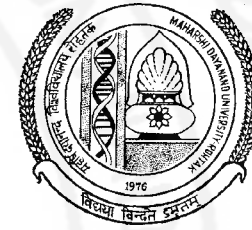


Maharshi Dayanand University Rohtak



Syllabus and Courses of Reading for M.A. Education 3rd & 4th Semester Examination

Session - 2009-2010

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M. A. (Final) EDUCATION 3rd Semester**CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION I**

Time : 3 hours

Max. Marks : 100

(Theory : 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to :

1. To acquaint the students with educational systems in terms of factors and approaches of comparative education.
2. To orient the students with skills to assess the efficiency of educational system of various countries in terms of prevailing trend in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.
4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
6. To help students to understand issues, trends and researches in the area of curriculum in India.

COURSE CONTENTS**UNIT-I**

1. Concept, aims and scope of Comparative Education

2. History and Developmental Stages of Comparative Education
3. Factors influencing of Education System and Comparative Education.

UNIT-II

4. Approaches to Comparative Education: Historical, Philosophical, Sociological and Problem Approach.
5. Concept of Universalization, its implications for Indian Education.

UNIT-III

6. Primary Education in U.S.A., U.K. and India (Aims, Content, Methods & Instruction and Evaluation System)
7. Secondary Education and its vocationalization in U.K, U.S.A., Russia and India.

UNIT-IV

8. Higher Education in U.K., U.S.A. & India
9. Distance Education: its needs and various concepts with reference to U.K., Australia & India.

SELECTED READINGS

1. Bexday, G.Z.L.(1964) Comparative Methods in Education.New Delhi Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company
3. Denis Lawten.(1986) School Curriculum Planing,London Hodder and Stoughton.
4. Hans, Nicholas (1961). Comparative Education.London Routledge and Kegan Paul.
5. Harold Albery.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
6. Harold, B.Albery& Elsic, J. Albery (1963). The Curriculum. New York,The MacMillan Company.
7. Hugh Sockett.(1976) Designing the Curriculum Design. (London) McGraw Hill,
8. Ivor, K.Davies.(1976) Objectives in CurriculumDesign, London, McGraw Hill.

9. John, D.McNeil (1977). Curriculum Boston. Little Brown and Company.

M. A. (Final) EDUCATION 3rd Semester

CONTEMPORARY ISSUES IN INDIAN EDUCATION I

Time : 3 hours

Max. Marks : 100

(Theory : 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to :

1. Develop a critical understanding of the challenges facing Indian Education today.
2. Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
3. Get a historical insight into the development of Education in India.
4. Have a critical understanding of the development of Education as a distinct discipline.

UNIT-I

Education in India during:

- Vedic
- Budhistic
- Medieval period

UNIT-II

Development of Education in India

- Maculay's minutes and Bentick resolution and Adam's Reports

- Wood's Despatch of 1854
- Lord Curzen's education policy & National Consciousness
- National Education Movement

UNIT-III

History of Education in India : Pre Independence era

- Indian Education Commission, 1882
- Calcutta University Commission, 1917-1919
- Wardha Scheme of Education, 1937

UNIT-IV

Contemporary Issues in Indian Education in a Global Perspective highlighting the UNESCO's Current Concerns in respect of the following :

- Concept of Universalization of Elementary Education
- Related Issues of Universalization: Provision, Enrolment and Retention/completion rates in elementary education
- Programmes for achieving the objectives of Universalisation of Elementary Education.
- Vocationalisation of secondary education.

District Primary Education Projection (DPEP)

Sarva Shiksha Abhiyan

National Programme of Nutritional Support to Primary Education (NPNSPE) or Mid-day Meals

National Programme of Education of Girls at Elementary Stage Scheme (NPEGESS)

Kasturba Gandhi Balika Vidyalaya Scheme (KGBVS)

SELECTED READINGS

1. Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2. M.H.R.D. Report of the Univesity Education Commission(1948), Ministry of Education, Govt.Of India, New Delhi, 1949.
3. M.H.R.D. Report of the Secondary Education Commission

- (1952-53), Ministry of Education, Govt. Of India, New Delhi, 1953
4. M.H.R.D. Report of the Education Commission - Education and National Development (1964-66), Ministry of Education, Govt. Of India, New Delhi ,1966.
 5. M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. of India, New Delhi, 1985.
 6. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. Of India, New Delhi, 1986.
 7. M.H.R.D. Programme of Action(1992), Ministry of Education, Govt. Of India, New Delhi, 1992.
 8. M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
 9. M.H.R.D. Education for All : The Indian Scene, Ministry of Education, Govt. Of India, New Delhi, 1993.
 10. World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

Special Education I

M.A. Education 3rd Semester

Time : 3 hours

Max. Marks : 100

(Theory : 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To make the students:

1. Understand the concept of exceptional children.

2. Know about the meaning and scope of special education in India.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
4. Identify with the various types of exceptional children.
5. Acquaint with the various types of handicaps and their causes.
6. Provide guidance in handling of exceptional children.
7. Understand various educational intervention programmes for meeting the needs of exceptional learners.

COURSE CONTENTS

Unit-I

Concept of Exceptionality

- Positive, Negative and Multiple Deviations
- Needs & Problems of Exceptional Children

Unit-II

Nature of Special Education

- Objectives
- Historical perspectives
- Continuum of Special Education alternative programmes.
- School of Integrated/Inclusive Education : Organisation and Management

Unit-III

Education of Orthopaedically Handicapped

- Concept
- Types of Handicap
- Characteristics
- Educational Programmes

Unit-IV

Education of Mentally Retarded

- Concept

- Classification
- Etiology
- Educational Programmes for Trainable Mentally Retarded
- Educational Programmes for Educable Mentally Retarded
- Management of Behaviour Problems prominent in Severe & Profound Retardation

SELECTED READINGS

1. Berdine W.H. & Blackhurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.
2. Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
3. Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.
4. Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners, Massachusetts Allyn & Bacon.
5. Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
6. Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children; Boston Houghton Mifflin Co.
7. Magnifico, L.X. : Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey : Exceptional Children, Jullundur: Sterling Publications.
9. Singh, N.N. and Beale, I.L. (eds.)(1992) Learning Disabilities -Nature, Theory and Treatment,New York Springer-Verlag,
10. Strang, Ruth : Exceptional Children & Youth, J.J.: prentice Hall.

Educational Measurement and Evaluation I

M.A. Education (Final) 3rd Semester

Time : 3 hours

Max. Marks : 100

(Theory : 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be

selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
2. To orient the students with tools and techniques of measurement and evaluation.
3. To develop skills and competencies in constructing and standardizing a test.
4. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
5. To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

COURSE CONTENTS

Unit-I

Educational Measurement and Evaluation

- Concept, Scope and Need
- Levels of Measurement
- Evaluation: Functions and basic principles of evaluation
- Inter relationship between Measurement and evaluation : Use of Economic Categories of Educational objectives

Unit-II

New Trends in Measurement and Evaluation

- Grading system: Relative merits and demerits of marking and grading
- Semester system
- Continuous and Comprehensive evaluation
- Question banks
- Use of computer in evaluation

Unit-III**Tools of Measurement and Evaluation**

- Essay type tests, objective tests
- Questionnaire and Schedule
- Inventories
- Performance tests

Unit IV**Characteristics of a good measuring instrument**

- Concepts of True and Error Scores
- Reliability
- Validity
- Norms
- Usability

SELECTED READINGS

1. Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P.(1998), Statistical Methods : Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York Mac Millan,
5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
6. Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt,

Rinehart and Winston.

10. Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

Teacher Education I**M.A. Education 3rd Semester**

Time : 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to understand about the :

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education curriculum in India.
4. Different competencies essential for a teacher for effective transaction.
5. Research in various areas of teacher education.

COURSE CONTENTS**Unit-I**

- Teacher Education : Concept and historical perspectives
- Recommendations of various commissions on teacher education with special emphasis on Kothari Commission and NPE 1986 and 1992

Unit-II

Aims and Objectives of Teacher Education at

- Elementary Level
- Secondary Level
- College Level

Unit-III

- Teaching as a profession
- Professional Organisation for various levels of Teachers and their role
- Faculty Improvement
- Performance appraisal of teachers

Unit-IV

- Internship in Teacher Education
- Pre-service Teacher Education
- In-service Teacher Education
- Distance Education and Teacher Education
- Orientation and Refresher Courses

SELECTED READINGS

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of India, MHRD, New Delhi.
2. Delors, J.(1996) Learning : The treasure with in UNESCO Publishing.
3. Dunkin, J. Micheal(1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.

8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society; (Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

Computer Education-I MA (Final) 3rd Semester

Time: 3 Hrs.

Max. Mark : 100

(Theory : 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To make students aware about fundamentals of computer hardware and software.
2. To develop capability in students to use computers for teaching-learning activities.
3. To use computers for collection and dissemination of information throughout the world.

COURSE CONTENTS

Unit-I : History of Computers

- Types of Computers
- Flow diagram of computer
- Number System

Unit-II : Networking and Internet

- Computer networking and education, internet, Internet tools, e-mail.

Unit-III : Application Oriented Information

- Word Processing and its creation:
- MS Word Data Bases and its uses: Excel

Unit-IV : Educational Multimedia

- Multimedia-meaning and its scope
- Multimedia tools

Selected Readings :

1. Cox, J. and Urban, P. "Quick courses in Microsoft Office. Galotia Publications, New Delhi, 1999.
2. Jain, Satish: "Introduction to Computer Science and Basic Programming". BPB Publications, New Delhi, 1990.
3. Rajaraman, V, "Fundamentals of Computers". Prentice Hall of India, New Delhi, 1996.
4. Sexena, S., "A first Course in Computers". Vikash Publishing House Pvt. Ltd. New Delhi, 1998.
5. Sinha, P.K. "Computer Fundamentals, BPB Publications, New Delhi, 1990.
6. Tanenbaum, A.S. "Computer Networks", Prentice Hall of India, New Delhi, 1998.

Adult and Continuing Education-I**MA Final (3rd Semester)**

Time: 3 Hrs.

Max. Mark : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

Making the students to :

1. Understand the basic concept of Adult Education.
2. Understand the developments taking place in the field of adult education in India.
3. Understand the appropriate methods of teaching adults.
4. Understand the major problems confronting Adult Education Centres.
5. Obtain the understanding and information to organize Adult Education Centres.
6. Understand the working of different agencies in continuing Adult Education Programme.
7. Understand the methods and strategies of implementation of Adult Education Programme.

COURSE CONTENTS**Unit-I**

- Concept, need, importance, objectives and scope of adult education.
- Formal, informal and non-formal education
- Traditional Literacy and functional literacy

Unit-II

- National Policy on Education and Adult Education, National Literacy Mission, Jan Shikshan Nilayams.
- Adult learning-Characteristics of Adult Learners, Motivating Adults for learning

Unit-III

The Role of Mass Media (Radio, TV, Films and Newspapers) in Adult Education and problems with regard to coverage.

Unit-IV

- Success Stories of Literacy of Literary Campaigns of following countries:-
Cuba (Cuban Mass Literacy Campaign)
Brazil (Brazilian Literacy Movement)

Tanzania (Tanzania Mass Literacy Campaign) and
Vietnam (Mass Literacy Campaign in Socialist Republic of
Vietnam

- Problems of Adult Education

Selected Readings :

1. Bordia, Anil, J.R. Kidd Drapert Adult Education in India. A Book of Readings, Bombay: Nachiketa (eds.), Publication Ltd., 1973.
2. Bhatia, S.C. & Srivastava : Literacy, Literacy Materials and their preparation: A General perspective, New Delhi Directorate of Adult Education, 1978.
3. Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
4. Coles, Edwin K, Townsend: Adult Education in Developing Countries, New York Pergamon Press, 1977.
5. Cropley, A.J. Life Long Education: A Psychological Analysis New York 1977.
6. Dutta, S.C. Adult Education in the Third World New Delhi, and Criterion Publications, 1987.
7. Dutta S.C. Social Education and Social Values in Adult Education in India, Bombay: Nachiketa Publications, 1973.
8. Dutta, S.C. History of Adult Education in India, New Delhi, Indian Adult Education Association, 1986.
9. Draper, James A. "Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association, 1989.
10. Houle, Cyril, O.: Continuing your Education, New York, McGraw Hill Co., 1964.
11. Indian Adult Education Association: Handbook for Adult Education Instructors, New Delhi, 1980.
12. Husan, T.: International Encyclopedia Education, New York, Pergamon Press, 1985.
13. Jarvis, Petet (Ed): Twentieth Century Thinkers in Adult

Education, London: Croom Belm, 1987.

14. Kundu, C.L.: Adult Education: Principles, Practice and Precepts, New Delhi: Sterling Publishers, 1984
15. Kundu, C.L.: Adult Education Research: Future Direcion, Kurukshetra University, 1987.
16. Mathur, R.S. & Prem Chand: Adult Education Programme Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association 1981.
17. Ministry of Human Resource Development; National Literacy Mission, Govt. of India, New Delhi, 1988.
18. Ministry of Human Resource Development: National Policy of Education, Govt. of India, New Delhi, 1986.
19. Mohsin, S.R., J.L. Sachdeva & Asha Sehgal (Ed.) Adult Education Programme, New Delhi: Indian-Adult Education Association, New Delhi, 1983.
20. Nimbalkar, M.R.:Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
21. Rogres, Alan: Teaching Adults, England Open University, Press, 1986.
22. Shab, S.Y. (Ed.): A "Source Book on Adult Education, New Delhi, Directorate of Adult Education.
23. Sharan B. Merriam, Phyllis M. Cuningham (Ed.): Handbook of Adult and Continuing Education, Jossey Bass Publishers, Sanb Francisco, London, 1989.
24. Styler, W.E.: Adult Education in India, Bombay: Oxford University Press, 1966.
25. Yadav, R.S.: Adult Education-Concept, Theory and Practice, Associated Publishers, Ambala Cantt.

Management and Administration of Education-I

MA Final (3rd Semester)

Time: 3 Hrs.

Max. Mark : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at various levels.
3. To develop an understanding in students about education and problems of educational trends.
4. To help the students to know about resources of education and problems of educational finance.
5. To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

COURSE CONTENTS

Unit-I

Meaning, Nature and Scope of Educational Administration, Relationship among management, administration, Supervision and planning.

Unit-II

- Specific Trends in Educational Administration :
- Decision Making
- Organizational Compliance

- Organizational Development
- PERT

Unit-III

- Meaning and Nature of Educational Planning
- Approaches to Educational Planning

Unit-IV

- Meaning and Nature of Educational Supervision, Supervision as :
- Service Activity
- Process
- Function

Selected Readings :

1. Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
2. Harding, H, (1987), Management Appreciation, London; Pitman Publishing.
3. Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: Macmilan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhruv & Deep.
6. Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
7. Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
9. Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

Educational Technology I

M.A. Education (3rd Semester)

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of Educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.
4. To develop the skill of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use Educational Technology for improving teacher's behaviour.

COURSE CONTENTS

Unit -I

- Meaning and Scope of Educational Technology: Systems approach to Education and its characteristics, components of Educational Technology software and hardware
- Multimedia approach in Educational Technology

Unit-II

- Modalities of Teaching -Teaching as different from indoctrination, instruction, conditioning and training

- Stages of Teaching - Pre-active, Interactive and Post active
- Teaching at different levels - Memory, understanding and reflective levels of organizing teaching and learning

Unit-III

- Programmed instruction : Origin, principles, and characteristics
- Types : Linear, Branching and Mathematics
- Development of a programme: Preparation, Writing, Try Out and Evaluation

Unit-IV

- Modification of Teaching Behaviour - Micro Teaching, Flanders Interaction Analysis, Simulation
- Communication Process: Concept of Communication, Principles, Mode and Barriers to communication, Classroom communication ((Interaction, verbal and Non-verbal).

SELECTED READINGS

1. Davies, I.K.(1971), "The Management of Learning" London: Mc Graw Hill.
2. Dececco, J.P.(1988), "The Psychology of Learning and Instruction" New Delhi, Prentice Hall.
3. Kulkarni, S.S.(1986), "Introduction to Educational Technology", New Delhi: Oxford & IBH Publishing Company.
4. Kumar, K.L.(1996), "Educational Technology", New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson F.D.(1984), "Media and Technology for Education and Training", London : Charles E. Publishing Co.
6. Mavi, N.S.(1984), "Programmed Learning - An Empirical Approach",Kurushetra, Vishal Publishers.
7. Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay,(1990) M.(Ed.) "Educational Technology", New Delhi: Sterling.
9. Pandey, K.P.(1980), "A First Course in Instructional Technology:", Delhi: Amitash Parkashan.

10. Pandey, S.K.(1997)"Teaching Communication, New Delhi, Commonwealth Publishers.

Educational & Vocational Guidance I

M.A. Education (3rd Semester)

Time: 3 hours

Max. Marks : 100

(Theory : 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To help the students to have better understanding of Life and the world around.
2. To make them aware of the importance of making right choice in life, education, vocation, etc.
3. To help them realize the importance of working with a group, for a group and in a group.
4. To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. To apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS

Unit-I

Guidance - Concept, Importance and bases

- Development of Guidance
- Principles of Guidance
- Areas of Guidance

- Educational Guidance
- Vocational Guidance
- Personal Guidance

Unit-II

Guidance Services in Schools

- Need and Principles of organizing guidance functions in schools
- Mechanism of organizing guidance functions in school
- Guidance services in Higher Education

Unit-III

- Job Analysis - Meaning, Types and Purposes of Job Analysis
- Placement service - Meaning, functions and principles
- Follow up Service - Meaning, purposes and characteristics

Unit -IV

- Study of the Individual, data collection Techniques of Information. Standardised and Non-Standardised Techniques:
- Anecdotal Records, Biographies, Rating Scale, Case Study, Sociometry, Questionnaire, Observation, Interview and Cumulative Records.

SELECTED READINGS

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Pandey, K.P.(2000), Educational and Vocational Guidance in India - Vishwa Vidyalya Prakashan Chowk, Varanasi.
6. McGowan, J.P.chmidt:(1962) Counselling:Readings in Theory and Practice, New York Holt, Rinehard and Winston.

7. Tolbert, E.L.(1967): Introduction of Counselling, New York, McGraw Hill.
8. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
9. Taxler, A.E(1964) : Techniques of Guidance, New York, Mc GrawHill,
10. Robinson : Principles and Procedures in Student Counseling, New York, Harper & Roe.

Mental Hygiene and Education- I

MA Final (3rd Semester)

Time: 3 Hrs.

Max. Mark : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To enable the understanding of Concept of mental health and hygiene.
2. To develop awareness of good mental health in both teachers and students.
3. To identify principles and conditions conducive to good mental health.
4. To suggest measures for fostering good mental health among students.
5. To explain the interrelationship among personality adjustment and mental health.
6. To develop the understanding of the role of home, school and society in mental health.

COURSE CONTENTS

Unit-I

Mental Health and Mental Hygiene

- Concepts of Mental Health and Mental Hygiene
- Criteria of Mental Health
- Concept of Wholesome and Abnormal Personality Aspects, Goals and Principles of Mental Hygiene

Unit-II

Adjustment

- Concept and Process of Adjustment
- Concept and Causes of Maladjustment
- Adjustment Mechanism : Substitution, Withdrawal, Compensation, Sublimation, Rationalization, Projection, Reaction Formation, Regression, Fixation.
- Conflict :- Concept and Types of conflict.

Unit-III

School and Mental Health

- Teacher and Mental Health
- Some Questionable School Practices
- Personality Problems in Classrooms
- Classroom approaches to mental health
- Place of mental hygiene in school curriculum
- Principles of curriculum construction from mental hygiene point of view.

Unit-IV

Religion and Mental Health

- Relationship between Religion and Mental Health
- Positive and negative role of religion in Mental Health
- Concept of Mental Health from Ancient Indian Point of View

Selected Readings

1. Arkoff, Abe : Adjustment and Mental Health, New York :Mc Graw Hill Company, 1968.

2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952
3. Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
4. Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995
5. Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952.
6. Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
7. Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: MacMillan & Co.
8. Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995.
9. Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956.
10. Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co., 1976.
11. Crow, Lester D. & Crow, Aline : Mental Hygiene, New York: McGraw HillBook Company, Inc. 1952.
12. Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002.
13. Hadfield, J. A. :Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.
14. Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
15. Sinha, A.K.: The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication, 1978.
16. Suraj Bhan & N. K. Dutt, Mental Health through Education, New Delhi, Visin Books Publications, 1978.
17. Suraj Bhan, Towards a Happier Education, Jalandhar City, UniversityPublications, 1952.
18. Thork, G. L. and Olson, S. L.: Behaviour Therapy: Concepts,

Procedures and Application, London, Allyn Bacon, 1999.

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20. Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990.
21. Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.

Economics of Education-I

MA(F) 3rd Semester

Time: 3 Hrs.

Max. Mark : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the students with the basic concepts of economics of education.
2. To acquaint the students with the concept of education as a major determinant of economic development.
3. To make the students aware of the productivity of education in economic development.
4. To acquaint the students with the concepts, nature, principles and procedures of educational planning.

COURSE CONTENTS

Unit-I : Economics of Education

- Meaning
- Aims

- Scope and Significance
- Education as Consumption
- Education as Investment
- Difficulties in treating Education as Consumption/ Investment

Unit-II : Cost Analysis

- Components of educational costs
- Methods of determining costs
- Problems arising in the application of the Concept of Costs in Education

Unit-III : Educational Planning

- Concept, Need and Goals of Educational Planning
- Principles of Educational Planning
- Approaches to Educational Planning
- Educational Planning in India since Independence

Unit-IV : Education and Manpower Planning

- Concept of Manpower Planning
- Forecasting Manpower Planning
- Forecasting Manpower Needs
- Techniques of Manpower Forecasting
- Limitations of Manpower Forecasting

Selected Readings :

1. Alex, V. Alexander: Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July 1983.
2. Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
3. Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
4. Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Education Planning, 1972.

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6. Harbison, F and Myers, Charles, A: Education, Manpower and Economic Growth: Strategies of Human Resources Development, Oxfot & IBM Publishing Co.
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10. Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
11. Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
12. Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
13. Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1983.
14. Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
15. Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.
16. Vaizey, J.: Costs of Education, London: Feber, 1962.
17. UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

Teaching of English I**M.A. Education (3rd Semester)**

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

OBJECTIVES

1. To familiarize the student-teachers with elements of English language
2. To enable the student-teachers to develop linguistic skills among their pupils.
3. To enable the student-teachers to conduct pedagogical analysis of the contents in English language and develop teaching skills e.g. questioning, explaining, illustration, stimulus variation.
4. To enable the student-teachers to make effective use of instructional aids in teaching of English
5. To enable the student teachers evaluate the performance of their students.

COURSE CONTENTS

Unit-I

1. Concept

- Nature of Language
- Importance of Language
- Functions of language
- Linguistic principles

Unit-II

- Aims and objectives of Teaching English
- Stating Objectives in behavioural terms
- Critical evaluation

Unit-III

Content and Pedagogical Analysis

- Teaching of Prose, Poetry, Composition & Grammar.
- Pedagogical Analysis based on Unit analysis, objectives, learning experience, chosen methods and material and

evaluation of atleast one topic from prose, poetry, composition and grammar.

Unit-IV

Preparation of micro lessons based on any of the following skills

- Questioning
- Explaining
- Illustration
- Stimulus variation
- Lesson Planning : Meaning, approaches

SUGGESTED READINGS

1. Bansal, R.K. & Harrison, J.B.(1983).Spoken English for India. Orient-Longman (II Ed.)
2. Broughton Geoffrey et al. Teaching English as a Foreign Language, London.
3. Bhatia, K.K.(1968). New Techniques of Teaching English as a Foreign Language. NBS Educational Publishers, Chandigarh.
4. Billows, F.L.(1961). The Techniques of Language Teaching. Logomans, London
5. Christopherson, P.O.(1972) Second Language Learning. Poenguin.
6. Chaturvedi, M.D.(1973). A Constrastive Study of Hindi-English Phonology. National Publishing House, New Delhi.
7. Dodoson, C.J.(1972). Language Teaching and the Bilingual Method. Pitman Publishing.
8. Frisby, A.W. (1970) Teaching English: Notes and Comments in Teaching English Overseas. ELBS, London.
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13. Jespersen, Otto (1978). Language-its Native Development and Origin, Alienn & Unwin, London.
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17. NCERT (1970). Preporation & Evaluation of Text Books in Mother Tongue. Experimental Edition, New Delhi
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19. Lado, Robert (1964) Language Teaching-A Scientific Approach. McGraw Hill, New York.
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21. Srivastava, R.P.(1979). The Teaching of Reading. Bahari Publisher, Delhi
22. Thomas, Owen (1965). Transformational Grammar and the Teacher of English. Hott, Rinehart & Winston, New York.
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24. Wilkins D.A.(1983). Linguistics in English Teaching. Edward Arnold (Reprint), London.
25. CIEFL Hyderabad Books. Introduction to English Language Teaching Vol.I Linguistics.
26. Bansal R.K. Introduction to English Language Teaching Vol.I Linguistics
27. Bansal R.K. Introduction to English Teaching Vol.II Phonetics and Spoken English. CIEFL O.U.P. Hyderabad.
28. Ghosh, Shastri, Das. Introduction of Teaching Vol.III Method at the College Level. CIEFL, O.U.P. Hyderabad.

Teaching of Life Science I

M.A. Education (3rd Semester)

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

OBJECTIVES

1. To develop awareness about developments in the area of teaching and learning of Life Science at the national and international level.
2. To develop competencies in the prospective teachers related to Life Science at the lower secondary level with specific reference to Indian school conditions.
3. To orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Life Science, aims and objectives of Life Science, pedagogical analysis of contents in Life Science at the lower secondary level, transaction of contents, methods of teaching, evaluation etc.
4. To enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian School conditions.

COURSE CONTENTS

Unit-I

Importance and Aims

- Meaning and concept of life science
- Place of Life Sciences

- Aims of Life Science teaching at different stages of school education.
- Importance of Life Science in School Curriculum
- General aims and objectives of teaching Life Science

Unit-II

Objectives

- Instructional Objectives- Relationship with General Aim and Objectives of Teaching Life Science
- Taxonomy of Instructional Objective - Cognitive Domain, Affective Domain, Psychomotor Domain,
- Formulation of Objectives in Behavioural Terms : Robert Mager's Approach, Robert Miller's Approach
- RCEM Approach

Unit-III

Contents and Pedagogical Analysis

- Photosynthesis
- Digestive System
- Respiratory System
- Cell Structure
- Micro-Organism

Pedagogical Analysis

Following points should be followed for Pedagogical Analysis:

- Identification of Concepts
- Listing Behavioural outcomes
- Listing activities and experiments
- Listing Evaluation techniques

Unit-IV

Development of Instructional Material

- Unit Planning - Meaning, Importance and Limitations
- Lesson Planning - Meaning, Importance, Limitations and How to Plan lesson for teaching Life Sciences

- The Examiner can ask for a lesson plan on any topic of the student's choice

Evaluation

- Concept of Test and Evaluation
- Types of Evaluation - Diagnostic Evaluation, Formative Evaluation, Summative Evaluation

SUGGESTED READINGS

1. Bremmer, Jean(1967). Teaching Biology, Macmillan, London.
2. Dastgir, Ghulam(1980). Science Ki Tadress. Translation of Sharma & Sharma Teaching of Sc. Tarakki Urdu Board, New Delhi.
3. Heller R.(1967). New Trends in Biology Teaching. UNESCO Paris.
4. NCERT (1969). Improving Instructions in Biology.New Delhi.
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6. Sharma, R.C.(1975). Modern Science Teaching. Dhanpat Rai & Sons., New Delhi.
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8. Green, T.C. (1967) The Teaching and Learning Biology Allman & Sons., London.
9. Miller, David, F.(1963) Methods and Materials for Teaching the Biological Sciences. McGraw Hill, New York.
10. Nunn, Gordon (1951). Handbook for Science Teachers in Secondary Modern Schools. John Murry, London.
11. Thurber, Walter (1964). Teaching of Science in Toda's Secondary schools. Prentice Hall, New Delhi.
12. Vaidya, N.(1971). The Impact of Science Teaching. Oxford and IB+1 Publication Co., New Delhi.
13. Vos, Burton F.A. & Bren, S.B.Biology as Inquiry: A Book of Teaching Methods.

Teaching of Physical Science I

M.A. Education (3rd Semester)

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

OBJECTIVES

1. To develop awareness about developments in the area of teaching and learning of Physical Science at the national and international level.
2. To develop competencies in the prospective teachers related to Physical Science at the lower secondary level with specific reference to Indian school conditions.
3. To orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Physical Science, aims and objectives of Physical Science, pedagogical analysis of contents in Physical Science at the lower secondary level, transaction of contents, methods of teaching evaluation etc.
4. To enable prospective teachers to be effective teachers in order to perform the required role as a Physical Science teacher under Indian School conditions.

COURSE CONTENTS

Unit-I

Importance and Aims

- Meaning and concept of Physical Science
- Place of Physical Science in our life

- Aims of Physical Science teaching at different stages of school education.
- Importance of Physical Science in School Curriculum
- General aims and objectives of teaching Physical Science

Unit-II

Objectives

- Instructional Objectives- Relationship with General Aim and Objectives of Teaching Physical Science
- Taxonomy of Instructional Objective - Cognitive Domain, Affective Domain, Psychomotor Domain,
- Formulation of Objectives in Behavioural Terms : Robert Mager's Approach, Robert Miller's Approach
- RCEM Approach

Unit-III

Contents

Energy-types

Transmission of Heat

Atomic Structure

Pedagogical Analysis

Following points should be followed for Pedagogical Analysis:

- Identification of Concepts
- Listing Behavioural outcomes
- Listing activities and experiments
- Listing Evaluation techniques

Unit-IV

Development of Instructional Material

- Unit Planning - Meaning, Importance and Limitations
- Lesson Planning - Meaning, Importance, Limitations and How to Plan lesson for teaching Physical Science.
- The Examiner can ask for a lesson plan on any topic of the student's choice

Evaluation

- Concept of Test and Evaluation

- Types of Evaluation - Diagnostic Evaluation, Formative Evaluation, Summative Evaluation

SUGGESTED READINGS

1. Anderson, R.D.(1970) Developing Children's Thinking Through Science. Prentice Hall, New Delhi.
2. Carin, A.A. & Sund, R.D.(1976). Teaching Science Through Discovery.
3. MerilHarvard Project Physics, (1968). An Introduction to Physics (Vol.I-CI). Hurd Dehart, P.(1971). New Directions in Teaching School Science. Rand McNally Co., Chicago.
4. Kuthiro, (1970). Physics Teacher Guide. Parker Publishing Co., New York.
5. Lewis, J.L.(1977). Teaching of School Physics. Longman Group Ltd., London.
6. Sharma, R.C.(1981). Modern Science Teaching. Dhanpat Rai Sons, Delhi.
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9. Bruce Joyce (1994) Models of Teaching. March Weil Prentice Hall, New Delhi.
10. Cartin, A.A. & Sund, R.D.(1972). Teaching Science through Discovery. Merill, London.
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13. Murry John, 1970. Teaching of Science in Secondary School. Association for Science Education.NCERT.
14. Nuffield, (1968). The Basic Course. Longman, London.
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16. Siddiqui, N.N. & Siddiqui, N. Teaching of Science. New Delhi.
17. Asimov, I.(1965). Guide to Science, Vol. I. Pelican Books.

18. Bal-Vigyanik (1981). Science Text Book for Middle School. M.P. Text Book Corporation.
19. Bnoulind, H.F. Teaching Physics in Elementary Schools. Oxford University Press.
20. Rogers, E.M. Physics for the Inquiring Mind. Princeton University Poress.
21. Romey, W.D.(1968). Inquiry Technique for Teaching of Science. Prentice Hall New Jersey.
22. Jenkin, E. & Whirefield, R.R. Readings in Science Education. A Source Book. McGraw Hill, London.
23. Ya-Perelan. Physics for Entertainment. MIR Publishers, Moscow.
24. Walker, J.(1977). The Flying Circus of Physics. John Wiley and Sons.

Teaching of Social Studies I MA Education (3rd Semester)

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

OBJECTIVES

The students will be able to

1. Acquire knowledge of present Indian Civilization and economic conditions of India.
2. Understand the important concepts used in discipline.
3. Develop and critically evaluate existing school curriculum and text books.

4. Develop desirable social and economic attitudes.
5. Become effective citizen and good consumer.
6. Prepare diagnostic tests and achievement tests, administer them, analyse the result and provide remedial measures or guidance.
7. Prepare unit plan and lesson plan for different classes.
8. Prepare suitable teaching aids and use them effectively in the classroom.

COURSE CONTENTS

Unit-I

- Meaning, Scope and Importance of Social Studies in Schools
- Aims and objectives of teaching Social Studies with special reference of present Indian condition
- Values of Teaching Social Studies
- Formulation of instructional objectives in Social Studies
- Formulation of specific objectives of Social Studies in behavioural terms.

Unit-II

- Skill of Planning
- Skill of Questioning
- Skill of Explaining
- Skill of Illustration with examples
- Skill of stimulus Variation
- Skill of Map reading

Unit-III

- Development of lesson plan in Social Studies
- Development and evaluation of curriculum in Social Studies
- Development and evaluation of text-book in Social Studies
- Development of self instructional modules

Unit-IV Content and their pedagogical analysis (upto secondary level)

- Evaluation of Indian civilization, golden period
- Mughal Dynasty and impact on Indian culture
- History of Freedom Movement

- Concept of democracy, secularism and socialism
- Constitution, preamble, salient feature of Indian Constitution, fundamental duties.
- Factors affecting Indian Society
- Globe: General information about Globe, longitude and latitude
- Structure issues facing Indian economy today
- National presumes
- Current five year plan

SUGGESTED READINGS

1. Bining, A.C. and Bining, D.H. (1952). Teaching the Social Studies in Secondary School. McGraw Hill Book Company, New York.
2. Choudhary, K.P.(1975). The Effective Teaching of History in India. NCERT, New Delhi.
3. Dhamija, Neelam(1993). Multimedia Approaches in Teaching Social Studies. Harmen Publishing House, New Delhi.
4. Dixit and Bughela, H. (1972). Itihas Shikshan. Hindi Granth Academy, Jaipur.
5. Fenton, Edwin (1967). The New Social Studies. HoRinehart, Winston, Inc, New York.
6. NCERT,(1988). Guidelines and Syllabi for Secondary Stage (Class IX, X). NCERT, New Delhi.
7. Hashmi, M.A.A.(1975). Tarikh Kaisse Parhhaen. Maktaba Jamia Ltd., New Delhi.
8. Kahn, Riaz Sdhakir (1982). Maashiyat Kaise Parhhaen. T.Urdu Board, New Delhi.
9. Khan, Riaz Shakir. Arthshastra Shikshan. Kota Open University, BE-13.
10. Kochar, S.K. (1963). The Teaching of Social Studies. University Publishers, Delhi.
11. Mofatt, M.R. (1955). Social Studies Instruction. Prentice Hall, New York.
12. Mouley, D.S.Rajput Sarla & Verma, P.S.(1990). Nagrik

- Shastra Shikshan. Kota Open University,
13. NCERT, (1968). National Curriculum for Primary & Secondary Education : A Frame work, Revised Version. NCERT, New Delhi.
 14. Quillen, I.J. & Hanna, L.A.(1943). Education for Social Competence, Curriculum Sc. Instruction in Secondary School Social Study. Scott, Foreman & Co., Chicago.
 15. Ruhela, SP.& Khan, R.S.Samajik Vigyan Shikshan. Kota Open University, BE-5.
 16. UNESCO (9\1981). Handbook for Teaching of social Studies. UNESCO, Paris.
 17. Wesley, E.B.(1950). Teaching Social Studies in High School. Heath & Co., Boston
 18. DC.Bossing, N.L.(1970). Teaching in Secondary School. Amerinal Publishing Co. Pvt., New Delhi.
 19. Branard, M.C. (1953). Principles and Practice of Geography Teaching. University Tutorial Press, London.
 20. Burton, W.H.(1953). Principles and Practiced of Geography Teaching. University Tutorial Press, London
 21. Burton, W.H.(1972). Principles of History Teaching. Methuen, London. Buch, M.B.(1969). Improving Instruction in Civics. NCERT, New Delhi.
 22. Callahan, J.I. Dark, L.H., Stare, I.S.(1967. Secondary School Teaching Methods. University Tutorial Press, London.
 23. Khan, R.S. and Ahmad, I.(Eds) (1995). Lesson Planning. IASE, J.M.I., New Delhi.
 24. Lee, N.(Ed.) (1975). Teaching Economics. Heinemann Educational Books, London.
 25. Lewis, E.M.(1960). Teaching History in Secondary School. Sterling Publishers, Delhi.
 26. Verma, O.P.(1981). Geography Teaching. New Delhi.

Teaching of Mathematics I

M.A. Education (3rd Semester)

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each

OBJECTIVES

1. To acquaint pupil-teachers with the methods and techniques of teaching Mathematics.
2. To help pupil-teachers in the pedagogical analysis of various concepts in Mathematics.
3. To help pupil-teacher in instructional planning and development of relevant material for the teaching of Mathematics.
4. To acquaint pupil-teachers with the use of computers in teaching of Mathematics.
5. To help pupil-teachers in the process of a comprehensive evaluation in Mathematics.
6. To help pupil-teachers in the development of an Achievement Test in Mathematics

COURSE CONTENTS

Unit-1

- History of number system and metric system
- Meaning of Mathematics, assumptions, postulate, axioms
- Aims and objectives of teaching of Mathematics at secondary stage
- Fundamentals of logic namely - use of if and the, and/for, **If or If only**

Unit -II

- Translation of objectives in terms of behavioural outcomes
- Bloom's taxonomy of objectives
- Relationship of Mathematics with other subjects

Unit-III Methods of Teaching Mathematics

- Inductive - Deductive
- Analytic -Synthetic
- Problem Solving
- Laboratory
- Project

Unit -IV Techniques of teaching mathematics & evaluation techniques

- Oral work
- Written work
- Home assignment
- Self study
- Supervised study
- Comprehensive and Continuous evaluation
- Development of test items
- Short Answer
- Objective type

SUGGESTED READINGS

1. Association of Assistant Teachers. The Teaching of Mathematics in U.K., Cambridge University Press.
2. Butler and Wren(1951). Teaching of Secondary Mathematics. McGraw Hill Book Co., New York.
3. Davis D.R.(1951). The Teaching of Mathematics. Addison Wesley Press, London.
4. Dolclani B.F.(1972). Modern School Mathematics-Structure and Method.
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6. Nicholas, Engene.D. & Swain Robert, L. Mathematics for

Elementary School Teachers. Holt Rinehart & Winston, New York.

7. Scghonnel, F.F. & Schonnel, F.J.(1965) Diagnostic and Remedial teaching in Arithmetic. Liver and Boyd, London.
8. School's Council(1972). Mathematics in Primary Schools-Curricular in Bulletin. H.M.S.O. London.
9. Sindhu, K.S. The Teaching of Modern Mathematics. Sterling Publishers, New Delhi.
10. Ashlock Si Herman (1970). Current Research in Elementary School Mathematics. MacMillan, London.
11. Bell, E.T.(1965). Men of Mathematics I & II. Penguin.
12. Land, Frank(1975). The Language of Mathematics. John Surrey, London.
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14. N.S.S.E(1970) Mathematics Education. NSSE, Chicago.
15. Ruedesel, C.Alan(1967). Guiding Discovery in Elementary Mathematics. John Wiley & Sons. New York.
16. Schaff, William L.(1965) Basic Concepts of Elementary Mathematics. John Wiley & Sons, New York.
17. Vigilante, Nicholas (1969). Mathematics in Elementary Education. MacMillan, London.
18. Vilenkin, NY.(1968). Stories about Sets. Academic Press, New York

Teaching of Commerce I**M.A. Education (3rd Semester)**

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt

one question from each unit. Long answer type questions will carry 16 marks each

OBJECTIVES :

1. To develop understanding of principles of commerce.
2. To acquire knowledge of present commerce conditions in India
3. To acquire desirable attitudes and to become effective instrument of economic change.
4. To acquire competencies necessary for a commerce teacher.
5. To acquire appropriate professional behaviour and to develop commitment to profession.

COURSE CONTENTS

Unit-I

- Meaning, nature and scope of commerce
- Place of Commerce in Secondary school curriculum
- Aims, objectives and values of teaching commerce
- Bloom's taxonomy of objectives
- Stating objectives in behavioural terms

Unit-II Skills of teaching Commerce

- Skill of Narration
- Skill of probing Questions
- Skill of stimulus variation

Unit-III Content and their Pedagogical Analysis

- Finance
- Office Management
- Bank
- Trade
- Insurance
- Tax

Unit-IV

- Meaning and importance of Evaluation
- Concept of test, measurement and Evaluation
- Formative Evaluation

- Summative Evaluation
- Diagnostic Evaluation

Teaching of Economics I M.A. Education (3rd Semester)

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each

OBJECTIVES

1. To develop understanding of economic principles for growth and development of the Indian economy.
2. To acquire knowledge of present economic conditions in India.
3. To acquire desirable attitudes and to become effective instrument of economic change.
4. To become an effective citizen and good consumer.
5. To acquire appropriate professional behaviour and to develop commitment to leading profession.

COURSE CONTENTS

Unit-I

- Meaning, Nature and Scope of Economics
- Place of Economics in Secondary Schools Curriculum
- Values of Teaching Economics
- Aims & Objectives of teaching Economics
- Bloom's taxonomy of objectives
- Statement of Objectives in behavioural terms

Unit-II Contents and their Pedagogical Analysis

- Wants and their classification
- Laws of return
- Population - its growth pattern, problems of over population, density of population
- National income -meaning, methods of measurement

Unit-III Development of Instructional Material

- Development and designing of curriculum
- Development of text books
- Development of lesson plan

Unit-IV Evaluation

- Meaning and importance of evaluation
- Evaluation devices - Written, oral, observation, records.

SUGGESTED READINGS

1. Arora, P.N.(1985). Evaluation in Economics, NCERT, New Delhi.
2. Assistant Masters Association (1974). The Teaching of Secondary School Economics. Cambridge University Press, London,
3. Bawa, M.S.(ed.) (1955). Teaching of Economics. IASE, Delhi University, New Delhi.
4. Bawa, M.S.(ed)(1996). Evaluation in Economics. IASE: Delhi University, New Delhi.
5. Boulding, K.E.(1960). Economics Analysis(Volume-II) Micro Economics. Harper and Row, New York.
6. Farooqu, S.A. & Ahmad I.(eds.), Co-curricular Activities in Schools. IASE, JMI, New Delhi.
7. Hicks, J.R.(1960). The Social Frame Work-An Introduction to Economics. Oxford University Press, London.
8. Kanwar, B.S.(1973). Teaching of Economics Prakash Brothers, Ludhiana.
9. Khan, Riaz Shakir. Artshastra Shikshan. Kota Open University, B.E. 13.

M.A. (Final) Education
4th Semester
TEACHING OF HINDI

Max. Marks: 100
 (Theory: 80, Internal: 20)
 Time: 3 hours

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Objectives

1. To development among the students teachers and understanding and appreciation of the nature of the subject, its structure and content, and the manner in which content is organized for effective understanding and processing of information.
2. To provide student-teachers with such content as would depend and enrich their knowledge in the subject.
3. To deal with such remedial content as would enable them to avoid common mistakes in teaching of the subject.
4. To acquaint the student-teacher with the specific objectives of the subject and its place in the curriculum.
5. To acquaint them with the different methods of teaching and the teaching skills associated with them.
6. To enable the student-teachers to learn various techniques and methods of evaluating performance in the subject.

हिन्दी शिक्षण पाठ्यक्रम

- यूनिट – १ हिन्दी की विभिन्न विद्याओं का शिक्षण
 (अ) कविता – शिक्षण (रस पाठ एवं बोध पाठ के रूप में)
 (आ) गद्य – शिक्षण
 (इ) व्याकरण – शिक्षण (औपचारिक एवं अनौपचारिक)
 (ई) रचना शिक्षण (कहानी रूप में, पत्र एवं निबन्ध)

- यूनिट – २ हिन्दी ध्वनियाँ – वर्गीकरण, उच्चारण एवं शिक्षण
 अक्षर विन्यास या वर्तनी – त्रुटियाँ, कारण एवं निवारण
 हिन्दी वाक्य विश्लेषण, रचना एवं विराम चिन्ह

- यूनिट – ३ हिन्दी पाठ्यक्रम निर्माण एवं समीक्षा
 हिन्दी पाठ्य पुस्तक की विशेषताएं एवं समीक्षा
 हिन्दी शिक्षण में पाठ्यक्रम – सहगामी क्रियाएँ

- यूनिट – ४ हिन्दी के मूल्यांकन एवं गृहकार्य
 (अ) हिन्दी में मूल्यांकन अर्थ एवं स्वरूप
 (आ) विद्याओं में मूल्यांकन प्रक्रियाएँ,
 (इ) हिन्दी शिक्षण में ग्रहकार्य स्वरूप एवं संशोधन
 १ हिन्दी पाठ्य वस्तु से अभिप्राय
 २ हिन्दी पाठ्य वस्तु का शिक्षा शास्त्रीय विश्लेषण

प्रयोगात्मक क्रियाएँ

- (अ) माध्यमिक कक्षाओं के हिन्दी पाठ्यक्रम में से किन्हीं दो पाठों (गद्य, पद्य, निबन्ध, कहानी, नाटक आदि) का शिक्षा शास्त्रीय विश्लेषण
 (आ) निबंधात्मक, लघुत्तर एवं वस्तुनिष्ठ परीक्षा के लिए प्रश्न पत्र निर्माण
 (इ) पाठशालाओं में हिन्दी की पाठ्यक्रम सहगामी क्रियाओं की व्यवस्था करना।

संदर्भ ग्रंथ सूची

- १ शुक्ल, भगवती प्रसाद : हिन्दी उच्चारण और वर्तनी, आर्य बुक डिपो, नई दिल्ली, 1974
 २ सुखिया, के के : हिन्दी ध्वनियाँ, और उनका शिक्षण, रामनारायण लाल, इलाहाबाद

- ३ तिवारी भोलानाथ तथा भाटिया कैलाश चन्द्र

- ४ निरंजन कुमार सिंह

- ५ बाहरीण, हरदेव

- ६ मंगल अमर, 1991

- ७ पाण्डे आर एस , 1992

- ८ सिंह सावित्री, 1992

- ९ श्रीवास्तव, राजेन्द्र प्रसाद

- १० मैन्युक ही

- ११ वैस्टन कैनिप

हिन्दी शिक्षण लिपि प्रकाशन, दिल्ली, 1980

: माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ इकाईयों, अथवा 1871

: व्यावहारिक हिन्दी व्याकरण लोक भारती प्रकाशन, इलाहाबाद, 1972

: हिन्दी शिक्षण, देहली, आर्य बुक डिपो

: हिन्दी शिक्षण आगरा विनोद पुस्तक मन्दिर

: हिन्दी शिक्षण : मेरठ, तायल बुक डिपो

: हिन्दी शिक्षण दि मैकमिलन कम्पनी ऑफ इंडिया लि०, देहली
 हिन्दी शिक्षण : दी एक्यूजीशन एंड डवलपमेंट ऑफ लैंग्वेज प्रिंटिंग हाल, 1997

: डवैलपिंग सैकिडं लैंग्वेज स्किल्स थरौरी एण्ड पैक्टिस रैप्स मैकलील, 1973

M.A. (Final) Education
4th Semester
TEACHING OF SANSKRIT

Max. Marks: 100
(Theory: 80, Internal: 20)
Time: 3 hours

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

Objectives of teaching of school subjects

1. To development among the students teachers an understanding and appreciation of the nature of the subject, its structure and content, and the manner in which content is organized for effective understanding and processing of information.
2. To provide student-teachers with such content as would depend and enrich their knowledge in the subject.
3. To deal with such remedial content as would enable them to avoid common mistakes in teaching of the subject.
4. To acquaint the student-teacher with the specific objectives of teaching subject and its place in the curriculum.
5. To acquaint them with the different methods of teaching and the teaching skills associated with them.
6. To enable the student-teachers to learn various techniques and methods of evaluating performance in the subject.

संस्कृत शिक्षण पाठ्यक्रम

- यूनिट – १ संस्कृत पाठ्यक्रम निर्माण एवं समीक्षा
संस्कृत पाठ्य-पुस्तक की विशेषताएं एवं समीक्षा
- यूनिट – २ संस्कृत व्याकरण शिक्षा महत्त्व, प्रक्रियाएँ, एवं पाठ योजना
संस्कृत – रचना शिक्षण महत्त्व। प्रक्रियाएँ पाठ योजना
- यूनिट – ३ संस्कृत-गद्य-शिक्षण महत्त्व – प्रक्रियाएँ एवं पाठ योजना
- यूनिट – ४ संस्कृत शिक्षण में गृहकार्य नियोजन एवं संशोधन प्रक्रिया
संस्कृत भाषा की सहपाठ्य क्रियाएँ,
- १ संस्कृत शिक्षण में मूल्यांकन का महत्त्व
- २ संस्कृत शिक्षण में मूल्यांकन एवं प्रक्रियाएँ

साचि कार्य

- (अ) माध्यमिक स्तर के लिए निर्धारित पाठ्य पुस्तकों में से किंही दो पाठों की विषय सामग्री का शिक्षा शास्त्रीय विश्लेषण।
- (आ) हरियाणा राज्य शिक्षा बोर्ड एवं सैन्ट्रल बोर्ड ऑफ एजूकेशन के परीक्षा पत्रों के आधार पर माध्यमिक स्तर के लिए प्रश्न पत्र निर्माण।

संस्कृत शिक्षण हेतु आनुमोदित पुस्तकें :

सन्दर्भ ग्रंथ सूची :

- | | | | |
|---|-------------------------------------|---|---|
| १ | संस्कृत शिक्षण | : | सफाया रघुनाथ, हरियाणा हिन्दी ग्रन्थ एकादमी चण्डीगढ़ |
| २ | संस्कृत शिक्षण | : | पाण्डेय राम शुक्ल, विनोद पुस्तक मन्दिर, आगरा |
| ३ | ए एपशेच टू टिचिंग ऑफ संस्कृत | : | वोकील वी. पी. लखशनगढ़ प्रैस (पूना) |
| ४ | टीचिंग ऑफ संस्कृत | : | आप्टे डी. जी. पदमा पब्लिकेशनस (बम्बई) |
| ५ | संस्कृत शिक्षण | : | मिश्र प्रभाशंकर |
| ६ | संस्कृत शिक्षण विधि | : | सफाश रघुनाथ पंजाब किताब घर जालन्धर |
| ७ | टिचिंग ऑफ संस्कृत इन सैकण्डरी स्कूल | : | आप्टे डी. जी. डोगरे पी. के. आचार्य बुक डिपो, बड़ौदा |
| ८ | हुफरेकर | : | द प्रोब्लम ऑफ टीचिंग ऑफ संस्कृत (भारत बुक स्टाल, कोल्हापुर) |

M.A. Education (3rd Semester)**Course X : DISSERTATION**

Max.Marks :100

Dissertation will be compulsory for all regular students. The students will work under the guidance of a supervisor to be allotted by the Chairman/Principal of the Department/College. The students will submit three typed copies of Dissertation to the Department/College by 31st March of the session. The viva-voce will be held on a date to be fixed by the University.

Dissertation and viva-voce will be evaluated jointly by external and internal examiners.

CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION II**M.A. Education (Final) 4th Semester**

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to :

1. To acquaint the student with educational systems in terms of factors and approaches of comparative education.
2. To orient the students with skills to assess the efficiency of educational systems of various countries in terms of prevailing trend in those countries.
3. To create a perspective in the students about the implications of education for solving the prevailing problems of education in India.

4. To enable the students to develop an understanding about important principles of curriculum construction.
5. To acquaint students with curricular content, curriculum implementation and process of curriculum evaluation.
6. To help students to understand issues, trends and researches in the area of curriculum in India.

COURSE CONTENTS**UNIT-I**

- Educational Administration in U.K., U.S.A. and India
- Teacher Education Programmes in U.K., U.S.A., Russia & India.

UNIT-II

- Concept of Curriculum, difference between syllabus and curriculum concept of Emerging, Hidden and Irrelevant Curriculum
- Considerations for Curriculum Planning: Philosophical, Psychological, Sociological & Discipline Oriented.

UNIT-III

- Different Models of Curriculum Development : Administrative Model, Grassroot Model, Demonstration Model and system Analysis Model.
- Concept of Curriculum Development, Different categories & Types of Curriculum.

UNIT-IV

- Concept, Need and importance of Curriculum Evaluation.
- Concept of Formative & Summative Evaluation, Interpretation of evaluation results According to marks, rating and Grades.

SELECTED READINGS

1. Bexday, G.Z.L.(1964) Comparative Methods in Education.New Delhi Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S.(1965) Contemporary Education: A Comparative Study of National System. New York Harcourt Brace & Company
3. Denis Lawten.(1986) School Curriculum Planing, London Hodder and Stoughton.
4. Hans, Nicholas (1961). Comparative Education.London Routledge and Kegan Paul.

5. Harold Albery.(1957) Reorganizing the High School Curriculum. New York MacMillan Company.
6. Harold, B.Albery& Elsic, J. Albery (1963). The Curriculum. New York,The MacMillan Company.
7. Hugh Sockett.(1976) Designing the Curriculum Design.(London) McGraw Hill,
8. Ivor, K.Davies.(1976) Objectives in Curriculum Design, London, McGraw Hill.
9. John, D.McNeil (1977).Curriculum Boston. Little Brown and Company.

CONTEMPORARY ISSUES IN INDIAN EDUCATION II

M.A. Education (Final) 4th Semester

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to :

1. Develop a critical understanding of the challenges facing Indian Education today.
2. Get the Knowledge of the contemporary issues in Indian Education in a global perspective.
3. Get a historical insight into the development of Education in India.
4. Have a critical understanding of the development of Education as a distinct discipline.

COURSE CONTENTS

UNIT-I

History of Education in India : Post Independence era :

- University Education Commission (1948-49)
- Secondary Education Commission, (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education, 1986
- Ramamurti Committee
- Revised National Policy, 1992

UNIT-II

Diverse Issues in Education:

- Education and Employment
- Computer Education in Schools
- Education of the SCs, STs, OBCs and Girls in Various age groups.
- Issues relating to quality in education and excellence
- Educational Programmes for disabled children.

UNIT-III

Contemporary Issues in Indian Education in Global Perspective:

- Issues pertaining to Distance Education and open learning system
- Issues relating to medium of instruction three language formula
- Issues in respect of emotional integration and International Understanding in the context of Globalization.

UNIT-IV

- Education and Democracy
- Constitutional Provisions for Education
- Learning Without burden –Yashpal Committee 1993
- National Curriculum Framework for school education 2000 & National Curriculum Framework 2005
- Educational reforms in India in 21st Century.

SELECTED READINGS

1. Nurullah. S., Naik J.P. and Oad L.K.(Eds.) 1970 A Student History of Education in India, Bombay MacMillan and Co.
2. M.H.R.D. Report of the Univesity Education Commission (1948), Ministry of Education, Govt. of India, New Delhi,1949.
3. M.H.R.D. Report of the Secondary Education Commission (1952-53), Ministry of Education, Govt. Of India, New Delhi,1953
4. M.H.R.D. Report of the Education Commission - Education and National Development (1964-66), Ministry of Education, Govt. Of India, New Delhi ,1966.
5. M.H.R.D. Challenges of Education, A Policy Perspective, Ministry of Education, Govt. of India, New Delhi,1985.
6. M.H.R.D. National Policy on Education (1986), Ministry of Education, Govt. of India, New Delhi, 1986.
7. M.H.R.D. Programme of Action (1992), Ministry of Education, Govt. of India, New Delhi, 1992.
8. M.H.R.D. Towards an Enlightened and Humane Society - A Review (NPERC), Ministry of Education, Govt. Of India, New Delhi, 1990
9. M.H.R.D. Education for All: The Indian Scene, Ministry of Education, Govt. of India, New Delhi, 1993.
10. World Year Book of Education. Youth, Education and Work, Kogan Page, London, 1995.

Special Education II**M.A. Education (Final) 4th Semester**

Time: 3 hours

Max. Marks : 100

(Theory : 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.

- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To make the students :

1. Understand the concept of exceptional children.
2. Know about the meaning and scope of special education in India.
3. Grasp about the meaning, specific characteristics and modalities of identification of various types of students who are different than majority or exceptional learners.
4. Identify with the various types of exceptional children.
5. Acquaint with the various types of handicaps and their causes.
6. Provide guidance in handling of exceptional children.
7. Understand various educational intervention programmes for meeting the needs of exceptional learners.

Unit-I**Education of Visually Impaired**

- Characteristics
- Degree of Impairment
- Etiology and Intervention
- Educational Programmes

Unit-II**Education of Hearing Impaired**

- Characteristics
- Degree of Impairment
- Etiology
- Educational & Intervention Programmes

Unit-III**Education of Learning Disabled**

- Characteristics

- Types
- Identification
- Educational and Intervention Programmes

Unit –IV

Education of Gifted, Creative and Juvenile Delinquents

- Juvenile Delinquents
- Characteristics
- Identification
- Problems
- Educational Programmes

Guidance and Counselling of Exceptional Children

- Meaning & Need
- Role of Teachers & Other specialists

SELECTED READINGS

1. Berdine W.H. & Blackhurst A.E. (eds.)(1980), An Introduction to Special Education, Boston, Harpers Collins Publishers.
2. Dunn, L & Bay, D.M. (Ed.): Exceptional Children in the Schools, New York: Holt, Rinehart, Winston.
3. Hallahar D.P. & Kauffman, J.M.(1991), Exceptional Children: Introduction to special Education, Masschuaters Allyn & Bacon.
4. Hewett Frank M. & Foreness Steven R.(1984) Education of Exceptional Learners,Massachusetts Allyn & Bacon.
5. Jordern, Thomes E.The Exceptional Child, Ohio: Merrill.
6. Kirk S.A. & Gallagher J.J.(1989), Education of Exceptional Children;Boston Houghton Mifflin Co.
7. Magnifico, L.X.: Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
9. Singh, N.N. and Beale, I.L. (eds.)(1992) Learning Disabilities - Nature, Theory and Treatment,New York Springer -Verlag,
10. Strang, Ruth: Exceptional Children & Youth, J.J.: prentice Hall.

Educational Measurement and Evaluation II

M.A. Education (Final) 4th Semester

Time: 3 hours

Max. Marks : 100

(Theory : 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the student with the basic concepts and practices adopted in educational measurement and evaluation.
2. To orient the students with tools and techniques of measurement and evaluation.
3. To develop skills and competencies in constructing and standardizing a test.
4. To make the students understand how various requirements of education are measured, evaluated, interpreted and their results are recorded to help learners.
5. To develop the ability to explain and use appropriate statistical techniques and tests of significance in measurement and evaluation.

COURSE CONTENTS

Unit-I

Test Standardization

- Norm referenced and criterion referenced tests.
- Standard scores, T-scores and C-scores
- Construction and Standardization of an achievement test
- Interpretation of test scores and methods of feedback to students

Unit-II**Concept and Measurement of the following**

- Achievement test
- Aptitude tests, Intelligence tests
- Attitude and Value scales
- Interest Inventories

Unit-III**Analysis of Variance**

- Analysis of Variance (up to two ways)
- Concept, assumption, computation & Uses

Unit-IV

Correlation : Concept, Computation and significance of the following :

- Biserial correlation
- Point-Biserial Correlation
- Tetrachoric correlation
- Phi-coefficient
- Partial Correlation
- Multiple Correlation

SELECTED READINGS

1. Adams, G.K.(1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P. (1998), Statistical Methods : Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York Mac Millan,
5. Ebel, R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New Delhi Prentice Hall.
6. Garrett, H.E.(1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.

7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P.(1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
10. Thorndike, R.L. and Hagen, E.(1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

Teacher Education II**M.A. Education (Final) 4th Semester**

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

To enable the students to understand about the :

1. Concept, aims and scope of teacher education in India with its historical perspectives.
2. Teaching profession and types of teacher education programmes.
3. Development of teacher education curriculum in India.
4. Different competencies essential for a teacher for effective transaction.
5. Research in various areas of teacher education.

COURSE CONTENTS**Unit –I**

- Preparing teachers for special schools
- Implementation of curricula of teacher education at various levels
- Various agencies of teacher education
- Teacher education and other institutions.

Unit-II Instructional Strategies in Teacher Education

- Lecture strategy
- Discussion
- Brain storming
- Supervised study
- Individualised study
- Simulation
- Action Research

Unit-III Areas of research in Teacher Education with special emphasis on

- Teacher effectiveness
- Criteria of admission
- Modification of teacher behaviour
- School effectiveness

Unit-IV

- Future of teaching as a profession
- Current problems of teacher education and practicing schools

SELECTED READINGS

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. Of india, MHRD, New Delhi.
2. Delors, J.(1996) Learning: The treasure with in UNESCO Publishing.
3. Dunkin, J. Micheal(1987) The International Encyclopedia of Teaching and Teacher Education,Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.

5. Mangla, Sheela (2000), Teacher Education: Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education 1964-66, Education and National Development Report of Indian Education Commission, Govt. of India, New Delhi.
7. MHRD(1992) Programme of Action, Department of Education, Govt., of India, New Delhi.
8. NCTE (1998) Curriculum Framework for Quality Teacher Education, NCTE, Publication, New Delhi.
9. Oberoi, M.K.(1995) Professional competencies in Higher Education, New Delhi UGC Publication.
10. MHRD (1990) Towards an Enlightened and Humane Society;(Rama Murti Committee Report), Department of Education, Govt. Of India, New Delhi.

Computer Education-II**MA Final (4th Semester)**

Time: 3 Hrs.

Max. Mark : 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To make students aware about fundamentals of computer hardware and software.
2. To develop capability in students to use computers for teaching-learning activities.
3. To use computers for collection and dissemination of information throughout the world.

COURSE CONTENTS**Unit-I: Computer Basics**

- Operating System: Meaning, Needs and types, Single user and multiuser
- Artificial intelligence and education

Unit-II: Networking and Internet

- Browser
- Visiting Web Sites

Unit-III: Application Oriented Information

- Using power point for creating and manipulation of presentation in classroom.

Unit-IV: Educational Multimedia

- Use of Multimedia in Education

Selected Readings:

1. Cox, J. and Urban, P. "Quick courses in Microsoft Office. Galotia Publications, New Delhi, 1999.
2. Jain, Satish: "Introduction to Computer Science and Basic Programming". BPB Publications, New Delhi, 1990.
3. Rajaraman, V, "Fundamentals of Computers". Prentice Hall of India, New Delhi, 1996.
4. Sexena, S., "A first Course in Computers". Vikash Publishing House Pvt. Ltd. New Delhi, 1998.
5. Sinha, P.K. "Computer Fundamentals, BPB Publications, New Delhi, 1990.
6. Tanenbaum, A.S. "Computer Networks", Prentice Hall of India, New Delhi, 1998.

Adult and Continuing Education-II**MA Final (4th Semester)**

Time: 3 Hrs.

Max. Mark : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

Making the students to:

1. Understand the basic concept of Adult Education.
2. Understand the developments taking place in the field of adult education in India.
3. Understand the appropriate methods of teaching adults.
4. Understand the major problems confronting Adult Education Centres.
5. Obtain the understanding and information to organize Adult Education Centres.
6. Understand the working of different agencies in continuing Adult Education Programme.
7. Understand the methods and strategies of implementation of Adult Education Programme.

COURSE CONTENTS**Unit-I:**

Different approaches to provide Literacy-Mass approach, selective approach and campaign approach.

Post-Literacy activities for neo-literates literature for neo-literates

Problem of Drop out and problem of relapse into illiteracy in the Indian context.

Unit-II;

Methods of Teaching Literacy-Traditional Method, Zero Method; Alphabetic, Integrated Literacy Method, Naya Savera Method and Ansari Method.

Methods of Adult Education-Lecture, Discussion and

Demonstration

Training of Adult Education Functionaries

Unit-III:

Agencies of Adult Education-Centre Government, State Government; Sharmik Vidyapeeths, State Resource Centres, Universities, Voluntary organizations.

Unit-IV:

Research Priorities in Adult Education, Evaluation, Procedure in Adult Education, types of Evaluation, Formative and Summative Evaluation.

Selected Readings:

1. Bordia, Anil, J.R. Kidd Draper Adult Education in India. A Book of Readings, Bombay: Nachiketa (eds.), Publication Ltd., 1973.
2. Bhatia, S.C. & Srivastava: Literacy, Literacy Materials and their preparation: A General perspective , New Delhi Directorate of Adult Education, 1978.
3. Bhola, H.S. Campaigning for Literacy-Eight National Experiences of the twentieth Century with a memorandum to Decision Makers, UNESCO, Paris, 1984.
4. Coles, Edwin K, Townsend: Adult Education in Developing Countries, New York Perganon Press, 1977.
5. Cropley, A.J. Life Long Education: A Psychological Analysis New York 1977.
6. Dutta, S.C. Adult Education in the Third World New Delhi, and Criterion Publications, 1987.
7. Dutta S.C. Social Education and Social Values in Adult Education in India, Bombay: Nachiketa Publications, 1973.
8. Dutta, S.C. History of Adult Education in India, New Delhi, Indian Adult Education Association, 1986.
9. Draper, James A. "Adult Education, A Focus for the Social Sciences, New Delhi: Indian Adult Education Association, 1989.
10. Houle, Cyril, O.: Continuing your Education, New York, McGraw Hill Co., 1964.

11. Indian Adult Education Association: Handbook for Adult Education Instructors, New Delhi, 1980.
12. Husan, T.: International Encyclopedia Education, New York, Pergamon Press, 1985.
13. Jarvis, Petet (Ed): Twentieth Century Thinkers in Adult Education, London: Croom Belm, 1987.
14. Kundu, C.L.: Adult Education: Principles, Practice and Precepts, New Delhi: Sterling Publishers, 1984
15. Kundu, C.L.: Adult Education Research: Future Direcion, Kurukshetra University, 1987.
16. Mathur, R.S. & Prem Chand: Adult Education Programme Analysis of Strength and Deficiency, New Delhi, Indian Adult Education Association 1981.
17. Ministry of Human Resource Development; National Literacy Mission, Govt. of India, New Delhi, 1988.
18. Ministry of Human Resource Development: National Policy of Education, Govt. of India, New Delhi, 1986.
19. Mohsin, S.R., J.L. Sachdeva & Asha Sehgal (Ed.) Adult Education Programme, New Delhi: Indian-Adult Education Association, New Delhi, 1983.
20. Nimbalkar, M.R.:Adult Education and its Evaluation System Delhi, Mittal Publications, 1987.
21. Rogres, Alan: Teaching Adults, England Open University, Press, 1986.
22. Shab, S.Y. (Ed.): A "Source Book on Adult Education, New Delhi, Directorate of Adult Education.
23. Sharan B. Merriam, Phyllis M. Cuningham (Ed.): Handbook of Adult and Continuing Education, Jossey Bass Publishers, Sanb Francisco, London, 1989.
24. Styler, W.E.: Adult Education in India, Bombay: Oxford University Press, 1966.
25. Yadav, R.S.: Adult Education-Concept, Theory and Practice, Associated Publishers, Ambala Cantt.

Management And Administration of Education-II**MA Final (4th Semester)**

Time: 3 Hrs.

Max. Mark: 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the students with changing concepts of educational management along with their significance.
2. To help the students to understand educational management as a process at various levels.
3. To develop an understanding in students about education and problems of educational trends.
4. To help the students to know about resources of education and problems of educational finance.
5. To assist the students to learn about planning and organizing supervisory programmes in educational institutions.

COURSE CONTENTS**Unit-I:**

- Development of Modern concept of Educational Administration from 1990 to present day.
- Taylorism
- Administration as a process
- Human relations approach to Administration
- Meeting the psychological needs of Employees

Unit-II:

- Meaning and Nature of Leadership
- Theories of Leadership
- Styles of Leadership
- Measurements of Leadership

Unit-III:

- Perspective Planning
- Institutional Planning

Unit-IV:

- Modern Supervision and Functions of supervision
- Planning, Organizing and Implementing Supervisory Programmes

Selected Readings:

1. Harbison, I.F. (1967), Educational Planning and Human Resource Development, Paris: UNESCO.
2. Harding, H. (1987), Management Appreciation, London; Pitman Publishing.
3. Hatehy, H.J. (1968), Educational Planning Programming, Budgeting-A Systems Approach, New Jersey: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983), Educational Administration-An Introduction, N.Y.: Macmillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhruv & Deep.
6. Shukla, P.D. (1983), Administration of Education in India, New Delhi: Vikas.
7. Sinha, P.S.N.(ed) (2002), Management and Administration in Govt. New Delhi: Commonwealth Publishers.
8. Spears, H. (1955), Improving the Supervision of Instruction, N.Y.: Prentice Hall.
9. Wiles Kimbal (1955), supervision for Better School, N.Y.: Prentice Hall.

Educational Technology II**M.A. Education (Final) 4th Semester**

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To develop the understanding of concept, origin and characteristics of Educational Technology.
2. To enable the students to differentiate between hardware and software.
3. To acquaint the students with skill of framing educational objectives.
4. To develop the skill of designing instructional system.
5. To enable the students to understand Programme Learning.
6. To enable the students to use educational technology for improving teacher's behaviour.

COURSE CONTENTS**Unit-I**

- Models of Teaching: Concept, Different Families of Teaching Models, Teaching Models as Inquiry Training Model, Mastery Learning Model, Basic Teaching Model and Concept Attainment Model, Characteristics of Models of Teaching.

Unit-II

- Designing Instructional System: Formulation of instructional objectives. Designing of instructional strategies: Lecture, team Teaching, Discussion, Seminars. Tutorials and Brain Storming Sessions

Unit-III

- Concept of Distance Education; Distance and Open Learning Systems, Learning Materials for Distance Education, Methodology of Distance Education, Evaluation Strategies in Distance Education. Counselling in Distance Education Application of Educational Technology in Distance Education.

Unit-IV

- Development of Evaluation Tools: Norm Referenced Tests and Criterion Referenced Tests, Formative and Summative Evaluation.

SELECTED READINGS

1. Davies, I.K.(1971), "The Management of Learning" London: Mc Graw Hill.
2. Dececco, J.P.(1988), "The Psychology of Learning and Instruction" New Delhi, Prentice Hall.
3. Kulkarni, S.S.(1986), "Introduction to Educational Technology", New Delhi : Oxford & IBH Publishing Company.
4. Kumar, K.L. (1996), "Educational Technology", New Delhi: New Age International Publishers.
5. Locatis, C.N. and Atkinson F.D.(1984), "Media and Technology for Education and Training", London: Charles E. Publishing Co.
6. Mavi, N.S.(1984), "Programmed Learning- An Empirical Approach", Kurushetra, Vishal Publishers.
7. Joyce, B. & Weil, M.(1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay,(1990) M.(Ed.) "Educational Technology", New Delhi : Sterling.
9. Pandey, K.P.(1980), "A First Course in Instructional Technology:", Delhi: Amitash Parkashan.
10. Pandey, S.K.(1997) "Teaching Communication, New Delhi, Commonwealth Publishets.

Educational & Vocational Guidance II**M.A. Education (Final) 4th Semester**

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To help the students to have better understanding of Life and the world around.
2. To make them aware of the importance of making right choice in life, education, vocation, etc.
3. To help them realize the importance of working with a group, for a group and in a group.
4. To make them feel that each individual is capable of making some unique contribution to the all round growth and development of the society because of his unique potentialities.
5. To apprise them of the worth of understanding and assessing the individual correctly.

COURSE CONTENTS**Unit-I****Group Guidance**

- Meaning and need of Group guidance
- Objectives and principles of Group guidance.
- Kinds of group guidance
- Scope and problems of group guidance
- Tools and Techniques of group guidance

Unit-II**Social Guidance**

- Meaning, Objectives and need of social guidance
- Functions of social guidance
- Guidance of Exceptional children (Physically Handicapped, Gifted Children with behavioural problems)

Unit-III**Concept of Counselling**

- Meaning and definition of counselling
- Characteristics of counselling
- Field of counselling
- Procedure of counselling
- Techniques of counselling

Unit-IV**Theories of counselling**

- Directive counselling – Concept, procedure, advantages, limitations.
- Non-directive counselling – Concept, procedure, advantages, limitations
- Eclectic counselling – Concept, procedure, advantages, limitations.

SELECTED READINGS

1. Bernard, Harold W & Fullmer Daniel W. (1977) Principles of Guidance, Second Edition, New York -Thomas Y.Crowell Company.
2. Jones, J.A:(1970) Principles of Guidance, Bombay, Tata. New York. McGraw Hill.
3. Myres, G.E: Principles and Techniques of Vocational Guidance, New York, Mc Graw Hill.
4. Granz, F.M:Foundation and Principles of Guidance, Boston, Allyn and Bacon.
5. Pandey, K.P.(2000), Educational and Vocational Guidance in India -Vishwa Vidyalaya Prakashan Chowk, Varanasi.

6. McGowan, J.P.chmidt:(1962) Counselling:Readings in Theory and Practice, New York Holt, Rinehard and Winston.
7. Tolbert, E.L (1967): Introduction of Counselling, New York, McGraw Hill.
8. Strang, Ruth: Counselling Techniques in Colleges and Secondary Schools, New York, Harpar.
9. Taxler, A.E (1964) : Techniques of Guidance, New York, Mc GrawHill,
10. Robinson: Principles and Procedures in Student Counselling, New York, Harper & Roe.

Mental Hygiene and Education- II

MA Final (4th Semester)

Time: 3 Hrs.

Max. Mark : 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To enable the understanding of Concept of mental health and hygiene.
2. To develop awareness of good mental health in both teachers and students.
3. To identify principles and conditions conducive to good mental health.
4. To suggest measures for fostering good mental health among students.
5. To explain the interrelationship among personality adjustment and mental health.

6. To develop the understanding of the role of home, school and society in mental health.

COURSE CONTENTS

Unit-I

- Relationship between Human Needs and Mental Health
- Nature of Needs
- Organic Socio- Psychological and Educational Needs
- Meeting the Needs of Children
- Special Needs of Indian Adolescents

Unit-II

- Diagnostic and Remedial techniques
- Case Study, Interview, Psycho Analysis, Individual and Group Psycho Therapies and their Usefulness
- Psycho Therapies: Counseling Therapy and its Types
- Play Therapy, Rational Emotive Psychotherapy, Behaviour
- Therapy

Unit-III

- Home, Community and Mental Health
- Home and Mental Health
- Qualities of Healthy Home Environment
- Child Rearing Practices and Personality Development
- Community and Mental Health

Unit-IV

- Yoga for Mental Health
- Concept of Yoga in Ancient India
- Yoga as the Scientific Method for the Development of Personality
- Yoga as the System for Preserving the Mental Health
- Accepting Yoga in Modern Life.

SELECTED READINGS

1. Arkoff, Abe : Adjustment and Mental Health, New York :Mc Graw Hill Company, 1968.
2. Akhilananda Swami, Mental Health and Hindu Psychology, London, Auen and Unwin, 1952

3. Akhilananda Swami, Hindu Psychology, London, Routledge, 1953
4. Bahadur, Mal, Mental Health in Theory and Practice, Hoshirpur, V.V.R.I., 1995
5. Bernard, Harold, W., Mental Hygiene for Class-room Teachers, New York: McGraw Hill Book Co., 1952.
6. Bonny, Meri E.: Mental Health in Education, Boston: Allyn and Bacon Inc., 1960.
7. Burbury, W. M., Balient, E. et. Al: An Introduction to Child Guidance, London: MacMillan & Co.
8. Capuzzi David and Gross Douglas R: Introduction to Counseling, London, Allyn and Bacon, 1995.
9. Carrol, Herbert, A. : Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc.1956.
10. Coleman, J.C. Abnormal Psychology and Modern Life, Bombay, D.B. Tara Porewlas Sons & Co., 1976.
11. Crow, Lester D. & Crow, Alince : Mental Hygiene, New York: McGraw HillBook Company, Inc. 1952.
12. Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications, 2002.
13. Hadfield, J. A. :Psychology and Mental Health, London: George Allen and Unwin Ltd. 1952.
14. Kallam, S. G. al: Mental Health and Going to School, Chicago: University of Chicago Press, 1975.
15. Sinha, A.K.: The Concept of Mental Health in India and Western Psychologies, Kurkshetra, Visha Publication, 1978.
16. Suraj Bhan & N. K. Dutt, Mental Health through Education, New Delhi, Visin Books Publications, 1978.
17. Suraj Bhan, Towards a Happier Education, Jalandhar City, UniversityPublications, 1952.
18. Thork, G. L. and Olson, S. L.: Behaviour Therapy: Concepts, Procedures and Application, London, Allyn Bacon, 1999.

19. Thorpe, L.P. : The Psychology of Mental Health, New York: The Ronald Press Co., 1950.
20. Watkns Ted. R. and Callicut, James Women Mental Health: Policy and Practice today, New Delhi. Saga Publications, 1990.
21. Wolberg, Lewis R: The Techniques of Psychotherapy, London, Jason Aronson Inc., 1995.

Economics of Education-II

MA (Final) 4th Semester

Time: 3 Hrs.

Max. Mark : 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

COURSE OBJECTIVES

1. To acquaint the students with the basic concepts of economics of education.
2. To acquaint the students with the concept of education as a major determinant of economic development.
3. To make the students aware of the productivity of education in economic development.
4. To acquaint the students with the concepts, nature, principles and procedures of educational planning.

COURSE CONTENTS

Unit-I: Human Resource Development

- Cost of Education
- Indicators of Human Resource Development
- Education and Economic Development

- Process of HRD

Unit-II: Benefit Analysis

- Concept of Cost Benefit Analysis
- Private Returns and Social Returns
- Measurement of Benefits in Education

Unit-III: Educational Finance

- Principles of Financing Education
- Methods
- Privatization of Education
- Problem

Unit-IV: Education and Unemployment

- Causes of Educated Unemployment
- Estimated Unemployment
- Problems of Unemployment and Education
- Effects of Educated Unemployment on Economy
- Various Remedies and Schemes for Employment

SELECTED READINGS

1. Alex, V. Alexander: Human Capital Approach to Economic Development, Metropolitan Book Co., New Delhi, July 1983.
2. Blaug, M.: Economics of Education, The English Language Book Society and Penguin Books, England, 1972.
3. Bertrand, Oliver: Planning Human Resources: Methods, Experiences and Practices, Sterling Publishers, New Delhi, 1992.
4. Coombs, Philip, H. and Hallack, J.: Managing Educational Costs, UNESCO International Institute of Education Planning, 1972.
5. Hallack, J.: The analysis of Educational Costs & Expenditure, UNESCO, Paris, 1969.
6. Harbison, F and Myers, Charles, A: Education, Manpower and Economic Growth: Strategies of Human Resources Development, Oxford & IBM Publishing Co.
7. Kneller, G.F.: Education of Economics Thought, New York,

John Wiley and Sons, INC, 1968.

8. Nagpal, S.C. and Mital, A.C.: Economics of Education, Publication, New Delhi, 1993.
9. Natarajan, S.: Introduction to Economics of Education, Publication, New Delhi, 1993.
10. Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
11. Rao, V.K.R.V.: Education and Human Resource Development, Allied Publishers, New Delhi, 1965.
12. Raza, Moonis: Educational Planning: A long Term Perspective, Concept Publishing Company, New Delhi, 1986.
13. Singh, Baljit: Economics of Indian Education, Meenakshi Prakashan, New Delhi, 1983.
14. Sodhi, T.S.: Economics of Education, New Delhi, Vikas, 1990.
15. Tilak, J.B.G. Educational Planning at Grass Roots, Ashish Publishing House, New Delhi, 1992.
16. Vaizey, J.: Costs of Education, London: Feber, 1962.
17. UNESCO: Readings in the Economics of Education, Paris, UNESCO Publications, 1968.

Teaching of English II

M.A. Education (Final) 4th Semester

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

OBJECTIVES

1. To familiarise the student-teachers with elements of English language
2. To enable the student-teachers to develop linguistic skills among their pupils.
3. To enable the student-teachers to conduct pedagogical analysis of the contents in English language and develop teaching skills e.g. questioning, explaining, illustration, stimulus variation.
4. To enable the student-teachers to make effective use of instructional aids in teaching of English
5. To enable the student teachers evaluate the performance of their students.

COURSE CONTENTS**Unit-I****Methods of Teaching and skills of teaching**

- Difference between an 'approach' and 'method'. Major Methods of teaching English Grammar-cum-translation method, direct method and bilingual method.
- Structural approach, Meaning of structure and pattern, principles of selection and gradation of structure, presentation and practice of structure.

Unit-II

- Latest development in the approach and methods of teaching English including the linguistic communication approach.
- Development of following linguistic skills
 - Listening and Understanding
 - Speaking
 - Reading
 - Writing

Unit –III

- Importance of instructional material and their effective use
- Use of following aids: Chalkboard, Flannel board, Pictures, Pictures cut out, charts, Taperecorder, Record player, Radio,

Television, Language Lab., Films & Filmstrips, Overhead Projector.

Unit-IV Evaluation

- Meaning and Importance of evaluation
- Basic principles testing English. The difference between Measurement and evaluation
- The meaning and significance of comprehensive and continuous evaluation in English
- Development of good test items in English (Objective type, short answer type and essay type)

SUGGESTED READINGS

1. Bansal, R.K. & Harrison, J.B.(1983).Spoken English for India. Orient-Longman (II Ed.)
2. Broughton Geoffrey et al. Teaching English as a Foreign Language, London.
3. Bhatia, K.K.(1968). New Techniques of Teaching English as a Foreign Language. NBS Educational Publishers, Chandigarh.
4. Billows, F.L.(1961). The Techniques of Language Teaching. Logomans, London
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18. Nihalani, Poaroo (1971) Indian and British English (O.U.P.).
19. Lado, Robert (1964) Language Teaching-A Scientific Approach. McGraw Hill, New York.
20. Srivastava, B.D.(1966). Structural Approach to the Techniques of English. Ram Poarshad & Sons., Agra.
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26. Bansal R.K.Introduction to English Language Teaching Vol.I Linguistics
27. Bansal R.K.Introduction to English Teaching Vol.II Phonetics and Spoken English. CIEFL O.U.P. Hyderabad.
28. Ghosh, shastri, Das. Introduction of Teaching Vol.III Method at the College Level. CIEFL, O.U.P. Hyderabad.

Teaching of Life Science II

M.A. Education (Final) 4th Semester

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

OBJECTIVES

1. To develop awareness about developments in the area of teaching and learning of Life Science at the national and international level.
2. To develop competencies in the prospective teachers related to Life Science at the lower secondary level with specific reference to Indian school conditions.
3. To orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Life Science, aims and objectives of Life Science, pedagogical analysis of contents in Life Science at the lower secondary level, transaction of contents, methods of teaching, evaluation etc.
4. To enable prospective teachers to be effective teachers in order to perform the required role as a Life Science teacher under Indian School conditions.

COURSE CONTENTS

Unit-I

Contents and Pedagogical Analysis

- Contents
- Excretory system
- Circulatory system

- Food Chain
- Ecological Balance

Pedagogical Analysis

Following points should be followed for Pedagogical Analysis

- Identification of Concepts
- Listing Behavioural Outcomes
- Listing Activities and Experiments
- Listing Evaluation Techniques

Unit-II

Development of Instructional Material

- Preparation of Teaching Aids
 - Photography
 - Different Models
 - Slides
- Development of Aquarium, Vivarium and Terrarium
- Development of Demonstration Experiments

Unit-III

Methods of Teaching and Programme Learning

- Methods of Teaching
 - Lecture Method
 - Lecture Demonstration method
 - Project Method
- Problem – Solving Method
- Development of Self-Instructional Material Through Programme Learning

Unit-IV

Practical Skills and Micro-Teaching Skills

Practical Skills

- (i) Preparation of Temporary and Permanent Mounts
- (ii) Collection and Preservation of specimen

Micro-Teaching Skills

- (i) Skill of Introducing the Lesson

- (ii) Skill of Questioning
- (iii) Skill of Illustration
- (iv) Skill of Explaining
- (v) Skill of Stimulus Variation

SUGGESTED READINGS

1. Bremmer, Jean(1967). Teaching Biology, Macmillan, London.
2. Dastgir, Ghulam(1980). Science Ki Tadress. Translation of Sharma & Sharma Teaching of Sc. Tarakki Urdu Board, New Delhi.
3. Heller, R.(1967). New Trends in Biology Teaching. UNESCO, Paris.
4. NCERT (1969) Improving Instructions in Biology. New Delhi.
5. Novak, J.D.(1970). The Improvement of Biology Teaching.
6. Sharma, R.C.(1975). Modern Science Teaching. Dhanpat Rai & Sons., New Delhi.
7. Waston, N.S.(1967). Teaching Science Creativity in Secondary School. U.B. Saunders Company, London.
8. Green, T.C. (1967) The Teaching and Learning Biology. Allman & Sons., London.
9. Miller, David, F.(1963). Methods and Materials for Teaching the Biological Sciences. McGraw Hill, New York.
10. Nunn, Gordon (1951). Handbook for Science Teachers in Secondary Modern Schools. John Murry, London.
11. Thurber, Walter (1964). Teaching of Science in Toda's Secondary schools. Prentice Hall, New Delhi.
12. Vaidya, N.(1971). The Impact of Science Teaching. Oxford and IB+1 Publication Co., New Delhi.
13. Vos, Burton F.A. & Bren, S.B. Biology as Inquiry: A Book of Teaching Methods.

Teaching of Physical Science II
M.A. Education (Final) 4th Semester

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each.

OBJECTIVES

1. To develop awareness about developments in the area of teaching and learning of Physical Science at the national and international level.
2. To develop competencies in the prospective teachers related to Physical Science at the lower secondary level with specific reference to Indian school conditions.
3. To orient prospective teachers in specific educational aspects of Science and Technology Education e.g. general concept of Physical Science, aims and objectives of Physical Science, pedagogical analysis of contents in Physical Science at the lower secondary level, transaction of contents, methods of teaching evaluation etc.
4. To enable prospective teachers to be effective teachers in order to perform the required role as a Physical Science teacher under Indian School conditions.

COURSE CONTENTS**Unit –I****Contents and Pedagogical Analysis**

Contents

- Magnetism

- Friction
- Water as Universal Solvent

Pedagogical Analysis

- Identification of Concepts
- Listing Behavioural Outcomes
- Listing Activities and Experiments
- Listing Evaluation Techniques

Unit-II**Development of Instructional Material**

- Preparation of Teaching Aids
- Development of Demonstration Experiments
- Co-curricular Activities

Methods of Teaching and Programme Learning

Method of Teaching

- Lecture Method
- Lecture-Demonstration Method
- Project Method
- Problem –Solving Method

Development of Self-Instructional material Through Programme Learning

Unit-III**Practical Skills and Micro-Teaching Skills**

Practical Skills

- Practical Demonstration-Using Laboratory
- Improvisation of Apparatus

Micro-Teaching Skills

- Skill of Introducing the Lesson
- Skill of Questioning
- Skill of Illustration
- Skill of Explaining
- Skill of Stimulus Variation

Unit-IV

- Concept of Measurement and Evaluation
 - Different Types of Grading
 - Characteristics of a Good Test
 - Preparation of an Objective Type Achievement Test
 - Techniques and Devices of Evaluation in Life Science
- Viva-Voce, Written Test (Essay Type, Short Answer Type, Objective Type)
- Rating Scales
- Questionnaires
- Observation

SUGGESTED READINGS

1. Anderson, R.D.(1970) Developing Children's Thinking Through Science. Prentice Hall, New Delhi.
2. Carin, A.A. & Sund, R.D.(1976). Teaching Science Through Discovery.
3. MerilHarvard Project Physics, (1968). An Introduction to Physics (Vol.I-CI). Hurd Dehart, P.(1971). New Directions in Teaching School Science. Rand McNally Co., Chicago.
4. Kuthiro, (1970). Physics Teacher Guide. Parker Publishing Co., New York.
5. Lewis, J.L.(1977). Teaching of School Physics. Longman Group Ltd., London.
6. Sharma, R.C.(1981). Modern Science Teaching. Dhanpat Rai Sons, Delhi.
7. Weber. Physics for Teachers, A Modern Review (1965). McGraw Hill, New York
8. Anderson, R.D., (1970). Developing Children's thinking through Science. Prentice Hall, New Delhi.
9. Bruce Joyce (1994) Models of Teaching. March Weil Prentice Hall, New Delhi.
10. Cartin, A.A. & Sund, R.D.(1972). Teaching Science through Discovery. Merill, London.

11. Gerrise, J & Madsfield, D.(1971) Chemistry by Experiment and Understanding. New York.
12. Hurd Dihurst, P. (1971). New Directions in teaching school Science. Rand McMally Co., Chicago.
13. Murry John, 1970. Teaching of Science in Secondary School. Association for Science Education. NCERT.
14. Nuffield, (1968). The Basic Course. Longman, London.
15. Sharma, R.C. & Sharma. Teaching of Science. New Delhi.
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19. Bnoulind, H.F. Teaching Physics in Elementary Schools. Oxford University Press.
20. Rogers, E.M. Physics for the Inquiring Mind. Princeton University Poress.
21. Romey, W.D.(1968). Inquiry Technique for Teaching of Science. Prentice Hall New Jersey.
22. Jenkin, E. & Whirefield, R.R. Readings in Science Education. A Source Book. McGraw Hill, London.
23. Ya-Perelan. Physics for Entertainment. MIR Publishers, Moscow.
24. Walker, J.(1977). The Flying Circus of Physics. John Wiley and Sons.

Teaching of Social Studies II**M.A. Education (Final) 4th Semester**

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt

one question from each unit. Long answer type questions will carry 16 marks each.

OBJECTIVES

The students will be able to

1. Acquire knowledge of present Indian Civilization and economic conditions of India.
2. Understand the important concepts used in discipline.
3. Develop and critically evaluate existing school curriculum and text books.
4. Develop desirable social and economic attitudes.
5. Become effective citizen and good consumer.
6. Prepare diagnostic tests and achievement tests, administer them, analyse the result and provide remedial measures or guidance.
7. Prepare unit plan and lesson plan for different classes.
8. Prepare suitable teaching aids and use them effectively in the classroom.

COURSE CONTENTS

Unit – I Methods of Teaching

- Story telling method
- Project Method
- Problem Method
- Inductive Method
- Deductive Method

Unit-II Development of Self Instructional material

- Bulleting Board
- Maps
- Charts
- Graphs Scrap books
- Application of Radio, Video, Computer and O.H.P.
- Dramatization
- Use of Community Resources
- Designing of Social Studies Lab

Unit-III Utilization of community Resources in the teaching of Social Studies

- Designing Social Studies Laboratory.
- Organisation of co-curricular activities in Social Studies.
- Factors affecting Indian Society
- Globe: General information about Globe, longitude and latitude
- Structure of Indian Economy
- Major issues facing Indian economy today
- National presumes
- Current five year plan

Unit-IV Evaluation

- Meaning, need and objectives of evaluation
- Evaluation Devices:
 - Oral Test, Essay type, objective type, interest inventory, Diagnostic testing and remedial measures observation, Rating Scale.

SUGGESTED READINGS

1. Bining, A.C. and Bining, D.H. (1952). Teaching the Social Studies in Secondary School. McGraw Hill Book Company, New York.
2. Choudhary, K.P.(1975). The Effective Teaching of History in India. NCERT, New Delhi.
3. Dhamija, Neelam(1993). Multimedia Approaches in Teaching Social Studies. Harmen Publishing House, New Delhi.
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9. Khan, Riaz Shakir. Arthshastra Shikshan. Kota Open University, BE-13.
10. Kochar, S.K. (1963). The Teaching of Social Studies. University Publishers, Delhi.
11. Mofatt, M.R. (1955). Social Studies Instruction. Prentice Hall, New York.
12. Mouley, D.S.Rajput Sarla & Verma, P.S.(1990). Nagrik Shastra Shikshan. Kota Open University,
13. NCERT, (1968). National Curriculum for Primary & Secondary Education : A Frame work, Revised Version. NCERT, New Delhi.
14. Quillen, I.J. & Hanna, L.A.(1943). Education for Social Competence, Curriculum Sc. Instruction in Secondary School Social Study. Scott, Foreman & Co., Chicago.
15. Ruhela, SP.& Khan, R.S.Samajik Vigyan Shikshan. Kota Open University, BE-5.
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17. Wesley, E.B.(1950). Teaching Social Studies in High School. Heath & Co., Boston
18. DC.Bossing, N.L.(1970). Teaching in Secondary School. Amerinal Publishing Co. Pvt., New Delhi.
19. Branard, M.C. (1953). Principles and Practice of Geography Teaching. University Tutorial Press, London.
20. Burton, W.H.(1953). Principles and Practiced of Geography Teaching. University Tutorial Press, London
21. Burton, W.H.(1972). Principles of History Teaching. Methuen, London. Buch, M.B.(1969). Improving Instruction in Civics. NCERT, New Delhi.
22. Callahan, J.I. Dark, L.H., Stare, I.S.(1967. Secondary School Teaching Methods. University Tutorial Press, London.
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24. Lee, N.(Ed.) (1975). Teaching Economics. Heinemann Educational Books, London.
25. Lewis, E.M.(1960). Teaching History in Secondary School. Sterling Publishers, Delhi.
26. Verma, O.P.(1981). Geography Teaching. New Delhi.

Teaching of Mathematics II

M.A. Education (Final) 4th Semester

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each

OBJECTIVES

1. To acquaint pupil-teachers with the
 - (1) Meaning, aims and objectives and relationship of Mathematics with other subjects.
 - (2) History of number system & metric system.
 - (3) Translation of objectives in behavioural terms
 - (4) Values of teaching Mathematics
 - (5) Contribution of Indian Mathematicians
 - (6) Development of curriculum in Mathematics
2. To acquaint pupil-teachers with the methods and techniques of teaching Mathematics.
3. To help pupil-teachers in the pedagogical analysis of various concepts in Mathematics.
4. To help pupil-teacher in instructional planning and development of relevant material for the teaching of Mathematics.
5. To acquaint pupil-teachers with the use of computers in teaching of Mathematics.
6. To help pupil-teachers in the process of a comprehensive evaluation in Mathematics.

7. To help pupil-teachers in the development of an Achievement Test in Mathematics for class X.

COURSE CONTENTS

Unit-I

- Values to be taught through teaching of mathematics
- Contribution of Indian mathematicians : Arya Bhatt, Bhaskarcharya and Ramanjun
- Development of curriculum
- Development of text books
- Programmed learning in Mathematics

Unit-II

Pedagogical Analysis

- Unit Analysis
- Objective formulation
- Learning Experience
- Choosing method & material
- Evolution

Unit-III Instructional Planning and material development

- Preparation of micro-lesson plan
- Preparation of Simulated lesson plan
- Preparation of classroom lesson plan
- Preparation and use of audio visual material and equipments
- Application of computer in teaching of mathematic

Unit-IV Evaluation

- Diagnostic testing and remedial teaching
- Preparation of an achievement test
- Criterion and norm referenced test

SUGGESTED READINGS

1. Association of Assistant Teachers. The Teaching of Mathematics in U.K., Cambridge University Press.
2. Butler and Wren(1951). Teaching of Secondary Mathematics. McGraw Hill Book Co., New York.

3. Davis D.R.(1951). The Teaching of Mathematics. Addison Wesley Presps, London.
4. Dolclani B.F.(1972). Modern School Mathematics-Structure and Method.
5. London Mathematics Association.Report on the teaching of Arithmetic, Algebra & Geometry, B.Bell & Sons.
6. Nicholas, Engene.D. & Swain Robert, L.Mathematicxs for Elementary School Teachers. Holt Rinehart & Winston, New York.
7. Scghonnel, F.F. & Schonnel, F.J.(1965) Diagnostic and Remedial teaching in Arithmetic. Liver and Boyd, London.
8. School's Council(1972). Mathematics in Primary Schools-Curricular in Bulletin. H.M.S.O. London.
9. Sindhu, K.S. The Teaching of Modern Mathematics. Sterling Publishers, New Delhi.
10. Ashlock Si Herman (1970). Current Research in Elementary School Mathematics. MacMillan, London.
11. Bell, E.T.(1965). Men of Mathematics I & II. Penguin.
12. Land, Frank(1975). The Language of Mathematics. John Surrey, London.
13. McIntosh, Jerry A.(1971). Perspective on Secondary Mathematics Education. Prentic e Hall. New Jersey.
14. N.S.S.E(1970) Mathematics Education. NSSE, Chicago.
15. Riuedesel, C.Alan(1967). Guiding Discovery in Elementary Mathematics. John Wiley & Sons. New York.
16. Schaff, William L.(1965) Basic Concepts of Elementary Mathematics. John Wiley & Sons, New York.
17. Vigilante, Nicholas(1969). Mathematics in Elementary Education. MacMillan, London.
18. Vilenkin,, NY.(1968). Stories about Sets. Academic Press, New Yorkh

Teaching of Commerce II
M.A. Education (Final) 4th Semester

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note : Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each

OBJECTIVES :

1. To develop understanding of principles of commerce.
2. To acquire knowledge of present commerce conditions in India
3. To acquire desirable attitudes and to become effective instrument of economic change.
4. To acquire competencies necessary for a commerce teacher.
5. To acquire appropriate professional behaviour and to develop commitment to profession.

COURSE CONTENTS**Unit-I Methods of Teaching**

- Discussion Method
- Problem solving method
- Project method

Unit-II

- Development and designing of curriculum
- Development of text books.
- Development/Utilization of instructional aids-charts, maps, graphs, tables, models, film strips, T.V., Computers.

Unit-III

- Development of Lesson Plan

- Development of self instructional material modules

Unit –IV

- Evaluation devices – Written, oral, observation, Records
- Preparation of Unit test.

Teaching of Economics II**M.A. Education (Final) 4th Semester**

Time: 3 hours

Max. Marks : 100

(Theory: 80, Internal : 20)

Note: Paper setter will set 9 questions in all, out of which students will be required to attempt 5 questions.

- Q. No. 1 will be compulsory and will carry 16 marks. It will comprise of 4 short answer type notes of 4 marks each to be selected from the entire syllabus.
- Two long answer type questions will be set from each of the four units, out of which the students will be required to attempt one question from each unit. Long answer type questions will carry 16 marks each

OBJECTIVES

1. To develop understanding of economic principles for growth and development of the Indian economy.
2. To acquire knowledge of present economic conditions in India.
3. To acquire desirable attitudes and to become effective instrument of economic change.
4. To become an effective citizen and good consumer.
5. To acquire appropriate professional behaviour and to develop commitment to leading profession.

COURSE CONTENTS**Unit-I Development of Instructional Material**

- Development/utilization of Instructional aids –charts, Maps, Graphs, Tables, Models, Filmstrips, T.V., Computers
- Development of self instructional material modules.

Unit-II Methods of Teaching Economics

- Discussion Method

- Problem Solving Method
- Project Method

Unit-III Skills of Teaching Economics

- Skills of Narration
- Skill of probing questions
- Skills of stimulus Variation

Unit-IV

- Meaning and importance of evaluation
- Formative Evaluation
- Summative Evaluation
- Preparation of an achievement test.

SUGGESTED READINGS

1. Arora, P.N.(1985). Evaluation in Economics, NCERT, New Delhi.
2. Assistant Masters Association (1974). The Teaching of Secondary School Economics. Cambridge University Press, London,
3. Bawa, M.S.(ed.) (1955). Teaching of Economics. IASE, Delhi University, New Delhi.
4. Bawa, M.S.(ed)(1996). Evaluation in Economics. IASE: Delhi University, New Delhi.
5. Boulding, K.E.(1960). Economics Analysis(Volume-II) Micro Economics. Harper and Row, New York.
6. Farooqu, S.A. & Ahmad I.(eds.), Co-curricular Activities in Schools. IASE, JMI, New Delhi.

7. Hicks, J.R.(1960). The Social Frame Work-An Introduction to Economics. Oxford University Press, London.
8. Kanwar, B.S.(1973). Teaching of Economics Prakash Brothers, Ludhiana.
9. Khan, Riaz Shakir. Artshastra Shikshan. Kota Open University, B.E. 13.

M.A. Education (4th Semester)

FIELD WORK: Skill in Teaching

Max.Marks: 100

- 20 lessons of the Teaching Subject to be taught by the student in school/schools. These lessons will be supervised and signed with remarks by the subject experts.
- One final lesson taught by the student in the school will be evaluated jointly by the external and internal examiners.