Theories, and Educational Implications Chomsky and Bruner's theories.

Unit-3

- Intelligence- Concept and Theories
- Measurement of Intelligence
- Personality- Concept, Theories of Freud, Erickson, Eysenck, Rogers, Cattell
- Measurement of Personality

Unit-4

- Emotional Intelligence- Concept, Factors Influencing it.
- Social Competence- Concept, Factors Influencing it, Theories of *Bronfrennner* and Erikson and their Educational Implications
- Moral Development- Factors Influencing it, Theories of, Social learning, Freud, Piaget, Kohlberg

Unit-5

- Mental Health- Concept, Process of Adjustment and Individual Differences
- Conflict and Defense Mechanism

- Stress- Concept, Factors influencing Stress among Learners

Practicum

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| • Administer the Intelligence and Personality Test | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

References :

- गुप्ता, एस0पी0 एवं गुप्ता, डॉ0 अलका (2008), *उच्चतर शिक्षा मनोविज्ञान*, शारदा पुस्तक भवन, लखनऊ।
- पाठक पी0डी0 (2009), *शिक्षा मनोविज्ञान* विनोद पुस्तक मंदिर, आगरा।
- भटनागर, सुरेश एवं सक्सेना, अनामिका (2008), *शिक्षा मनोविज्ञान* लायल बुक डिपो मेरठ।
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- Anderson, J.R. (1983), *The Architecture of Cognition*, Cambridge, MA : Harvard University Press.
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- Atkinson, Richard C.(1983), *Introduction to Psychology*, Harcourt Brace Jorovich Inc., New York.
- Bandura, A. (1977), *Social Learning Theory*, Cliff, N.J. : Prentice Hall.
- Barry and Johnson (1964), *Classroom Group Behaviour*, Macmillan, New York.
- Bhargava, Mahesh (1964), *Introduction to Exceptional Children*, Sterling Publishers Pvt. Ltd., New Delhi
- Bruner, R.F. (1978), *Psychology applied to teaching*, Houghton Mifflin, Boston.
- Dutt, Suresh (1997), *Society and Education*, Anmol Publications, New Delhi.
- Dececo, J.P. (1977), *The Psychology of Learning and Instruction*, Prentice Hall, Delhi.
- Erickson, E.H. (1968), *Identity, Youth and Crisis*, W.W. Norton, New York.
- Guilford, J.P. (1967), *Nature of Human Intelligence*, McGraw Hill, New York
- NCTE (2009), *National Curriculum Framework for Teacher Education*, New Delhi.
- Newell, A. and Simon, H.A. (1972), *Human problem Solving*, Englewood Cliffs, NJ : Prentice Hall
- Piaget, J. (1999), *Judgment and reasoning in the child*, Routledge, London
- Piaget, J. and Inhelden, B. (1969), *Psychology of the child*, Basic Books, New York.
- Pintrich, P.R. and Schunk, D.H. (1996), *Motivation in Education : Theory, Research and Applications*,. Englewood Cliffs, N.J. Merrill.
- Vygostsky, L. (1986), *Thought and Language (A. Kazulin, Trans.)*, , M.A. : MIT Press, Cambridge.

Course code TEM 203

Perspectives, Research and Issues in Teacher Education

Course Objectives

- To enable the students to understand concepts and principles of Teacher Education as Professional Education
- To enable the learner to understand the role of Regulatory Bodies Institutes of Teacher Education
- Critically analyse the Structure and Management of Teacher Education
- Visualize the multiple Problems and Issues in Teacher education
- Understand the different dimensions of Research and Development in Teacher Education

Unit I: Teacher Education as Professional Education

- Teacher development- concept, Needs, and Types
- Factors influencing teacher development-personal contextual,
- Professionalism in Teacher Education.
- Teacher education in India: historical perspective.
- Approaches to teacher development-Traditional, Academic, Personalistic, Competency, Social Reconstructionist, synthetic view.

Unit II: Regulatory Bodies Institutes of Teacher Education

- NCTE: Structure and Functions.
- Scope of Teacher Education Programmes as enlisted in NCTE Regulations, Stage specific and area specific teacher education programmes.
- NCTE Norms and standards for Teacher Education Programmes at elementary level, secondary level and master's degree level.
- Role of UGC, NCERT, NAAC, SCERT, SIEMAT, ASCs etc.
- Networking of teacher education; Teacher Education Institutions, Universities, Universities, Government agencies, Regulatory bodies and community for preparing teachers for different levels of school education

Unit III: Structure and Management of Teacher Education

- Implication of Universalisation of elementary education
- Preparing Teachers for different contexts of School Education. State level Planning, Demand and supply of Qualified Teachers at different stages with benchmarking.
- Management of Teachers at State level, Teacher recruitment Policies, Professional development of Teachers and vertical mobility of teachers.
- Patterns of Practice Teaching
- Educational and Instructional Technology in Teacher Education

Unit IV: Problems and Issues in Teacher education

- Problem of teacher education; inadequate planning, privatisation and commercialization, economics of teacher education.

- Challenges in professional development of teacher relevance to school education. Improperly qualified teacher educators, assurance of quality of teacher education programmes.
- Teacher educators, Leadership competencies in their planning, implementation and evaluation of pre-service and in-service teacher education programmes.
- Issues related to enhancing teacher education competence. Commitment and teacher performance.

Unit V: Research and Development in Teacher Education

- Education of Teacher Educators: Preparatory Programme and Professional development of Teacher Educators at different stages.
- Teacher Behaviour and Behavioural Analysis
- Paradigms for research and Teaching: Gage, Doyle and Shulman.
- Research and effectiveness of teacher education programmes.
- NAAC- NCTE criteria for assessment of Teacher Education Institutions.
- Methodological issues of research in teacher education-Theoretical research versus Applied research, Participatory action research and Teaching effectiveness.
- Trends of research in Teacher Education with reference to theme design, findings and policy implications.

Practicum

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| • Prepare the Dissertation Proposal | 5 Marks |
| • Seminar Presentation | 5 Marks |
| • Sessional Test | 10 Marks |
| Total | 20 Marks |

References Book:

1. Bruce R Juice et al (2014), Models of Teaching (9th edition), London; Pearson.
2. Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT
3. Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.
4. qFurlong John (2013), Education an Anatomy of the Discipline, Routledge London.
5. Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.
6. Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I &Vol II New Delhi Concept.
7. Passi B.K. (eds) (1976), Becoming better teacher,Ahmedabad, Sahitya mudranalaya.
8. Allen. D. & Ryan, K. (1969), Microteaching reading Mass: Addison-wesley.
9. NCERT, New Delhi, (2006) 6th survey of Research in Education.
10. Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.
11. Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York.
12. NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
13. NCTE (2014) Norms and Guidelines of Teacher Education Programmes.
14. NCTE (1979) Organisation of Core Teaching Programme Package, NCERT, New Delhi.

Course code TEM 204

Perspectives of Secondary Education System

Course Objectives

- To enable the students to understand concepts and principles of secondary Education
- To enable the learner to understand the role of different Commissions, Committees and Policies.
- Critically analyse the status of Rastriya Madhayamic Shiksha Abhiyan.
- Visualize the multiple Problems and Issues in Secondary Education
- Understand the different dimensions of Vocationalisation of Secondary Education

Unit-1 Background of Secondary Education:

- Historical background of school education in India with special reference to secondary education.
- Comparative status of secondary education in India, USA, UK .

Unit-II Secondary Education in different Commissions, Committees and Policies

- Sadler commission,
- Secondary education commission,
- Education commission 1964-66,
- Education policies and implementation.

Unit-III Status of secondary education

- Rastriya Madhayamic Shiksha Abhiyan.
- New initiatives in secondary education: common school system, Neighbour hood schools, multipurpose schools, Tribal schools (Ashram schools), Kasturba Vidyalayas

Unit- IV Organization of Secondary Education

- Administration, Structure and organization of secondary education
- Agencies of secondary education: National level, State level , District level Government agencies, Private agencies and public private partnership. Open school system. Secondary Education through distance at State level and Country level.

Unit-V. Vocationalisation of Secondary Education

- Concept, meaning and importance of Vocationalisation of Secondary Education
- Vocational schools, IITs, Trade schools etc.
- National Skill Development Mission,
- National Council for vocational education.

Practicum

• Assignment	5 Marks
• Seminar Presentation	5 Marks
• Sessional Test	10 Marks
Total	20 Marks

References Book:

1. Flanders, N.A.(1970) Analyzing Teaching Behaviour, reading, Addison-Wesley, mass.
2. Gardener,H (1983), Frame of Mind; the theory of multiple intelligences, Basic Books New York.
3. Government Orders of India
4. Gupta,S.P.(2010) History, Development and Problems of Indian Education, Allahabad: Sharada Pustak Bhawan.
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6. NCTE (2009) Curriculum Frame Work of Teacher Education, NCTE, New Delhi.
7. NCTE (2014) Norms and Guidelines of Teacher Education Programmes.
8. Passi B.K. (eds) (1976), Becoming better teacher,Ahmedabad, Sahitya mudranalaya.
9. Sahoo P.K. et al (eds) (2010), Professionalism in Teacher Education, New Delhi Concept.
10. Sahoo P.K. et al (eds) (2014), Quality Education in India Vol I &Vol II New Delhi Concept.
11. Singh L.C.(Ed.1990), teacher education in India, New Delhi NCERT
12. Smith, B.D (1980) A Design for a school of Pedagogy, U S Govt. Washington, D.C.

Course code TEM 205

Personality Development and Yoga

Course Objects:

To enable the pupil teachers to;

- develop a holistic and integrated understanding of the human self and personality.
- develop the skills of personal growth.
- develop social relational sensitivity and effective communication skills.
- develop positive attitude towards health as individual and be collectively responsible to achieve it;
- create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life;
- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Unit 1: Academic writing and Communication Skill

- Oral Presentation, Group Discussion , Extempore, Subjective Discussion
- Creative Writing, Translation, Precy Writing, Reporting.
- Wall magazine, college and poster and Display.
- Credit Art and Display
- Face Lift, Career Enhancement, English Speaking

Unit II: Health and Physical Development

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities and their impact on health
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities

Unit III: Self Development and Yoga

- Meaning, concept and Definitions of Yoga
- Classification of Yoga: Ashtang Yoga(Raj Yoga), Karma Yoga, Gyan Yoga, Bhakti Yoga, Hatha Yoga, Sankhya Yoga, Mantra Yoga etc.
- Yoga diet and its application in modern context.
- Yoga and Self Development
- Yoga and Personality Development

- Yoga and Stress Management

Unit IV : Astang Yoga

- Socio-moral base of yoga: the five Yamas and five Niyamas.
- Physical base of Yoga: Asanas and Pranayam
- Psychology of yoga: Chitta(mind) and the methods of Chitt control-Pratyahar , Dharana and dhyana
- Kinds of Dhyana: Sthula, Jyoti and sukshma, Nirmal Chitt and the final goal
- Kinds of Smadhi

Unit V: Other Co-Curricular Activities

- Multimedia, Counseling.
- Nature Attachment, Organize a Awareness Programme
- Role playing, Dramatics and Literary Activities,
- Planning a Drama for a performance/presentation by the student-teacher.
- Planning a Mime and Skit for a performance/presentation by the student-teacher.

Practicum

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| • Practical | 30 Marks |
| • Seminar Presentation | 10 Marks |
| • Sessional Test | 10 Marks |
| Total | 50 Marks |

Essential Readings

- Antoine de Saint-Exupery. (1977). The Little Prince. London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi).
- Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium. New York: Harper Collins.
- Dalal, A.S. (1987). Living Within, Pondicherry, India: Sri Aurobindo Ashram Trust.
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- Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
- Full of Life: A sensitive Japanese Teachers explores feelings, death with 10 year olds. (<http://www.arvindguptatoys.com/films.html>)
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