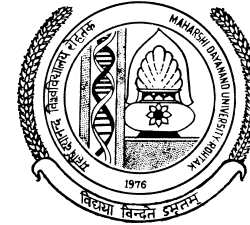


Maharshi Dayanand University Rohtak



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

Session - 2009-2010

Available from :

Incharge (Publication)
Maharshi Dayanand University
Rohtak-124 001 (Haryana)

Price :

At the Counter : Rs. 50/-
By Regd. Parcel : Rs. 90/-
By Ordinary Post : Rs. 70/-

ORDINANCE : MASTER OF ARTS EXAMINATION
(Semester System)

1. The Duration of the course leading to the degree of Master of Arts shall be two academic years. Each year shall be divided into two semesters. The examination for the first and the third semesters shall ordinarily be held in the month of December and for the second and the fourth semesters in the month of April/ May on such dates as may be fixed by the Vice-Chancellor.

A supplementary examination for the first and the third semesters shall be held along with their regular first and third semester examinations in December/ January and for the second and fourth semester examinations which will be held ordinarily during the month of April/ May.

A supplementary examination shall be held in the month of December/ January for candidates who have passed the Ist, 2nd, and 3rd semester examination to appear in fourth semesters examination for passing or for improvement of result.

2. The last date for the receipt of examination forms and fees shall be fixed by the Vice-Chancellor from time to time.
3. A person who has passed one of the following Examinations, shall be eligible to join the first year (Part-I) class of Master of Arts (M.A.) course; (except Master of Physical Education).
- B.A./B.Sc./B.Com. (Hons.) Examination in the subject of Post graduate Course with atleast 50% marks in aggregate.
 - B.A./B.Sc./B.Com. (Hons.) in a subject other than the subject of Post-graduate course with atleast 50% marks in the aggregate.
 - Bachelor's degree with atleast 50% marks in aggregate or 45% marks in the subject of P.G. Course in which the candidate wishes to seek admission.
 - Shastri Examination (New Scheme of three years duration) of this University.
 - An examination of any other University recognised by this University as equivalent to (i) or (ii) or (iii) or (iv) above.

Provide that

- a) A candidate who has passed B.Com. Examination with at least

45% marks in the subject (s)/paper (s) related to Economics including Statistics shall also be eligible to take up M.A. Economics course.

- A candidate who has passed B.Sc. (Agri.) with Agriculture Economics as one of the paper/subject shall also be eligible to take up M.A. Economics course.
- A candidates who has passed B.A. examination with atleast 45% marks in Public Administration or Sociology shall be eligible to take up M.A. Political Science.
- A candidate getting atleast 55% marks in Hindi (Compulsory) subject may also be considered eligible for admission to M.A. Hindi.
- A candidate who has passed B.A. (hons.) in Sanskrit with atleast 45% marks or B.A. examination with atleast 45% in Sanskrit (Elective) may also be considered eligible to take up M.A. (Hindi), if the candidates who have passed B.A. (Hons.) Hindi or B.A. with Hindi (Elective) obtaining 45% marks are not available.
- A candidate who has passed Bachelors Degree Examination in Music (B.Mus.) from any Indian University shall be eligible for admission to M.A. (Music) without any condition of minimum percentage of marks but no one who did not take up Music as one of his subject for the B.A. Examination shall be eligible to take up Music as one of his/her subjects for the B.A. examination shall be eligible to take up M.A. (Music). However, this will not be applicable in cases where :
 - the applicant is working as a teacher of Music in a college admitted to the privileges of this University.
 - as a Music teacher in a recognized Higher Secondary School with in the Jurisdiction of the University or in addition to passing B.A./B.Sc. he/she has passed one of the following examinations :-

Sangeet Visharad : From Bhatkhande Sangeet Vidyapeet Lucknow or From Gandharya Mahavidyalaya, Bombay.

Sangeet Prabhakar : From Prayag Sangeet 'Smiti, Allahabad or from Rajasthan Sangeet Sansthan, Jaipur .

Sangeet Visharad : Prachin Kala Kendern Chandigarh.

- g) A candidate who has passed B.A. Examination with atleast 45% marks in any of the Social Science subjects shall be eligible to take up M.A. (History) or M.A. (Public Administration).
- h) A candidate who has studied the subject of sanskrit at B.A. level, whether elective or compulsory, for a full span of three years shall be eligible to seek admission to M.A. Sanskrit Course. The minimum percentage of marks for those who have studied Sanskrit (compulsory) should be 55% in the subject.

A candidate who is placed under compartment in the qualifying examination shall not allowed to join Master of Arts. The eligibility condition for admission to Master of Arts will be minium pass marks in the qualifying examination for SC/ ST candidate.

4. A person who has passed post graduate examination shall not ordinarily be allowed to seek admission to P.G. Courses in another subjects as a regular student, However one can join another P.G. course only on permission to be accordingly by the Vice-Chancellor on genuine grounds.

5. Every candidate shall be examined in the subject(s) as laid down in the syllabus prescribed by the Academic Council from time to time.

20% marks in each written paper excluding viva-voce, shall be assigned for internal assessment.

The question paper will be set by the external/ internal examiner. The list of paper setters will) be recommended by the Post-graduate Board of Studies.

The Head of the Deaprtment/ Principal shall forward the internal assessment marks on the basis of class tst, written assignment and attendance in the class etc. to the Controller of Examinations as per the following schedule :

- i) The Internal Assessment/ Sesional marks shoul be supplied by the Heads of the Departments, Principals of the Colleges/ Heads of the Institutions invariably **within 20 days after**

commencement of the examination :

- ii) Thereafter, a late fee @ Rs. 25/- per candidate per subject shall be charged from the Department/ Collge/ Institute concerned if such marks are not sent to the University **within 20 days after commencement of the examination** :
- iii) No Internal Assesemnt/ Sessional marks shall be entertained if the same are received in the University after after 30 days of the declaration of results However, Vice-Chacellor may condone the delay with submission of internal assessment marks after taking into consideration the merit of each case.
6. The head of the Department/Principal will preserve the records on the basis of which the, internal assessment awards have been prepared for inspection, if needed, by the University up to three month from the date of declaration of the smemster examination results.
7. The first semester examination shall be open to a regular student who :-
- i) bears good character.
- ii) Has reamined on the rolls of Department/ College during the period of the course preceding the examination and of having attended not less than 65% of the full course of lectures and tutorials seprately and 75% of pacticals (the courses to be counted upto the last day when the classes break up for the preparatory holiays).
8. The second, third and fourth semester examination shall be open to a regular student who :-
- i) bears good character.
- ii) has remained on the rolls of Department/ College during the period of course preceding the examination and of having attended not less than 65% of the full course of lectures and tutorials separately and 75% of practicals (the courses to be counted upto the last day when the classes break up for the preparatory holidays).
- iii) has passed the previous semester examination or is covered under Clause-12 (ii) below.
9. The medium of instructions and examination shall be English/ Hindi.

10. The minimum percentage of marks to pass the examination in each semester shall be :-
- 35% in each theory paper separately and in aggregate of theory and internal assessment marks where prescribed.
 - 40% in each practical/ dissertation/ viva-voce where prescribed.
 - 40% in aggregate.
11. The amount of examination fee to be paid by a candidate for each semester shall be as decided by the University from time to time .
12. (i) A candidate who fails to pass or having been eligible fails to appear in any semester examination will be allowed to clear the re-appear paper(s) and also for improvement of result after passing a semester examination within a period of five years as stipulated in Clause - III below.
- While re-appearing to pass a semester examination, the candidate will be exempted from re-appearing in the paper/ Practical in which he/ she secured 40% marks.
- (ii) The candidate shall be promoted to 2nd and 4th semesters automatically. But for promotion from 2nd to 3rd, the candidate shall have to clear at least 50% papers of first and second semesters taken together.
- Provided further that a candidate shall not be promoted to higher semester unless he has completed the requirements as given in Clause- 8.
- Explanation :**
- 50% of five papers will be taken as three and that of seven papers as four under this Clause.
- (iii) Provided that a candidate must pass and appear for improvement of result in all the four semesters within five years of his admission to the 1st semester.
13. If the result is declared late the students may attend classes for the next higher semesters provisionally at their own risk and responsibility. In case a candidate fails to be eligible on the declaration of result, his/her attendance/ Internal Assessment in the next higher semester in which he was allowed to attend classes provisionally shall stand cancelled.

14. The internal assessment awards of a candidate who fails in any semester examination shall be carried forward to the next examination.
15. Soon after the termination of the examinations, the Controller of examination shall publish a list of candidates who have passed the Semester examination.
16. a) The viva-voce examination in each semester shall be conducted jointly by the internal and external examiners.
b) The marks obtained by the candidate for the viva-voce shall be taken into account when he/ she appears in any future examinations under re-appear clause.
17. The evaluation of the internal Assessment work shall be conducted in accordance with the guidelines laid down by the Board of Studies. The Head of the Departments/ Principal shall ensure that these guidelines are followed and proper record is maintained.
18. The list of Successful candidates after the fourth Semester examination shall be arranged as under in three divisions on the basis of the aggregate marks obtained in the 1st, 2nd, 3rd and 4th semester examinations taken together, and the division obtained by the candidate will be stated in his degree :-
- those who obtain 60% or more marks First Division
 - those who obtain 50% or more marks Second Division
but less than 60% marks
 - those who obtain less than 50% marks Third division
19. After passing each semester examination, a candidate will be allowed to appear for improvement of result in one or more theory papers only once within the period prescribed in Clause-12 (iii). Only improved marks (higher score only) will be taken into account.
20. The grace marks will be allowed as per University rules.
21. Notwithstanding the integrated nature of this course which is spread over more than one academic year, the Ordinance in force at the time a student joins the course shall hold good only for the examination held during or at the end of the academic year and nothing in this Ordinance shall be deemed to debar the University from amending the ordinance and the amended Ordinance, if any shall apply to all students, whether old or new.

M.A. (Education)**Courses of Reading and Scheme of Examination as per semester system for 3rd and 4th Semester-2009-10**

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 four theory papers 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 jointly.

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

65% to 75%	1 marks
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.

M.A. Education 3rd Semester**Semester Third**

Paper Course	Name of the paper/Course	Theory/ External Assessment Marks	Time	Internal Assessment	Total Marks
Course XI	Curriculum Development and Comparative Education I	80	3 hrs.	20	100
Course XII	Contemporary Issues in Indian Education I	80	3 hrs.	20	100
Course XIII	Optional I : Any one of the following : (i) Special Education I	80	3 hrs.	20	100

	(ii) Educational Measurement and Evaluation I	80	3 hrs.	20	100
	(iii) Teacher Education I	80	3 hrs.	20	100
	(iv) Computer Education	80	3 hrs.	20	100
	(v) Adult and Continuing Education I	80	3 hrs.	20	100
	(vi) Management and administration of Education I	80	3 hrs.	20	100
	(vii) Educational technology I	80	3 hrs.	20	100
	(viii) Educational and vocational Guidance I	80	3 hrs.	20	100
	(ix) Mental Hygiene and Education I	80	3 hrs.	20	100
	(x) Economics of Education I	80	3 hrs.	20	100
Course XIV	Teaching Subject : Any one of the following :				
	(i) Teaching of English I	80	3 hrs.	20	100
	(ii) Teaching of Life Sc. I	80	3 hrs.	20	100
	(iii) Teaching of Physical Science I	80	3 hrs.	20	100
	(iv) Teaching of Social Studies I	80	3 hrs.	20	100
	(v) Teaching of Mathematics I	80	3 hrs.	20	100
	(vi) Teaching of Commerce I	80	3 hrs.	20	100
	(vii) Teaching of Economics I	80	3 hrs.	20	100
	(viii) Teaching of Hindi I	80	3 hrs.	20	100
	(ix) Teaching of Sanskrit I	80	3 hrs.	20	100
Course XV	Dissertation	75	-	25	100
				Total	500

M.A. Education 4th Semester**Semester Fourth**

Paper Course	Name of the paper/Course	Theory/ External Assessment Marks	Time	Internal Assessment	Total Marks
Course XVI	Curriculum Development and Comparative Education II	80	3 hrs.	20	100
Course XVII	Contemporary Issues in Indian Education II	80	3 hrs.	20	100
Course XVIII	Optional I : Any one of the following :				
	(i) Special Education II	80	3 hrs.	20	100
	(ii) Educational Measurement and Evaluation II	80	3 hrs.	20	100
	(iii) Teacher Education II	80	3 hrs.	20	100
	(iv) Computer Education	80	3 hrs.	20	100
	(v) Adult and Continuing Education II	80	3 hrs.	20	100
	(vi) Management and administration of Education II	80	3 hrs.	20	100
	(vii) Educational technology II	80	3 hrs.	20	100
	(viii) Educational and vocational Guidance II	80	3 hrs.	20	100

Course XIX	(ix) Mental Hygiene and Education II	80	3 hrs.	20	100
	(x) Economics of Education II	80	3 hrs.	20	100
	Teaching Subject : Any one of the following :				
	(i) Teaching of English II	80	3 hrs.	20	100
	(ii) Teaching of Life Sc. II	80	3 hrs.	20	100
	(iii) Teaching of Physical Science II	80	3 hrs.	20	100
	(iv) Teaching of Social Studies II	80	3 hrs.	20	100
	(v) Teaching of Mathematics II	80	3 hrs.	20	100
	(vi) Teaching of Commerce II	80	3 hrs.	20	100
Course XV	(vii) Teaching of Economics II	80	3 hrs.	20	100
	(viii) Teaching of Hindi II	80	3 hrs.	20	100
	(ix) Teaching of Sanskrit II	80	3 hrs.	20	100
	Field Work	75	-	25	100
	Total				500

M.A. (Final) Education

3rd Semester

Course- I Contemporary Issues In Indian Education - I

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 Unversalization : 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 (1922), 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.

M.A. (Final) Education**3rd Semester****Course- II Curriculum Development and Comparative Education -I**

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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**

1. Concept, aims and scope of Comparative Education.
2. History and Developmental Stages of Comparative Education.
3. Factors influencing of Education System and Comparative Education.

Unit-II

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

Unit-III

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

Unit-IV

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

Selected Readings

1. Bexday, G.Z.L. (1964) Comparative Methods in Education. New Delhi Oxford and IBH Publishing Co.
2. Cramer, I.F. & Brown. G.S. (1965) Contemporary Education : A Comparative Study of National System. New York Harcourt Brace & Company.
3. Denis Lawten. (1986) School Curriculum Planning, London Hodder And Stoughton.
4. Hans, Nocholas (1961). Comparative Education. London Routledge and Kegan Paul.
5. Harold Albery. (1957) Recognizing 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 Sockelt. (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.

Special Education I**M.A. (Final) Education****3rd Semester**

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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. 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****1. Concept of Exceptionality**

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

Unit-II**2. Nature of Special Education**

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

Unit-III**3. Education of Orthopaedically Handicapped**

- Concept
- Types of Handicap
- Characteristics
- Educational Programmes

Unit-IV**4. Education of Mentally Retarded**

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

Selected Readings

1. Berdine W.H. & Blackhurst A.E. (eds.) (1980), An Introduction to Special Education, Boston, Harpers Callins 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. Jorderm, Thomes E. The Exceptional Child, Ohio : Merrill.
6. Kirk S.A. & Gallagher J.J. (1989), Education of Exceptional Children, Boston Houghton Mifflin Co.
7. Magnifico, L.X : Education of the Exceptional Child, New York, Longman.
8. Shanker, Udey : Exceptional Children, Jullundur : Sterling Publications.
9. Singh, N.N. and Beale, I.L. (eds.) 1992 Learning Disabilities- Nature, Theory and Treatment, New York Springer- Verlag.
10. Strang, Ruth : Exceptional Children & Youth, J.J. : Prentice Hall.

Educational Measurement and Evaluation I**M.A. (Final) Education****3rd Semester**

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 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****1. 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**2. 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**3. Tools of Measurement and Evaluation**

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

Unit-IV**4. Characteristics of a good measuring instrument**

- Concepts of True and Error Scores

- Reliability
- Validity
- Norms
- Usability

Selected Readings

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P.(1998), Statistical Methods : Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York Mac Millan,
5. Ebel R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New delhi Prentice Hall.
6. Garrett, H.E. (1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P. (1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
10. Thorndike, R.L. and Hagen, E. (1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

Teacher Education I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 perspective.
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-1

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

Unit-II

3. Aims and Objectives of Teachers Education at

- Elementary Level
- Secondary Level
- College Level

Unit-III

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

Unit-IV

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

Selected Readings

1. CABE, 1992. Report of the CABE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
2. Delors, J. (1996) Learning : The treasure with in UNESCO Publishing.
3. Dunkin, J. Micheal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education : Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education, 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
8. NCTE (1998) Curriculum Frame Work 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 Human Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

Environment Education I**M.A. (Final) Education****3rd Semester**

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 student teachers understand about the concept, importance, scope and aims of environmental education.
2. To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student teachers with various components of environment for preparing a curriculum for environmental education.
4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
5. To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

Course Contents**Unit-I**

1. Introduction to Environmental Education- Concept, importance and scope.
2. Aims and Objectives
3. Guiding principles and foundations

Unit-II

4. Relationship between man and environment
5. Sociological and psychological perspectives
6. Environmental hazards
7. Environmental pollution : physical, air, water, noise, chemical

Unit-III

8. Extinction of flora and fauna, deforestation, soil erosion.
9. Need for conservation, preservation and protection of rich environmental heritage.

Unit-IV

10. Features of curriculum for environmental education
11. Special nature of curriculum for environmental education
12. Programme of environmental education for primary, secondary and higher education institutions

Selected Readings

1. Deshbandhu and G.Berberet (1987) : Environmental Education for Conservation and Development, New Delhi, Indian Environment Society.

2. Elton, C.S. (1988) : The Ecology of Invasion by Plants and Animals, London Methuen.
3. Furley, P.A. & Newey, W.W. (1983) Man and Biosphere, London, Butterworths.
4. Lohari, B.N. (1984) Environmental Quality Control, New Delhi South Asian Publishing.
5. Pal, S.K. and Sudha Malhotra (1994) Environment Trends and Thoughts in Education, Allahabad, Innovative Research Association.
6. Singh, S. & Dubey, A. (1989) Environmental Management, Geography department, Allahabad University.
7. Sharma, P.D. (1990) Ecology & Environment, Meerut Rastogi Publishers.
8. Singh, S. (1995) Environmental Geography, Allahabad, Prayag Pustak Bhawan.
9. Verma, P.S. & Aggarwal, V.K. (1993) Environmental Biology, New Delhi, S. Chand & Company.
10. Vyas, H. (1995) Paryavaran Shiksha, New Delhi Vidya Mandir.

Value Education and Human Rights I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 understand the need and importance of Value Education.
2. To understand the need and importance of Human Rights.
3. To study the nature and types of values and human rights.

4. To acquaint the students with the basis of values in the Context of emotion, reason and action.
5. To understand the process and stages of value development.
6. To acquaint the students with the application of various strategies of value development and human rights.

Course Contents

Unit-I

1. The socio Culture Moral and Spiritual Context

- Need and Importance of value education and Human Rights.
- Indian culture & Human values
- Indian constitution & Human Rights.

Unit-II

2. Conceptual framework of Value Education

- Meaning, nature, scope of value education
- Objectives of Value Education
- Types– Competent, instrumental, terminal, extrinsic & intrinsic values, hierarchy of values dysfunctionality of values.
- Basis of values : Philosophical, Psychological & Socio Cultural

Unit-III

3. Concept of Value Education

- Competency based values – subject wise (languages, social services, sciences/Maths, etc).
- Co-curricular activity based values – social, moral, aesthetic and spiritual values.
- Human values in the context of Indian culture – truth, love, peace, righteousness, non-violence.

Unit-IV

4. Theories of value Development

- Psychoanalytic
- Learning theory – social learning
- Cognitive Development– Piaget & Kohlberg

Selected Readings

1. Carey (1962), " Attitudes and Values", Education Forum, Vol. VII, No. 3,
2. Guber, F.C. (1963) Aspects of Value. Philadelphia, University of Penn-

sylvania Press.

3. Kluckhohn, C. (1961) "The Study of Values". In D.N. Baret (ed), Value in America, Norte Dame, University of Norte Dame Press.
4. Kothari D.S. "Education and Values", Report of the orientation course-cum-workshop on Education in Human Values, New Delhi.
5. Malhotra P.L. (1986) Education, Social Values and Social Work- The Task for the New Generation. N.C.E.R.T., New Delhi.
6. Morris, Charles (1956). Varieties of Human Values, Chicago University of Chicago Press.
7. Mujeeb, M. (1965) Education and Traditional Values Meerut. Meenakshi Prakashan.
8. Mukerjee, R.K. (1969) Social Structure of Values. New Delhi S. Chand and Co.
9. Rokeach, M (1978). The Nature of Human Values New York. Jessy Brass.

Educational Technology I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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, instructions, 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 : 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", Kurukshetra, Vishal Publishers.
7. Joyce, B & Weil, M. (1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay, (1990) M.(Ed.) "Educational Technology", New Delhi : Sterling.
9. Pandey, K.P. (1980), "A First Course in Instructional Technology; Delhi : Amitash Parkashan.
10. Pandey, S.K. (1997) "Teaching Communication, New Delhi, Commonwealth Publishers.

Educational Vocational Guidance I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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.

Unit-I

1. Guidance- Concept, Importance and bases

- Development of Guidance
- Principles of Guidance

2. Areas of Guidance

- Educational Guidance
- Vocational Guidance
- Personal Guidance

Unit-II

3. 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

3. Job Analysis - Meaning, Types and Purposes of Job Analysis
4. Placement Service- Meaning, functions and principles
5. Follow up Service - Meaning, purpose and characteristics

Unit-IV

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

Selected Readings

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

Teaching of English I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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

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

Objectives

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

Unit-I

1. Concept

- Nature of Language

- Importance of Language
- Functions of language
- Linguistic principles

Unit-II

2. Aims and objectives of Teaching English
3. Stating Objectives in behavioral terms
4. Critical evaluation

Unit-III

5. Content and Pedagogical Analysis

- Teaching of Prose, Poetry, Composition & Grammar.
- Pedagogical Analysis based on Unit analysis, objectives, learning experience, chosen methods and material and evaluation of atleast one topic from prose, poetry, composition and grammar.

Unit-IV

6. Preparation of micro lessons based on any of the following skills

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

Suggested Readings

Bansal, R.K. & Harrison, J.B. (1983), Spoken English for India, Orient-Longman (II Ed.)

Broughton Geoffrey et al. Teaching English as a Foreign Language, London.

Bhatia, K.K. (1968), New Techniques of Teaching English as a Foreign Language. NBS Educational Publishers, Chandigarh.

Billows, F.L. (1972) The Techniques of Language Teaching. Logomans, London

Christopherson, P.O. (1972) Second Language Learning. Penguin.

Chaturvedi, M.D. (1973). A Contrastive Study of Hindi-English Phonology, National Publishing House, New Delhi.

Dodoson, C.J. (1972). Language Teaching and the Bilingual Method. Pitam Publishing.

Frisby, A.W. (1970) Teaching English : Notes and Comments in Teaching En-

glish Overseas. ELBS, London.

Girard, D. (1972). Linguistic and Foreign Language Teaching. Longman, London.

Gimson, A.C. (1970). An Introduction to the pronunciation of English. Edward Arnold (H Ed.), London.

Gray, W.S. (1969). Teaching of Reading and Writing UNESCO (II ed.)

Halliday M.A.K. (1964). The Linguistic Science and Language Teaching. Longman, London.

Jespersen, Otto (1978). Language-its Native Development and Origin, Alienn & Unwin, London.

Kohli, A.L. (1978). Techniques of English. Dhanpat Rai & Sons, Jullandhar.

Mackey W.F. (1965) Language Teaching Analysis, Longman, London.

Morris, I. (1968). The Art of Teaching English as a living Language. The English Language Book Society & Co., London.

NCERT (1970). Preparation & Evaluation of Text Books in Mother Tongue. Experimental Edition, New Delhi.

Nihalani, Poaroo (1971) Indian and British English (O.U.P.)

Lado, Robert, (1964) Language Teaching -A Scientific Approach. McGraw Hill, New York.

Srivastava, R.P. (1979). The Teaching of Reading. Bahari Publisher, Delhi.

Srivastava, B.D. (1966). Structural Approach to the Techniques of English. Ram Parshad & Sons, Agra.

Thomas, Owen (1965). Transformational Grammar and the Teacher of English. Holt, Rinehart & Winston, New York.

Tikkoo M.L. (1977). A Functional Grammar with Usage and Composition. Frank Bros. & Co. Delhi.

Wilkins D.A. (1983). Linguistics in English Teaching. Edward Arnold (Reprint), London.

CIEFL Hyderabad Books. Introduction to English Language Teaching Vol. I Linguistics.

Bansal R.K. Introduction to English Language Teaching Vol. I Linguistics.

Bansal R.K. Introduction to English Teaching Vol. II Phonetics and Spoken English. CIEFL O.U.P. Hyderabad.

Ghosh, Shashtri, Das. Introduction of Teaching Vol. III Method at the College Level. CIEFL, O.U.P. Hyderabad.

Teaching of Life Science I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 aspect 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

1. 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**2. 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**3. Contents and Pedagogical Analysis**

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

4. 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**5. 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

Unit-V**6. Evaluation**

- Concept of Test and Evaluation

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

Suggested Readings

Bremmer, Jean (1967) Teaching Biology, Macmillan, London.

Dastgir, Ghulam (1980). Science Ki Tadess. Translation of Sharma & Sharma Teaching of Sc. Tarakki Urdu Board, New Delhi, Heller, R (1967). New Trends in Biology Teaching. UNESCO, Paris NCERT (1969). Improving Instructions in Biology. New Delhi Novak, J.D. (1970). The Improvement of Biology Teaching Sharma R.C. (1975). Modern Science Teaching. Dhanpat Rai & Sons. New Delhi.

Waston, N.S. (1967). Teaching Science Creativity in Secondary School. U.B. Saunders Company, London.

Green T.C. (1967) The Teaching and Learning Biology. Allman & Sons., London Miller, David, F (1963). Methods and Materials for Teaching the Biological Sciences. McGraw Hill, New York. Nunn, Gordon (1951). Hand book for Science Teachers in Secondary Modern Schools. John Murry, London Thurber, Walter (1964). Teaching of Science in Toda's Secondary schools. Prentice Hall, New Delhi.

Vaidya, N. (1971). The Impact of Science Teaching. Oxford and IB+1 Publication Co., New delhi. Vos, Burton F.A. & Bren, S.B. Biology as Inquiry : A Book of Teaching Methods.

Teaching of Physical Science I**M.A. (Final) Education****3rd Semester**

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 aspect of Science and Technology Education e.g. general concept of Physical Science, aims and objectives of Physical 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 Physical Science teacher under Indian School conditions.

Course Contents**Unit-I****1. 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**2. 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**3. Concept**

- Energy-Types

- Transmission of Heat
- Atomic Structure

4. 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**5. Development of Instructional Material**

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

Unit-V**6. Evaluation**

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

Suggested Readings

Anderson, R.D. (1970). Developing Children's Thinking Through Science. Prentice Hall, New Delhi. Carin, A.A. & Sund, R.D. (1976). Teaching Science Through Discovery. Meril Harvard project physics, (1968). An Introduction to Physics (Vol.I-CI). Hurd Dehart, P. (1971). New Directions in Teaching School Science. Rand McNally Co., Chicago. Kuthiro, (1970). Physics Teacher Guide. Parker Publishing Co., New York, Lewis, J.L. (1977). Teaching of School Physics. Longman Group Ltd., London. Sharma, R.C. (1981). Modern Science Teaching. Dhanpat Rai Sons, Delhi. Weber Physics for Teachers, A Modern Review (1965). McGraw Hill, New York Anderson, R.D. (1970). Developing Children's thinking through Science. Prentice Hall, New Delhi. Bruce Joyce (1994) Models of Teaching. March Weil Prentice Hall, New Delhi. Cartin, A.A. & Sund, R.D. (1972). Teaching Science through Discovery. Merill, London. Gerrise, J & Madsfield, D. (1971) Chemistry by Experiment and Understanding. New York. Hurd Dihurst, P. (1971) Chemistry by Experi-

ment and Understanding. New York. Hurd Dihurst, P. (1971). New Directions in teaching school Science. Rand McMally Co., Chicago. Murry John, 1970. Teaching of Science in Secondary School. Association for Science Education NCERT. Position of Science teaching in Indian Schools. NCERT Strategies in Science Education (RCE) Ajmer. Nuffield, (1968). The Basic Course. Longman, London. Sharma, R.C. & Sharma. Teaching of Science. New Delhi. Siddiqui, N.N. & Siddiqui, N. Teaching of Science. New Delhi. Asimov, I. (1965). Guide to Science, Vol. I. Pelican Books. Bal-vigyanik (1981). Science Text Book for Middle School. M.P. Text Book Corporation. Bnoulind, H.F. Teaching Physics in Elementary Schools. Oxform University Press. Esler. Innovations in Science Teacher Education. Penguin Books. Rogers, E.M. Physics for the Inquiring Mind. Princeton University Press. Romey, W.D. (1968). Inquiry Technique for Teaching of Science. Prentice Hall New Jersey. Jenkin, E. & Whirefield, R.R. Readings in Science Education. A Source Bok. McGraw Hill, London. Ya-Perelan. Physics for Entertainment. MIR Publishers, Moscow, Walker, J. (1977). The Flying Circus of Physics. John Wiley and Sons.

Teaching of Social Studies I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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.

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.

Unit-II

- Formulation of instructional objectives in Social Studies.
- Formulation of specific objectives of Social Studies in behavioural terms.

Unit-III

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

Unit-IV

- 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-V 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.

Suggested Readings

Bining, A.C. and Bining, D.H. (1952). Teaching the Social Studies in Secondary School. McGraw Hill Book Company, New York.

Choudhary, K.P. (1975). The Effective Teaching of History in India. NCERT, New Delhi. Dhamija, Neelam (1993). Multimedia Approaches in Teaching Social Studies. Harmen Publishing House, New Delhi. Dixit and Bughela, H. (1972). Itihas Shikshan. Hindi Granth Academy, Jaipur.

Fenton, Edwin (1967). The New Social Studies. HoRinehart, Winston, Inc, New York. NCERT, (1988). Guidelines and Syllabi for Secondary Stage (Class IX, X). NCERT, New Delhi. Hashmi, M.A.A (1975). Tarikh

Kaisse Parhhaen. Maktaba Jamia Ltd., New Delhi. Kahn, Riaz Sdhakir (1982). Maashiyat Kaise Parhhaen. T.Urdu Board, New Delhi. Khan, Riaz Shakir. Arthshastra Shikshan. Kota Open University, BE-13, Kochar, S.K. (1963). The Teaching of Social Studies. University Publishers, Delhi.

Mofatt, M.R. (1955). Social Studies Instruction. Prentice Hall, New York. Mouley, D.S. Rajput Sarla & Verma, P.S. (1990). Nagrik Shastra Shikshan

Kota Open University, NCERT (1968). National Curriculum for Primary & Secondary Education : A Frame work, Revised Version. NCERT, New Delhi. Quillen, I.J. & Hanna, L.A. (1943). Education for Social Study.

Scott. Foreman & Co., Chicago. Ruhela, SP. & Khan, R.S. Samajik Vigyan Shikshan. Kota Open University, BE-5, UNESCO (9/1981). Handbook

for Teaching of Social Studies. UNESCO, Paris. Wesley, E.B. (1950). Teaching Social Studies in High School. Health & Co., Boston DC.

Bossing, N.L. (1970). Teaching in Secondary School. American Publishing Co. Pvt., New Delhi. Branard, M.C.(1953). Principles and

Pratice of Geography Teaching. University Tatorial Press, London. Burton, W.H. (1953). Principles and Practiced of Geography Teaching. Uni-

versity Tatorial Press, London Burton, W.H. (1972). Principles of History Teaching. Methuen, London. Buch, M.B. (1969). Improving In-

struction in Civics. NCERT, New Delhi. Callahan, J.I. Dark, L.H., Stare, I.S. (1967). Secondary School Teahing Methods. University Tutorial

Press, London. Khan, R.S. and Ahmad, I. (Eds) (1995). Lesson Planning. IASE, J.M.I., New Delhi. Lee, N (Ed.) (1975). Teaching Economics.

Heinemann Educatoinal Books, London. Lewis, E.M. (1960). Teaching History in Secondary School. Sterling Publishers, Delhi.

Verma, O.P. (1981). Geography Teaching. New Delhi.

Teaching of Mathematics I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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

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

Objectives

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

COURSE CONTENTS

Unit-1

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

Unit-II

- Translation of objectives in terms of behavioral 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

- Oral Work
- Written work
- Home assignment
- Self Study
- Supervised study

Unit-V Evaluation

- Comprehensive and Continuous evaluation
- Development of test items
 - Short Answer
 - Objective type

Suggested Readings

Association of Assistant Teachers. The Teaching of Mathematics in U.K., Cambridge University Press.

Bulter and Wren (1951). Teaching of Secondary Mathematics. McGraw Hill Book Co., New York.

Davis D.R. (1951). The Teaching of Mathematics. Addison Wesley Press, London.

Dolclani B.F. (1972). Modern School Mathematics-Structure and Method.

London Mathematics Association. Report on the teaching of Arithmetic, Algebra & Geometry, B. Bell & Sons.

Nicholas, Eugene. D. & Swain Robert, L. Mathematics for Elementary School Teachers. Holt Rinehart & Winson, New York.

Scghonnel, F.F. & Schonnel, F.J.(1965) Diagnostic and Remedial teaching in Arithmetic. Liver and Boyd, London.

School's Council (1972). Mathematics in Primary Schools- Curricular in Buttelin. H.M.S.O. London.

Sidhu, K.S. The Teaching of Modern Mathematics. Sterling Publishers, New Delhi.

Ashlock Si Herman (1970). Currentwnt Research in Elementary School Mathematics. MacMillan London.

Bell, E.T. (1965). Men of Mathematics I & II Penguin.

Land, Frank (1975). The Language of Mathematics. John Surrey, London.

Mciintosh, Jerry A. (1971). Perspective on Secondary Mathematics Education. Prentice Hall. New Jersey.

N.S.S.E. (1970) Mathematics Education. NSSE, Chicago.

Riudesel, C.Alan (1967). Guiding Discovery in Elementary Mathematics. John Wiley & Sons. New York.

Schaff, William L. (1965) Basic Concepts of Elementary Mathematics. John Wiley & Sons, New York.

Vigilante, Nicholas (1969). Mathematics in Elementary Education. MacMillan, London.

Vilenkin, NY. (1968). Stories about Sets. Academic Press, New York.

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

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 Contentes**Unit-I**

- Meaning, nature and scope of commerce
- Place of Commerce in Secondary school curriculum
- Aims, objectives and values of teaching commerce

Unit-II

- Bloom's taxonomy of objectives
- Stating objectives in behavioural terms

Unit-III Skills of teaching Commerce

- Skill of Narration
- Skill of probing Question
- Skill of stimulus variation

Unit-IV Content and their Pedagogical Analysis

- Finance
- Office Management
- Bank

Unit-V

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

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

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 understanding of economic principle 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 Contentes**Unit-1**

- Meaning, Nature and Scope of Economics
- Place of Economics in Secondary Schools Curriculum
- Values of Teaching Economics

Unit-II

- Aims & Objectives of teaching Economics
- Bloom's taxonomy of objectives
- Statement of Objectives in behavioural terms

Unit-III Content and their Pegagogical 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-IV Development of Instruction Material

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

Unit-V Evaluation

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

Suggested Readings

Arora, P.N. (1985). Evaluation in Economics, NCERT, New Delhi. Assistant Masters Association (1974). The Teaching of Secondary School Economics. Cambridge University Press, London, Bawa, M.S. (ed.) (1955). Teaching of Economics. IASE, Delhi University, New Delhi. Bawa, M.S. (ed) (1996). Evaluation in Economics. IASE : Delhi University, New Delhi. Boulding K.E. (1960). Economics Analysis (Volume - II) Micro Economics. Harper and Row, New York. Farooqu, S.A. & Ahmad I. (eds.) Co-curricular Activities in Schools. IASE, JMI, New delhi. Hicks, J.R. (1960). The social Frame Work- An Introduction to Economics Oxford University Press, London, Kanwar, B.S.C. (1973) Teaching of Economics Prakash Brothers, Ludhiana. Khan, Riaz Shakir Artshastra Shikshan. Kota Open University, B.E. 13. Khan Riaz Shakir (1982).

M.A. (Education)

3rd Semester

Course X : DISSERTATION

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.

Teaching of Hindi I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 oranisent for effective understanding and processing of information.
2. To provide student-teachers with such content as would depen 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-teachers with the specific objectives of the subject and its place in the curriculum.
5. To acquaint them with the different methods of teaching and the teaching skills associated with them.
6. To enable the student-Teachers to learn various techniques and methods of evaluating performance in the subject.

fgtñhf' kkk i B; Ø

Unit-I

- HkñvFZi Ñfr , oa: i
ekr Hkñf' kkk dk vFZLo: i] egD
ekr Hkñf' kkk ds: i eafgtñhf' kkk ds mñs;
ekr Hkñ ds: i eafgtñhf' kkk ds l leKl fl ðr
jkvHkñ ds: i eafgtñh dkegrD v] LFku

Unit-II

- Hk'kf' k'k'ka' l'cl, oavun's' l'ed mna's;
Klu'ed i{k dsmna's; l'cdkoxl'Zj.k
Hk'ed i{k dsmna's; l'cdkoxl'Zj.k
fØ; l'ed i{k dsmna's; l'cdkoxl'Zj.k
mna's; l'cdk'Q ogj'ij d 'Knloyheafy [luk
jlcVZexj mi kxe
jlcVZfeyj mi kxe
vj-l hbZ, e mi kxe

Unit-III

- Hk'hbZdl'sky l'cdkl leH; Klu
(v) Jo.kdl'sky
(vk) Hk'kd'sky
(b) iBu dl'sky
(bz) y'ku dl'sky

Unit-IV

- l'fe f'k'k'k' } j'k'f'f'f'f' d'l'sky l'cdk'Klu
µ izu dl'sky
µ mngj.kdl'sky
µ Q k'; kdl'sky

Unit-V

- i'k' ; l'uk d'k'v'f'Z
i'k' ; l'uk d'h'v'k'o'; drk'v'f' eg'k'o
fg'uh'h'f' k'k'ka' i'k' ; l'uk d'k' i' ; k' : i' j'f'k'
fg'uh'h'f' k'k'ka' avun's' l'ed l'lex'h' d'k'v'f'Z
fg'uh'h'f' k'k'kvun's' l'ed l'lex'h' d'keg'k'o o m'f'r' iz'k'

l'uh'Z'x'k' l'ph %

- 1- 'k'ly] H'xorhi'z' k'n % fg'uh'h'm'p'p'k'.kv'f' or'Z'h] v'k' Z'c'q'l' f'm'i'k'
ub'Z'f'n'Y'ly] 1974A
2- l'f'k' h' d's'd's % fg'uh'h'e'of'u; kav'f' m'ud'k'f' k'k' h' j'k'eul'j'k'.k
y'ky] by'lg'k'c'n'A

- 3- fro'lj'h' H's'y'k'u'f'k'r'f'k' % fg'uh'h'f' k'k'k'fy'fi i'z'k' k'u' f'n'Y'yh'1980A
H'k'v'; k'd's'y'k'k'p'l'e
4- fu'j'a' u' d'e'k'j' f'l'g % e'k'e; fed' fo' | ky; l'ea'fg'uh'h'f' k'k' h' j'k' l'f'k'u'
fg'uh'h'x'f'k'b'd'k'b'Z'k' v'f'lo'k'1853
5- c'g'j'h' h' g'j'n'o % Q'log'k'f'j'd' fg'uh'h'Q' k'd'j'.k'y'k'l' H'j'r'h'i'z'k' k'u'
by'lg'k'c'n' 1972
6- ex'y' vej' 1991 % fg'uh'h'f' k'k' h' n'gy'ly] v'k' Z'c'q'l' f'm'i'k'
7- i'k' M's'v'k'j' , l - 1992 % fg'uh'h'f' k'k'k'v'k'j'k'f'ou'k' i'q'r'd' e'f'f'j'a
8- fl'g' l'k'o'-'h' 1992 % fg'uh'h'f' k'k'k' %e'j' B] r'k' y' c'q'l' f'm'i'k'
9- J'h'o'k'ro'l' j'k' l'e' i'z' k'n % fg'uh'h'f' k'k'k' f'n' e's'f'f'ey'u' d'e'uh'v'k'Q' b'a'm' k'
fy- n'gy'ly
10- e'f' q'l' g'h % fg'uh'h'f' k'k'k' %n'h, D; v'k' l'k'u' , M' M'oy's'e'S'M
v'k'Q' y'x'ot' f'i'v'x' g'ly] 1997
11- o's'v'u' d'f'u'i % M'o's'f'i'x' l' f'd'm' y'x'ot' f'j'f'd'Y'l' f'k' l'g'h, .M
i'f'v'l' j'f' e's'ly'ly] 1973

Teaching of Sanskrit I

M.A. (Final) Education

3rd Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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

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

Objectives of teaching of school, subjects

1. To develop among the students teachers an understanding and appreciation of the nature of the subject. its structure and content, and the

- matter in which content is organised for effective understanding and processing of information.
- To provide student-teachers with such content as would deepen and enrich their knowledge in the subject.
 - To deal with such remedial content as would enable them to avoid common mistakes in teaching of the subject.
 - To acquaint the student-teachers with the specific objectives of the teaching of the subject and its place in the curriculum.
 - To acquaint them with the different methods of teaching and the teaching skills associated with them.
 - To enable the student-teachers to learn various techniques and methods of evaluating performance in the subject.

Unit-I

Unit-I

- (v) Unit-I: Introduction to the subject, its objectives and its place in the curriculum.
- (v) Unit-I: Introduction to the subject, its objectives and its place in the curriculum.

Unit-II

Unit-II: The student-teacher as a professional, his/her role and responsibilities.

Unit-III

Unit-III: The student-teacher as a professional, his/her role and responsibilities.

Unit-IV

Unit-IV: The student-teacher as a professional, his/her role and responsibilities.

Unit-V

Unit-V: The student-teacher as a professional, his/her role and responsibilities.

Unit-I

- 1- Unit-I: Introduction to the subject, its objectives and its place in the curriculum.
- 2- Unit-I: Introduction to the subject, its objectives and its place in the curriculum.
- 3- Unit-I: Introduction to the subject, its objectives and its place in the curriculum.
- 4- Unit-I: Introduction to the subject, its objectives and its place in the curriculum.
- 5- Unit-I: Introduction to the subject, its objectives and its place in the curriculum.
- 6- Unit-I: Introduction to the subject, its objectives and its place in the curriculum.
- 7- Unit-I: Introduction to the subject, its objectives and its place in the curriculum.
- 8- Unit-I: Introduction to the subject, its objectives and its place in the curriculum.

M.A. (Final) Education

4th Semester

Course- I Contemporary Issues In Indian Education - II

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 :

- 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

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 frame work 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 (1922), 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.

M.A. (Final) Education**3rd Semester****Course- II Curriculum Development and Comparative Education -II**

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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. 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**

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

Unit-II

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

Unit-III

5. Different Models of Curriculum Development : Administrative Model, Grassroot Model, Demonstration Model and System Analysis Model.
6. Concept of Curriculum Development, Different categories & Types of Curriculum.

Unit-IV

7. Concept, Need and importance of Curriculum Evaluation
8. 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, Nocholas (1961). Comparative Education. London Routledge and Kegan Paul.
5. Harold Albery. (1957) Recognizing 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 Sockelt. (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.

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

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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. 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

1. Education of Visually Impaired

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

Unit-II

2. Educational of Hearing Impaired

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

Unit-III

3. Education of Learning Disabled

- Characteristics
- Types
- Identification
- Educational & Intervention Programmes

Unit-IV

4. Education of Gifted, Creative and Juvenile Delinquents

- Juvenile Delinquents
- Characteristics
- Identification

- Problems
- Educational Programmes

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

Educational Measurement and Evaluation II

M.A. (Final) Education

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 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 the 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

1. 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

2. Concept and Measurement of the following

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

Unit-III

3. Analysis of Variance

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

Unit-IV

4. Correlation: Concept, Computation and significance of the following :

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

Selected Readings

1. Adams, G.K. (1965), Measurement and Evaluation in Psychology, Education and Guidance, New York Holt, Rinehart & Winston.
2. Aggarwal, Y.P.(1998), Statistical Methods : Concepts, Applications and Computation, New Delhi Sterling.
3. Aggarwal, R.N. and Asthana, Vipin (1983), Educational Measurement and Evaluation, Agra Vinod.
4. Anastasi, A (1982), Psychological Testing, New York Mac Millan,
5. Ebel R.L. and Frisbel, D.A. (1990), Essentials of Educational Measurement, New delhi Prentice Hall.
6. Garrett, H.E. (1973), Statistics in Education and Psychology, Bombay Vakils, Feffer and Simons.
7. Gronlund, N.E. (1981), Measurement and Evaluation in Teaching, New York Mac Millan.
8. Guilford, J.P. (1980), Fundamental Statistics in Psychology and Education, New York Mc Graw Hill.
9. Mehrens, W.A. and Lehmann, I.J. (1984), Measurement and Evaluation in Education and Psychology, New York Holt, Rinehart and Winston.
10. Thorndike, R.L. and Hagen, E. (1970), Measurement and Evaluation in Psychology and Evaluation, New York Wiley.

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

Max. Marks : 100
(External : 80, Internal : 20)
Time : 3 Hrs.

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 perspective.
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-1

- 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
- Individulised 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. CIBE, 1992. Report of the CIBE Committee on Policy Perspective Govt. of India, MHRD, New Delhi.
2. Delors, J. (1996) Learning : The treasure with in UNESCO Publishing.
3. Dunkin, J. Micheal (1987) The International Encyclopedia of Teaching and Teacher Education, Pergamon Press.
4. Husen, Torsten & Postlethwaite (Eds.) (1994), The International Encyclopedia of Education Pergamon Press.
5. Mangla, Sheela (2000), Teacher Education : Trends & Strategies, New Delhi, Radha Publishing.
6. Ministry of Education, 1964-66, Education and National Development Report of Indian Education Commission, Govt. Of India, New Delhi.
7. MHRD (1992) Programme of Action, Department of Education, Govt. of India, New Delhi.
8. NCTE (1998) Curriculum Frame Work 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 Human Society; (Rama Murti Committee Report), Department of Education, Govt. of India, New Delhi.

Environment Education II

M.A. (Final Education)

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 student teachers understand about the concept, importance, scope and aims and environmental education.
2. To acquaint the student teachers with possible environmental hazards enabling them to combat with the negative effects of the programmes of environmental erosion and pollution at various stages of education.
3. To orient student teachers with various components of environment for preparing a curriculum for environmental education.
4. To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education.
5. To enable the student teachers to understand about various projects in the area of environmental studies in different countries.

Course Contents

Unit-I

- Concept of environmental and ecosystem.
- Natural systems, earth and Biosphere, abiotic and biotic components
- Natural resources, a biotic resources

Unit-II

- Human systems- Human beings as a part of environment, human adaptation to environmental population and its effects on environmental resources.
- Systems- Industrial growth, Technological and Scientific growth, Technological inventions and their impact on the environmental system.

Unit-III

- Methods and approaches of environmental education
- Strategies and approaches of environmental education
- Treating environmental education as a separate subject, topical units.
- Integration and Interdisciplinary approaches.

Unit-IV

- Methods- Discussion, Seminar, Workshop, dialogue, problem solving, field surveys, projects and exhibition.
- Role of Media, Print, Films and T.V.
- Comparative study of Environmental projects from various countries.

Selected Readings

1. Deshbandhu and G.Berberet (1987) : Environmental Education for Conservation and Development, New Delhi, Indian Environmental Society.
2. Elton, C.S. (1988) : The Ecology of Invasion by Plants and Animals, London Methuen.
3. Furley, P.A. & Newey, W.W. (1983) Man and Biosphere, London, Butterworths.
4. Lohari, B.N. (1984) Environmental Quality Control, New Delhi South Asian Publishing.
5. Pal, S.K. and Sudha Malhotra (1994) Environment Trends and Thoughts in Education, Allahabad, Innovative Research Association.
6. Singh, S. & Dubey, A. (1989) Environmental Management, Geography Department, Allahabad University.
7. Sharma, P.D. (1990) Ecology & Environment, Meerut Rastogi Publishers.
8. Singh, S. (1995) Environmental Geography, Allahabad, Prayag Pustak Bhawan.
9. Verma, P.S. & Aggarwal, V.K. (1993) Environmental Biology, New Delhi, S. Chand & Company.
10. Vyas, H. (1995) Paryabvaran Shiksha, New Delhi Vidya Mandir.

Value Education and Human Rights II

M.A. (Final) Education

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 understand the need and importance of Value Education.
2. To understand the need and importance of Human Rights.
3. To study the nature and types of values and human rights.
4. To acquaint the students with the basis of values in the Context of emotion, reason and action.
5. To understand the process and stages of value development.
6. To acquaint the students with the application of various strategies of value development and human rights.

Course Contents

Unit-I

1. Models of Value Development

- Value Analysis
- Enquiry
- Social Action

Unit-II

2. Approaches of Value Development

- Direct & Indirect Approach
- Integrated concurrent approach (ICA)

Unit-III

3. Education for human rights

- Meaning, & objectives of human rights Education
- Need of human rights education

Unit-IV

4. Content of human Rights Education

- Women Rights
- Labour Rights
- Consumer Rights
- Obstacles & Barriers in Implementing human rights

Selected Readings

1. Carey (1962), "Attitudes and Values", Education Forum, Vol. VII, No. 3,
2. Guber, .C. (1963) Aspects of Value. Philadelphia, University of Pennsylvania Press.
3. Kluckhohn, C. (1961) "The Study of Values". In D.N. Barrett (ed), Values in America, Norte Dame, University of Norte Dame Press.
4. Kothari D.S. "Education and Values", Report of the orientation course-cum-workshop on Education in Human Values, New Delhi.
5. Malhotra P.L. (1986) Education, Social Values and Social Work- The Task for the New Generation. N.C.E.R. T., New Delhi.
6. Morris, Charles (1956). Varieties of Human Values, Chicago University of Chicago Press.
7. Mujeeb, M. (1965) Education and Traditional Values Meerut. Meenakshi Prakashan.
8. Mukerjee, R.K. (1969) Social Structure of Values. New Delhi S. Chand and Co.
9. Rokeach, M (1978). The Nature of Human Values New York. Jessy Brass.

Educational Technology II

M.A. (Final) Education

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 Edu-

cation and Training", London : Charles E. Publishing Co.

6. Mavi, N.S. (1984), "Programmed Learning - An Empirical Approach", Kurukshetra, Vishal Publishers.
7. Joyee, B & Weil, M. (1992), Models of Teaching, New Delhi, Prentice Hall.
8. Mukhopadhyay, (1990) M.(Ed.) "Educational Technology", New Delhi : Sterling.
9. Pandey, K.P. (1980), "A First Course in Instructional Technology; Delhi : Amitash Parkashan.
10. Pandey, S.K. (1997) "Teaching Communication, New Delhi, Commonwealth Publishers.

Educational Vocational Guidance II

M.A. (Final) Education

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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.

Unit-I

1. 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

2. Social Guidance

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

Unit-III

3. Concept of Counselling

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

Unit-IV

4. 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, McGraw Hill.
10. Robinson, Principles and Procedures in Student Counseling, New York, Harper & Roe.

Teaching of English II

M.A. (Final) Education

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 familiarise the student-teachers with elements of English language.
2. To enable the student-teachers to develop linguistic skills among their pupils.
3. To enable the student-teachers to conduct pedagogical analysis of the contents in English language and develop teaching skills e.g. question-

ing, 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.

Unit-I

1. Methods of Teaching and skills of teaching

- Difference between an 'approach' and 'method'. Major Methods of teaching English Grammer-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 inguistic communicate approach.
- Development of following linguistic skills.
 - Listening and Understanding
 - Speaking
 - Reading
 - Writing

Unit-III

- Importance of instructional material and their effective use
- Use of following aids : Chalkboard, Flannel board, Pictures, Pictures cut out, charts, taperecorder, Record player, Radio, Television, Language Lab, Films & Filmstrips, Overhead Projector.

Unit-IV

- Meaning and Importance of evaluation
- Basic principles testing English. The difference between Measurement and evaluation.

Unit-V

- The meaning and significance of comprehensive and continuous evaluation in English.
- Development of good test items in English (Objective type short answer type and essay type)

Suggested Readings

- Bansal, R.K. & Harrison, J.B. (1983), Spoken English for India, Orient-Longman (II Ed.)
- Broughton Geoffrey et al. Teaching English as a Foreign Language, London.
- Bhatia, K.K. (1968), New Techniques of Teaching English as a Foreign Language. NBS Educational Publishers, Chandigarh.
- Billows, F.L. (1972) The Techniques of Language Teaching. Logomans, London
- Christopherson, PO. (1972) Second Language Learning. Poenguin.
- Chaturvedi, M.D. (1973). A Constrative Study of Hindi-English Phonology, National Publishing House, New Delhi.
- Dodoson, C.J. (1972). Language Teaching and the Bilingual Method. Pitam Publishing.
- Frisby, A.W. (1970) Teaching English : Notes and Comments in Teaching English Overseas. ELBS, London.
- Girard, D. (1972). Linguistic and Foreign Language Teaching Longman, London.
- Gimson, A.C. (1970). An Introduction to the pronunciation of English. Erward Arnold (H Ed.), London.
- Gray, W.S. (1969). Teaching of Reading and Writing UNESCO (II ed.)
- Halliday M.A.K. (1964). The Linguistic Science and Language Teaching. Longoman, London.
- Jespersion, Otto (1978). Language-its Native Development and Origin, Alienn & Unwin London.
- Kohli, A.L. (1978). Techniques of English. Dhanpat Rai & Sons, Jullandhar.
- Mackey W.F. (1965) Language Teaching Analysis, Longman, London.
- Morris, I. (1968). The Art of Teaching English as a living Language. The English Language Book Society & Co., London.
- NCERT (1970). Preparation & Evaluation of Text Books in Mother Tongue. Experimental Edition, New Delhi.
- Nihalani, Poaroo (1971) Indian and British English (O.U.P.)
- Lado, Robert,(1964) Language Teaching A Scientific Approach. McGraw Hill, New York.
- Srivastava, B.D. (1966), Structural Approach to the Techniques of English. Ram Poarshad & Sons, Agra.

- Srivastava, R.P. (1979). The Teaching of Reading. Bahari Publisher, Delhi.
- Thomas, Owen (1965). Transformational Grammar and the Teacher of English. Hott, Rinehart & Winston, New York.
- Tikkoo M.L. (1977). A Functional Grammar with Usage and Composition. Frank Bros. & Co. Delhi.
- Wilkins D.A. (1983). Linguistics in English Teaching. Edward Arnold (Reprint), London.
- CIEFL Hyderabad Books. Introduction to English Language Teaching Vol. I Linguistics.
- Bansal R.K. Introduction to English Language Teaching Vol. I Linguistics.
- Bansal R.K. Introduction to English Teaching Vol. II Phonetics and Spoken English. CIEFL O.U.P. Hyderabad.
- Ghosh, Shashtri, Das. Introduction of Teaching Vol. III Method at the College Level. CIEFL, O.U.P. Hyderabad.

Teaching of Life Science II

M.A. (Final) Education)

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 aspect 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 Content

Unit-I

1. 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 Instruction Material

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

Unit-III

3. Methods of Teaching and Programme Learning

- Methods of Teaching
 - Lecture Method
 - Lecture -Cum-Demonstration method

- Project Method

4. Problem - Solving Method

- Development of Self-Instructional Material Through Programme Learning

Unit-IV

Practical Skills and Micro-Teaching Skills

Practical Skills

- Preparation of Temporary and Permanent Mounts
- Collection and Preservation of specimen

Micro-Teaching Skills

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

Suggested Readings

Bremmer, Jean (1967) Teaching Biology, Macmillan, London.

Dastgir, Ghulam (1980), Science Ki Tadress, Translation of Sharma & Sharma Teaching of Sc. Tarakki Urdu Board, New Delhi, Heller, R (1967). New Trends in Biology Teaching. UNESCO, Paris NCERT (1969). Improving Instructions in Biology. New Delhi Novak, J.D. (1970). The Improvement of Biology Teaching. Sharma R.C. (1975). Modern Science Teaching. Dhanpat Rai & Sons., New Delhi.

Waston, N.S. (1967). Teaching Science Creativity in Secondary School. U.B. Saunders Company, London.

Green T.C. (1967) The Teaching and Learning Biology. Allman & Sons., London Miller, David, F (1963). Methods and Materials for Teaching the Biological Sciences. McGraw Hill, New York Nunn, Gordon (1951). Hand book for Science Teachers in Secondary Modern Schools. John Murry, London Thurber, Walter (1964). Teaching of Science in Toda's Secondary schools. Prentice Hall, New Delhi.

Vaidya, N. (1971). The Impact of Science Teaching. Oxford and IB+1 Publication Co., New delhi. Vos, Burton F.A. & Bren, S.B. Biology as Inquiry : A Book of Teaching Methods.

Teaching of Physical Science II

M.A. (Final) Education

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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

- To develop awareness about developments in the area of teaching and learning of Physical Science at the National and International level.
- To develop competencies in the prospective teachers related to Physical Science at the lower secondary level with specific reference to Indian school conditions.
- To orient prospective teachers in specific educational aspect 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.
- 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 Content

Unit-I

1. Contents and Pedagogical Analysis

Contents

- Magnetism
- Friction
- Water as Universal Solvent

Pedagogical Analysis

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

Unit-II**2. Development of Instruction Material**

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

Unit-III**3. Methods of Teaching and Programme Learning****Method of Teaching**

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

Development of Self-Instructional material through Programme Learning

Unit-IV**4. 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-V

- Concept of Measurement and Evaluation
- Different Types of Grading
- Characteristics of a Good Test

- Preparation of an Objective Type Achievement Test

- Techniques and Devices of Evaluation in Life Science

Viva-Voce, Written Test (Essay Type, Short Answer Type, Objective Type)

Rating Scales

Questionnaires

Observation

Suggested Readings

Anderson, R.D. (1970). *Developing Children's Thinking Through Science*, Prentice Hall, New Delhi. Carin, A.A. & Sund, R.D. (1976). *Teaching Science Through Discovery*. Meril Harvard project physics, (1968). *An Introduction to Physics (Vol.I-CI)*. Hurd Dehart P. (1971). *New Directions in Teaching School Science*. Rand McNally Co., Chicago. Kuthiro, (1970). *Physics Teacher Guide*. Parker Publishing Co., New York, Lewis, J.L. (1977). *Teaching of School Physics*. Longman Group Ltd. London. Sarma, R.C. (1981). *Modern Science Teaching*. Dhanpat Rai Sons, Delhi. Weber *Physics for Teachers, A Modern Review* (1965). McGraw Hill, New York Anderson, R.D. (1970). *Developing Children's thinking through Science*. Prentice Hall, New Delhi. Bruce Joyce (1994) *Models of Teaching*. March Weil Prentice Hall, New Delhi. Cartin, A.A. & Sund, R.D. (1972). *Teaching Science through Discovery*. Merill, London. Gerrise, J & Madsfield, D. (1971) *Chemistry by Experiment and Understanding*. New York. Hurd Dihurst, P. (1971). *New Directions in teaching school science*. Rand McMally Co., Chicago. Murry John, 1970. *Teaching of Science in Secondary School*. Association for Science Education NCERT. *Position of Science teaching in Indian Schools*. NCERT Strategies in Science Education (RCE) Ajmer. Nuffield, (1968). *The Basic Course*. Longman, London. Sharma, R.C. & Sharma. *Teaching of Science*. New Delhi. Siddiqui, N.N. & Siddiqui, N. *Teaching of Science*. New Delhi. Asimov, I. (1965). *Guide to Science, Vol. I*. Pelican Books. Bal-vigyanik (1981). *Science Text Book for Middle School*. M.P. Text Book Corporation. Bnoulind, H.F. *Teaching Physics in Elementary Schools*. Oxford University Press. Esler. *Innovations in Science Teacher Education*. Penguin Books. Rogers, E.M. *Physics for the Inquiring Mind*. Princeton University Press. Romey,. W.D. (1968). *Inquiry Technique for Teaching of Science*. Prentice Hall New Jersey. Jenkin, E. & Whirefield, R.R. *Readings in Science Education. A Source Book*. McGraw Hill, London. Ya-Perelan. *Physics for Entertainment*. MIR Publishers, Moscow, Walker, J. (1977). *The Flying Circus of Physics*. John Wiley and Sons..

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

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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. Understanding 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.

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

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

- Designing Social Studies Laboratory.
- Organisation of co-curricular activities in Social Studies.

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

- 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-V Evaluation

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

Suggested Readings

Bining, A.C. and Bining, D.H. (1952). Teaching the Social Studies in Secondary School, McGraw Hill Book Company, New York.

Choudhary, K.P. (1975). The Effective Teaching of History in India. NCERT, New Delhi. Dhamija, Neelam (1993). Multimedia Approaches in Teaching Social Studies. Harmen Publishing House, New Delhi. Dixit and Bughela, H. (1972). Itihas Shikshan. Hindi Granth Academy, Jaipur. Fenton, Edwin (1967). The New Social Studies. Horinehart, Winston, Inc, New York. NCERT,m (1988). Guidelines and Syllabi for Secondary

Stage (Class IX, X). NCERT, New Delhi. Hashmi, M.A.A (1975). *Tarikh Kaisse Parhhaen*. Maktaba Jamia Ltd., New Delhi. Khan, Riaz Sdhakir (1982). *Maashiyaat Kaise Parhhaen*. T.Urdu Board, New Delhi. Khan, Riaz Shakir. *Arthshastra Shikshan*. Kota Open University, BE-13, Kochar, S.k. (1963). *The Teaching of Social Studies*. University Publishers, Delhi. Mofatt, M.R. (1955). *Social Studies Instruction*. Prentice Hall, New York. Mouley, D.S. Rajput Sarla & Verma, P.S. (1990). *Nagrik Shastra Shikshan* Kota Open University, NCERT (1968). *National Curriculum for Primary & Secondary Education : A Frame work, Revised Version*. NCERT, New Delhi. Quillen, I.J. & Hanna, I.A. (1943). *Education for Social Competence, curriculum Sc. Instruction in Secondary School Social Study*. Scott. Foreman & Co., Chicago. Ruhela, SP. & Khan, R.S. *Samajik Vigyan Shikshan*. Kota Open University, BE-5, UNESCO (9/1981). *Handbook for Teaching of Social Studies*. UNESCO, Paris. Wesley, E.B. (1950). *Teaching Social Studies in High School*. Health & Co., Boston DC. Bossing, N.L. (1970). *Teaching in Secondary School*. American Publishing Co. Pvt., New Delhi. Branard, M.C.(1953). *Principles and Prantice of Geography Teaching*. University Totorial Press, London. Burton, W.H. (1953). *Principles and Practice of Geography Teaching*. University Tatorials Press, London Burton, W.H. (1972). *Principles of History Teaching*. Methuen, London. Buch, M.B. (1969). *Improving Instruction in Civics*. NCERT, New Delhi. Callahan, J.I. Dark, L.H., Stare, I.S. (1967). *Secondary School Teahing Methods*. University Tutorial Press, London. Khan, R.S. and Ahmad, I. (Eds) (1995). *Lesson Planning*. IASE, J.M.I., New Delhi. Lee, N (Ed.) (1975). *Teaching Economics*. Heinemann Educatoinal Books, London. Lewis, E.M. (1960). *Teaching History in Secondary School*. Sterling Publishers, Delhi. Verma, O.P. (1981). *Geography Teaching*. New Delhi.

Teaching of Mathematics II

M.A. (Final) Education

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 acuqaint pupil -teachers with the
 - (i) Meaning, aims and objectives and relationship of Mathematics with other subjects.
 - (ii) History of number system & metric system.
 - (iii) Translation of objectives in behavioural terms
 - (iv) Values of teaching Mathematics
 - (v) Contribution of Indian Mathematicians
 - (vi) 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-1

- Values to be taught through teaching of mathematics
- Contribution of Indian mathematics : Arya Bhatt, Bhaskarcharya and Ramanjun

Unit-II

Pedagogical Analysis

- Unit Analysis
 - Objective formulation
 - Learning Experience

- Choosing method & material
- Evolution Evaluation

Unit-III

- Development of curriculum
- Development of text books
- Programmed learning in Mathematics

Unit-IV 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 mathematics

Unit-V Evaluation

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

Suggested Readings

Association of Assistant Teachers. The Teaching of Mathematics in U.K., Cambridge University Press.

Bulter and Wren (1951). Teaching of Secondary Mathematics. McGraw Hill Book Co., New York.

Davis D.R. (1951). The Teaching of Mathematics. Addison Wesley Presps, London.

Dolclani B.F. (1972). Modern School Mathematics-Structure and Method.

London Mathematics Association. Report on the teaching of Arithmetic, Algebra & Geometry, B. Bell & Sons.

Nicholas, Engene. D. & Swain Robert, L. Mathematics for Elementary School Teachers. Holt Rinehart & Winson, New York.

Scghonnel, F.F. & Schonnel, F.J.(1965) Diagnostic and Remedial teaching in Arithmetic. Liver and Boyd, London.

School's Council (1972). Mathematics in Primary Schools- curriculum in Bulletin H.M.S.O. London.

Sindhu, K.S. The Teaching of Modern Mathematics. Sterling Publishers, New Delhi.

Ashlock Si Herman (1970). Current Research in Elementary School Mathematics. MacMillan London.

Bell, E.T. (1965). Men of Mathematics I & II Penguin.

Land, Frank (1975). The Language of Mathematics. John Surrey, London.

Mciintosh, Jerry A. (1971). Perspective on Secondary Mathematics Education. Prentice Hall. New Jersey.

N.S.S.E. (1970) Mathematics Education. NSSE, Chicago.

Riudesel, C.Alan (1967). Guiding Discovery in Elementary Mathematics. John Wiley & Sons. New York.

Schaff, William L. (1965) Basic Concepts of Elementary Mathematics. John Wiley & Sons, New York.

Vigilante, Nicholas (1969). Mathematics in Elementary Education. MacMillan, London.

Vilenkin, NY. (1968). Stories about Sets. Academic Press, New York.

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

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 aidscharts, maps, graphs, tables, models, film strips, T.V., Computers.

Unit-III Contents and their Pedagogical Analysis

- Trade
- Insurance
- Tax

Unit-IV

- Development of Lesson Plan
- Developmen of self instructional material modules

Unit-V

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

Teaching of Economics II

M.A. Education (Final)

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 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-1 Development of Instructional Material

- Development/utilizaiton 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 question
- Skills of stimulus Variation

Unit-IV

- Meaning and importance of evaluation
- Formative Evaluation
- Summative Evaluation

Unit-V

- Preparation of an achievement test.

Suggested Readings

Arora, P.N. (1985). Evaluation in Economics, NCERT, New Delhi. Assistant Masters Association (1974). The Teaching of Secondary School Economics.

Cambridge University Press, London, Bawa, M.S. (ed.) (1955). Teaching of Economics. IASE, Delhi University, New Delhi. Bawa, M.S. (ed) (1996). Evaluation in Economics. IASE : Delhi University, New Delhi. Boulding K.E. (1960). Economics Analysis (Volume - II) Micro Economics. Harper and Row, New York. Farroqu, S.A. & Ahmad I. (eds.) Co-curricular Activities in Schools. IASE, JMI, New delhi. Hicks, J.R. (1960). The social Frame Work- An Introduction to Economics Prakash Brothers, Ludhiana. Khan, Riaz Shakir Artshastra Shikshan. Kota Open University, B.E. 13. Khan Riaz Shakir (1982).

M.A. (Education) Final

4th Semester

FIELD WORK : Skill in Teaching

Max. Marks : 100

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

Teaching of Sanskrit II

M.A. (Final) Education

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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

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

Objectives of teaching of school, subjects

1. To development among the students teachers an understanding and appreciation of the nature of the subject. its structure and content, and the manner in which content is oranisent for effective understanding and processing of information.

2. To provide student-teachers with such content as would depen 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 curruculum.
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.

l ñr f'kkk iB; Øe

- 1- l ñr iB; Øe fuelZk, oal ehkk
l ñr iB; & iÙrd dhfo'kkk a, oal ehkk
- 2- l ñr Q kdj. kf'kk egR) i Ø; k, oaiB ; k uk
l ñr & jpukf'kk egR) i Ø; k iB ; k uk
3. l ñr & x | & f'kk egR & i Ø; k, oaiB ; k uk
4. l ñr f'kk keax gdk Zfu; k u , oal alku i Ø; k
l ñr Hkk dhl gilB; f Ø; k j
5. 1- l ñr f'kk keaeW; l u dkegR
2- l ñr f'kk keaeW; l u , oai Ø; k

l kp dk Z

- (v) eè; fed Lrj dsfy, fuÙr iB; iÙrdseal sfdÙhansiBldh fo'k l lexhdkf'kk 'W=H fo'ySkA
- (v) gfj; k k j k; f'kk cWZ, oal SVy cWZVWQ , t dslu dsijhkk i=Hadsvkj ij eè; fed Lrj dsfy, izu i=kfuelZA

Unit-IV

l ñr f'kk kgrwluqlñr iÙrds%

l UhZxkk l ph %

1. l ñr f'kkk % l iQk kj?kqH gfj; k k fgÙhxxZk, dlneh p.Mx<A
- 2- l ñr f'kkk % ikM; jle 'Ùy) fouh iÙrd eÙhj] vkxjA
- 3- , , i'hp VwVfpx % okly oih h
vWQ l ñr y[klux<+i (iwb)

- 4- Vhfpā vāṅQ l āṅr % vHVsMt h] ineki(γhdśkul (cEcbZ
 5- l āṅr f'k'k k % feJ iZk'k'lj
 6- l āṅr f'k'k kfo/ % l iQk'kj?k'fk
 i t k fdrk ?kj t kyUjA
 7- fvfpā vāṅQ l āṅr % vHVsMt h Mxjsi hds vpk, Zcql fmi k
 bu l śl.MjhLdy cMślA8t - gijQjclj %
 8 .n iśye vāṅQ Vhfpā vāṅQ l āṅr
 (Hjir cql LVky] dñgkiq)

Teaching of Hindi II

M.A. (Final Education)

4th Semester

Max. Marks : 100

(External : 80, Internal : 20)

Time : 3 Hrs.

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 student teachers and understanding and appreciation of the nature of the subject. its structure and content, and the manner in which content is organised 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-teachers with the specific objectives of the subject and its place in the curriculum.
5. To acquaint them with the different methods of teaching and the teaching skills associated with them.

6. To enable the student-Teachers to learn various techniques and methods of evaluating performance in the subject.

fgthh f'k'k k iB; Øe

Unit-I fgthh dhfo'k'k k | kv'adkf'k'k k

(v) dfork & f'k'k k(jl iB , oack iB ds: i eā

(vk) xn; & f'k'k k

(b) Q kdj.k & f'k'k k(v'k'plfd , oavul'plfd)

(bZ) jpukf'k'k k(dgkuh: i eā i=k, oafucU)

Unit-II fgthh èofu; k&oxlZj. h mPpj.k, oaf'k'k k

v{kj foU k ; korZh & =H; h d'k.k, oafuolj.k

fgthh oD; fo'yšk h jpuk, oafojk fpUg

Unit-III

fgthh iB; Øe fuelZk, oal eh{k

fgthh iB; i qrd dhfo'k'k k j, oal eh{k

fgthh f'k'k keaiB; Øe&l gxleh fØ; k a

Unit-IV

fgthh dseW, lulu , oax gdk Z

(v) fgthh eaeW, lulu v'fZ, oalo: i

(vk) fo | kv'aeaeW, lulu i fØ; k

(b) fgthh f'k'k keax gdk ZLo: i , oal āksu

Unit-V

1- fgthh iB; oLrql svfhi k

2- fgthh iB; oLrqdkf'k'k 'H=H; fo'yšk k

iz k'k'ed fØ; k a%

(v) eē; fed d{kv'adcf'gthh iB; Øe eal sfd'ghans iBle(x | i | |
 fucU] dgkuh ul'v d v'kn) dkf'k'k 'H=H; fo'yšk k)

(vk) fuc'ed] y?l'ij , oal r'q'u"b ij h{k dsfy, izu i=k fuelZk

(b) iB'ky kv'aeae fgthh dh iB; Øe l gxleh fØ; kv'ad dh Q oL'fk
 djula

l m'Hzx'k l p'h %

1- 'Hpy] Hxorhi z m % fgthh mPpj.k.v'k' orZh] vk Zcql fmi k

			ubZfnYyl] 1974A
2-	l f[k h dsds	%	fgUhhèofu; kavls muckf k[k h jleuljk .k yky] bylgcknA
3-	froljhHsyukFkrFk% HfV; kdSykkplæ		fgUhhf k[k kfyfi izdk ku fnYyl] 1980A
4-	fujau deij fl g	%	elè; fed fo ky; leafgUhhf k[k h jkt LEku fgUhhxZFkdbdz h vFlok1871A
5-	clgjh h gjns	%	Q logkfjd fgUhhQ kdj.kykd Hjrhirzdk ku bylgckn 1972A
6-	exy vej 1991	%	fgUhhf k[k h ngyl] vk Zcql fmi kA
7-	ikMsvkj ,l- 1992	%	fgUhhf k[k kvkjfkouls i qrd esthjA
8-	fl g l kò-h 1992	%	fgUhhf k[k k %ejB] rk y cql fmi kA
9-	Jhokrol jkt kè iz kn	%	fgUhhf k[k k fn eslfeyu dEiuhvWQ bM; k fy- ngylA
10-	eSf ql gh	%	fgUhhf k[k k%nh, D; vhi ku , M Moyal eSM vWQ yxot fi vax gly] 1997A
11-	oSVu dSui	%	MoSfi x l fclM yxot fldyl Fijsh, .M iSDVl jSf eslyhy] 1973A