

APPENDIX-C

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PROPOSED SYLLABUS FOR PRESERVICE AND INSERVICE PROGRAMME

Centre of Advanced Study in Education  
M.S. University of Baroda

Dated: \_\_\_\_\_

Dear Sir/Madam,

Some of the Indian Universities have taken an initiative to sponsor a training programme for university teachers. The Bombay and Madras Universities are awarding "Dip.H.Ed." and Calicut University is awarding "M.C.T." degree. Annamalai and Karnatak Universities are under the process to prepare the course for training of universities teachers. The M.S.University of Baroda has started inservice programme, since July 1976 for its new and probationary university teachers.

These universities have prepared syllabuses for preservice and inservice courses. These syllabi have been analysed and coordinated. In the enclosed questionnaire, we have compiled the salient features of their syllabus with a view to evolve one common syllabus both for pre-service and inservice courses of one academic year. Such a course, it is believed, may be helpful for the institutions which are preparing themselves to initiate such course.

You are one of the most experienced and senior member of university/college and on the basis of your vast experience in the area of higher education, you alone can help me in this study. You may kindly give your valuable opinion on the different aspects of the syllabi.

I request to you to give suggestions and objectives, send back this questionnaire as early as possible.

Thanking you in anticipation,

Yours sincerely,

(Soran Singh)  
Ph.D. Scholar  
CASE, M.S.U.

OBJECTIVES OF SYLLABUS

Objectives of the Course	Agree	Un- decided	Dis- Agree
1.To develop the competencies necessary for effective teaching in higher education.			
2.To familiarise the students with the theoretical concepts related to higher education.			
3.To familiarise the students with the developments and problems of higher education in India.			
4.To familiarise the students with current trends in instruction and evaluation in higher education.			
5.To motivate students for self study and to achieve excellence.			
6.To develop effective study skills among students, study habits, include speed and comprehension in reading, use of books and the library and visual aids; taking notes; writing reports; organising revision and selection of best method of study.			
7. Any other.			

## PAPER-I: Educational Philosophy and Sociology

Topics	Agree	Un- decided	Dis- agree
<u>PART-A</u>			
1. Philosophy and Education			
2. The concept and theories, aims, ideals curriculum, disciplines, methods of teaching according to the different western schools of philosophy.			
3. Concept of knowledge according to the Indian philosophical thought.			
4. Educational Implication of (2) & (3) of above in higher education.			
5. Any other.			
<u>PART-B</u>			
<u>Sociology</u>			
1. Scope and functions of educational sociology in higher education.			
2. Higher education and social change.			
3. International understanding through higher education.			
4. Any other			

## PAPER-II: Educational Psychology

Topics	Agree	Un- decided	Dis- agree
<u>PART-A</u>			
1. Need and scope of Educational Psychology in higher education.			
2. Study of human behaviour with reference to post adolescence.			
3. Theories of learning.			
4. Psychology of adolescents and post adolescents.			
5. Motivation.			
6. Study of abnormal behaviour (Frustration, Conflicts, Defence, Mechanism).			
7. Guidance and counselling.			
8. Any other.			
<u>PART-B</u>			
<u>Statistics</u>			
1. Frequency distribution			
2. Central tendency			
3. Deviations			
4. Graphs			
5. Correlations (Ranks, & Product Moment)			
6. Any other.			

PAPER-III: Administration, Curriculum and Problems  
of Indian Higher Education

Topics	Agree	Un- decided	Dis- agree
<p style="text-align: center;"><u>PART-A</u></p> <p><u>Administration</u></p> <p>1.University governance.</p> <p>2.Relationship between university and government.</p> <p>3.Role of university teachers in governmnce.</p> <p>4.Student participation.</p> <p>5.Administrative structure of a university.</p> <p>6.Any other.</p>			
<p style="text-align: center;"><u>PART-B</u></p> <p><u>Curriculum</u></p> <p>1.Importance of curriculum construction</p> <p>2.Curriculum trends in a particular subject.</p> <p>3.Researches in the area of curriculum</p> <p>4.Any other</p>			
<p style="text-align: center;"><u>PART-C</u></p> <p><u>Problems</u></p> <p>1.History of higher education in India.</p> <p>2.Government agency(UGC &amp; NCERT).</p> <p>3.Problems of higher education.</p> <p>4.Any other.</p>			

## PAPER-IV: Teaching Methods &amp; Evaluation

Topics	Agree	Un-decided	Disagree
<p style="text-align: center;"><u>PART-A</u></p> <ol style="list-style-type: none"> <li>1. Considerations in preparing teaching units.</li> <li>2. Objectives to be attained.</li> <li>3. Class-room climate.</li> <li>4. Lecture method.</li> <li>5. How to conduct Demonstration and practicals?</li> <li>6. Team teaching.</li> <li>7. Ability grouping.</li> <li>8. Multiple class teaching.</li> <li>9. Self study and auto instructions.</li> <li>10. Discussion method.</li> <li>11. Large group teaching.</li> <li>12. Micro and Macro teaching.</li> <li>13. Programmed learning.</li> <li>14. Computerised instructions.</li> <li>15. Use of audio visual aids</li> <li>16. Semester system.</li> <li>17. Any other</li> </ol> <p style="text-align: center;"><u>PART-B</u></p> <ol style="list-style-type: none"> <li>1. Basic concept of evaluation</li> <li>2. Educational evaluation &amp; objectives.</li> <li>3. Relation between curriculum, methods and evaluation.</li> <li>4. Formative and summative approach of evaluation.</li> <li>5. Test theory and standardization.</li> <li>6. Types of tests.</li> <li>7. Internal assessment.</li> <li>8. Question bank.</li> <li>9. Grade system.</li> <li>10. Any other</li> </ol>			

Practical

Topics	Agree	Un- decided	Dis- agree
1. To allow demonstration lectures by participants and their criticism, by the subject expert and method expert.			
2. To construct test items for question bank.			
3. Construction of educational technological frames.			
4. Any other.			