

University of Poona

SYLLABUS FOR

DIPLOMA IN HIGHER EDUCATION

(D.H.E.)

Training Course for Untrained Teachers in Higher Secondary Schools/ Junior Colleges

1. *The Title* : Diploma in Higher Education (D.H.E.).
2. *The Duration* : One academic year starting from the month of April and ending by the 31st March.
3. *The Procedure of Conduct of the Course* : There shall be 50 instructional days suitably divided in summer and Winter Vacation.

Besides there shall be two week's supervised practice teaching programme to be organised during two terms.

The total instructional-cum-contact-cum-supervised practice teaching programme will be of 300 clock hours.

4. *The Examination* : The final practical examinations will be held in the month of February (coinciding with the present B.Ed. Practical examination) and the final Theory examination shall be held by the end of May or during the first week of June.

5. *The Structure of the Course* :

Part I : Theory :

There shall be four Courses as following :

Course I .. Foundations of Education :—Philosophical and Sociological.

Course II .. Foundations of Education :—Psychological.

Course III .. Curriculum and problems of Higher Education.

Course IV .. Methods of Instruction and Evaluation.

Part II : Course work and Practice Teaching :

Under the course work, the following activities shall be organized :

- (1) Practical work related to the Theory Course, inclusive of four Tutorials per course.
- (2) Practice Teaching—One method-only—10 Lessons.

6. *Weightage to different activities in terms of marks will be as follows :*

- I. Theory Examination 400 Marks (Per Course 100 Mark)
- II. (1) Course work 100 marks (Per course 25 Marks)
- (2) Practical Teaching 50 marks (For 10 lessons)
- (3) Practical Examination 50 marks (One Lesson)

7. *The Organization of the courses :*

Every B.Éd. College affiliated to the University may admit students in the month of February/March and the intake capacity shall be not more than 50 students per division.

Teacher Educators for the conduct of the course shall be the recognised Lecturers in Education in the College who have put in five years of service, as a lecturer in the College of Education.

Fees charged will be the same as for the B.Ed. regular course

The Teacher Educators shall be paid Rs. 20/- as honorarium per lecture and Rs. 5/- per supervised lesson. Rs. 10/- per Psychological experiment.

There shall be 50 lecture hours for each course i.e. 200 total lecture hours for all the four courses.

100 Clock hours will be suitably divided amongst Practice Work, experiments, Practice-teaching-lessons and tutorials etc.

Medium of Instruction : Marathi/English.

Eligibility of the Course :

Admission to this course of Diploma in Higher Education (D.H.E.) should be open to untrained in-service teacher candidates working in Higher Secondary Schools or Junior Colleges having Standard XI and XII. The conditions of admission will be as follows :

(i) A candidate seeking admission to the Diploma in Higher Education (D.H.E.) should be a Post-Graduate of this University or of a University recognised by this University, in any Faculty.

(ii) He must produce a Certificate from the Head of the Higher Secondary School or Junior College that he has served as full time teacher for 100 working days on the staff of any recognised Higher Secondary School or Junior College or for 200 working days as a Part Time teacher.

3. Candidates should be required to attend atleast 80% of Lectures on a compulsory basis.

Candidates should be required to take 10 practice teaching lessons judiciously distributed over classes XI and XII.

Marks in Practical Work should be sent by the Principal to the University as in case of regular B.Ed. students.

Standard of Passing the Examination :

(1) To pass the examination in Part I a candidate must obtain at least 30% marks in each course and 40% marks in the aggregate of all the courses taken together. To pass the examination in Part II a candidate must obtain at least 40% marks in course work and 40% marks in practice teaching.

(2) To pass the whole examination a candidate must pass in Part I, and Part II separately.

(3) Such of the successful candidates who appear for Part I and Part II at one and the same time and obtain at least 65% of marks in each part and an aggregate of 70% or more shall be declared to have passed the examination with distinction. Those who obtain at least 55% of marks in each part and an aggregate of 60% or more shall be declared to have passed the examination in the First Class and those who obtain at least 45% of marks in each part and an aggregate of 50% marks or more shall be declared to have passed the examination in the Second Class.

Course I : Foundations of Education—Philosophical and Sociological

Objectives :—

To enable the students

- (a) to understand how education is related to Philosophy and Sociology
- (b) to understand and appreciate how the forces—social cultural and political—impinge upon education
- (c) to understand various aims and objectives of education as well as aspects of education
- (d) to help them to develop democratic attitudes
- (e) to help them to play proper role in social groups like classroom, school and community.

SECTION I

Unit 1 : *Education—Meaning and Nature*

Scope of Education :

Formal, informal and nonformal education.

Unit 2 : *Philosophy and Education*

Meaning and scope of educational philosophy.

Relation between education and philosophy.

Unit 3 : *Aims and Objectives of Education*

Aims and ideals of education in ancient India; Modern aims of education Individual and Social, Liberal and Vocational, Religious and moral.

Unit 4 : *Freedom and Discipline in education*

Place of freedom in education.

Need of discipline in education.

Concepts of discipline in education.

SECTION II

Unit 5 : *Sociology and Education*

Meaning, scope and need of educational sociology. Education as a means of social control and change. Education as an instrument of preservation, development and transmission of culture.

Unit 6 : Role of School as a Social Agency

Functions of the School as a social institution. Its role in building common culture. Role of School in building democratic citizenship and national integration.

Unit 7 : Role of Family as a Social Agency

Role and functions, its impact, Need for parental education and parental co-operation.

Unit 8 : Role of state in education

Role of state in education. Totalitarian and democratic approaches to education.

Education for international understanding.

Related practical work—Study of a family to understand how environmental factors and attitudes of parents affect the education of adolescents. Studies made by the students should cover different strata of Society.

Reference books

- (1) Principles and practices of education—Lal and Chaudhari.
- (2) Principles of education—R. M. Marathe.
- (3) Educational Sociology—Francis Brown.
- (4) Philosophical and Sociological Foundations of Education—Bhatiya and Bhatiya.
- (5) Sociological Approach to Indian Education—Dr. S. S. Mathur.
- (6) शैक्षणिक तत्त्वज्ञान व शैक्षणिक समाजशास्त्र—म. वा. कुंडले
- (7) शैक्षणिक समाजशास्त्र—वि. श्री. महाजनी, श्री. व. भोगटे

Course II : Foundation of Education—Psychological*Objectives :—*

To enable the students.

- (i) to understand the relation between Education and Psychology.
- (ii) to understand different methods of Educational Psychology.

- (iii) to understand different aspects of growth and development.
- (iv) to understand the importance of motivation in teaching-learning process.
- (v) to understand the nature (process) of learning and factors affecting learning.
- (vi) to understand the phenomenon of transfer of learning.
- (vii) to understand the nature of memory and various methods of memorization.
- (viii) to understand the problems in the integration of personality of adolescents.
- (ix) to understand the importance of concepts in learning and the process of concept formation.
- (x) to understand the importance of thinking and reasoning in education.
- (xi) to understand the general principles of Educational and vocational guidance.
- (xii) to understand the nature of intelligence and various types of tests.
- (xiii) to make use of findings in Psychology experiments in day to day teaching.

Syllabus :

FOUNDATION OF EDUCATION : PSYCHOLOGICAL SECTION I

Unit 1 : Psychology and Education :

- (a) Meaning, scope and limitations of Educational Psychology.
- (b) Methods of Psychological studies
 - (i) Introspection
 - (ii) Observation
 - (iii) Experimental
- (c) Uses of Psychology to the teacher.

Unit 2 : Human Growth and Development :

- (a) Importance of heredity and environment in human development.
- (b) Stages of development, the emotional, social, physical and mental development in adolescence, guiding adolescents to overcome their difficulties, concept of population education.

Unit 3 : Motivation :

- (a) Concept of motivation.
- (b) Maslow's hierarchy of needs.
- (c) How to motivate learners.
- (d) Achievement motivation.

Unit 4 : Personality and mental hygiene :

- (a) Concept of personality, development of personality.
- (b) Maladjustment, its causes and suggestions maintaining sound mental health.

Unit 5 : Group Psychology :

- (a) Different types of groups (Crowd, Club and Community) and their characteristics.

SECTION II

Unit 6 : Learning :

- (a) Concept and nature of learning.
- (b) Theories of learning: trial and error, conditioning and insight.
- (c) Factors influencing learning.
- (d) Transfer of learning.

Unit 7 : Memory :

- (a) Concept of memory.
- (b) Memory training.

Unit 8 : Thinking :

- (a) Meaning and nature of thinking and reasoning.
- (b) Formation of concept.
- (c) Guiding pupils to think.

Unit 9 : Intelligence :

- (a) Concept of intelligence.
- (b) Elementary ideas about measurement of intelligence.

Unit 10 : Individual differences :

- (a) Concept and general principles of guidance and counselling.
- (b) Need for educational and vocational guidance.
- (c) Tools and Techniques of educational and vocational guidance; General information about Aptitude testing, personality testing and sociometric techniques.

Practical Work :

- (1) Four tutorials (2 per section).
- (2) Psychology experiments any 5 out of the list of 10.
- (3) Observation schedule (observing the behaviour patterns of adolescents).

LIST OF EXPERIMENTS IN PSYCHOLOGY

<i>Sr. No.</i>	<i>Topic</i>	<i>Title</i>	<i>Apparatus and Material</i>
(1)	Perception	To study the process of perception	Dot. patterns, stop Watch W. M.
(2)	Learning	To study the stages in learning (learning course)	Letter digit tests
(3)	Learning	To study learning by trial and error method.	Mirror apparatus
(4)	Memory	To compare the methods of recall and recognition.	Objects of daily use
(5)	Association of ideas	To study the laws of association.	List of words.

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| (6) Attention | To study the effect of distraction and division on the process of attending. | Cancellation test |
| (7) Imagery | To study and compare the auditory and visual imagery. | |
| (8) Intelligence | To study a performance test of intelligence. | Any performance test |
| (9) Intelligence | To study a verbal group test of intelligence. | Oke's test |
| (10) Personality | To study a personality test. | |

Reference Books

1. Hans Raj Bhatia :. A test book of Educational Psychology.
2. K. G. Rastogi :. Educational Psychology (C.I.E. Delhi University) Rastogi Publications, Meerut
3. J. S. Walia :. Foundations of Educational Psychology. Paul Publications, Jullundar.
4. Bigge and Hunt :. Psychological Foundations of Education, Harper and Row Publishers.
5. Ellis :. Educational Psychology. A problem approach D. Van Nostrand Company Inc., Princeton New Jersey, New York.
6. John Dececco :. Psychology of learning and instruction. Prentice-Hall of India Private limited, New Delhi.
7. आफळे व वापट :. शिक्षणाचे मानसशास्त्रीय अधिष्ठान श्री विद्या प्रकाशन, पुणे.
8. प्रा. के. व्ही कुलकर्णी :. शैक्षणिक मानसशास्त्र श्री विद्या प्रकाशन, पुणे.
9. वा. ना. दांडेकर :. शैक्षणिक मानसशास्त्र श्री विद्या प्रकाशन, पुणे.

Course III : Curriculum and Problems of Higher Education

SECTION I

Curriculum

Objectives :

To help the students

- (1) to understand principles of curriculum.
- (2) to understand the objectives of Higher Education.
- (3) to know the problems of Higher Education and to plan strategy to tackle them.
- (4) to be familiar with the organization and administration of Higher Education in India.

Unit 1 : Meaning of curriculum

Objectives of curriculum at the Higher Secondary level.

Unit 2 : Concept of curriculum

Philosophical, Sociological and Psychological basis of curriculum. Relation of curriculum to national objectives of Education.

Unit 3 : Organisation of curriculum

Principles/criteria of utility, variety and flexibility, Principles of individuality, readiness and mastery learning.

Unit 4 : Approaches to Curriculum

Subject-based and activity based approaches to evolving and organising curriculum. Experience based and need-based approaches to evolving and organising curriculum.

Note:—Section I is to be studied in the context of the subjects of specialization of the candidate.

SECTION II

Problems of Higher Education

Unit 5 : Objectives of Higher Education

- (a) Objectives of Higher Education in India.
- (b) Expansion of Higher Education in India and the related problems.

Unit 6 : The New Educational Pattern

- (a) The new pattern of 10+2+3.
- (b) Problems of the +2 stage. Vocationalization. Location of Academic Courses.
- (c) The problem of dropouts at the +2 stage.

Unit 7 : Problems of Higher Education

- (a) Student indiscipline.
- (b) Problem of selection, medium of instruction.
- (c) Students' Problems—home and social background. problems of adolescents.
- (d) Problem of finance for Higher Education.

Unit 8 : Organisation and Administration of Higher Education

- (a) Management of Higher Education.
- (b) Union Ministry of Education—its various agencies N.C.E.R.T., U.G.C., Central Advisory Board of Education.
- (c) The State Education Department. Maharashtra State Board of Secondary and Higher Secondary Education. Divisional Boards. State Institute of Education.
- (d) Teacher Education. Pre-Service and In-service teacher Education.

Teacher organisations. Status of Teachers.

Practical Work

Study of one Junior College/Higher Secondary School with special reference to any one of the problems under Units 6 and 7.

Recommended Books

1. Report of the Indian Education Commission—Kothari Commission.
2. Educational Development in Maharashtra—Govt. of Maharashtra.
3. Education in India—Today and Tomorrow—S. N. Mukarji.
4. Malcom Adisheshiya Committee Report on Vocationalization at +2 stage.

Reference Books

5. Teaching and Learning in Higher Education—Ruth Beard.
6. उच्च माध्यमिक शिक्षण—अकोलकर, सहस्रबुद्धे.
7. Towards the new pattern of Education in India—P. D. Shukla

Course IV : Methods of Instruction and Evaluation*Objectives :*

To enable the students

- (1) to understand the nature of the teaching process.
- (2) to know the various methods of teaching.
- (3) to familiarise him with different types of lessons.
- (4) to acquaint him with lesson-planning and devices of teaching.
- (5) to understand the objectives of higher education.
- (6) to know the problems of Higher Education and to plan strategy to tackle them.
- (7) to familiarise him with the organization and administration of Higher Education in India.

SECTION I**METHODS OF INSTRUCTION***Unit 1 : The teaching process*

- (a) Nature of the teaching process - its relationship with the learning process.
- (b) Objective-based teaching.
- (c) Characteristics of good teaching.
- (d) Maxims of teaching.

Unit 2 : Methods of Teaching

- (a) Lecture method - its utility in Higher Education.
- (b) Questioning, Discussion, Demonstration, Tutorial.
- (c) Group procedures - Seminars, Workshop, Symposium.
- (d) New trends : Programmed Learning, Micro-teaching, Team teaching, Systems approach, Technology of teaching.

Unit 3 : Types of lessons

- (a) knowledge lesson.
- (b) Problem solving lesson.
- (c) Appreciation lesson.
- (d) Review lesson.

Unit 4 : Lesson Planning and Devices of teaching.

- (a) Importance of Planning.
- (b) Preparation of lesson plan : Objectives with specifications learning experiences, teaching points, evaluation procedure etc.
- (c) Illustrations—verbal and non-verbal.
- (d) Audio-Visual aids such as radio, taperecorder, films, charts, maps, models, chalkboard etc.

Note:—Section I is to be studied in the context of the subjects of specialization of the candidate.

SECTION II

Evaluation

Unit 5 : Measurements and Evaluation

- (a) Concept of measurement and evaluation.
- (b) Purposes of Measurements and evaluation.
- (c) Approaches to evaluation.
- (d) Objective-based evaluation. *

Unit 6 : Tools and Techniques of Measurement and Evaluation

- (a) Examination : Oral, Written. Questions—Essay type, New type.
- (b) Standardized tests and teacher-made tests.
- (c) Observational scales, rating scales, achievement tests, check lists etc.

Unit 7 : Characteristics of a Good Test

Reliability, validity, usability and objectivity.

Unit 8 : Statistical Methods

- (a) Measures of Central tendency—Mean, Median, mode.
- (b) Measures of variability—Range, Quartile Deviation, Standard Deviation.
- (c) Normal Probability Curve—its properties and uses Skewness and Kurtosis.
- (d) Percentiles and Percentile ranks.
- (e) Coefficient of correlation—Spearman's Rank Rule Method
- (f) Analysis and interpretation of results. Raw scores Derived Scores. Age and Grade Norms.

Practical Work

Preparation of a new type test in the subject of specialization in all its facets.

Reference Books

1. Principles and methods of teaching Bhatia and Bhatia.
2. Methods and Techniques of Teaching Kochhar.
3. The concept of Evaluation in Education—N.C.E.R.T.
4. A Practical Introduction to assessment and evaluation by H. M. Reimer, Gage and Runnel.
5. मूल्यमापन व संख्याशास्त्र—वा. वा. दाण्डेकर
6. मूल्यमापन व संख्याशास्त्र—डॉ. भा. गो. बापट
7. शैक्षणिक मूल्यमापनासाठी सुबांध संख्याशास्त्र—उपासनी कुलकर्णी
8. परीक्षापद्धतीतील कांती—बीखर, मद्र. मामंत.
9. अध्यापन शास्त्र व पद्धती - म. बा. कुंडले.