

MAHARSHI DAYANAND UNIVERSITY ROHTAK
DEPARTMENT OF EDUCATION
M.A. (EDUCATION)

Courses of Reading and Scheme of Examination as per semester system for 1st, 2nd, 3rd and 4th Semester

The duration of the course leading to the Degree of Master of Arts (M. A.) in Education shall be of Four Semesters. In first year, there shall be two semesters consisting of five papers each. In the second and final year there will be two semesters consisting of four theory papers each and one Dissertation and practicum cum field work for all students. Theory papers will be of 100 marks each (80 marks for external evaluation and 20 marks for internal assessment). Dissertation will be of 100 marks (75 marks for Dissertation and 25 marks for viva-voce). Practicum cum field work will be of 100 marks The Dissertation and Field Work will be evaluated by External & Internal examiners (The Supervisor).

Internal assessment (total 20 marks in each theory paper) will be based on two class tests of 5 marks each, Assignments/presentation of 5 marks and marks for attendance as per details given below:

65% to 75%	1 mark
76% to 85%	2 marks
86% to 90%	3 marks
91% to 95%	4 marks
Above 95 %	5 marks

In each theory paper, the candidates will be required to attempt five questions, including one compulsory question of short notes, in three hours.

1st Semester

Paper	Nomenclature of the Paper	Theory	Internal Assessment (Assignment & Seminar)	Maximum Marks	Time
I	Philosophical Foundations of Education-I	80	20	100	3 HRS
II	Sociological Foundations of Education-I	80	20	100	3HRS
III	Psychological Foundations of Education-I	80	20	100	3 HRS
IV	Research Methods in Education-I	80	20	100	3 HRS
V	Methods of Data Analysis in Education-I	80	20	100	3 HRS

2nd Semester

Paper	Nomenclature of the Paper	Theory	Internal Assessment (Assignment & Seminar)	Maximum Marks	Time
VI	Philosophical Foundations of Education-II	80	20	100	3 HRS
VII	Sociological Foundations of Education-II	80	20	100	3HRS
VIII	Psychological Foundations of Education-II	80	20	100	3 HRS
IX	Research Methods in Education-II	80	20	100	3 HRS
X	Methods of Data Analysis in Education-II	80	20	100	3 HRS

Grand Total- 1000

M.A. Education 3rd Semester

Paper	Nomenclature of the Paper	Theory	Time	Internal Assessment(Assignment/ Seminar)	Total Marks
Course XI	Curriculum Development and Comparative Education I	80	3 hours	20	100
Course XII	Contemporary Issues in Indian Education I	80	3 hours	20	100
Course XIII	Option I : Any one of the following : i) Educational Technology-I ii) Educational Administration and Management-I iii) Educational and Vocational Guidance-I iv) Environment Education-I v) Mental Hygiene & Education-I	80 80 80 80 80	3 hours 3 hours 3 hours 3 hours 3 hours	20 20 20 20 20	100 100 100 100 100
Course XIV	Option II: Any one of the following : i) Special Education I ii) Teacher Education I iii) Computer Education I iv) Educational Measurement and Evaluation I v) Value Education and Human Rights I	80 80 80 80 80	3 hours 3 hours 3 hours 3 hours 3 hours	20 20 20 20 20	100 100 100 100 100
	Submission of Research Proposal				
				Total	400

M.A. Education 4th Semester

Paper	Nomenclature of the Paper	Theory	Time	Internal Assessment (Assignment /Seminar)	Total Marks
Course XV	Curriculum Development and Comparative Education -II	80	3 hours	20	100
Course XVI	Contemporary Issues in Indian Education -II	80	3 hours	20	100
Course XVII	Option I : Any one of the following : i) Educational Technology -II ii) Educational Administration and Management -II iii) Educational and Vocational Guidance -II iv) Environment Education -II v) Mental Hygiene and Education -II	80 80 80 80 80	3 hours 3 hours 3 hours 3 hours 3 hours	20 20 20 20 20	100 100 100 100 100
Course XVIII	Option II: Any one of the following : i) Special Education -II ii) Teacher Education -II iii) Computer Education -II iv) Educational Measurement and Evaluation -II v) Value Education & Human Rights-II	80 80 80 80 80	3 hours 3 hours 3 hours 3 hours 3 hours	20 20 20 20 20	100 100 100 100 100
Course XIX	Dissertation and Viva-Voce Examination	100	-	-	100
Course XX	Field Work	100	-	--	100
				Total	600

Grand Total-1000

**Syllabus M.A. (P) Education
(1st Semester)
Paper-I: Philosophical Foundations of Education**

Time: 3 Hrs.

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

- Question 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 Objective:

The students will be able to-

1. Define the concept of Education and Philosophy and explain the relationship between them.
2. Write a critical note on contribution of Philosophy to the field of Education and Vice-Versa.
3. Describe the contribution of various Indian and Western Schools of Philosophy to the fields of Education.
4. Illustrate and explain the concept of Freedom and Equality and their relevance to the field of Education.

Course Contents

Unit-I

1. Education & Philosophy
 - Concept and definition
 - Nature
 - Relationship
 2. Indian Schools of Philosophy
 - Samkhya
 - Vedanta
 - Nyaya
 - Buddhism
 - Jainism
 - Islamic Traditions
- Educational implications of above with special reference to Concept, Reality and Values.

Unit –II

3. Modern Concept of Philosophy
 - Logical analysis
 - Logical empiricism
 - Positive relativism

Unit –III

4. Western Philosophies: Major Schools
 - Naturalism
 - Idealism
 - Pragmatism

- Their Education implications with special reference to the concepts of Metaphysics, Epistemology and Axiology, their Educational implications for aims, contents and methods of education

Unit-IV

5. Social Philosophy of Education
 - Freedom
 - Equality &
 - Equity

Suggested Readings

1. Baskil, Wade, Classic in Education, Vision Press, London, 1.966
2. Brubacher, John S., Modern Philosophies of Education, Tata Mc Graw Hill, New Delhi, 1969
3. Broudy, H.S., Building a Philosophy of Education, Kriager, New York, 1977.
4. Butler, J.D., Idealism in Education, Harper and Row, New York, 1966.
5. Dewey, John, Democracy and Education, MacMillan, New York,
6. Dupuios, A.M., Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972
7. Kneller, George F., Foundations of Education, John Willey and Sons, 1978
8. Morris, Van C., Existentialisms in Education : What it means, Harper & Row, New York, 1966.
9. Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New Yorkm, 1978.
11. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969.

Paper-II: Sociological Foundations of Education

Time: 3 Hrs.

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

- Question 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 Objective:

The students will be able to-

1. Define meaning and concept of Educational Sociology.
2. Explain the concept of social organization and factors effecting it.
3. Describe social interaction and their Educational implications.
4. Write a critical note on meaning, nature & determinants of culture and role of Education in cultural context.
5. Illustrate the meaning and concept of social change with special reference to India.
6. Justify social and economic relevance of Education.

Course Contents

Unit-I

1. Concept of Educational Sociology and Sociology of Education
 - Social organization and its concepts
 - Factor influencing social organization – folkways, mores, institutions; values.
 - Dynamic characteristics of social organization and its educational implications

Unit-II

2. Social interactions and their educational Implications;
 - Social group-Inter group relationship, group dynamics.
 - Social stratification–concepts of social stratification and its educational implications.

Unit-III

3. Culture: Meaning and nature of culture.
 - Role of education in culture context
 - Cultural determinants of education.
 - Education and cultural change.

Unit-IV

4. Social change: its meaning and concept with special reference to India.
Concept of urbanization, modernization, westernization and sanskritisation with special reference to Indian society and its educational implications.
5. Social principles in education: Social and economic relevance to education;
 - Socio- economic factors and their impact on education.

Suggested Readings

1. Pandey, K.P., Perspective in Social Foundation of Education, Amitash Prakashan, Ghaziabad, 1983
2. Havighurst, Robert et al., Society and Education, Allyn and Bacon, Boston, 1955.
3. Gore, M.S., Education and Modernization in India, Rawat Publishers, Jaipur, 1984.
4. Kamat, A.R., Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
5. Maunheim, K. et al., An Introduction to Sociology of Education. Routledge and Kegan Paul, London, 1962.
6. M.I.R.D., Towards an Enlightened and Human Society, Department of Education, New Delhi, 1990.
7. Inkeles, Alex, What is Sociology? Prentice Hall of India, New Delhi, 1987.
8. Maslow, A.H.(Ed.), New Knowledge in Human Values, Harper and Row, New York, 1959.
9. Mossish, Loo., Sociology of Education : An Introduction, George Allen and Unwin, London, 1972.

Paper-III: Psychological Foundations of Education

Time: 3 Hrs.

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

- Question 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 Objective:

The students will be able to-

1. Understand concepts and principles of educational Psychology as an applied science.
2. Outline the scope of educational psychology.
3. Describe the process of growth and development.
4. Understand the meaning and concepts of individual differences.
5. Explain meaning and concepts of gifted and mentally retarded children.
6. Understand the concept and characteristics of creativity & importance of creativity in education.

Course Contents

Unit-I

1. a) Meaning of Education and Psychology
 - Relationship of Education and Psychology
 - Scope of Educational Psychology.
- b) Methods of Educational Psychology.
 - Experimental
 - Clinical
 - Differential

Unit-II

2. Growth and Development during childhood and adolescents
 - Physical
 - Social
 - Emotional
 - Mental
3. Individual differences :
 - Concept and areas;
 - Determinants : Role of heredity and environment in developing individual differences;
 - Implications of individual difference for organizing educational programmes.

Unit-III

4. Gifted and Mentally Retarded Children
 - Meaning and characteristics
 - Needs and Problems

Unit-IV

5. Creativity:
 - Concept
 - Characteristics

- Development of creativity.
- Importance of Creativity in Education.

Suggested Readings:

1. Abramson, Paul, R: Personaity, New York: Holt Rinehart and Winston, 1980.
2. Allport, G.V.,: Personality, New York: Holt, 1954.
3. Allport G.W: Pattern and Growth in Personality, New York: John Wiley and Sons, Inc. 1961.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York: John Wiley and Sons, Inc. 1961.
5. Baller, Warren, R.Charies, Don C. The Psychology of Human Growth and Development, New York: Holt, Rinehart and Winston Inct., 1962.
6. Baum, A, Newman, S., West R. & McManus, C. Cambridge University Press 1997.
7. Coleman, J.C.: Abnormal Psychology and Modern Life Bombay: D.B. Taraporewal Sons & Co., 1976.
8. Dicapro, N.S.: Personality Theories, New York: Harper, 1974.
9. Dougals, O.B. Holl and B.P. Foundations of Educational Psychology, New York: The MacMillan Co., 1948.
10. Gagne, R.M: The Conditions of Learning, New York: Chicago: Holt, Rinehart and Winston, 1977.
11. Gtes, A.T. et., Al: Educational Psychology, New York: MacMillan, 1963.
12. Hilgard, E.R.: Teories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi, Starling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, r.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publihers (P) Ltd., 1994.
18. Thorpe, G.L. & Olson, S.L. Behaviour therapy, Concepts, Procedure and Applications, London: Allyn Bacon, 1999.

Paper-IV: Research Methods in Education

Time: 3 Hrs.

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

- Question 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:

The students will be able to-

1. Explain the methods of acquiring scientific knowledge through experience and reasoning.
2. Define meaning, nature, scope, and purposes of Educational Research.
3. Describe the emerging trends in Educational Research.
4. Illustrate meaning, criteria and sources for identifying the research problems.
5. Describe the importance and various sources of review of related literature and hypothesis.
6. Explain the types, tools and techniques of collection of data.
7. Define concept of samples and population and steps and types of sampling.

Course Contents

Unit-I

1. Methods of Acquiring Scientific Knowledge

- Tradition
- Experience
- Reasoning

2. Nature and Scope of Educational Research

- Meaning, Nature, Need and scope of Educational Research
- Fundamental, Applied and Action Research
- Some emerging trends in Educational Research

Unit-II

3. Formulation of Research Problem

- Criteria and Sources of Identifying the problem
- Definition of the problem
- Review of Related literature.

4. Hypothesis

- Importance
- Characteristics
- Formulation of Hypothesis
- Forms of Hypotheses

Unit-III

5. Sampling

- Concept of population and sample
- Steps and characteristics of a good sample
- Sampling Errors and how to reduce them
- Various methods of Sampling

6. Tools and Techniques of Data Collection -1

- Characteristics of a good research tool
- Types of Tools and Techniques and their use
- Questionnaire
- Interview

Unit-IV

7. Tools and Techniques of Data Collection -II

- Observation
- Projective
- Socio-metric Techniques

8. Attitude

- Types of Attitude Scales
- Uses of Attitude Scales
- Limitations of Attitude Scale

Suggested Readings:

1. Miller, D.C. & Salkind, N.J. (2002) Handbook of Research Design and Social Measurement, Sage Publications, London.
2. Rune, Janet, M(2004), Essential of Research Methods of Social Science Research, Blackwell Publishers Ltd.
3. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.
4. Aggarwal, Y.P.(1998), Statistical Methods, Streling, New Delhi.
5. Adward, Allen L.(1968), Experimental Designs in Psychological Research, Holt, Rinchart and Winston, New York.
6. Ferguson, George A.(1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
7. Garrett, H.E.(1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bomboy.
8. Guilford, J.P. & Benjamin Fruchter(1973), Fundamental Statistics.

Paper-V: Methods of Data Analysis in Education

Time: 3 Hrs.

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

- Question 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:

The students will be able to-

1. Compute different types of Statistical Measures.
2. Practical orientation involving selection of appropriate data analysis techniques.
3. Explain and illustrate the concept & application of measures of central tendency dispersion and relative positions.
4. Describe the meaning, assumptions, computation & uses of Non-Parametric test i.e. Chi-square Test & Sign Test.
5. Illustrate the meaning & significance of normal probability curve.

Unit-I

1. Nature of Educational Data

- Quantitative and qualitative, Scales of measurement, Descriptive and inferential statistics.
- Organization and graphical representation of data: frequency distribution, frequency polygon, histogram, ogive and smoothed frequency polygon
- Measures of Central Tendency: Concept, characteristics, computation and uses of Mean, Median, Mode,

Unit-II

2. Measures of Dispersion: Concept, characteristics, computation and uses of Range, Quartile Deviation, Average Deviation, Standard Deviation and Variance.
3. Measure of Relative Position: Percentiles and Percentile Ranks.

Unit-III

4. Non Parametric Tests: Meaning, assumptions, computation and uses of:

- Chi-square tests of equality and independence, setting up cross breaks for contingency table.
- Sign test

Unit-IV

5. Normal Probability Curve: Meaning, significance,

- Characteristics and applications
- Skewness and Kurtosis

Suggested Readings:

1. Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
3. Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.

4. Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
6. Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
7. Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Naroda, New Delhi.
8. Neuman, W.L. (1997), Social Research Methods: Quantitative Approaches, Allyn and Bacon, Boston.
9. Siegel, S. (196), Non-Parametric Statistics, McGraw Hill, New York.
10. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.

Syllabus M.A. (P) Education (2nd Semester)

Paper-VI: Philosophical Foundations of Education

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 sort 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

The students will be able to-

1. Write a critical note on the contribution of Indian Philosophers to contemporary Indian Education.
2. Justify the Impact of Value Education in our life.
3. Explain in detail the constitutional provisions for Education in India.
4. Write a critical note on the nature of knowledge & knowledge getting process.
5. Illustrate meaning, function of democracy & responsibility & their relevance in Education.

Course Contents

Unit-I

1. Western Philosophies: Major Schools
 - Realism
 - Logical positivism
 - Existentialism
 - Marxism
 - Their educational implications with special reference to the concepts of metaphysics, epistemology, axiology; their educational implications for aims, contents and methods of education.

Unit-II

2. Contributions of following Indian Philosophers to Educational Thought:
 - Vivekananda,
 - Tagore,
 - Gandhi,
 - Aurobindo and
 - J.Krishnamurty

Unit-III

3. Education and its role in developing National Values.
4. The Constitution of India.

Unit-IV

5. Nature of knowledge and the knowledge getting process.

6. Social Philosophy of Education.
 - Democracy.
 - Responsibility

Suggested Reading

1. Baskin, Wade, Classics in Education, Vision Press, London 1966.
2. Brubacher, John S, Modern Philosophies of Education, Tata McGraw Hill, New Delhi, 1969.
3. Broudy, H.S. Building a Philosophy of Education, Krieger, New York, 1977.
4. Butler, J.D., Idealism in education, Harper and Row, New York, 1966.
5. Dewey, John, Idealism in Education, MacMillan, New York, 1966.
6. Dupuis, A.M. Philosophy of Education in Historical Perspective, Thomson Press, New Delhi, 1972.
7. Kneller, George F., Foundation of Education, John Wiley and Sons, 1978.
8. Morris, Van C., Existentialisms in Education: What it means, Harper & Row, New York, 1966.
9. Pandey, R.S., An Introduction to Major Philosophies of Education, Vinod Pustak Mandir, Agra, 1982.
10. Narvane, V.S., Modern India Thought, Orient Longmans Ltd., New York, 1978.
11. Mukerjee, R.K. Ancient Indian Education, Motilal Banarsidas, Varanasi. 1969

Paper-VII: Sociological Foundations of Education

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 questions 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

The students will be able to-

1. Justify the stance of socially & economical disadvantaged sections of the society with a special reference to scheduled castes, scheduled tribes, women & rural population.
2. Understand the relationship of Education with democracy, freedom, National integration and international understanding.
3. Illustrate Education as a process of social system, socialization & social progress.
4. Explain Education as related to social equity and equality of Educational opportunity.
5. Describe social theories i.e. Marxism, integral humanism & functionalist with special reference to social change.

Course Contents

Unit-I

1. Social principles in education-social and economic relevance to education;
 - Socio-economic factors and their impact on education.
 - Socially and Economically disadvantaged sections of the society with special reference to Scheduled Castes, and Scheduled Tribe, Women and Rural population.

Unit-II

2. Education in relation to:
 - Democracy
 - Freedom,
 - Nationalism-national integration.
 - International understanding

Unit-III

3. Education and Society
 - Education:-
 - As a process in social system
 - As a process of socialization, and
 - As a process of social progress
 - Education and politics
 - Education and religion

Unit-IV

4. Educational Opportunity and Equality and Equity-
 - Education as related to social equity, and equality of educational opportunities
 - Inequality of educational opportunities and their impact on social growth and development.

5. Social theories (with special reference to social change)
- Marxism,
 - Integral Humanism (based on 'Swadeshi') and
 - Functional-Emile Durkheim and Talcott Parsons.

Suggested Reading

1. Pandey, K.P. Perspective in Social Foundations of Education, Amitash Prakashan, Gazibad, 1983.
2. Havighurst, Robert et al., Society and Education, Allyn and Bacon Boston, 1995.
3. Gore, M.S., Education and Modernization in India, Rawat Publishing Co., Bombay, 1985.
4. Kamat, A.R. Education and Social Change in India, Samaiya Publishing Co., Bombay, 1985.
5. Maunheim, K. et al., an introduction to Sociology of Education Routledge and Kegan Paul, London, 1962.
6. M.H.R.D., Towards an Enlightened and Human Society. Department of Education New Delhi. 1987.
7. Inkeles, Alex, What is sociology? Prentice Hall of India, New Delhi. 1987.
8. Maslow, A.H. (Ed.), New knowledge in Human Values, Harper and Row, New York, 1959.
9. Mossish, Loor, Sociology of Education: An Introduction, George Allen and Unwin, London, 1972

Paper-VIII: Psychological Foundations of Education

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 sort 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

The students will be able to-

1. Understand nature & concept of intelligence.
2. Write a critical note of theories of intelligence.
3. Explain the measurement of intelligence.
4. Define the meaning and determinants of personality.
5. Describe the theories of personality.
6. Define the meaning and the theories of learning.
7. Illustrate the concept of motivation.
8. Explain the concept of mental health and mental hygiene, adjustment process.

Course Contents

Unit-I

1. Intelligence:

- Definition and nature of intelligence;
- Theories:
 - Two factor theory (Spearman)
 - Multifactor theory.
 - Guilford model of intellect.
 - Hierarchical
 - Measurement of intelligence (two verbal and two non-verbal tests)

Unit-II

2. Personality:

- Meaning and determinants.
- Type and Trait theories
- Assessment of personality by subjective and projective methods

Unit-III

Learning:

- Meaning
- Theories and their educational implications.
 - Pavlov's classical conditioning
 - Skinner's operant conditioning.
 - Learning by insight
- 4. Hull's reinforcement theory.
 - Lewin's field theory
 - Gagne's hierarchy of learning.
 - Factors influencing learning.

Unit-IV

5. Motivation

- Concept of motivation
- Theories of motivation.
 - Physiological Theory.
 - Murray's Need Theory.
 - Psycho-analytical Theory.
 - Maslow's theory of hierarchy of needs.
 - Factors affecting motivation.

6. Mental health & mental hygiene

- Adjustment and process of adjustment.
- Defence mechanism: Projection, substitution, sublimation, withdrawal, reaction formation and fixation.

Suggested Readings

1. Abramson, Paul, R: Personality, New York: Holt Rinehart and Winston, 1980
2. Allport, G.V.: Personality, New York: Holt, 1954
3. Allport G.W.: Pattern and Growth in Personality New York: John Wiley and Sons, Inc., 196.
4. Andrews, T.W.(Ed.): Methods in Psychology, New York, John Viley and Sons, Inc. 1961.
5. Baller, Warren, R. Charies, Don C. The psychology of Human Growth and Development. New York; Holt, Rinehart and Winston, Inc., 1962.
6. Baum, a., Newman, S., West R., & McManus, C., Cambridge University Press, 1997.
7. Coleman, J.C. Abnormal Psychology and Modern Life Bombay: D.B. Taraporewal Sons & Co., 1976.
8. Dicapro, N.S.: Personality theories, New York: Hasrper, 1974.
9. Douglals, O.B. Holl, and B.P. Foundations of Educational Psychology, New York: The Mac Millan co. 1948
10. Gange, R.M.: The conditions of Learning, New York : Chicago Holt, Rinehart and Winston, 1977.
11. Gtes, A.T.et., Al: Educational Psychology, New York : Mac Millan, 1963.
12. Hilgard, E.R.: Theories of Learning, New York: Appleton Century Crafts.
13. Kundu, C.L. Educational Psychology, Delhi, Sterling Publishers, 1984.
14. Kundu C.L. Personality Development: A Critique of Indian Studies, Vishal Publishers, 1976.
15. Kundu, C.L. & Tutoo, D.N.: Educational Psychology, New Delhi: Sterling Publishers Private Limited, 1988.
16. Shanker Udey: Development of Personality, 1965.
17. Talbgott, J.A. Hales, R.E. & Yodofsky, S.G. Textbook of Psychiatry, New Delhi: Jaypee Brothers Medical Publishers (P) Ltd., 1994.
18. Thorope, G.L.& Olson, S.L. Behaviour Therapy, Concepts, procedures and applications, London: Allyn Bacon, 1999

Paper-IX: Research Methods in Education

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 sort 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

The students will be able to-

1. Write a critical note on major approaches to research.
2. Explain the research design.
3. Describe ethnographic, development and documentary analysis.
4. Illustrate the preparation of research synopsis.
5. Describe the writing of research report and evaluation of research report.

Course Contents

Unit-I

1. Major Approaches of Research-I
 - Descriptive Research
 - Expost facto Research
2. Major Approaches to Research-II
 - Historical Research
 - Laboratory Experiments.

Unit-II

3. Major Approaches to Research -III
 - Experimental Research
 - Field Studies
4. Qualitative Research
 - Ethnographic
 - Content, Inductive and Logical analysis

Unit-III

5. Validation of Qualitative Analysis.
 - Major Strategies for validation
6. Developing a research proposal (synopsis)
 - Writing Research Report and evaluation of research Report

Unit-IV

7. Errors in Conducting Research
 - Theoretical Errors.
 - Methodological Errors.
 - Sampling Errors.
 - Measurement Errors.
 - Statistical Errors
 - Interpretive Errors.
 - Inferential Errors.

- Reporting Errors.

8. Development of Educational Research

- Need of research in Education
- Determining priorities in the fields of Educational Research in India
- Fixing-up the priorities of Areas
- Quality control of Educational Research
- Planning of Research
- Methodology
- Evaluation
- Suggestions for Improving Educational research

Suggested Readings

1. Miller, D.C. & Salkind, N.J. (200). Handbook of Research Design and Social Measurement, Sage Publications, London.
2. Ruane, Janet, M (2004), Essential of Research Methods to Social Science Research, Blackwell Publishers, Ltd.
3. Van Dalen, D.B. (1962), Understanding Educational Research McGraw Hill, New York.
4. Aggrawal, Y.P. (1998), Statistical Methods, Streling, New Delhi.
5. Adward, Allen L (1968), experimental Desgins in Psychological Research, Holt, Rinehart and Winnston, New York.
6. Ferguson, Gorge A (1976), statistical Analysis in psychology and Education, McGraw Hill, New York.
7. Garrett, H.E. (1973), Statistics in psychology and Education Vakils, Feffer and Simon, Bombay.
8. Guilford, J.P. and Benjamim Fruchter (1973), Fundamental Statistics.

Paper-X: Methods of Data Analysis in Education

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 sort 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

The students will be able to-

1. Explain the meaning, characteristics, assumptions, computation & uses of Product moment and Rank difference correlation.
2. Differentiate between Rank difference & product moment & partial & multiple correlations.
3. Illustrate the concept, assumptions & computation of regression & prediction.
4. Explain & illustrate the concept & application of some tests of significance.
5. Differentiate between the T-Test and ANOVA.

Course Content

Unit-I

1. Correlation: Meaning, Characteristics, Assumptions, Computation and Uses of:
 - Product Moment Correlation
 - Rank Difference Correlation.
 - Partial and Multiple Correlation: Meaning, assumptions, computation and uses.

Unit-II

2. Regression and Prediction: Concept, assumptions and computation of Linear regression equations standard error of measurement.
3. Tests of significance.
 - Difference between means.
 - Difference between percentage and proportions.
 - Difference between correlations.

Unit-III

4.
 - Null Hypothesis
 - Standard error, confidence limits
 - Type I and Type II errors
 - One tailed and two tailed tests

Unit-IV

5.
 - The F-test:
 - One way ANOVA:
 - Meaning
 - Assumptions,
 - Computation and uses.

Suggested Readings:

1. Aggarwal Y.P. (1998), Statistical Methods, Sterling, New Delhi
2. Edward, Allen L. (1968), Experimental Designs in Psychological Research, Holt, Rinehart and Winston, New York.
3. Ferguson, George A (1976), Statistical Analysis in Psychology and Education, McGraw Hill, New York.
4. Garrett, H.Ed. (1973), Statistics in Psychology and Education, Vakils, Feffer and Simon, Bombay.
5. Guilford, J.P. and Benjamin Fruchter (1973), Fundamental Statistics in Psychology and Education, McGraw Hill, New York.
6. Koul Lokesh (1988), Methodology of Educational Research, Vikas, New Delhi.
7. Kutz, A.K. and Mayo S.T. (1980), Statistical Qualitative and Psychology, Narola, New Delhi.
8. Neuman, W.L. (1997), Social Research Methods: Quantitative Approaches, Allyn and Bacon, Boston.
9. Siegel, S. (196), Non-Parametric Statistics, McGraw Hill, New York.
10. Van Dalen, D.B. (1962), Understanding Educational Research, McGraw Hill, New York.

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 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

- Concept, aims and scope of Comparative Education
- History and Developmental Stages of Comparative Education
- Factors influencing of Education System and Comparative Education.

UNIT-II

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

UNIT-III

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

UNIT-IV

- Higher Education in U.K., U.S.A. & India
- 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 Curriculum Design, London, McGraw Hill.
9. John, D.McNeil(1977). Curriculum Boston. Little Brown and Company.

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 University 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

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. & Black Hurst 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,Massachusets 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

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 MacMillan,
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

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

- Elementary Level
- Secondary Level
- College Level

Unit-III

- Teaching as a profession
- Professional Organization 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. Michael (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

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

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 Perganon Press, 1977.
5. Cropely, 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 Direction, 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. Rogers, 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. Cunningham (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.

Educational Administration and Management-I

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.
- 6.

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.: Macmillan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhrun & 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

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, Commonwealth Publishers, New Delhi,

Educational & Vocational Guidance 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

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-III: 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. Standardized and Non-Standardized 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 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 Graw Hill,
10. Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

Mental Hygiene and Education- I

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: McMillan & 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, University Publications, 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 I

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.
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 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.

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: Concept

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

Unit-II: Aims and Objectives

- 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 at least 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

Selected 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. Penguin.
6. Chaturvedi, M.D.(1973). A Contrastive Study of Hindi-English Phonology. National Publishing House, New Delhi.
7. Dodson, 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.
9. Girard, D.(1972). Linguistic and Foreign Language Teaching. Longman, London.
10. Gimson, A.C.(1970). An Introduction to the pronunciation of English. Edward Arnold (H Ed.), London.
11. Gray, W.S.(1969). Teaching of Reading and Writing UNESCO (II ed.).
12. Halliday M.A.K.(1964). The Linguistic Science and Language Teaching. Longman, London.
13. Jespersen, Otto (1978). Language-its Native Development and Origin, Alienn & Unwin, London.
14. Kohli, A.L.(1978). Techniques of English. Dhanpat Rai & Sons, Jalandhar.
15. Mackey W.F.(1965) Language Teaching Analysis. Longman, London.
16. Morris, I.(1968). The Art of Teaching English as a living Language. The English Language Book Society & Co., London.
17. NCERT (1970). Preparation & Evaluation of Text Books in Mother Tongue. Experimental Edition, New Delhi
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.
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.
23. Tikkoo M.L. (1977). A Functional Grammar with Usage and Composition. Frank Bros. & Co., Delhi.
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

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

Selected 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 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.

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

Selected 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.
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 Poesr.
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

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

Selected 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

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: Concept, Meaning and History of Mathematics

- 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: Aims and Objectives

- 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

Selected 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.
5. London Mathematics Association. Report on the teaching of Arithmetic, Algebra & Geometry, B.Bell & Sons.
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.
13. Mciintosh, Jerry A.(1971). Perspective on Secondary Mathematics Education. Prentic e Hall. New Jersy.
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 York

Teaching of Commerce - 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

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

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, Scope, Aims and Objectives of Economics

- 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.

Selected 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.

TEACHING OF HINDI

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 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.

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TEACHING OF SANSKRIT

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 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.

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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.

ENVIRONMENT EDUCATION– I

Time: 3 Hours

Max. Marks: 100
(External: 60,
Internal: 20, Practical: 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: After completing the course, the students will be able to:

- explain the concept and component of environment.
- explain the concept and types of ecosystems
- describe food chain and food web.
- explain the concept, importance, scope and aims of Environmental education.
- enlist the principles and foundations of Environmental Education.
- discriminate between different types of Environmental Pollution.
- suggest some strategies for Environmental Conservation.
- discuss the importance of responsible Environmental behaviour.
- discuss the importance of Environmental awareness, attitude, sensitivity and action strategies for teachers and students.

COURSE CONTENTS

UNIT – I

- a. Introduction to Environmental Education: Concept, Importance and Scope.
- b. Concept and Types of Ecosystem
- c. Food Chain and Food Web.

UNIT-II

- a. Aims and Objective of Environmental Education.
- b. Guiding Principles and Foundations of Environmental Education.

UNIT-III

- a. Environmental Pollution: Air, Water, Soil and Noise and Radioactive Pollution.
- b. Extinction of Flora and Fauna, Deforestation and Soil Erosion.
- c. Importance of Environmental Conservation and Strategies for Environmental Conservation.

UNIT-IV

- a. Meaning, Importance and Components of Responsible Environmental Behaviour among Teachers and Students.

- b. Importance of Environmental Awareness, Environmental Attitude, Environmental Sensitivity and Environmental Action Strategies for Teachers and Students.

PRACTICAL

A Community Survey for Determining Environmental Awareness, Sensitivity among Students/Teachers.

SELECTED READINGS

1. Dani, H.M. (1986), Environmental Education : Panjab University , Chandigarh, Publication Bureau.
2. Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi : Regal Publication.
3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
4. Nanda, K.V. (1997), Environmental Education, New Delhi: APH Publishing Corp.
5. Nasrin (2007), Education, Environment and Society, New Delhi : APH Publishing Corp.
6. Saxena, A.B. (1986), Environmental Education, Agra : National Psychological Corp.
7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.
8. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.
9. Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi: Commonwealth Publishers.
10. Singh, K. Y. (2005), Teaching of Environmental Science, New Delhi : Charman Enterprises.
11. Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishign House.
12. Vyas,H. (1995), Paryavaran Shiksha, New Delhi : Vidya Mandir.

VALUE EDUCATION AND HUMAN RIGHTS– 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: After completing the course, the students will be able to:

- enable students to understand the need and importance of value- education and education for human rights.
- enable students to understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination.
- orient themselves with the basis of morality and with the place of reason and emotions in moral development of the child.
- enable them to understand the process of moral development vis-a-vis their cognitive and social development.
- orient themselves with various intervention strategies for moral education and conversion of moral learning into moral education.
- orient themselves about the philosophical foundations of human rights

COURSE CONTENTS

UNIT – I

Conceptual Framework of Value Education.

- (i) Meaning, Nature and Scope of Value Education.
- (ii) Objectives of Value Education.
- (iii) Types-Competent, Instrumental, Terminal, Extrinsic and Intrinsic Values. Importance of Value Education

UNIT – II

Content of Value Education and Culture

- (i) Competency Based Values- Subject wise (Languages, Social Sciences, Science, Maths etc.)
- (ii) Co curricular Activity Based Values- Social, Moral, Aesthetic and Spiritual Values
- (iii) Human Values in the Context of Indian Culture and Constitution - Truth, Love, Peace, Righteousness, Non- Violence etc.

UNIT – III

Conceptual Framework of Human Rights

- (i) Meaning, Objectives, Nature and Scope of Human Rights
- (ii) Content of Human Rights Education
- (iii) Obstacles and Barriers in Implementing Human Rights.
- (iv) Education as an Agency to Sensitize Students towards Human Rights

UNIT – IV

Philosophical Foundations of Human Rights: Nature and Sources.

SELECTED READINGS

1. Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
2. Kluckhohn, C. (1961), "The Study of Values". In D.N. Barrett (ed), Value in America, North Dame: University of North Dame Press.
3. Malhotra P.L.(1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi : N.C.E.R.T.
4. Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
5. Mujeeb, M.(1965), Education and Traditional Values, Meerut: Meenakshi Prakashan.
6. Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
7. Rokeach, M. (1978), The Nature of Human Values, New York : Jessy Brassm.
8. Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corpn.
9. Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
10. Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi : Isha Books.
11. Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionetic Analysis, New Delhi: Gian Publishers.
12. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.
13. Kar, N.N. (1996): A Philosophical Study, Ambala Cantt: Associated Publishers.

M.A. (Final) Education
4th Semester

CURRICULUM DEVELOPMENT AND COMPARATIVE EDUCATION II

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 Planning, 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

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 University 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

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: 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 Miffin 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

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 Macmillan,
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

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
- Individualized 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 within 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

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 Multi-user
- 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

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.
 - b) Methods of Adult Education-Lecture, Discussion and Demonstration
 - c) 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 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 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 Direction*, 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.

EDUCATIONAL ADMINISTRATION AND MANAGEMENT-II

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.: MacMilan.
5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988), Human Resource Development, Bombay: Dhrun & 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

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: McGraw 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, Commonwealth Publishers, New Delhi,

Educational & Vocational Guidance II

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, Harper.
9. Taxler, A.E(1964): Techniques of Guidance, New York, Mc Graw Hill,
10. Robinson: Principles and Procedures in Student Counseling, New York, Harper & Roe.

Mental Hygiene and Education- II

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: McGraw 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.
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

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.
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10. Pandit, H.N.: Measurement of Cost Productivity and Efficiency of Education, NCERT, 1969.
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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

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: 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, Tape recorder, 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)

Selected 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. Longmans, London
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6. Chaturvedi, M.D.(1973). A Contrastive Study of Hindi-English Phonology. National Publishing House, New Delhi.
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8. Frisby, A.W. (1970) Teaching English: Notes and Comments in Teaching English Overseas. ELBS, London.
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10. Gimson, A.C.(1970). An Introduction to the pronunciation of English. Edward Arnold (H Ed.), London.
11. Gray, W.S.(1969). Teaching of Reading and Writing UNESCO (II ed.).
12. Halliday M.A.K.(1964). The Linguistic Science and Language Teaching. Longman, London.
13. Jespersen, Otto (1978). Language-its Native Development and Origin, Alienn & Unwin, London.
14. Kohli, A.L.(1978). Techniques of English. Dhanpat Rai & Sons, Jalandhar.
15. Mackey W.F.(1965) Language Teaching Analysis. Longman, London.
16. Morris, I.(1968). The Art of Teaching English as a living Language. The English Language Book Society & Co., London.
17. NCERT (1970). Preparation & Evaluation of Text Books in Mother Tongue. Experimental Edition, New Delhi
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.
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.
23. Tikoo M.L. (1977). A Functional Grammar with Usage and Composition. Frank Bros. & Co., Delhi.
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 II

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

Selected 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

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: Evaluation

- 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

Selected 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.
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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 II

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.
- Organization 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.

Selected 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 II

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

Selected 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 York

Teaching of Commerce II

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

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.

Selected 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.

TEACHING OF HINDI

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 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.

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- ; fuV & 2 fglNh /ofu; k & oxh'cdj.k] mPpkj.k , oaf'k{k.k
 v{kj fol; kl ; k or'uh & =kV; k' d'kj.k , oafuokj.k
 fglNh okD; fo'y'sk.k] jpuk , oafojke fpUg
- ; fuV & 3 fglNh i kB; Øe fuekZk , oal eh{k
 fglNh i kB; i'rd dh fo'ks'rk, W , oal eh{k
 fglNh f'k{k.k ea i kB; Øe & l g'keh fØ; k, a
- ; fuV & 4 fglNh ds eW; ka'lu , oaxgdk; Z
 (v) fglNh ea eW; ka'lu vFkZ , oal o : i
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 (b) fglNh f'k{k.k ea xgdk; Z Lo : i , oal d'ks'ku
 1 fglNh i kB; oLrq l s vfhk i k;
 2 fglNh i kB; oLrq dk f'k{k'kkL=kh; fo'y'sk.k
- i z ks'kRed fØ; k, a
 (v) ek/; fed d{k'vka ds fglNh i kB; Øe ea l s fdUgha nks i kBka (x | i |] fuU/k] d'guh] ukVd
 v'fn) dk f'k{k'kkL=kh; fo'y'sk.k
 (vk) fuc'kkRed] y?k'kj , oal r'q'u"B i jh{k ds fy , i z u i é fuekZk
 (b) i kB'kky'vka ea fglNh dh i kB; Øe l g'keh fØ; kvka dh 0; oLFkk djuk

1 anHkZ xFk l ph

1	'kQy] Hkxorh i d kn	%	fglnh mPpkj .k vksj orLuh] vk; Z cpl fMi ks ubZ fnYyh] 1974
2	l f[k; k] dDdD	%	fglnh /ofu; ka vksj mudk f'k{k.k] jkeukjk; .k yky] bykgkckn
3	frokjh HkkykukFk rFkk HkkfV; k dSyk'k pln	%	fglnh f'k{k.k fyfi i d k'ku] fnYyh] 1980
4	fujatu d ekj fl g	%	ek/; fed fo ky; ka ea fglnh f'k{k.k] jktLFkku fglnh x d Fk bdkbz k] vFko 1871
5	ckgh.k] gjno	%	0; kogkfj d fglnh 0; kdj .k ykd Hkkjrh i d k'ku] bykgkckn] 1972
6	exy vej] 1991	%	fglnh f'k{k.k] ngyh] vk; Z cpl fMi ks
7	i .k. Ms vkj 0, l 0] 1992	%	fglnh f'k{k.k vkxjk foukn i d rd eflnj
8	fl g l ko=kh] 1992	%	fglnh f'k{k.k % ejB] rk; y cpl fMi ks
9	JhokLro] jktLnz i d kn	%	fglnh f'k{k.k fn edfeyu dEi uh vkWd bM; k fy] ngyh
10	eS; pl gh	%	fglnh f'k{k.k % nh , D; mth'ku , M MoyS esV vkWd ySost fi dVx gky] 1997
11	oLVu dSui	%	MoSyfi x l dMa ySost fLdYI Fkjksj , .M i d dVI jS edlyh] 1973

TEACHING OF SANSKRIT

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 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.

I ðr f'k{k.k iB; Øe

- ; fuV & 1 I ðr iB; Øe fueZk , oal eh{k
- I ðr iB; &i ðrd dh fo'kkrk, a , oal eh{k
- ; fuV & 2 I ðr 0; kdj.k f'k{k egðo i fØ; k , oal iB ; kst uk
- I ðr & jpuk f'k{k egðoA i fØ; k iB ; kst uk
- ; fuV & 3 I ðr&x|&f'k{k egðo & i fØ; k , oal iB ; kst uk
- ; fuV & 4 I ðr f'k{k ea xgd; Zfu; kstu , oal akku i fØ; k
- I ðr Hk'k dh I gi kB; fØ; k, W
- 1 I ðr f'k{k ea eW; kaðu dk egðo
- 2 I ðr f'k{k ea eW; kaðu , oal i fØ; k

I kfp dk; Z

- (v) ek;/ fed Lrj dsfy, fu/kkjr iB; i ðrdka ea l sfdlgh nls iBka dh fo"k; I kexh dk f'k{k 'kkL=kh; fo'ySk.kA
- (vk) gj; k.k jkT; f'k{k ckMz, oal ØVý ckMz vKQ , twdsku ds ijh{k i éka ds vk/kkj ij ek;/ fed Lrj dsfy, izu ié fueZk.kA

I ðr f'k{k.gsrwvkuþkñr i ðrda %

I ðnHkz xfk I ph

1	I ðr f'k{k.k	%	I Qk; k j?kpkFk] gj; k.k fglnh xðFk , dknep p.Mhx<+
2	I ðr f'k{k.k	%	i.k.Ms jke 'kðy] foukn i ðrd eflnj] vkxjk
3	, , ijkp Vw fvþak vKQ I ðr	%	okchy ohoi hO y[k'kux<+ið (iuk)
4	Vhþak vKQ I ðr	%	vkIVs MhOthO inek i Cyhds kul (cÉcb)
5	I ðr f'k{k.k	%	feJ i Hk'k kðj
6	I ðr f'k{k.k fof/k	%	I Qk'k j?kpkFk
7	fvþak vKQ I ðr bu I ð.Mjh Ldwy	%	vkIVs MhOthO Mksjs i hOðð vkpk; Z cpl fMi kð cMkñk
8	gQjðj	%	n i kðye vKQ Vhþak vKQ I ðr (Hkjr cpl LVky] dks'gki g)

Course XX : FIELD WORK

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.

ENVIRONMENT EDUCATION-II

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: After completing the course, the students will be able to:

- exhibit the relationship between man and environment
- explain the impact of man made and Natural disasters on Environment
- explain the role of educational institutions in disaster management
- discuss the importance of sustainable development
- explain the features of curriculum for environment education at school
- describe different methods of teaching environmental education
- explain various global environmental problems
- explain strategies for waste management

COURSE CONTENTS

UNIT – I

- a. Relationship between Man and Environment.
- b. Effect of Man Made and Natural Disaster on Environment.
- c. Role of Educational Institutions in Disaster Management.

UNIT-II

- a. Features of Curriculum for Environment Education.
- b. Special Nature of Curriculum on Environment Education.
- c. Programmes of Environment Education for Primary, Secondary and Higher Education Institutions.

UNIT-III

- a. Interdisciplinary and Integration Approaches for Teaching Environment Education.
- b. Methods of Teaching Environment Education, Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Survey, Projects, Exhibition and Experimental Learning.
- c. Role of Media: Print, Films and T.V. for Imparting Environment Education.

UNIT-IV

- a. Global Environment Problems: Global warming, Ozone Depletion, e-waste and Population Explosion.

- b. Waste Management: e-waste, Medical Waste, Nuclear Waste, Solid and Liquid Waste.
- c. Comparative Study of Environmental Projects from Various countries.

PRACTICAL

- 1. Survey of Attitude of Students and Teachers towards Global Environmental Problems.
- 2. Organization of any activity of enhancing Environmental Awareness.

SELECTED READINGS

- 1. Dani, H.M. (1986), Environmental Education, Chandigarh : Publication Bureau, Panjab University.
- 2. Bhall, S.C. and Khanna, H. (2007), Environmental Education, New Delhi : Regal Publication.
- 3. Nagra, V. (2006), Environmental Education, Jalandhar : Sharma Publications.
- 4. Nanda, K.V. (1997), Environmental Education, New Delhi : APH Publishing Corp.
- 5. Nasrin (2007), Education, Environment and Society, New Delhi: APH Publishing Corp.
- 6. Saxena, A.B. (1986), Environmental Education, Agra: National Psychological Corp.
- 7. Sharma, R.C. (1981), Environmental Education, New Delhi : Metropolitan Book Co.
- 8. Shrivastva, K.A. (2007), Global Warming, New Delhi : APH Publishing Corp.
- 9. Shukla, K.S. and Srivastva, R.P. (1992), Emerging pattern of Environmental Structure, New Delhi : Commonwealth Publishers.
- 10. Singh, K.Y. (2005), Teaching of Environmental Science, New Delhi : Charman Enterprises.
- 11. Sudhir, A.M. and Masillamani, M. (2003), Environmental Issues, New Delhi : Reliance Publishing House.
- 12. Kumar, V.K. (1982), A Study of Environmental Pollution, Varanasi : Tara Book Agency.

VALUE EDUCATION AND HUMAN RIGHTS-II

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: After completing the course, the students will be able to:

- enable students to understand the need and importance of value- education and education for human rights
- enable them to understand the nature of values, moral values, moral education and to differentiate such values form religious education, moral training or moral indoctrination
- orient the students with the basis of morality and with the place of reason and emotions in moral development of the child
- enable them to understand the process of moral development vis-a-vis their cognitive and social development
- orient the students with various intervention strategies for moral education and conversion of moral learning into moral education
- enable the students about the knowledge of theories, models and approaches of value development
- enable the students to know about the child rights in India and their protection

COURSE CONTENTS

UNIT – I

Approaches to Value Development

1. Psycho- Analytic Approach.
2. Learning Theory Approach Especially Social Learning Theory Approach.
3. Cognitive Development Approach

UNIT – II

Models of Value Development

- (i) Value Analysis
- (ii) Inquiry
- (iii) Social Action

UNIT – III

Types and Agencies of Human Rights

- (i) National and International Agencies of Human Rights
- (ii) Role of NGO's in Human Rights Education
- (iii) Various types of Rights- Civil, Political, Economic, Social and Cultural Rights.

UNIT – IV

Child Rights in India and their Protection:

- (i) Provisions in Schools
- (ii) Teacher Preparation for Protecting Human Rights

SELECTED READINGS

1. Guber, F.C. (1963), Aspects of Value, Philadelphia: University of Pennsylvania Press.
2. Kluckhohn, C. (1961), "The Study of Values". In D.N. Barrett (ed), Value in America, North Dame: University of North Dame Press.
3. Malhotra P.L.(1986), Education, Social Values and Social Work- The Task for the New Generation, New Delhi : N.C.E.R.T.
4. Morris, Charles (1956), Varieties of Human Values, Chicago: University of Chicago Press.
5. Mujeeb, M.(1965), Education and Traditional Values, Meerut: Meenakashi Prakashan.
6. Mukerjee, R.K. (1969), Social Structure of Values, New Delhi: S. Chand and Company.
7. Rokeach, M. (1978), The Nature of Human Values, New York : Jessy Brassm.
8. Karan, Reddy and V. Narayan (1979), Education and Value, New Delhi: B.R. Publishers Corpn.
9. Mohanty, J. (2005), Teaching of Human Rights: New Trends and Innovations. New Delhi: Deep and Deep Publications Pvt. Ltd.
10. Pandey, V. C. (2005), Value Education and Education for Human Rights, New Delhi : Isha Books.
11. Bhatt, S.R. (1986), Knowledge, Value and Education: An Axionetic Analysis, New Delhi: Gian Publishers.
12. Josta, Hari Ram (1991), Spiritual Values and Education, Ambala Cantt: Associated Publishers.
13. Kar, N.N. (1996), A Philosophical Study, Ambala Cantt: Associated Publishers.

Course XIX : DISSERTATION AND VIVA VOCE

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.