

SEMESTER-I

COURSE CODE: MS1TE2

CREDITS: 4

TEACHER EDUCATION IN INDIA: SECONDARY LEVEL

COURSE OBJECTIVES:

- CO1. Understand the historical background of secondary teacher education in India.
- CO2. Explain the objectives and structure of secondary teacher education.
- CO3. Explore the commissions and committees' recommendations of secondary teacher education.
- CO4. Spell out the role of National level and State Level agencies at secondary level Education.
- CO5. Analyze the functioning of various agencies of secondary teacher education.
- CO6. Sensitize the emerging major issues and challenges in secondary teacher education.
- CO7. Assimilate the secondary teacher education curriculum and its transaction mode.
- CO8. Realize the importance of preparing special education teachers.
- CO9. Comprehend the National Curriculum Framework (2005) and its aspects.
- CO10. Undertake the current trends in student's assessment at secondary level.

UNIT - I: HISTORICAL BACKGROUND AND OBJECTIVES OF SECONDARY TEACHER EDUCATION IN INDIA

Historical Background of Secondary Teacher Education: Development of secondary teacher education during - Pre-independence and Post-independence period - Secondary Teacher Education: Concept, Objectives, scope, pre-service and in-service teacher education.

REGISTRAR

TAMIL NADU TEACHERS EDUCATION UNIVERSITY
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UNIT - II: COMMISSIONS, COMMITTEES AND AGENCIES OF SECONDARY TEACHER EDUCATION

Hunter Commission (1882) - Dr. Radhakrishnan Commission (1948-49) – Mudaliar Commission (1952-53) – Kothari Commission (1964-66) – National Commission for Teachers I & II - NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – National Knowledge Commission (2005). National Level Agencies: National Council of Teacher Education (NCTE), National Council for Educational Research and Training (NCERT), Regional Institutes of Education (RIEs), National University for Educational Planning and Administration (NUEPA). State Level Agencies: State Institutes of Education, State Councils for Educational Research and Training (SCERTs) - Tamil Nadu Teachers Education University. Agencies of Special Education: Rehabilitation Council of India (RCI), National Institute for Mentally Handicapped (NIMH), National Institute for Visually Handicapped (NIVII), National Institute for Empowerment of Persons with Multiple Disability (NIEPMD), National Institute of Speech and Hearing (NISH).

UNIT - III: CURRICULUM PLANNING AT SECONDARY LEVEL

National Curriculum Framework (2005): Curriculum designing and evaluation - Central Board of Secondary Education (CBSE), Secondary School Certificate Board (SSC), State Board, Indian Certificate of Secondary Education, International Baccalaureate (IB), National Institute of Open Schooling - General principles to curricular approaches: Activity based /play-way, child-centered, theme-based, holistic, joyful, inclusive, story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and exploration.

UNIT - IV: STRUCTURE AND ISSUES OF SECONDARY EDUCATION IN INDIA

Structure of secondary education in India (10+2+3 / 5+3+3+4) pattern of education - Salient features of secondary teacher education; Problems and issues of secondary education in India (equalization of educational opportunity, wastage and stagnation at secondary school level) - Nature and forms of inequality of gender in schooling, public- private schools, rural-urban-


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tribal schools) Vocationalization of secondary education in India (the efforts, present status, problems and prospect).

UNIT - V: CURRENT TRENDS IN ASSESSING STUDENTS' PERFORMANCE AT SECONDARY LEVEL

Open book system, E-evaluation, Uses of Computers in Evaluation - Computer Assisted Learning, Computer instructional learning, Online Examinations Assessment of Higher Order Mental Skills, Assessment of Practical Work / Field Experiences.

SUGGESTED ACTIVITIES:

1. Prepare a Report based on the visit to anyone of the Secondary Teacher Education Institutions and critically evaluate the facilities are available.
2. Compare and Evaluate the Secondary Teacher Education Curriculum and its Transaction Modes in Tamil Nadu with other States of India.
3. Conduct interview with teachers / students / parents of different secondary schools and prepare a report on problems of secondary education.
4. Critical evaluation on the role of NCTE in promoting Quality in Secondary Teacher Education Programme.
5. Prepare a Portfolio to evaluate the prospective teachers of Secondary Teacher Education Programme.

TEXT BOOKS:

1. Aggarwal, J. C. (2012). *Development of education system in India*. Shipra.
2. Bhatta, H. S. (2010). *Secondary education*. APH.
3. Dash, M. (2000). *Education in India: Problems and perspectives*. Atlantic.
4. Jayapalan, N. (2005). *Problems of Indian education*. Atlantic.
5. Mishra, R. C. (2015). *History of education administration*. APH.

SUPPLEMENTARY READINGS:

1. Nayak, A. K., & Rao, V. K. (2010). *Secondary education*. APH.
2. Mudhopadyay, Sudesh and Anil Kumar, K. (2001). *Quality profiles of secondary schools*. NIEPA.
3. Govt. of India (1953). *Report of Secondary Education Commission*. MHRD.
4. Govt. of India (1996). *Indian Education Commission (1964-66) Report*. MHRD.
5. Govt. of India (1986/1992). *National Policy of Education, 1992 Modification and their POA's*. MHRD, Dept. of Education.

E-RESOURCES:

1. <http://www.mhrd.gov.in>
2. <http://www.ncert.nic.in>
3. <http://www.unesco.org>
4. <http://www.unicef.org>

COURSE OUTCOMES:

After completion of this course, the students will be able to:

CO1: Understand the historical background of secondary teacher education in India.

CO2: Explain the objectives and structure of secondary teacher education.

CO3: Explore the commissions and committees' recommendations of secondary teacher education.

CO4: Spell out the role of National level and State Level agencies at secondary level Education.

CO5: Analyze the functioning of various agencies of secondary teacher education.

CO6: Sensitize the emerging major issues and challenges in secondary teacher education.

CO7: Assimilate the secondary teacher education curriculum and its transaction mode.

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CO8: Realize the importance of preparing special education teachers.

CO9: Comprehend the National Curriculum Framework (2005) and its aspects.

CO10: Undertake the current trends in student's assessment at secondary level.

OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
1.	✓			✓					✓	✓							✓
2.	✓			✓					✓	✓							✓
3.	✓			✓					✓	✓							✓
4.	✓			✓					✓	✓							✓
5.	✓			✓					✓	✓							✓
6.	✓			✓					✓	✓							✓
7.	✓			✓					✓	✓							✓
8.	✓			✓					✓	✓							✓
9.	✓			✓					✓	✓							✓
10.	✓			✓					✓	✓							✓


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