Sri Ramakrishna Mission Vidyalaya College of Education

(An Autonomous College affiliated to the Tamil Nadu Teachers Education University and
Re-accredited with A++ Grade by NAAC with CGPA 3.82)

Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020.
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NAAC
3rd Cycle

Criterion I
Metric 1.3.2

CRITERION I

Curricular Aspects

1.3 Curriculum Enrichment

1.3.2 Institution familiarizes students with the diversities in school system in Indian as well as in an international and comparative perspective.

Documentary evidence in support of the claim

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Documentary evidence in support of the claim

1. **Development of school system.**
2. **Functioning of various Boards of School Education**
3. **Assessment systems**
4. **Norms and standards**
5. **State-wise variations**
6. **An international and comparative perspective**

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1. Development of school system.

2. Functioning of various Boards of School Education

3. Assessment systems

4. Norms and standards

5. State-wise variations
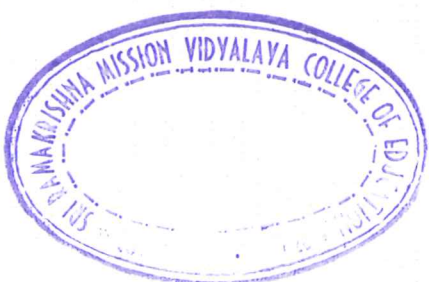
6. An international and comparative perspective

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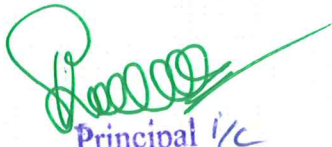
1. Development of School System

A special lecture on 'Development of School System in India' was organised on 20th March 2023. The session was handled by Dr. N.N. Prapakaran, Coordinator, Department of Extension Services, Sri Ramakrishna Mission Vidyalaya College of Education.

He explains the school system in India has undergone significant changes since its inception in the early 19th century. Before the British colonial period, education was mainly provided by gurus in traditional settings, such as temples and ashrams. The British introduced a formal system of education, which aimed to create a class of educated Indians to serve as intermediaries between the British rulers and the Indian population. After India gained independence in 1947, the government launched several initiatives to expand access to education, particularly in rural areas. The government established a network of primary schools, and later, secondary schools and colleges. The Right to Education Act, passed in 2009, made education a fundamental right for all children aged 6-14 years, and mandated that private schools reserve a certain percentage of their seats for children from disadvantaged groups.

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2. Functioning of Various Boards of School Education
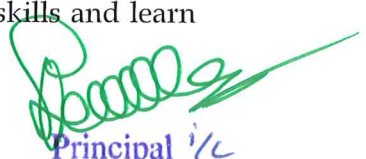
Orientation on Innovative School Visit Record

On 28th March, 2023, the first-year B.Ed. students attended an orientation program on the Innovative School Visit Record program. Dr. K. Rajamanickam, Assistant Professor in IEVH, delivered the lecture and discussed various types of schools in Tamil Nadu. The program aimed to give the students an insight into the different types of schools in the state and the need to visit them as part of their B.Ed. program. The program began with Dr. K. Rajamanickam highlighting the importance of the Innovative School Visit Record program. He explained that the program was designed to give students hands-on experience of teaching in real-world settings. By visiting different types of schools, students would gain a better understanding of the diverse teaching environments and practices.

He explain the different types of schools in Tamil Nadu. He began with Government schools, which are run by the state government and provide free education to students. He then discussed Private schools, which are owned and run by individuals or organizations and charge fees for education. He also explained that private schools could be further categorized into Matriculation, CBSE, and ICSE schools, based on the syllabus they follow. Then he talked about International schools, which follow an international curriculum and cater to the needs of students from different countries. He also highlighted the importance of visiting special schools, which provide education to students with physical and mental disabilities.

Dr. K. Rajamanickam emphasized the importance of school visits for B.Ed. students. He explained that by visiting different types of schools, students would gain a better understanding of the teaching methods, curriculum, and environment. He also stated that school visits would help students to develop their teaching skills and learn from experienced teachers.

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Note: ORIENTATION PROGRAMME INNOVATIVE SCHOOL VISIT RECORD

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In conclusion, the orientation program on the Innovative School Visit Record program provided an excellent opportunity for first-year B.Ed. students to gain an understanding of the different types of schools in Tamil Nadu. Dr. Rajamanickam's lecture helped students to appreciate the importance of visiting various schools as part of their B.Ed. program. By visiting different schools, students can gain a better understanding of the diverse teaching environments and practices, which would ultimately help them to become effective teachers.

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3. Assessment Systems

Orientation Programme on Continuous and Comprehensive Evaluation

An Orientation Programme on Continuous and Comprehensive Evaluation (CCE) was organised by the College of Education on 28th July 2022. Dr. M. Jagadesh, Assistant Professor in Education, Sri. V. Eswaran, Assistant Profession in Mathematics, and Sri. N. Rajesh Kumar, Assistant Professor in Biological Science of the College acted as Resource Persons and handled the sessions.

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Note: Orientation of CCE and EMIS

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The Resource Persons explained the essentials of CCE and the importance of continuous assessment. It helps them design and administer various types of formative assessments, such as quizzes, assignments, projects, and classroom observations. They also described the tools for assessing student performance in scholastic and co-scholastic aspects in a detail manner.
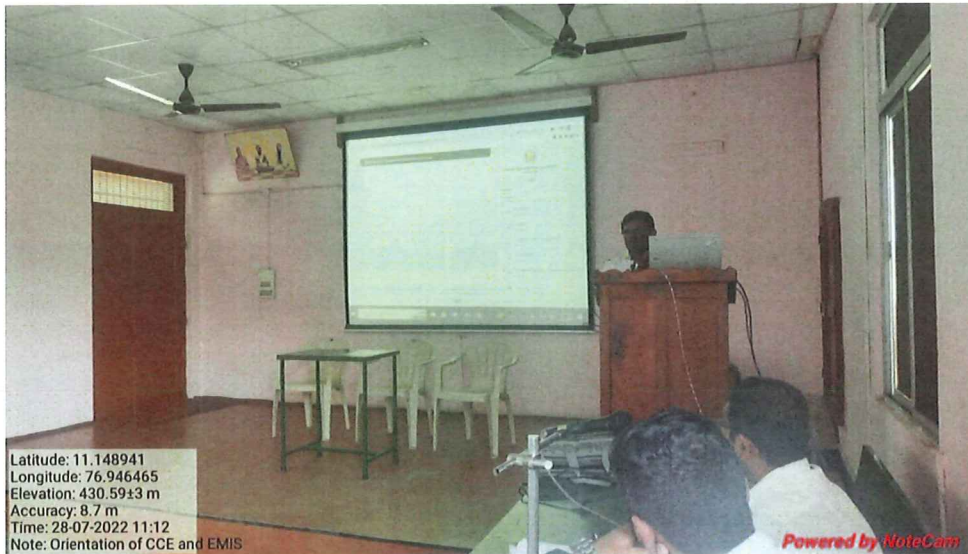
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4. Norms and Standards

Orientation Programme on Norms and Standards of School Education

An orientation programme on Norms and Standards of School Education was organized by the College on 26th February 2023. The session was handled by Dr. M. Jagadesh, Assistant Professor in Education, Sri Ramakrishna Mission Vidyalaya College of Education, Coimbatore. He explained the norms and standards for various school systems in India in an effective way. The following points were discussed by him during the time of the orientation.

Central Board of Secondary Education (CBSE)

The CBSE is a national level board of education in India. It follows a uniform curriculum across the country and has around 21,271 schools in India and 27 countries. The norms and standards for CBSE schools include:

(i) *Infrastructure:* The schools must have well-equipped laboratories for science, computer, and language learning. They should have a library, a playground, and separate toilets for boys and girls.

(ii) *Curriculum:* The curriculum should follow the guidelines prescribed by the National Council of Educational Research and Training (NCERT). It should include a wide range of subjects, including languages, mathematics, science, social sciences, and vocational courses.

(iii) *Teacher training:* The teachers must undergo regular training programs to update their knowledge and teaching skills.

(iv) *Assessment:* The schools must conduct regular assessments of students' learning, including formative and summative assessments.

Council for the Indian School Certificate Examinations (CISCE)

The CISCE is a private, non-governmental board of education in India. It has around 2,200 schools in India and abroad. The norms and standards for CISCE schools include:

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(i) *Infrastructure:* The schools must have well-equipped laboratories, a library, and a playground. They should also have a separate room for examinations.

(ii) *Curriculum:* The curriculum should follow the guidelines prescribed by the CISCE. It should include a wide range of subjects, including languages, mathematics, science, social sciences, and vocational courses.

(iii) *Teacher training:* The teachers must undergo regular training programs to update their knowledge and teaching skills.

(iv) *Assessment:* The schools must conduct regular assessments of students' learning, including formative and summative assessments.
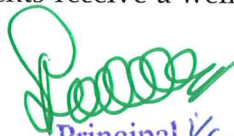
State Board Schools

Each state in India has its own board of education that governs the schools within the state. The norms and standards for state board schools vary from state to state. However, some common norms and standards include:

(i) *Infrastructure:* The schools must have well-equipped laboratories, a library, and a playground. They should also have separate toilets for boys and girls.

(ii) *Curriculum:* The curriculum should follow the guidelines prescribed by the state board. It should include a wide range of subjects, including languages, mathematics, science, social sciences, and vocational courses.

(iii) *Teacher training:* The teachers must undergo regular training programs to update their knowledge and teaching skills.

(iv) *Assessment:* The schools must conduct regular assessments of students' learning, including formative and summative assessments.

In conclusion, the norms and standards for various school systems in India aim to provide quality education to all students. These norms and standards cover aspects such as infrastructure, curriculum, teacher training, and assessment. It is important for schools to adhere to these norms and standards to ensure that students receive a well-rounded education that prepares them for the future.

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An orientation programme on 'State-wise Variations of School Education System in India was handled by Dr. S. Ramesh, Assistant Professor in Commerce, Sri Ramakrishna Mission Vidyalaya College of Education on 16th February 2023. He explained the different school education systems in an elaborative manner.

India is a diverse country, and the school education system varies significantly from state to state. Some of the critical factors that contribute to the variation include language, culture, history, and socio-economic conditions. Here is a brief overview of the school education system in some of the prominent states in India.

Kerala: Kerala is known for its high literacy rate, and the state has implemented a comprehensive school education system. The state follows a 10+2 model, with the first ten years being mandatory education. The curriculum is designed to be inclusive and student-friendly, and the state government provides free textbooks and uniforms to all students up to class 10.

Tamil Nadu: Tamil Nadu has a robust school education system, and the state follows a 10+2 model. The curriculum is designed to be student-friendly, and the state has implemented various policies to improve the quality of education. The state government provides free textbooks and uniforms to all students up to class 10, and the medium of instruction is Tamil.

Uttar Pradesh: Uttar Pradesh is the most populous state in India, and the school education system is vast and diverse. The state follows a 10+2 model, and the medium of instruction is Hindi. The state government provides free textbooks and uniforms to all students up to class 8, and various policies have been implemented to improve the quality of education.

Maharashtra: Maharashtra is one of the most developed states in India, and the school education system is comprehensive. The state follows a 10+2 model, and the medium of instruction is Marathi. The state government provides free textbooks and uniforms to

all students up to class 7, and various policies have been implemented to improve the quality of education.

West Bengal: West Bengal has a rich history and culture, and the school education system is designed to reflect the same. The state follows a 10+2 model, and the medium of instruction is Bengali. The state government provides free textbooks and uniforms to all students up to class 8, and various policies have been implemented to improve the quality of education.

In conclusion, the school education system in India varies significantly from state to state, and it is essential for B.Ed. students to understand the same. The state-wise variation is influenced by several factors, including language, culture, and socio-economic conditions. By understanding the state-wise variation of the school education system, B.Ed. students can develop a comprehensive understanding of the Indian education system and contribute to improving the same.

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6. An international and comparative perspective

Discussion on Comparative Education

Comparative education session was organised on 27.03.2023 for creating awareness about the various school systems followed in India and abroad. Dr.P.Vel Murugan, Assistant Professor in History, Sri Ramakrishna Mission Vidyalaya College of Education handled the session and explained the primary, secondary and higher education systems in India, United States, Germany, England, France, Japan, Finland, and Singapore.

After the presentation, students were divided into eight groups and each group discussed the education system of above mentioned countries by using digital gadgets. Finally, the group leaders present their report in front of the students. All the student-teachers were actively participated in the discussion.

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Syllabus

B.Ed., Programme   - Courses Offered

SEMESTER I

Group A : Perspectives in Education	
B1 CC 01	Educational Philosophy in Indian Context
B1 CC 02	Learner and Learning –I
B1 CC 03	School Organization and Institutional Planning
B1 CC 04	Evaluation, Elements of Statistics and Research
Group B : Curriculum and Pedagogical Studies	
PEDAGOGY 1	
B1 P1 11	Pedagogy of English – Paper I
B1 P1 21	Pedagogy of Computer Science – Paper I
B1 P1 31	Principles of Commerce and Accountancy Education – Paper I
PEDAGOGY 2	
B1 P2 11	Pedagogy of Biological Science – Paper I
B1 P2 21	Pedagogy of Commerce and Accountancy – Paper I
B1 P2 31	Pedagogy of Special English – Paper I
B1 P2 41	Pedagogy of History – Paper I
B1 P2 51	Pedagogy of Mathematics – Paper I
B1 P2 61	Pedagogy of Physical Science – Paper I
SEMESTER II	
Group A : Perspectives in Education	
B2 CC 05	Emerging Challenges in Indian Education
B2 CC 06	Learner and Learning –II
B2 CC 07	Educational Technology
B2 CC 08	Peace Education
Group B : Curriculum and Pedagogical Studies	
PEDAGOGY 1	
B2 P1 12	Pedagogy of English – Paper II
B2 P1 22	Pedagogy of Computer Science – Paper II
B2 P1 32	Principles of Commerce and Accountancy Education – Paper II
PEDAGOGY 2	
B2 P2 12	Pedagogy of Biological Science – Paper II
B2 P2 22	Pedagogy of Commerce and Accountancy – Paper II
B2 P2 32	Pedagogy of Special English – Paper II
B2 P2 42	Pedagogy of History – Paper II
B2 P2 52	Pedagogy of Mathematics – Paper II
B2 P2 62	Pedagogy of Physical Science – Paper II

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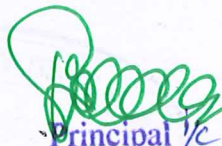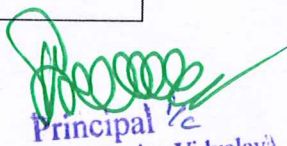| SEMESTER III	
Group B : Curriculum and Pedagogical Studies	
PEDAGOGY 1	
B3 P1 13	Pedagogy of English – Paper III
B3 P1 23	Pedagogy of Computer Science – Paper III
B3 P1 33	Principles of Commerce and Accountancy Education – Paper III
PEDAGOGY 2	
B3 P2 13	Pedagogy of Biological Science – Paper III
B3 P2 23	Pedagogy of Commerce and Accountancy – Paper III
B3 P2 33	Pedagogy of Special English – Paper III
B3 P2 43	Pedagogy of History – Paper III
B3 P2 53	Pedagogy of Mathematics – Paper III
B3 P2 63	Pedagogy of Physical Science – Paper III
SEMESTER IV	
Group A : Perspectives in Education	
B4 CC 09	Curriculum Development and Instruction
B4 CC 10	Educational Management
B4 CC 11	Development of Moral and Social Values
Group B : Curriculum and Pedagogical Studies	
PEDAGOGY 1	
B4 P1 14	Pedagogy of English – Paper IV
B4 P1 24	Pedagogy of Computer Science - Paper IV
B4 P1 34	Principles of Commerce and Accountancy Education - Paper IV
PEDAGOGY 2	
B4 P2 14	Pedagogy of Biological Science- Paper IV
B4 P2 24	Pedagogy of Commerce and Accountancy
B4 P2 34	Pedagogy of Special English - Paper IV
B4 P2 44	Pedagogy of History - Paper IV
B4 P2 54	Pedagogy of Mathematics - Paper IV
B4 P2 64	Pedagogy of Physical Science - Paper IV
Electives	
B4 EL GC	Guidance and counselling
B4 EL SE	Introduction to Special Education
B4 EL DM	Disaster Management
B4 EL CS	Communication Skills
B4 EL DR	Diagnostic and Remedial Teaching
B4 EL EE	Environmental Education
B4 EL PE	Physical Education
B4 EL ET	E-Leaning Technology

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B1CC03 – SCHOOL ORGANISATION AND INSTITUTIONAL PLANNING

Preamble

The aim of this course is to understand educational administration, school administration, School plant, School authorities and rules and regulations in the school's organization.

Course Outcomes (Cos)

On the successful completion of the course, student teachers will be able to,

CO1 Explain about Educational administration, administration problems, present the hierarchical structure of school administration.

CO2 Describe the various types of school administration and resources.

CO3 Explain about school plant, community, Co-curricular activities and discipline.

CO4 Describe the role of external and internal school administrators.

C05 Explain the basic rules, regulations, leave rules, records and code of conduct for teachers and students at the school level.

Unit - 1: Introduction (9 hours)

1.1 Educational Administration: meaning, nature, purpose and scope.

1.2 Aims and objectives of educational administration.

1.3 Problems in school administration.

1.4 Changing concept of school administration.

1.5 Present hierarchical structure of administration in Tamil Nadu school education department: state, district and school.

Unit – 2: Various types of school administration and Instructional Strategies (9 hours)

2.1 Classroom management: rhythmic, class culture, students' self-supportive services.

2.2 Teaching strategies and methods: brain-storming, questioning, quiz, demonstration, projects, assignment, laboratory practical, using ICT in teaching, skill oriented Teaching; ABL, ALM, AALM.

2.3 Various types of schools and their administration: State Board, CBSE, ICSE, Kendriya Vidyalaya Sangathan, Navodaya Vidyalaya Samithi and Sainik School.

2.4 Curric ulum: Equitable Standard of Education, CBSE, ICSE – academic calendar and time-table.

2.5 Resources: Infrastructure with basic amenities, laboratories, library, games and sports facilities.

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Unit – 3: Factors Influencing Effective School Administration (9 hours)

3.1 School plant – meaning, importance, and principles - Essentials of good school plant.

3.2 Internal administration – meaning, areas and hierarchy.

3.3 School and community: meaning, importance, community engagement by school, community involvement for school development, PTA.

3.4 Co-curricular activities: importance, types and methods.

3.5 Discipline - meaning, need, principle, method of imparting discipline, disciplinary issues and remedial measures.

Unit – 4: Role of School Authorities (9 hours)

4.1 Role of CEO, IMS, DEO and BEO: Inspection, Authority, Service matters and Budget.

4.2 Role of Head masters in school administration

4.3 School office: Physical facilities and material resources – maintenance

4.4 School office personnel: Distribution of responsibilities - calendar – maintenance of records and accounts - Education Management Information System (Students) – Service Record (Staff)

4.5 Registers and records: needs, kinds of records, arrangement of records to be maintained at school office.

Unit - 5: Rules and Regulations in school administration (9 hours)

5.1 Establishment of new schools – Rules and regulations - Government and private schools

5.2 Departmental test – types – procedure for appearance – access to relevant source materials.

5.3 Selective service and leave rules as approved by Government.

5.4 Rules and regulations for the maintenance of records, registers and files at school office

5.5 Code of conduct for teachers and students at school level.

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B1CC04 EVALUATION, ELEMENTS OF STATISTICSAND RESEARCH

Preamble

The aim of this course is to acquire basic knowledge and comprehension of different techniques and approaches in evaluation, basic quantitative measures and educational research.

Course Outcomes (COs)

On the successful completion of the course, student teachers will be able to

CO1	Understand the basic concepts in testing and evaluation.
CO2	Understand the taxonomy of educational objectives and write various types of test items.
CO3	Understand the basic statistical concepts and their applications in testing and evaluation.
CO4	Understand the basic concepts of research as applied to education.
C05	Have the knowledge in different types of research applicable to education.

Unit – 1: Techniques and Approaches of Evaluation (12 hours)

1.1 Evaluation: Meaning – measurement, assessment and evaluation – purpose and significance of tests in education.
1.2 Relationship among Educational Objectives, Learning experiences and Evaluation.
1.3 Types of Evaluation – formal and informal, oral and written, formative and summative.
1.4 Tools of Evaluation – observation schedules, interviews, tests, rating scales and questionnaires.
1.5 Different types of tests - Diagnostic, Prognostic, Achievement and Psychological tests; Norm-referenced and Criterion-referenced tests.
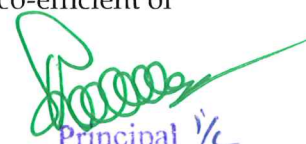
Unit – 2: Educational Objectives and Test Construction (12 hours)

2.1 Bloom's taxonomy of Educational Objectives – Cognitive, affective and psychomotor domains – classifications.
2.2 Revised Taxonomy of educational objectives (Anderson and Krathwohl)
2.3 Educational implications of evaluation related to Delor's four pillars of Education.
2.4 Characteristics of quality test items – objectivity, reliability, validity and feasibility of measurements.
2.5 Steps in test construction: blue print – table of specifications, writing and editing – pretesting – items analysis – scoring – interpretation.

Unit – 3: Basic Quantitative Measures (12 hours)

3.1 Tabulation – frequency table, graphical representation of data and its uses – bar diagram, histogram, frequency polygon and pie diagram
3.2 Measures of central tendency – mean, median, mode and their uses.
3.3 Measures of variability – range, quartiles, quantiles, deciles and percentiles - quartile deviation and standard deviation.
3.4 Normal distribution, Normal curve, its structure and properties.
3.5 Correlation – definition, meaning, types and uses, computing the co-efficient of correlation by the rank difference method.

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Unit – 4: Current Trends in Examination System (12 hours)

4.1 Continuous and Comprehensive Evaluation (CCE) in Schools - Grading system.

4.2 Continuous assessment in higher education and teacher education, semester and trimester systems – choice-based credit system - role of National Testing Service Centre and NAAC

4.3 Role of ICT in evaluation – on-line examination - self evaluation by teacher and students– peer evaluation.

4.4 Open book examination – preparation of question bank and its uses.

4.5 Evaluation system practiced in different types of schools – State Board - CBSE – ICSE –Kendriya Vidyalaya –NavodayaVidyalaya –Sainik schools –National Open School.

Unit – 5: Introduction to Educational Research (12 hours)

5.1 Need and scope for research ineducation.

5.2 Qualities of a good researcher – role of a teacher as a researcher.

5.3 Introduction to types of research – basic, applied and action research – steps in action research.

5.4 Outline of Research Report.

5.5. Research funding agencies in India.

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B2 CC 05 - EMERGING CHALLENGES IN INDIAN EDUCATION

Preamble

The aim of this course is to develop capability of formulating possible good solutions to the challenges and issues in Indian education by realizing the salient features of emerging trends in education.

Course Outcomes (COs)

On the successful completion of the course, students teachers will be able to

CO1	Explain the salient features of emerging trends and special problems of pre-primary education
CO2	Understand the salient features of emerging trends in education, issues and challenges at primary level.
CO3	Identify the emerging trends in secondary, higher secondary and higher education
CO4	Realise the importance of teacher education in India
CO5	Provide the solutions to the challenges in Indian education

Unit - 1 Pre – Primary Education: Issues and Challenges   (12 hours)

1.1 Pre-Primary: Meaning, Aims, Objectives, Need and Importance.
1.2 Pre – Primary Schools: Types, objects – Curriculum and Methods of instruction.
1.3 Recommendations of Commission: Sergeant, Secondary Education, Education Commission (1966).
1.4 Problem: Objectives; Curriculum, trained staff methods and Instructional Methods and awareness, Free Education compulsory priority, eligibility.
1.5 Roles of ICDS, TINP, and chief ministers Nutritious Meal scheme in Child welfare program.

Unit – 2 Primary Education: Issues and Challenges (12 hours)

2.1 Primary: Meaning, Aims, Objectives, Need and Importance.
2.2 Providing Educational Opportunities: Endeavours.
2.3 New Education Policy on primary Education.
2.4 Implementation of compulsory Primary Education impediment.
2.5 Roles of National and international Program in implementation of Compulsory Primary Education.

Unit - 3 Secondary, Higher secondary and Higher Education (12 hours)

3.1 Secondary, Higher Secondary and Higher Education: Meaning, Aims, Objectives, Need and Importance
3.2 Problem of quality in Secondary and higher secondary Schools.
3.3 National and international commissions reports on higher Secondary Education, Vocationalization –emphasis on the development – Role of NCERT.
3.4 Higher Education – Meaning, concept and importance commissions reports – Problems and issues.

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3.5 Process of improving quality of curriculum, Methods and research in higher Education.

Unit - 4: Teacher Education (12 hours)

4.1 Teacher Education: Meaning, Aims, Objectives, Need and Importance.

4.2 Selection for Training, Professional Preparation at different Levels, improvement and Expected outcomes (NCTE).

4.3 Enhancing Professional efficiency – agents of teacher education at State and center level

4.4 Problems in Teacher Education and remedial measures.

4.5 In-service Education – Definition, Meaning, Concept, Need important Problems and Suggestions.

Unit – 5: Aspects of Challenges in Education (12 hours)

5.1 Women Education: Meaning, objectives and importance. Significant Problems of Women, Place of women in economic and national development, practical activities for women development.

5.2 Population Education: Meaning, Objectives, and importance. Introducing contents of Population Education at Primary, Secondary and higher education level, Present status – Factors affecting – remedial Measures for Controlling Population, small family norms, advantages.

5.3 Language Problems: Need, Meaning, Forms, different facets, Link Language of Minorities, Place of English - Recommendations of Eswar Patel Committee and Classical Languages.

5.4 Health Education: Need, Importance, Objectives and scope - Problems in School health Program remedial Measures.

5.5 Environmental Education: Definition, Meaning, Need, Importance and Scope. Role of Teacher in Meeting the Challenges of air water, Land and Noise Pollution - effects on human, animals and Plants - constitutional Provisions to Environmental Protection – role of individual, Public and Government – Recent Trends in Environmental Education.

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B4 CC 09 CURRICULUM DEVELOPMENT AND INSTRUCTION

Preamble

The aim of this course is to develop knowledge about the Educational Management, Educational planning, Finance, Classroom Management Functions and contemporary management needs.

Course Outcomes (COs)

On the successful completion of the course, student will be able to

CO1 Enable student teachers to understand the basic principles of curriculum construction.

CO2 Make them to understand the importance of curriculum revision.

CO3 Acquaint with current patterns of curriculum organization.

CO4 Expose them in the aspects involved in evaluation of curriculum.

CO5 Acquaint with the different approaches in the instructional tasks

Unit – 1: Introduction to Curriculum (12 hours)

1.1 Curriculum: meaning - definition –scope

1.2 Bases of curriculum development: human development - social developmentnature of learning - nature of knowledge andcognition

1.3 Educational objectives and curriculum development.

1.4 Role of curriculum in effective teaching-learning process - need for value based curriculum

1.5 Salient features of NCFTE – 2010 and National Educational Policy 2020 – School Education & Higher Education.

Unit –2: Elementary Ideas of Curriculum Planning (12 hours)

2.1 Curriculum planning: meaning and concept.

2.2 Nature of discipline and curriculum planning.

2.3 Basic considerations in curriculum planning: developmental – nature of discipline – social need – teacher related – institutional – environmental andeconomical.

2.4 Curriculum planning in the 21st century: liberal education – global education– secular education – interdisciplinary studies

2.5. Possible future trends in curriculum planning: distance education – open education – lifelong education – mass education – vocational and career education – on-line learning – virtual learning

Unit – 3: Process of Curriculum Development (12 hours)

3.1 Meaning and concept of curriculum development– steps involved in the curriculum development process

3.2 Philosophical foundations and curriculum development: Major schools of thought in philosophy and curriculum

3.3 Sociological foundations and curriculum development: need of the society, social change, social harmony and curriculum

3.4 Psychological foundations and curriculum development: Human development - major schools of thought in psychology

3.5 Challenges and issues in curriculum development

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Unit – 4: Models of Curriculum and Curriculum Evaluation (12 hours)

4.1 Curriculum evaluation – meaning, concept, need and importance.

4.2 Important aspects involved in curriculum evaluation.

4.3 Introduction to Models of curriculum.

4.4 Role of national level bodies in curriculum development and evaluation.

4.5 Evaluation Techniques- self-appraisal, peer evaluation, reflective journals, portfolio assessment. Evaluating Classroom Processes (including internship)

Unit – 5: Introduction to Instructional System (12 hours)

5.1 Systems approach ininstruction

5.2 Role of teachers in instructionalsystem.

5.3 Teacher controlled instruction.

5.4 Learner controlled instruction.

5.5 Group controlled instruction

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B4 CC 10 - EDUCATIONAL MANAGEMENT

Preamble

The aim of this course is to understand the determinants of curriculum concepts and conceptualize the process of curriculum planning, development and evaluation.

Course Outcomes (COs)

On the successful completion of the course, student teachers will be able to

CO1 Clear picture of the basic management functions of different levels of school and skilled in "POSDCORB"

CO2 Develop the skills of Planning and Budget.

CO3 Develop the Teaching-learning process and positive attitude towards Teaching Profession.

CO4 Develop the Qualities such as Leadership, Management and Decision - making.

CO5 Gaining clarity about the Quality of Education and the work of the Higher Education Institutions in the Management Practices.

Unit – 1: Introduction to Educational Management (12 hours)

1.1 Management - meaning, objectives, scope and functions.

1.2 Administration and Management – traditional and modern management.

1.3 Educational management: meaning, definition, scope and types.

1.4 Management at different levels – elementary, secondary and higher secondary.

1.5 Basic functions – planning, organizing, directing and controlling, co-ordination and evaluation.

Unit - 2: Educational Planning and Finance (12 hours)

2.1 Planning – meaning, nature and types.

2.2 Institutional planning – objectives, characteristics, procedure and techniques.

2.3 Educational planning – principles, kinds and approaches to educational planning.

2.4 Educational finance – factors influencing educational finance – sources of income and educational expenditure.

2.5 Budget: meaning, concept and types - preparation of educational budget.

Unit - 3: Classroom Management (12 hours)

3.1 Classroom climate – meaning and managing tasks - factors influencing classroom climate – classroom discipline

3.2 Role of communication in classroom management – structuring classroom communication strategies.

3.3 Classroom designs – learner centered; problem centered - managing group work

3.4 Classroom management – principles and techniques of classroom management – role of teacher.

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3.5 Time management - effective utilization of available time.

Unit - 4: Functions of Educational Management (12 hours)

4.1 Inspection and supervision – nature, scope, objectives and comparison.

4.2 Leadership – need, functions, types – duties and qualities of a leader.

4.3 Directing – meaning - its systematic process.

4.4 Decision making – providing guidance – staff morale – functions of teachers – maintenance of discipline.

4.5 Coordination – controlling - conflict management – crisis management.

Unit – 5: Modern Management Practices (12 hours)

5.1 Quality in education – meaning and importance.

5.2 Quality issues in teacher education - system analysis for quality sustenance.

5.3 Total Quality Management in Education – concept and principles –its application.

5.4 Accreditation - concept – meaning and parameters.

5.5 Role of UGC and NAAC in Educational Planning and Management.

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