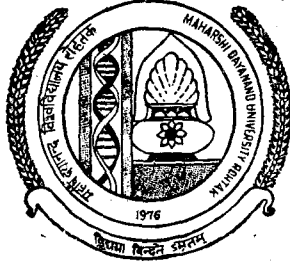


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**Maharshi Dayanand University
Rohtak**

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**Ordinances, Syllabus and Courses of
Reading for
M.A. (Final) Education
Examination**

Session—1999-2000

Available from :

Deputy Registrar (Publication)
Maharshi Dayanand University
Rohtak-124 001 (Haryana)

Price :

At the Counter : Rs. 50/-
By Regd. Parcel : Rs. 75/-
By Ordinary Post : Rs. 60/-

ORDINANCE : MASTER OF ARTS EXAMINATION

1. The Master of Arts Examination shall be held in two Parts, Part-I examination shall be held at the end of the first year and Part-II examination at the end of the second year.
2. The examination in Part-I and Part-II shall be held once a year ordinarily in the month of April/May, on such dates as may be fixed by the Vice-Chancellor.

A supplementary examination in Part-II of M.A. will be held in December or on such dates as may be fixed by the Vice-Chancellor for those candidates who have passed all the Papers of Part-I exam, but have got 're-appear' or have failed or want to improve their score in Paper(s) of Part-II examination. However, total number of chances will not exceed as given in the Ordinance.

3. The last date for the receipt of admission form and fee without late fee as fixed by the Vice-Chancellor, shall be notified to the Heads of the University Teaching Departments. P.G. Regional Centre Rewari and the colleges concerned.
4. A candidate's admission form and fee may be accepted after the last date on Payment of late fee of Rs.105/- upto the date notified by the University.

Note: No late fee shall be charged if the admission form and fee are received within three working days of grace after the last date for the receipt of the same without late fee:-

5. 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 course: (except Master of Physical Education).
 - (i) B.A./B.Sc./B.Com. (Hons.) Examination in the subject of Postgraduate Course.
 - (ii) 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.
 - (iii) Ist 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.
 - (iv) Shastri Examination (New scheme) of this University in the manner prescribed in (i) and (ii) above.
 - (v) Master's degree examination in another subject.
 - (vi) The B.A. degree obtained through English only etc. shall be considered for admission to M.A. in various subjects at par with B.A. degree.

- (vii) An examination of any other University recognised by this University as equivalent to (i) or (ii) or (iii) or (iv) or (v) or (vi) above.

Provided that:

- a) A candidate who has passed B.Com. Examination with atleast 45% marks in the subject(s)/paper(s) related to Economics including Statistics shall also be eligible to take up M.A. Economics course.
- b) A candidate who has passed B.Sc. (Agri.) with Agriculture Economics as one of the paper/subjects shall also be eligible to join M.A. Economics course.
- c) A candidates who has passed B.A. examination with atleast 45% marks in Public Administration or Sociology shall be eligible to thake up M>A. Political Science.
- d) A candidate getting atleast 55% marks in Hindi (Compulsory) subject may also be considered eligible for admission to M.A. Hindi.
- e) 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 tade up M.A. (Hindi), if the cdandidates who have passed B.A. (Hons.) Hindi or B.A. with Hindi (Elective) obtaining 45% marks are not available
- f) A candidate who has passed Bachelors Degree Examination in Music (B.Mus. from any Indian University shall be eligible for admission to M.A. course without any condidion of minimum percentage of but no one who dida not take up Music as one of his subject for the B.A. Examination shall be eligible to take up M.A. Music provided he is working as a teacher of Music in a college admitted to the Privileges of this University or in a recognised Higher Secondary School within the jurisdiction of the University or in addition to passing B.A./B.Sc. he has passed one of the following examination:

Sangeet Visharad: Form Bhatkhande Sangeet
Vidyapeeth Lucknow or from
Gandharva Mahavidyalaya, Bombay.

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

Sangeet Visharad: From Prachin Kala Kender
Chandigarh.

- g) A candidate who has passed B.A. Examination with Sociology or an allied subject such as Psychology, Political Science, Economics, History and Geography as one of the subjects with 45% marks in aggregate and 45% marks in Sociology or allied subject mentioned above shall be eligible to take up M.A. Sociology.
- h) A candidate who has passed B.A. Examination with History or in any other subject listed in the Faculty of Social Sciences. (i.e. Political Science, Sociology, Public Administration, Geography, Psychology etc.) obtaining at least 45% marks in the subject shall be eligible to take up M.A. History.
- i) A candidate who has not passed B.A./B.Sc. (Pass or Honors) with Mathematics as one of the subjects shall not be eligible to join M.A. Mathematics Course.
- j) 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.
- k) For admission to M.A. (Rural Development) a candidate must have passed Sc. (Agriculture) with Agricultural Economics as one of the papers/subjects obtaining 50% marks in aggregate or B.A. with 45% marks in any subject of Social Sciences.

FOR M.A. PHYSICAL EDUCATION

Eligibility condition for admission to M.A. Physical Education:-

Note: A person who has passed one of the following examinations shall be eligible to join the 1st year (Part-I) of the Master of Arts (Physical Education) course:-

- A i) A Bachelors's Degree examination in Humanities of the M.D. University, Rohtak or an examination recognised as equivalent thereto with at least 45% marks in the aggregate with English as one of the subjects at the under-graduate level or B.Com./B.Sc./B.Sc. (Home Science) B.Sc. (Agri.) with 45% marks.
- ii) B.P. Ed./D.P. Ed. one year course after graduation with at least 50% marks.
- iii) B.A./B.Sc. with Health and Physical Education as one of the subjects in three years degree course with at least 50% marks.
- iv) Bachelor of Physical Education (B.P.F.) three year degree course with at least 50% marks.

- v) B.S.H. and P.E. five years course with atleast 50% marks.

AND

- B The candidate has taken part in the Inter-University or Inter state or National Tournament in the games and sports recognised by the Inter-University Sports Board Provided that the candidate qualified in the standard efficiency test at the time of Examination to the first year course.

IMPORTANT NOTE

A person who has passed Post-graduate examination shall not ordinarily be allowed to seek admission to P.G. Course in another subject as a regular student.

6. A candidate who is placed under compartment in the qualifying exam shall not be allowed to join M.A. Course.
7. A candidate who has failed in one or more paper(s) or fails to appear in M.A. Examination shall be allowed two additional subsequent chances only to pass the M.A. examination. This is however, subjects to the provision in Clause-8 below.
8. A candidate who fails to pass the M.A. Examination within a period of four years of his admission to the course shall be deemed to be unfit for Post-graduate Studies in the subject concerned.
9. A person who has passed toh following Examinations shall be eligible to join the M.A. Part-II:-

- a) M.A. Part-I Examination from M.D. University, in the subject concerned. This is however, subject to Clause-7. However, the candidates who have passed atleast two theory papers out of four or five theory papers or atleast three theory papers out of six or seven theory papers of Part-I exam. of the University will be promoted to Part-II class, provisionally

OR

- b) M.A. Part-I Examination of the subject offered from the Kurukshetra University or Panjab University or Punjabi University, or Guru Nanak Dev University or Himachal Pradesh University, provided that the Head of the University Departments/Principal of the college concerned is satisfied that the contents of papers already passed by him are almost the same as in the M.A. Part-I Examination this University; in this case the marks obtained in M.A. Part-I of the course at any of these Universities shall be counted towards division of

successful candidates by increasing of reducing the marks obtained in accordance with maximum marks prescribed for M.A. Part-I Examination of this University.

10. The M.A. Examination in Part-I/Part-II shall be open to a student who:-

- a) has passed the requisite qualifying Exam. or is covered under Clause-5 and 8 and
- b) has his name submitted to the Controller of Examinations by the Head of the University Dept./Principal of the college he has most recently attended and produces the following certificates, signed by him:-
 - i) of possessing good character
 - ii) of having remained on the rolls of Department/College during the year 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).

11. Every candidate shall be examined according to the scheme of examination and syllabus as approved by the Academic Council from time to time.

12. The amount of Examination fee to be paid by a candidate for each year shall be as follows :

Regular

Ex-Student

Rs. 100/- (Plus Rs. 20/- per practical Rs. 110/- Subject)

13. A candidate who re-appears in one more paper(s) Practical(s) for the purpose of passing/improvement of score of marks/result shall pay fee as for the whole Examination.

- i) The medium of instructions shall be:-
 - a) Hindi in case of Hindi and English in case of English
 - b) English or Hindi or Sanskrit in case of Sanskrit and
 - c) English/Hindi in case of other subjects.
- ii) The question papers will be set :-
 - a) in Hindi in case of Hindi, Sanskrit and Music and
 - b) in English and Hindi in case of other subjects.

iii) The candidate shall write their answer as under :-

- a) in Hindi in case of Hindi;
- b) in English or Hindi or Sanskrit in case of Sanskrit
- c) in English in case of English and Mathematics and
- d) in English/Hindi in case of other subjects.

15.1. The minimum number of marks required to pass the Examination shall be as under :

A) In all subjects except Physical Education

- i) 33% in each paper (written and practical separately);
- ii) 40% in each practical in the case of Music;
- iii) 40% in Dissertation/Viva-Voce, where prescribed;
- iv) 40% in aggregate

B) In Physical Education

- i) 35% in each theory paper;
- ii) 40% in practical; and
- iii) 40% in aggregate

15.2. A candidate who has completed the prescribed course of instructions in College/University Teaching Department for previous/final examination but has not appeared in it or having appeared fails may be allowed on the recommendation of the Principal of the College/Head of University Teaching Department concerned to appear in the subsequent year in the examination paper(s) as the case may be without attending a fresh course of Instruction. While reappearing in the examinations the candidate shall be exempted from reappearing in paper(s) and/or practical(s) in which he has obtained at least 40% marks.

16.1. A candidate who has passed M.A. Part-I Examination obtaining at least 55% marks in aggregate may offer dissertation wherever prescribed in the Scheme of Examination for the course. The subject of the dissertation shall be approved by the Head of the Department concerned. A candidate shall submit to the Head of the Department an

application for the approval of the topic for the dissertation alongwith a synopsis within one month of his admission to M.A. Part-II.

16.2 Every candidate who offers dissertation shall be required to submit three copies of his dissertation alongwith a brief abstract of the same giving an account of the investigation/research conducted and its main findings (which will not exceed 500 words). The dissertation shall be examined by one external Examiner only.

16.3. The last date for receipt of the dissertation in the office of the Controller of Examinations shall be one month before the commencement of the Theory Examination, provided that in exceptional, cases, Vice-Chancellor shall have the power, to extend, on the recommendation of the Head of the Department, the last date for receipt of the dissertation upto three months. If a candidate fails to submit his dissertation even during the extended period he will be considered to have absented in the dissertation paper and his result shall be declared accordingly.

16.4. A candidate who has submitted a dissertation as a part of the Examination may withdraw the same before it has been examined but once is it examined and candidate obtains the minimum pass marks he shall not be permitted to withdraw it or submit another dissertation in lieu thereof. The marks obtained by him for the dissertation shall be taken in to account when he appears in any future examination for the purpose of passing therein or for improving the score of marks/result.

17. As soon as possible, after the termination of the examination the Registrar/Controller of Examinations shall publish the result of candidates and issue Detailed Marks Card.

18. The result of candidates who have passed the M.A. examination shall be classified into division as under, the division obtained by the candidate will be stated in his degree

- | | |
|---|-----------------|
| a) Those who obtain 60 percent or more marks | First Division |
| b) Those who obtain 50 percent or more but less than 60 percent marks | Second Division |
| c) All below 50 percent | Third Division |

19. A candidate who has already passed the Master of Arts Examination from this University, in a subject in which different optional papers are permitted, may appear in one or more other optional papers of that subject, at any subsequent examination when held, without attending a regular course of study on payment of fee as prescribed for the whole exam. Provided that if there is any corresponding Practical work involved he must attend the prescribed number of practicals etc. in the Department. Such a candidate shall, in order to pass, be required to obtain at least 40 percent marks in each paper.
20. A candidate who has passed Part-I of M.A. Examination of this University, will be allowed to appear for improvement of his result as an ex-student in one or more theory papers of M.A. Part-I Examination once within a period of three years of his passing the Part-I Examination. A candidate who has passed Part-II of M.A. Examination of this University will be allowed to appear for improvement of his result as an ex-student in one more theory paper(s) of the M.A. Part-II Examination once within a period of two years of his passing the Part-II Examination.

The candidates may however, appear for improvement of Part-I Examination simultaneously with Part-II Examination while appearing in Part-II Examination for passing or for Improvement.

The result of such a candidate shall be declared only if he improves his score of marks by taking into account the marks obtained by him in the paper(s) in which he reappeared and the marks obtained by him earlier in the remaining paper(s) etc. The fact that the candidate has improved shall be mentioned in the Detailed-Marks Card.

Provided further that the candidate will take the Examination according to syllabus in force for the regular student for that examination.

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.

SCHEME OF EXAMINATION

(M.A. EDUCATION COURSE)

M.A. (Education course) will be of two-years duration. There will be ten courses and a Dissertation. The candidates will be required to take five courses in the First-year and five courses in the Second year plus Dissertation in the second year. Each Course shall be of 100 marks.

Second Year

Paper-VI Tools of Research and Their Development.

Paper-VII Philosophical Foundations of Education.

Paper-VIII Educational Technology

Paper-IX Any one of the following options.

- i) Special Education
- ii) Curriculum Development
- iii) Advanced Statistical Methods in Educational Research.
- iv) Educational Measurement and Evaluation.
- v) Environmental Education

Paper-X Any one of the following options.

- | | |
|---------------------|-----------------|
| i) Physical Science | vi) History |
| ii) Life Science | vii) Commerce |
| iii) Social Science | viii) Economics |
| iv) Mathematics | ix) Hindi |
| v) Geography | x) English |

Dissertation

Paper-VI : TOOLS OF RESEARCH AND THEIR DEVELOPMENT

Max. Marks : 100 Time : 3 hrs.

Objectives

1. To develop the understanding of origin and development of testing.
2. To develop the understanding of basic concept of measurement viz, validity, reliability and item analysis.
3. To develop skills for developing a standardized test.

4. To develop an understanding of meaning and process of evaluation.
5. To develop an understanding of the nature and uses of the intelligence tests, creativity tests, aptitude tests, attitude scales, interest inventories, Personality Inventories and Projective techniques.
6. To understand various test scales norms.

Contents :

Note : The students are required to attempt five questions in all, selecting at least one question from each unit.

Unit-I Origin and development of testing. Current use and purposes of psychological test. Problems of measurement by tests.

Unit-II Psychometric Theory :

- (i) Construction and standardization of tests, theoretical rationale, characteristics of a good test.
- (ii) Steps in test development and standardization, sources of information in test construction.
- (iii)(a) Item analysis : item difficulty and item validity, special problems of item analysis.
- (b) Reliability : Types of Reliability, Factors influencing reliability, co-efficient methods of working reliability, special problems of reliability.
- (c) Validity : Basic concepts, content validity, criterion validity, Construct validity, concurrent production validity. Problems of validation, conditions upon which validity depends.

Unit-III Evaluation in Education.

- (i) Meaning and process of evaluation.
- (ii) Criterion referenced versus norm referenced evaluation, teacher made mastery tests.
- (iii) Informal versus standardized tests, Individual versus Group test. mastery versus survey tests, supply versus selection tests, speed versus power tests, objective versus subjective tests.

- (iv) Corrective remedial instruction, Educational diagnosis and improvement of instruction, identification of learning deficiencies of students.
- (v) Mastery learning: Meaning of formative and summative evaluation.
- (vi) Planning and construction of an achievement test.

* Unit-IV Assessing individual abilities.

- (i) Measurement of personality, Techniques of assessing personality, self-report inventories.
 - a) Projective techniques and their evaluation;
 - b) Evaluation of personality inventories.
 - c) Situational techniques: Sociometry, observation, personal contact, semantic differentials and their evaluation.
- (ii) Measurement of Intelligence and scholastic Aptitudes; theories of intelligence, verbal, non-verbal performance tests, evaluation of Intelligence test.
- (iii) Measurement of special aptitudes and separate abilities (mechanical, clerical, artistic, vocational, musical, creativity), evaluation of aptitude batteries.
- (iv) Measurement of interest and aptitudes, interest tests, questionnaire and attitude scales, place of interests in personality theory.
- (v) Creativity, its meaning, types and appraisal, different standardized tests, their scoring and interpretation.

Unit-V Test scale norms.

- (i) Standard scores.
- (ii) T scales and T scaling of tests.
- (iii) C scales and C scaling.
- (iv) Educational norms, age, grade and Achievement norms and profiles.
- (v) Types of scales, normal, ordinal, ratio, interval scales, rationale for scoring.
- (vi) Scaling of judgement and objectivity of judgement.

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Paper-VII: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

Max. Marks : 100 Time : 3 hrs.

Objectives

1. To understand philosophical bases of education.
2. To understand the various Western schools of philosophy, viz. idealism, realism, naturalism, pragmatism, existentialism and marxism.
3. To understand the various Indian Schools of Philosophy, viz. Sankhya, Vedanta, Buddhism, Jainism & Islamic traditions.
4. To understand the contributions of various educationists to educational thinking.
5. To understand the national values as enshrined in the Indian Constitution.

Contents

Note : Students are required to attempt five questions in all, selecting at least one question from each Unit.

Unit-I (i) Relationship between Education, Philosophy and Science.

(ii) Authority, Responsibility and Discipline in Education.

Unit-II Western Schools of Philosophy : Idealism, Realism, Naturalism, Pragmatism, Existentialism, Marxism.

- with special reference to the concepts of knowledge, reality and values.
- their educational implications for aims, contents and methods of education.

Unit-III Indian Schools of Philosophy (Sankhya, Vedanta, Buddhism, Jainism, Islamic traditions) with special reference to the concepts of knowledge, reality and values and their educational implications.

Unit-IV Contributions of Vivekananda, Tagore, Gandhi and Aurobindo to educational thinking.

Unit-V National Values as enshrined in the Indian Constitution, and their educational implications.

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Paper-VIII EDUCATIONAL TECHNOLOGY

Max. Marks : 100 Time : 3.Hrs.

Objectives

1. To acquaint students with necessary background for understanding the meaning and role of educational technology in the improvement of instruction.
2. To develop an understanding of educational objectives and their statement in behavioural terms.
3. To develop a scientific outlook for analysing class-room communication and developing appropriate instructional material.
4. To acquaint students with the steps of management of teaching-learning.
5. To develop amongst students an awareness of recent innovations in teaching-learning.
6. To help students understand and appreciate models of teaching and theories of teaching.

Contents

Note : The students are required to attempt five questions in all selecting at least one question from each unit.

Unit-I Educational Technology (ET)

- (i) Its concept and importance, Historical background of educational technology; types of ET (Technology in education, Technology of education and Systems approach) components of educational technology; software & hardware.
- (ii) Teaching : Its concept, characteristics, variables of teaching; phases of teaching and levels of teaching and teaching at different levels (memory, understanding & reflective).

Unit-II (i) Communication : Its meaning & features, the

communication process, major modes of communication, factors affecting communication, importance of communication in education. Non-verbal communication.

- (ii) Taxonomy of Educational Objectives : Aims, goals and objectives. The cognitive, affective and psychomotor domains, criteria for writing instructional objectives.

- Unit-III (i) Programmed instruction : Its meaning & Principles, teaching machines, styles of programming (Linear, Branching and Mathetics), development of programmed instruction material.
- (ii) Computer Assisted instruction : units of a computer, role of computers in education, computer assisted instruction, designing a computer assisted instruction package.
- (iii) Remedial instruction : Meaning & strategies of providing remedial instruction in group or individual situations.
- Unit-IV (i) Models of teaching : its concepts, characteristics, classification of models of teaching, elements of models of teaching, Inductive Teaching, Model, Concept Attainment model, Advance Organizer Model and Mastery hearing model.
- (ii) Designing of instructional strategies, such as lecture, team teaching, discussion, panel discussions, Seminar and tutorials.
- Unit-V (i) Modification of teacher-behaviour : Cybernetics, training technology, microteaching, simulated teaching, Flander's Inter-action analysis.
- (ii) Systems approach to instructional design : Meaning of system, instructional system and systems approach. Systems approach to instructional design and its applications in the class-room.

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14. Mamidi, M.R. & Ravishankar S. (1984) *Curriculum Development & Educational Technology*. New Delhi: Sterling Publishers,
15. Mehra, V. (1992) *Instructional Systems Design - An Innovation in Educational Technology*. New Delhi : S.S. Publishers.
16. Mehra, V. (1995) *Educational Technology*. New Delhi : S.S. Publishers.
17. Mohanty, J. (1992) *Educational Technology*. New Delhi : Deep & Deep Publications.
18. Packiam, S.(1986) *Curricular Innovations and Educational Technology*. New Delhi : Doaba House.
19. Pandey, K.P. (1988) *Shikshan Adhigam Ki Technology (Technology of Teaching Learning)*. Jalandhar/Delhi: Panjab Kitab Ghar.
20. Pervical, F. & Ellington, H. (1984) *A Handbook of Educational Technology* . London: Kogan Page.
21. Rao, U. (1991) *Educational Technology*. Bombay : Himalya Publishing House.
22. Mukhopadhyaya, M.(ed) (1990) *Educational Technology. Challenging issues* : New Delhi: Sterling Publishers.
23. Samanta, R.K. (1991) *Manual for Instructional Aids for Teaching Excellence*. New Delhi : Mittal Publications.
24. Sampath, K., Pannirselvam, A. and Santhanam, S. (1981) *Introduction to Educational Technology*. New Delhi : Sterling Publishers Pvt. Ltd.

25. Sharma, R.A. (1987, 1991) *Technology of Teaching*. Meerut : R. Lal Book Depot.
26. Shukla, R.S., Dagar, B.S. & Shukla, A. (1992) *Shikshan Aiwam Adhigam Ke Adharbhoot Tatva*, Kota : Shikshan Prakashan.

Paper-IX (f) SPECIAL EDUCATION

Max. Marks : 100 Time : 3 hrs.

General Aim

1. To develop understanding and insight into the concept of special education and various types of disabilities and handicaps among children and developing educational and vocational opportunities for them.

Objectives

1. To understand the concept & importance of special education.
2. To understand the different types of disabilities/handicaps in children.
3. To enable management of class-rooms for educating children with different disabilities/handicaps.
4. To promote employment opportunities for children with different disabilities/handicaps.
5. To understand special needs of the talented persons and encourage utilization of their talent.
6. To understand administration and organisation of special education in India.

Contents

Note : The students are required to attempt five questions in all, selecting at least one question from each unit.

Unit-I. (i) Concept and meaning of special education : Definition of special education. Related terminology-improvement, handicap, disability, rehabilitation. Stages of development-stage of neglect, care in hospitals and homes, special schools, mainstreaming and integration, special needs, inclusive education. Equal education opportunity and special education in India. Sociology of special education in Indian context.

(ii) Aims of special education.

- (iii) Educational provision for special needs in India. Education Commissions and Committee, National policy on education. Special schools. Integrated Education for disabled children. Vocationalisation of education and special needs.
- Unit-II (i) Education of persons with visual disability : Definition of blindness and low vision. Identification and assessment. Curriculum and teaching adaptation. Adaptive devices. Adaptation evaluation procedures, tools and techniques. Class-room management, vocational preparation and employment opportunities.
- (ii) Education of persons with hearing impairment. Definition of deafness and partial hearing. Identification and assessment. Curriculum and teaching adaptation. Adaptive devices, Adaptation evaluation procedures, tools of techniques. Class-room management Vocational preparation and employment opportunities.
- Unit-III (i) Education of persons with learning disabilities. Definition of learning disability. Identification and assessment. Curriculum and teaching adaptation, adaptive devices. Adaptation evaluation procedures tools and techniques. Class-room management. Vocational preparation and employment opportunities.
- (ii) Education of persons with mental retardation. Definition of mental retardation. Identification and assessment. Curriculum and teaching adaptation. Adaptation evaluation procedures, tools and techniques. Class-room management. Vocational preparation and employment opportunities.
- Unit-IV (i) Education of persons with orthopaedic handicap. Definition of orthopaedic handicap. Identification and assessment. Curriculum and teaching adaptation. Adaptive devices. Adaptive evaluation procedures, tools and techniques. Class-room management. Vocational preparation and employment opportunities.

- (ii) Education of persons with multiple disability. Definition of multiple disabilities. Identification and assessment. Curriculum and teaching adaptation. Adaptive devices. Adaptive evaluation procedures, tools and techniques. Class-room management. Vocational preparation and employment opportunities.
- Unit-V (i) Education of talented persons. Characteristics, identification, special needs, nurturing and utilisation of talent.
- (ii) Administration and organisation of special education in India. Agencies and institutions-Government and non-government at the central, state and sub-state levels. Planning and management of Special Education programme, Manpower development, funding and financial management monitoring and evaluation of programmes.

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1. Agarwal, K.G. and Pachal, T.K. (1993) Inner World of the Handicapped. A study of problem of the disabled. New Delhi Khanna Publishers.
2. Hawkrige, D. Vincent, T & Hales, G. (1985) New Information Technology in the Education of disabled Children & Adults. London Sydney : Croom Helm.
3. Rawat, V.S. & Sobti, A (1992) A Resources Guide to Special Education. New Delhi : Creative.
4. Shankar, V. (1978) Problem Children. New Delhi : Atma Ram & Sons.
5. Srivastava, A.P. & Srivastava, A (1983) : On Bringing up weak and shlow Learning Children. Research Findings & Knowhow. New Delhi : The Learning Laboratory.

Paper-IX (ii) CURRICULUM DEVELOPMENT

Max. Marks : 100 Time : 3 hrs.

Objectives

1. To develop an understanding of the education process and the importance of curriculum in this process.

2. To develop an awareness of the dynamics of the curriculum development and the need for curricular change.
3. To develop an understanding of the various theories of curriculum development.
4. To develop an awareness of recent researches and trends in the field of curriculum development and ability to evaluate and reform the existing curriculum.
5. To enable future teacher education capable of up-dating and explosion of knowledge.

Contents

Note : The students are required to attempt five questions in all, selecting at least one question from each Unit.

Unit-I Bases and Determinants of Curriculum :

- (i) Philosophical
- (ii) Psychological
- (iii) Sociological
- (iv) Discipline-oriented Considerations.

Unit-II Curriculum Design :

- (i) Principles
- (ii) Approaches.

Unit-III Construction and Development of Curriculum :

- (i) Different Models.
- (ii) Administrative
- (iii) Grass-root.
- (iv) Demonstration
- (v) Systems Analysis.

Unit-IV

(i) Curriculum Implementation : Leadership role, community participation and instructional guides for the teachers and students.

(ii) Curriculum Evaluation :

Formative and summative evaluation, interpretation of evaluation results.

Unit-V

- (i) Issues, Recent Trends and Researches in curriculum in India.
- (ii) Views of the following commissions on Curriculum in India.

- University Education Commission, 1948.
- Secondary Education Commission, 1952.
- Education Commission, 1966.

Bibliography

1. Albery, H.B. & Albery, E.J. (1962) *Reorganizing the High School Curriculum*. New York : Macmillan Publishing Co. Ltd.
2. Anderson, D.C. (1981) *Evaluating Curriculum Proposals*. New York : Johan Wiley & Sons.
3. Barnes D. (1982) *Practical Curriculum Study*. London : Routledge & Kogan Paul.
4. Bhatt, R.D. and Sharma, S.R. (1992) *Principles of Curriculum Construction*. New Delhi : Kanishka Publishing House.
5. Davies, I.K. (1976) *Objectives in Curriculum Design*. Maiden Head : McGraw Hill.
6. Doll, R. (1987) *Curriculum Improvement : Decision Making Process*, 6th E Boston : Allyn and Bacon.
7. Eisner, E.W. (1982) *Cognition & Curriculum. A Basis for Deciding what to teach*. New York & London : Longman.
8. Golby, M., Greenwald, J.& West, R. (1975) *Curriculum Design*. London : The English Language Book Society and Croom Helm/Open University Press.
9. Grundy, S.(1987) *Curriculum : Production Praxis*, London, New York & Philadelphia : The Falmer press.
10. Hammersby, M. & Hargreaves, A. (1983) *Curriculum Practice : Some Sociological Case Studies*. London & New York : The Falmer Press.
11. Hooda, R.C. (1991) *Evaluation of Teacher Education Curriculum . A Factorial View*. Rohtak : Manthan Publishers.
12. Mamidi, M.R. & Ravishankar, S. (1984) *Curriculum Development & Educational Technology*. New Delhi : Sterling Publishers.
13. Oliva, P.F. (1988) *Developing the Curriculum (2nd Ed)* London: Scott, Foresman & Company.

14. Packiam, S. (1986) Curricular Innovations and Educational Technology. New Delhi, Doaba House.
15. Reid, W.A. (1978) Thinking about the Curriculum The Nature and Treatment of Curriculum Problems. London ; Routledge & Kegan Paul.
16. Watts, M. (1991) Science, in the national Curriculum London : Cassell Education Ltd.,

Paper-IX(iii)ADVANCED STATISTICAL METHODS IN EDUCATIONAL RESEARCH

Max. Marks : 100 Time : 3 hrs.

Objectives

1. To develop an understanding of the probability distribution.
2. To develop an understanding of different types of prediction.
3. To develop an understanding of different types of experimental designs.
4. To understand simple application of ANOVA & ANCOVA.
5. To understand different non-parametric techniques of data analysis.
6. To understand the techniques of factor analysis.

Contents

Note : The students are required to attempt five questions in all, selecting at least one question from each unit.

Unit-I Probability distribution : Binomial and normal distribution, Moments-skewness and Kurtosis.

Unit-II Prediction of different types including Multiple Prediction and standard error of estimates.

Unit-III Experimental Designs : Treatment X levels, designs, Treatment X subject design, random replication design, factorial design, group within treatment design, Hartley and Bartlett's test for homogeneity.

Unit-IV (i) Analysis of variance (one-way).

(ii) Analysis of covariance (one way only).

Unit-V (i) Non-parametric methods, K.S. Test, sign test, composite Rank Test and Chisquare Test of Normality.

(ii) Factor analysis : Centroid method, Orthogonal Rotation.

Books Recommended

1. Edwards, A.L. -Experimental Design in Education & Psychology.
2. Lindquist, E.B. -Statistical Analysis in Education Research.
3. Guilford, J.P. -Fundamental Statistics in Education & Psychology.
4. Guilford, J.P. -Psychometric Methods.
5. Nemar -Psychological Statistics.
6. Thomson Godfrey -Factor Analysis of Human Ability.
7. Walker, H.M. & Lev, Joseph -Statistical Inference.
8. Scheffee, Henry Statistical Inference in Non-Parametric Cases.
9. Thurstone, L.L. Multi Factor Analysis.
10. Fruchter Introduction to Factor Analysis.

Paper-IX(iv) EDUCATIONAL MEASUREMENT AND EVALUATION

Max. Marks : 100 Time : 3 Hrs.

Objectives

1. To develop the understanding of :
 - (i) The meaning of evaluation, objectives, learning experiences and evaluation.
 - (ii) The basic concepts of measurement viz. validity, reliability and objectivity.
 - (iii) The purposes of evaluation.
2. To develop skills necessary for the construction of Intelligence Tests and achievement tests.
3. To develop an understanding of the nature and use of the aptitude tests, attitude scales, interest inventories and projective techniques.
4. To develop skills in using various correlational methods for bivariate distributions.

5. To understand and apply the use of inferential statistics for interpreting different kinds of data.

Contents

Note : Students are required to attempt five questions in all, selecting at least one question from each Unit.

- Unit-I**
- (i) Educational Measurement and Evaluation-concept, scope need and relevance.
 - (ii) Difference between measurement and evaluation.
 - (iii) Characteristics of a good test.
 - (iv) Steps in standardization of a test.
- Unit-II**
- (i) Tools of measurement and evaluation viz: subjective & Objective tools : essay tests, objective tests, scales, questionnaires, schedules, inventories.
 - (ii) Measurement of achievement, aptitude, intelligence, attitudes, interests and skills.
 - (iii) Criterion and norm referenced tests.
 - (iv) Mastery learning : Meaning formative & summative evaluation.
- Unit-III**
- (i) Basic concepts in measurement : Reliability, validity, norms : their concepts, need & types.
 - (ii) Various methods of estimating reliability viz. test re-test, parallel form or equivalent form, split half-techniques & internal consistency or rational equivalence, Factors affecting reliability of test.
 - (iii) Types of validity, viz, face, content, predictive, factorial.
 - (iv) Standard scores, 'T' scores and 'C' scores.
- Unit-IV**
- (i) Partial and multiple correlations, biserial and point biserial correlations, tetrachoric and phi-co-efficient of correlation.
 - (ii) Regression and prediction, establishment of regression equation, forecasting.
 - (iii) Null hypothesis, testing significant differences of means and other measures, CR and Retest.
- Unit-V**
- (i) Chisquare test.
 - (ii) Analysis of variance (one-way only) and covariance (Meaning and application).
 - (iii) Factor analysis.
 - (iv) Interpretation of test scores and methods of feedback to students.

Bibliography

1. Anastasi, A. (1982) *Psychological Testing*. NEW YORK : McMillan.
2. Bloom, B.S. (Ed) (1956) *Taxonomy of Educational Objectives* LONDON : Longman Group Ltd.,
3. Bloom, B.S. Hastings, J.T., and Madaus, G.F. (1971) *Handbook on Formative and summative Evaluation of Students Learning*. New York McGraw Hill Book Company.
4. Cronback, L.J. (1984) *Essentials of Psychological Testing*, New York : Harper and Row.
5. Ebel, R.L. & Frisbie, D.A. (1991) *Essentials of Educational Measurement*, NEW DELHI : Prentice Hall of India.
6. Ferguson, G.A. (1980) *Statistical Analysis in Psychology & Education*. New York : McGraw-Hill Book Co.
7. Garrett, H.E. (1981) *Statistics in Psychology & Education*. Bombay : Vakils, Feffer & Simon.
8. Gronlund, N.E. (1985) *Measurement and Evaluation of Teaching*. 5th Ed. NEW YORK : Mcmillan.
9. Gronlund, N.E. (1977) *Constructing Achievement Test*. New Jersey : Prentice Hall.
10. Guilford, J.P. (1979) *Psychometric Methods*, New Delhi : Tata McGraw Hill Publishing Co. Ltd.
11. Guilford, J.P. and Fruchter, B. (1978) *Fundamental Statistics in Psychology and Education*. New York : McGraw Hill Book Co.,
12. Harper A.E. (Jr) & Harper, E.S. (1990) : *Preparing Objective Examinations : A Handbook for Teachers, Students & Examiners*. New Delhi : Prentice Hall of India Pvt. Ltd.,
13. Hooda, R.C. (1991) *Evaluation of Teacher Education : Curriculum-A Factorial View*. Rohtak : Manthan Publications.
14. Kerlinger, F.N. (1978) *Foundations of Behavioural Research*. New York : Holt Rinehart & Winston.
15. Kurtz, A.K., Mayo S.T. *Statistical Methods in Education & Psychology*. New Delhi : Narosa Publishing House.
16. Kess, H.O. (1996, 1989) *Statistical Concept for the Behavioural Sciences (2nd Ed)* Mass : Allyn & Bacon.

17. Mc Call, R.B. (1980) : Fundamental Statistic for the Psychology. New York : Harcourt Brace Jovanich JMC.
18. Nunnally, J.C. (1980) Psychometric Theory. New Delhi : Tata McGraw Publishing Company Ltd.

Paper-IX(v) ENVIRONMENTAL EDUCATION

Max. Marks : 100 Time : 3 Hours.

Objectives :

1. To develop in the students an understanding of the nature, principles & objectives of environmental education.
2. To acquaint the students with the types of environment & environmental priorities in India.
3. To acquaint the students with Ecosystem of its various dimensions.
4. To help the students to understand the human influence on the environment and distinction of man as a force that can change the environment.
5. To acquaint the students with instructional resources from environmental education.
6. To acquaint the students with future trends & researches in environmental education.

Contents :

Note : The students are required to attempt five questions in all, selecting at least one question from each Unit.

- Unit-I
- (i) Meaning, nature and principles of environmental education.
 - (ii) Goals and objectives of environmental education.
 - (iii) Management of environmental education-its planning, organization, staffing, co-ordination etc.
 - (iv) Approaches to environmental management, viz, preservative and conservative approaches.

Our environment :- Environment as a medium of learning, types of environment-natural & social, components of environment. Abiotic viz. land, air, atmosphere & space, Biotic viz. microbes, plants, animals & men. Environmental priorities in India-Environmental management, population stabilization, integrated land use, planning, conservation of biological diversity, development of non-polluting, renewable energy systems. Environmental Education & awareness, updating environmental law. New dimensions to national security.

Unit-II Ecosystem-definition, structure & functions, Functional aspects of eco-systems - productivity of ecosystem, foodchains (primary producers and primary consumers) Food Web, energy flow, nutrient cycling, Ecological-concepts, niche, succession, climax, population & community.

Human influences on environment - distinction of man as a force that can change the environment.

Crisis in the environment :- human activity and environmental degradation, various types of pollutions (green house effect, ozone depletion) Industrialization, Organisation (Problems created by slums, transports, improper land use (wrong agricultural practices & over grazing), Deforestation and wild life poaching, radiation hazards.

Unit-III Human activity and conservation of environment - level of awareness, Non-Government Organization (NGOs) Chipko movement, Green peace, Afforestation, Social Forestry, Effects initiated at Global level - UN Conference on the human environment (Sweden 1972). International Biological Programme (IBP), International Union of Geodesy and Geophysics (IUGG), Scientific Committee on problems of the environment (SCOPE), Man & Biosphere (MAB) Programme, etc. Efforts initiated at national level-national committee on environmental planning & coordination (NCEPE), Environment Research Committee (ERC) & MBA under UNESCO, Separate Ministers of Environment both at the Centre & several states.

Unit-IV Environmental Jurisprudence - International conferences & conventions on environment, UN International drinking water supply and sanitation decade etc., Several statutes passed in India e.g. Insecticides act (1986), Wild Life

Protection acts (1972-1986), Water pollution Cess Act (1977), Forest Conservation Act (1980), Air Prevention and Control of Pollution Act (1981) and Environmental Protection Act (1980), Earth Summit at Rio for Environmental Protection 1992 etc.

Unit-V Instructional Resource for Environmental Education - formal and non-formal environmental education : Activities, structure, nature of learners & education needs, Text-books, teacher guides, publications, teaching aids, mass media & their special roles. Non-conventional instructional resources, Human resources & its limitations.

Environmental education at primary, secondary levels. Educational programmes for adults.

Books Recommended

1. Trends in Environmental Education, UNESCO Publications.
2. Sharma, R.C. (1981). Environmental Education, Metropolitan, New Delhi.
3. Sharma, P.D. (1990). Ecology and Environment, Rastogi Publication, Meerut.
4. Knosnoc, T.N. (1984). Environmental concerns and strategies, Indian Environmental Society.
5. Environment priorities in India and Sustainable Development, Presidential Address, 73rd Session, Indian Science Congress, Association, New Delhi, 1986.
6. Odum, T.H. (1954). Environment, Power & Society, Wiley & Sons, Inc. New York.
7. Czarke, C.L. (1954). Elements of Ecology, John Wiley & Sons, Inc., New York.
8. Etherington, J.R. (1974). Environment & Plant Ecology, John Wiley & Sons, New York.
9. Whittaker, R.H. (1975). Communities and Ecosystems Macmillan, New York.

Paper-X (I) TEACHING OF PHYSICAL SCIENCES

Max. Marks : 100 Time : 3 Hours

Objectives :

To develop in pupil teacher competencies to effectively perform the job of a science teacher :

Specific Objectives

1. To develop knowledge of various scientific facts & theories.
2. To develop among student teachers skills of experimentation, demonstration and drawing of conclusion.
3. To acquaint the student teachers with the methods & techniques in teaching physical sciences and making proper use of aids.
4. To acquaint the student teachers with the laboratory management skills.
5. To develop scientific attitudes among the student teacher.
6. To enable the student teachers to organise the various science based curricular and co-curricular activities.

Contents

Note: The students are required to attempt five questions in all, selecting at least one question from each Unit.

Unit- (i) What is Science, meaning of facts, concepts, generalization, Law and theory. Importance, aims and objectives of teaching Physical Sciences in secondary schools. Translating general objectives into performance based objectives.

(i) Co-relation of Physical Sciences with other subjects, within itself and daily life.

Unit-II (i) Lesson planning in Physical Sciences for secondary schools.

(i) Formulating performance objectives and preparing a lesson plan on a given unit/topic.

Unit-II (i) Methodology of teaching physical sciences - Heuristic Method, Lecture-cum-demonstration method, project method, problem solving method (steps of scientific method).

Note :All these methods are to be demonstrated by selecting appropriate learning experience from text books of secondary schools.

(ii) Teaching Aids : Importance & principles for the selection of teaching aids. Types of teaching aids. Specific aids like charts, models, epidiascope, overhead projector, etc.

(iii) Preparing improvised teaching aids.

Unit-IV(i) Science Laboratories and its equipments, Physics and Chemistry Kits. First aid box, its use.

(ii) Co-curricular Activities, Science clubs, Science fairs, Science excursions.

(iii) Evaluation in Physical Sciences, Defects of the Present system of examinations, process of evaluation, Objectives based evaluation, different types of objectives and short answer tests with examples.

Unit-V Preparation of gases e.g. O_2 , H_2 , Co_2 etc. and studying the properties of the same.

Acids, bases and salts; oxidation and reduction, Atomic Structure, Laws of motion, Sources of energy.

Books Recommended

1. Bonlind, H.G. - Teaching of Physics in Schools.
2. Ghanshyam Dass - Teaching of Science.
3. New Burry, N.I. - Teaching of Chemistry in secondary schools.
4. Sharma, R.C. - Teaching of Science.
5. Kohli, V.K. - Teaching of Science.
6. Vaidya N. - Impact of Science Teaching.

Paper-X (ii) TEACHING OF LIFE SCIENCE

Max. Marks : 100 Time 3 hrs.

Objectives

1. To enable student teachers to appreciate role of life sciences in day to day's living.

2. To develop skill in using different methods of life sciences effectively in teaching of life sciences!
3. To develop competency in organising physical facilities and equipment.
4. To develop abilities and competency to organise co-curricular activities in life science.
5. To develop scientific attitude in student teachers.
6. To develop abilities and competency to effectively organise teaching-learning experiences with maximum involvement of students.

Contents

Note :The students are required to attempt five questions, selecting at least one question from each Unit.

Unit-I (i) Aims and objectives of Teaching Life Science.

- a) General aims of teaching of life science.
 - b) Formulation of instructional objectives of life science.
- (ii) Present position of life science in school curriculum.

Unit-II Methods of Teaching Life Sciences :

- (i) Lecture-cum-demonstration Method.
- (ii) Pre-demonstrations, preparation, setting of the demonstration activities, illustration with suitable content (actual) demonstration of the above method.
- (iii) Project Method : Selection of suitable project of life sciences, planning of the selected project, execution, evaluation and recording of the selected project.
- (iv) Heuristic approach with pertinent examples from contents related to particular class.
- (v) Lesson planning based on the above methods.
- (vi) Problems solving approach.

Note :Every specific method of teaching of life sciences is to be demonstrated by selecting some appropriate content.

Unit-III Laboratory Work

(i) Life Science Laboratory, equipments in life science laboratory, Various laboratory techniques as, dissections section-cutting,, staining, mounting, collection, culturing and preservation, preparation of museum material, devising of aquarium, vivarium and terarium, etc.

(ii) Teaching Aids in Life Sciences.

Unit-IV Evaluation in Life Sciences : Nature, purpose and techniques of evaluation, preparation of objectives type tests, assessment of practical project and sessional work.

Unit-V (i) Co-curricular activities in life-sciences.

a) Importance and organisation of science club, Hobbies and Fairs.

b) Organisation of Excursions and visits to places of scientific interest.

c) Professional growth of life science teacher.

(ii) a) Biology and Healthy environment.

b) Space Biology.

c) Cell structure and cell theory.

d) Life history and scientific contribution of Dr. Har Gobind Khurana.

Books Recommended

1. F.W. Westway - Science Teaching Blackie and Sons, Ltd., London.

2. H.H. Cawthrow - Science in Education.

3. Nair, C.P.S. - Teaching Science in our school.

4. Kohli, V.K. - Teaching of Science, Krishna Brothers, Amritsar.

5. Sharma, R.C. - Modern Science Teaching, Dhanpat Rai & Sons Delhi.

6. Sharma, L.M. - Teaching of Science and Life Science, Dhanpat Rai & Sons, Delhi.

7. Vaidya, N. - The Impact of Science teaching.

8. Chadha, Bhavlula and Sharma - Teaching of Science, Parkash Brothers : Ludhiana (Hindi).

9. Dr. R.S. Shukla - Vigyan Ka Adhyan, Laxmi Narayan Aggarwal, Agra (Hindi).
10. Kulshreshta - Life Sciences (Teaching).
11. D.S. Rawat - Vigyan Shikshan, Vinod Pustak Mandir : Agra (Hindi).
12. Chhikara, M.S. and Sharma, S. Teaching of Biology (Life Science, Ludhiana, Parkash Brothers, 1982.
13. Mangal, S.K. Teaching of Physical and life Sciences, New Delhi : Arya Book Depot, 1988.
14. N.C.E.R.T. - Teaching of Science in Secondary Schools, 1982.
15. Sood, J.K. - Teaching of Life Sciences, Chandigarh : Kohli Publishers, 1987.
16. Yadav, K. Teaching of Life Sciences, New Delhi, Anmol Publications, 1993.
17. Gupta, V.K. Life Science Education Today. Chandigarh Arun Publishing House (P) Ltd. 1994.

Paper-X (iii) TEACHING OF SOCIAL SCIENCE

Max. Marks : 100 Time : 3 Hours

Objectives :

The student will be able :

1. To explain the meaning and scope of social sciences.
2. To state the aims of teaching social sciences.
3. To use different methods of teaching social sciences effectively in the actual class room situation.
4. To explain the procedure of utilizing the community resources for the teaching of social sciences;
5. To prepare and use the various aids which are appropriate in the teaching of social sciences.
6. To plan a lesson in social sciences;
7. To explain the procedure of evaluation in the teaching of social sciences and prepare an objective based tool of evaluation.
8. To describe the natural resources of India, our Fundamental rights and duties, and the causes and events of the first War of Independence;
9. Critically examine the existing curricula in social sciences.

Contents

Note : The students are required to attempt five questions in all, selecting at least one question from each Unit.

Unit-I (i) Social Science, its meaning, nature and scope. Aims of teaching social sciences.

(ii) Social Sciences curriculum - selection and organisation. A critical study of curriculum for primary, middle and high classes in Haryana.

Unit-II Methods of teaching social sciences - project method, lecture method, discussion method, problem method and discussion unit method.

Note : The specific methods are to be taught through actual demonstration by selecting appropriate content and not at all in isolation.

Unit-III (i) Social Sciences teacher.

(ii) Social Sciences laboratory.

(iii) Audio-Visual aids in Teaching of Social Sciences.

Unit-IV (i) Utilisation of community resources for the teaching of social sciences.

(ii) Fundamental rights & duties, natural resources of India, First War of Independence, 1857.

Unit-V (i) Lesson planning in Social Sciences.

(ii) Evaluation in Social Sciences.

Books Recommended

1. Binning & Binning - Teaching of Social Studies.
2. Binning Mohr, M.C. Feely - Organising the Social Studies in secondary school.
3. Brantom, F.K. - The Teaching of Social Studies in a changing world.
4. Draya and David Jordan - A Handbook of Social Studies.
5. Hemming, James - The Teaching of Social Studies in Secondary Schools.
6. Oxford University Press - Social Studies for School.

7. Wesley, Edger Brose, - Social Studies for School.
8. Taneja, V.R., - Teaching of Social Studies.
9. Forrester, J.F. - Introducing Social Studies.
10. B.E. - Methods of instructions in the Social Studies.
11. UNESCO, History - Geography and Social Studies.
12. Nicholuson, F.J. & Wright, V.K. - Social Studies for future citizen.
13. Bhunashaver, Sharma, Bhartiya Schools Mai Samaj Adhayan Ka Shikshan (Hindi).
14. Vanimadhava, Sharma - Samajik Adhayan Ki Shiksha (Hindi).
15. Shaidai, B.D. & Gupta - Basic Samajik Adhayan.
16. Sharma, M.B. - Samajik Adhyan Kee Shikshan Vidhi (Hindi).
17. Jain, Ameer Chand, Samajik Gyan Shiksan (Hindi).

Paper-X (iv) TEACHING OF MATHEMATICS

Max. Marks : 100 Time : 3 Hours.

Objectives

1. To acquaint student teachers with the elements of new Mathematics.
2. To acquaint student teachers with the History and development of National system and computer Mathematics.
3. To acquaint student teachers with the contribution of Indian Mathematicians.
4. To acquaint student teachers with the values of teaching of Mathematics.
5. To acquaint student teacher with the aims and objective of teaching mathematics and to develop proper skill for writing these objectives.
6. To acquaint student teachers with the concept and techniques of correlation in mathematics.
7. To acquaint student teachers with the principles and procedures of constructing mathematics curriculum and preparing a unit curriculum.

8. To acquaint student teachers with the methods and techniques of teaching mathematics.
9. To acquaint student teachers with the necessary equipments, aids, material and essentials of teachings mathematics.
10. To help student teachers to identify the backward and gifted children in mathematics and to prepare possible remedial or enrichment material.
11. To develop proper knowledge and skills of planning lessons in Mathematics.

Contents

Note : The students are required to attempt five questions in all, selecting at least one question from each Unit.

Unit I (a) Elements of new Mathematics.

- i) ideas of undefined terms, axioms, postulates, methods of reasoning and proof.
 - ii) sets and their elementary operations.
 - iii) structure of number systems.
 - iv) short-comings of Euclidian Geometry and characteristics of Non-Euclidian Geometry.
- (b) History of the notation system and Computer Mathematics.
- (c) Contribution of Aryabhata, Bhaskaracharya and Ramanujam in Mathematics.

Unit II(i)(a) Importance of value of teaching of Mathematics:

- (b) Aims and objectives of teaching Mathematics at the secondary stage.
 - (c) Translation of objectives in behavioural terms.
- (ii) Curriculum in Mathematics.
- (a) Principles of curriculum Construction
 - (b) Formulation of Curriculum:
 - Formulation of objectives.
 - Selection and organisation of the content and topics.
 - Suggesting appropriate learning experiences.
 - Suggesting suitable methods and techniques for evaluation.

Unit III (i) Methods and Techniques of teaching Mathematics.

- a) Methods : Inductive, Deductive, Analytic-Synthetic Heuristic, Laboratory and Project.
- b) Techniques : Oral work, written work, Drill work Home work, and self study.

Note : The various methods and techniques are to be demonstrated by selecting appropriate learning experiences.

(ii) Equipments for Teaching Mathematics.

- a) Text-books function, selection and evaluation.
- b) Audio-visuals aids in teaching of Mathematics.
- c) Organisation of

- i) Mathematics Laboratory

- ii) Mathematics Library

- iii) Mathematics Club

Unit IV (i) Evaluation in Mathematics. Preparing objective based test items in Mathematics.

- (ii) Backwardness - in Mathematics-Diagnosis and remediation. Preparing a diagnostic test in Mathematics.

- Enrichment programmes for the gifted.

Unit-V Lesson Planning in Mathematics

Bibliography

1. Adler, Irving - A new look at geometry. New York, American Library.
2. Bell, E.T. - Men of mathematics. New York, Simon and Schuster.
3. Butler C.H. and Wren F.L. - The teaching of Secondary Mathematics Mc Graw Hill.
4. Dutta and Singh - History of Hindu Mathematicians Vol. I & II. Khinchand Khinchin (Ed) - The teaching of Mathematics, London, the English University Press.

- S.K. - Teaching of Mathematics, Ludhiana Prakash
 nan, J.R. (Ed.) - World of Mathematics, Vol. I & II Simon
 Schuster.
8. Saxena, R.C. - Curriculum and teaching of Mathematics in secondary school, (Brochure) New Delhi, NCERT.
 9. Willougby, Stephen S. - Contemporary Teaching of secondary School Mathematics, New York, John Wiley and Sons.
 10. Shanti Narayan - Modern Algebra Part I & II, New Delhi, NCERT.
 11. Dr. S.K. Arora - How to teach mathematics - Shanti Publishers Hansi Gate, Bhiwani.

Paper-X (v) - TEACHING OF GEOGRAPHY

Max. Marks : 100 Time : 3 Hours

Objectives : The student will be able to :

1. Understand the important concepts used in the discipline.
2. To prepare unit plan and lesson plan for different classes.
3. Critically evaluate existing school syllabus and text-books.
4. Prepare achievement test and diagnostic test, administer them and analyse the results for further research.
5. Prepare suitable teaching aids and use them effectively in the class-room.

Contents

Note : The students are required to attempt five questions in all selecting at least one question from each Unit.

Unit-I Modern concept of Geography. Human Geography and its importance.

Aims and objectives of teaching geography, geography and international understanding.

Unit-II Place of geography in the school curriculum, syllabi for primary and secondary schools and principles of their construction. Correlation of geography with other school subjects.

Unit-III Methods of teaching Geography in (a) the primary (b) Middle (c) High School classes-story telling. Regional inductive and Deductive method, Demonstration method, observation method, Heuristic method, Project method and problem solving method.

Unit IV (i) Study of home, region and local geography and its place at the higher secondary stage. Importance of excursion. Practical geography in and outside the class-room. Nature and content of work in different classes.

(ii) Geography room - Equipments, apparatus and appliance, geography library, museum.

(iii) Teaching Aids of different kinds - maps, models, pictures, audio-visual aids, atlases and Wall Map.

Unit-V (i) Geography Text books, their characteristics features at different stages of education.

(ii) Evaluation of student achievement in Geography.

Practicals :

1. Preparation of a few maps, charts and models for Physical Geography.
2. Practical demonstration to the ability for use of some of the common audio visual equipments, such as slide projector, 16 mm projector, manual projection camera and tape recorder.

OR

A report on visit to some places of geographical interest.

Books Recommended

1. Wallis - The Teaching of Geography.
2. Fair Grivee - Geography in School.
3. Bernard - Principle and practice of Geography teaching.
4. H.N. Singh - Bhugol Shiksha.
5. UNESCO - Teaching of Geography for International understanding.

Paper X (D) - TEACHING OF HISTORY

Max. Marks: 100 Time: 3 Hours.

Objectives: The student will be able to

1. To explain the meaning, scope and importance of history.
2. To develop skill and competence to translate general objectives into performance objectives in teaching of history.
3. To describe the Principles of curriculum construction in history and prepare a unit curriculum.
4. To demonstrate the different important methods of teaching history by selecting appropriate learning content.
5. To comment upon the concept of time and space and the ways by which these concepts can be developed.
6. To use different aids in the teaching of history.
7. To prepare a write up of the places of historical importance visited by him/herself, distinction of man as a force that can change the environment.
8. To prepare a lesson plan using a specific method of teaching history.
9. To prepare appropriate tools for evaluation of some content of history.
10. To explain concepts of history as casual phenomenon of human behaviour.

Contents:

The students are required to attempt five questions in all, *selectively* at least one question from each Unit.

Note: The students are required to attempt five question in all, Unit-I selecting at least one question from each unit.

- Unit-I: Meaning, scope and importance of History, Aims and objectives of teaching History.
- Unit-II: (i) Curriculum of history, selection and organisation of material (a) Periodic (b) Concentric (c) Topic organization, staffing, co-ordination etc. (ii) History and current affairs - their values and selection.
- Unit-III: (i) Methods of teaching History, Story telling, Narration, Project Method, source method, discussion, dramatisation. (ii) 'Aids and equipment for teaching History', excursions, field trips, time lines, museum.

- Unit-IV (i) History teacher and his qualities, medium of learning, (ii) Lesson planning in History based on performance objectives.
- Unit-V (i) Evaluation in History, tools and techniques, (ii) Indus Valley civilization, Buddha, Ashoka, Golden age of Guptas and First War of Independence (1857).

Books Recommended

1. Arora, K.L. - Teaching of History, Prakash Brothers, Ludhiana.
2. Ghose, K.K. - Creative Teaching of History, Bombay, Oxford University & community.
3. Ghate, V.D. - The Teaching of history (Bombay), Oxford University Press.
4. Hill, C.P. - Suggestions on teaching of History (UNESCO).
5. Johnson, H. - The teaching of history (Mac).
6. Singh, R.L. - The Teaching of History and Civics.
7. Chaudhary, K.P. - The Teaching of History, Audio-Visual Aids in teaching, Indian History, Delhi, Alma Ram & Sons.
8. Carr, E.H. - What is History, Harmondsworth-Penguin Books, (1961).
9. Budha, Prakashan - Modern Approach to History, Jullundur University, 1963.
10. Collingwood, R.G. - The Idea of History, Oxford, The Clarendon Press, 1962.
11. Gooch, - History and Historians in the XIX century.
12. Kaushanb, D.D. - An Introduction to the study of History.
13. Nikanth, Shastri - Historical Method in Relation to Indian History, from decade etc., Several statutes passed in India e.g. Insecticides act (1986), Wild Life

14. Burston, W.H. - Principles of History Teaching (London, Methuen, 1963).
15. Burston, W.H. & Green C.W. - Hand-book of History Teaching (London : Methuen 1962).
16. Varjeshwari, R. - Hand-book for History Teachers in India.
17. Jasvir - Teaching of History.
18. Durmond - Teaching of History.

Paper X (vii) TEACHING OF COMMERCE

Max. Marks 100 Time : 3 Hours

Objectives : Student-teachers will be able to :

1. Describe objectives of teaching elements of Commerce.
2. Acquire competencies necessary for a Commerce Teacher.
3. Use instructional material effectively.
4. Understand and apply principles and methods of teaching elements of Commerce.
5. Evaluate student's achievement.

Contents

Note : The students are required to attempt five questions in all, selecting at least one question from each Unit.

Unit-I Nature, scope and objectives of teaching of elements of Commerce at the school stage. Competencies desired of students passing out Higher Secondary stage.

Unit-II Instructional facilities and material required for its teaching :

- a) The importance of proper equipments and materials for effective instruction.
- b) Physical facilities, equipments, instructional materials necessary for the project.
- c) Criteria for selection of text-books, reference books and journals.

Unit-III Basic principles and practices of teaching commerce :

- a) General principles, techniques, practices of teaching general business subjects.
- b) Critical analysis of methods of teaching with reference to elements of Commerce (i) Lecture Method (ii) Question-Answers Method (iii) Discussion Method (iv) Group-Dynamics in Teaching General Business (v) Case-Study Method (vi) Role playing.
- c) Techniques of teaching Commerce : Questioning, Drill, assignment, narration, observation, examination and illustration.

Note :Each of the above methods or techniques are to be demonstrated assessing curricular content appropriate to the method in question.

- d) Analysis of learning experiences, Direct and contrived experience, Dramatisation, Field trips, exhibits, films, film strips, Visual Aids, Source Methods.
- e) Planning and marking assignments.
- f) Community Resources and their use.

Unit IV Evaluation of students Achievements :

- i) Need of testing and various devices of testing.
- ii) Role of teacher in evaluating students.
- iii) Criteria for evaluation of a General Business Education Programme in School.
- iv) Grading and recording test results.
- v) Using test results as a basis for remedial measures.
- vi) Administration of Aptitude and other prognostic tests.

- Unit V**
- i) Guidance and placement : The importance of a guidance programmes in general Business subject.
 - ii) Role and competencies of commerce teacher.
 - iii) Co-curricular activities in Commerce.

Books Recommended

1. Herbert A. Tone Principles of Business Education. Gragg, Publishing Division.

2. **A.S. Baughtery** Methods of Basic Business & Economic Education, Western Publishing Co.
 3. **Harm Harms B.W. Stehr** Methods in Vocational Business Education.
 4. **Tone Popham & Freeman** Methods in Vocational Business Subjects. Gragg Publishing Division N.Y.
 5. **L.V. Doughlash** Teaching Business Subjects, Prentice Hall Blandford & N.J. Inc. Englewood Cliffs, N.J.
 6. **C.A. Nolan, Carlos C Hydon** Principles & Problems of Business Education South, Western Publishing Co. N.Y.
 7. **G.I.** Report of the Special Committee on re-organisation and development of Poly-technic Education in India, Ministry of Education & Social Welfare, New Delhi, 1970-71.
 - (i) Social Sciences
 - (ii) Audio-Visual
 8. **G.I.** Teaching Commerce in Multi Purpose Schools, DEPSE New Delhi: 1961.
 9. **Srinivasan, K.R.** A Guide to the Methods of Teaching General Business, Regional College of Edu. Mysore.
 10. **Board of Sec. Edu. Rajasthan** Objective of Teaching Commerce, Board of Secondary Education, Rajasthan, Ajmer.
- Books Recommended**
11. **Singh M.N.** Dynamism in Teaching. 1. Bhatia & Bhatia - Teaching of Social Studies.
 12. **Aggarwala, A.N.** Business Methods & Machinery - Part-I & II, Kitab Mahal, Allahabad.
 13. **Acharya & Govekar** Principles of Business Organisation, Kitab Mahal, Allahabad.
 14. **P.C. Segwalker & Sarlekar** The Structure of Commerce, Kitab Mahal Allahabad.
 15. **James, James** - The Teaching of Social Studies in Secondary Schools. Karyalaya padhati, Ministry of Education, Cabinet Secretariat, New Delhi.

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Paper X (VIII) TEACHING OF ECONOMICS

Teaching of Economics - Teaching of Max. Marks: 100 Time: 3 Hours.

Objectives

- Forrester, J.F. - *Introducing Social Studies*.
1. To develop understanding of economics principles for growth and development of the economy.
 2. To acquire knowledge of present economic conditions in India.
 3. To acquire desirable economic attitudes and to become effective instrument of economic change.
 4. To acquire appropriate professional behaviour and to develop commitment to teaching profession.

Contents

Shikshan (Hindi). The students are required to attempt five questions in all selecting at least one question from each unit.

15. Sharda, B.D. & Gupta - *Basic Samajik Adhyayan*

Unit-I Meaning and scope of economics as a teaching subject. Aims

16. Sharda and objectives of teaching economics with special reference to present day Indian economic conditions. Its importance and place in education, its correlations with History, Geography, Civics and Maths.
17. Jain

Unit-II Curriculum in economics, its meaning, principles of instruction, suggestions for the improvement of existing curriculum in economics. Max. Marks: 100

Unit-III Methods of teaching economics - Lecture Method, Unit Method, Survey Method, Heuristic Method, Project Method and Problem Solving Method.

Unit-IV Preparation of lesson plans, Abilities, attitudes and skills required in an Economics Teacher. Use of mass-media in Teaching of Economics, Radio, T.V., Press and films.

Unit-V Evaluation in economics with due emphasis on objective of type test system and computer Maintenance.

Content-wants and their classification. Laws of returns and their implication in industry and agriculture. Population, Density of population, population problem in India and methods to control it.

Books Recommended

- To acquaint student teachers with the contribution of individual teachers with the values of teaching of economics.
1. Dr. A.K.M. Par - *Lesson planning in Indian School*, Sabda
 5. Sanchar, Ajmer student teacher with the aims and objectives of
 2. F. Bonham - *Economics*, to develop proper style for writing
 3. P.C. Jain - *Text Book of Modern Economics*
 4. Arithshashtra Bhikshan - Gurusamandas Tyagi, Vinod Prakashan, AGRA
 5. Arithshashtra Shikshan, Singh & Singh Pub. Lakshminarayan,
 7. AGRA, joint student teachers with the principal and procedures
 6. Arithshashtra Shikshan R.S. Pandey, Minakshi Prakashan, Meerut, U.P.
 7. Arithshashtra Shikshan R.P.S. Verma, Sabda Sanchar, Ajmer.

लक्ष्यः

समय : 3 घण्टे

1. छात्राध्यापक/छात्राध्यापिकाओं में हिन्दी शिक्षण के लिए आवश्यक आधारभूत योग्यताओं का विकास करना ।
2. छात्राध्यापक/छात्राध्यापिकाओं में हिन्दी-कक्षा-शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
3. छात्राध्यापक/छात्राध्यापिकाओं में हिन्दी कक्षा शिक्षणोपरान्त अपेक्षित कुशलताओं का विकास करना ।
4. छात्राध्यापक/छात्राध्यापिकाओं में हिन्दी सम्बन्धी विभिन्न कक्षोत्तर भाषिक एवं साहित्यिक क्रिया कलापों के आयोजन की क्षमता का विकास करना ।
5. छात्राध्यापक/छात्राध्यापिकाओं में क्रियात्मक अनुसंधान, निदानात्मक परीक्षण एवं उपचारात्मक शिक्षण की योग्यताओं एवं कुशलता का विकास करना ।

नोट:- छात्रों को कुल पांच प्रश्न करने हैं, प्रत्येक भाग में से एक प्रश्न अनिवार्य है ।

(हिन्दी शिक्षण पाठ्यक्रम)

इकाई-1

- (अ) मातृभाषा का महत्व एवं मातृभाषा-शिक्षण के उद्देश्य ।
- (आ) भाषा शिक्षण के सामान्य सिद्धांतों का परिचय ।
- (इ) भाषाई चार कौशलों (श्रवण,भाषण, पठन,लेखन) का सामान्य ज्ञान एवं अभ्यास ।
- (ई) निम्नांकित विभिन्न कौशलों के घटकों का ज्ञान एवं शिक्षण -

- (क) श्रवण-कौशल शिक्षण
- (ख) मौखिक-अभिव्यक्ति कौशल शिक्षण ।
- (ग) पठन-कौशल-शिक्षण ।
- (घ) लिखित अभिव्यक्ति कौशल शिक्षण ।

इकाई योजना, दैनिक पाठ-योजना निर्माण ।

हिन्दी पाठ्यक्रम-निर्माण एवं समीक्षा ।

हिन्दी पाठ्य-पुस्तक समीक्षा ।

इकाई-2

हिन्दी की विभिन्न विधाओं का शिक्षण: कविता-शिक्षण(रसपाठ एवं बोधपाठ रूप में) गद्य शिक्षण, कहानी-शिक्षण (मौखिक पाठ रूप में), नाटक-शिक्षण, व्याकरण शिक्षण(औपचारिक एवं अनौपचारिक रूप में, रचना-शिक्षण(कहानी,पत्र,निबन्ध रचना)

इकाई-3 हिन्दी में मूल्यांकन एवं गृहकार्य

1. मूल्यांकन, अर्थ, स्वरूप, क्षेत्र। हिन्दी में मूल्यांकन अस्वरूप, प्रश्न-पत्र निर्माण,विधाओं में मूल्यांकन प्रक्रिया ।
2. हिन्दी शिक्षण में गृह कार्य स्वरूप, नियोजन एवं संशोधन-प्रक्रिया,तकनीकी एवं विधियां ।

इकाई-4. हिन्दी विषय वस्तु तथा उसका शिक्षण:

1. हिन्दी ध्वनियां वर्गीकरण उच्चारण एवं शिक्षण ।
2. हिन्दी शब्द स्रोत रचना (उपसर्ग,प्रत्यय,समास,सन्धि) एवं हिन्दी शब्द रचना शिक्षण ।

3. हिन्दी-वाक्य-रचना, विश्लेषण, विराम-चिन्ह एवं हिन्दी वाक्य रचना शिक्षण।
4. हिन्दी साहित्य की अधुमतन प्रवृत्तियाँ।

सत्रीय कार्य :-

1. उपर्युक्त इकाईयों में से किसी-एक पर निबन्ध
2. क्रियात्मक अनुसंधान, निदानात्मक परीक्षण, उपचारात्मक शिक्षण
3. सत्रीय परीक्षा।

सन्दर्भ ग्रंथ सूची:-

1. मैन्यूक पी : दी ऐयूज्मेशन एण्ड डवेलपमैन्ट आफ लैंग्वेज, प्रिंटिस हाल 1971
2. वेस्टन कैनिथ : डवेलपिंग सैकिण्ड लैंग्वेज, रिक्ल्स-थ्योरी एण्ड प्रैक्टिस रैप्स मैकनेली 1973।
3. शुक्ल भगवती प्रसाद : हिन्दी उच्चारण और वर्तनी, आर्यबुक डिपो देहली 1974।
4. सुखिया के०के० : हिन्दी ध्वनियाँ और उनका शिक्षण रामनारायण लाल इलाहाबाद।
5. चौधरी अनन्तः नागरी लिपि और हिन्दी वर्तनी, बिहार हिन्दी ग्रन्थ अकादमी पटना, 1973।
6. तिवारी भोलानाथ तथा शर्मा, कृष्णदत्त (अन) अभिव्यक्ति विज्ञान प्रकाशन देहली 1974।
7. तिवारी, भोलानाथ तथा भाटिया कैलाशचन्द्र : हिन्दी शिक्षण लिपि प्रकाशन, देहली 1980।
8. श्रीवास्तव रविन्द्र नाथः भाषा-शिक्षण, दि मैकमिलन कम्पनी आफ इण्डिया लि० 1976।
9. निरंजन कुमार सिंह : माध्यमिक विद्यालयों में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रन्थ अकादमी, जयपुर 1973।
10. श्रीवास्तव राजेन्द्र प्रसादः हिन्दी शिक्षण-दि मैकमिलन कम्पनी आफ इण्डिया लि० देहली 1973।
11. रसतोगी, के०जी० : भाषा संप्राप्ति-मूल्यांकन केन्द्रीय हिन्दी संस्थान आगरा।
12. बाहरी हरदेवः व्यवहारिक हिन्दी-व्याकरण लोक भारती प्रकाशन इलाहाबाद 1972।
13. मुरारी लाल उप्रेतिः प्रत्यय विचार, विनोद पुस्तक मन्दिर, आगरा।
14. रमन बिहारीः हिन्दी शिक्षण, रसतोगी एण्ड कम्पनी मेरठ।
15. भाई योगेन्द्र जीतः हिन्दी भाषा-शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
16. सिन्हा शत्रुघन प्रसादः हिन्दी शिक्षण, विधि दिल्ली पुस्तक सदन, दिल्ली।
17. सफाया, रघुनाथः हिन्दी-शिक्षण-विधि पंजाब किताबघर, जालन्धर।
18. वर्मा वैधनाथ प्रसादः हिन्दी-शिक्षण पद्धति, बिहार हिन्दी ग्रन्थ अकादमी पटना-3।
19. क्षत्रिया० के० : मातृभाषा-शिक्षण, विनोद पुस्तक मन्दिर, आगरा।
20. पाण्डेय, रामशुक्ल-हिन्दी-शिक्षण विनोद पुस्तक मन्दिर, आगरा।
21. सविन्नि सिंह शिक्षक, लायल बुक डिपो, मेरठ।
22. जयनारायण कौशिक-हिन्दी शिक्षण-हरियाणा साहित्य अकादमी चण्डीगढ़।

Paper-X (x) TEACHING OF ENGLISH

Max. Marks : 100 Time : 3
Hours.

Objectives:

General : To develop the competencies required for teaching of English.

Specific :

1. To acquaint the student teachers with the elements of English language viz. sounds, structures, vocabulary.
2. To enable the student teachers to develop the basic linguistic skills among their pupils and for that purpose, to familiarize them with various methods and techniques.
3. To enable the student teachers to make effective use of various teaching aids in teaching of English.
4. To develop competency in modern techniques of evaluation in English.
5. To create awareness of constraints and limitations of our Indian context.

Contents :

Note : The student are required to attempt five questions in all, selecting atleast one question from each Unit.

Unit-I (i) The role of English in India today.

- (ii) The conditions under which English is taught and learnt.
- (iii) Nature of language and its implications for the language teacher (what language is and how it is learnt). Definition, linguistic principles and misconceptions about language.
- (iv) General principles of language learning and teaching with special reference to the teaching of English.
- (v) Aims of Teaching English as a second language in India.
- (vi) Method of Teaching English.
 - (a) Grammar/Translation.
 - (b) Direct
 - (c) Bilingual

Note : Actual demonstration of the said methods is to be done with the school students, selecting appropriate content from their text books.

(vii) Structural Approach.

Unit-II Teaching the Elements of Language.

Vocabulary : Nature of words and meaning-function of contents, words, active and passive vocabulary, selection, gradation presentation, expansion of vocabulary.

Structure: Meaning of structure and patterns, principles of selection and gradation of structure-presentation and practice of structures.

Unit-III Developing Linguistic Skills :

- (i) Development of skills of listening and speaking.
- (ii) Development of reading skills-meaning and importance of reading. Teaching mechanics of reading.
- (iii) Teaching-reading with comprehension.
- (iv) Teaching skills required for developing reading skills, selecting and presenting reading material, preparing reading material, asking questions, diagnosing reading difficulties, organising practice sessions, organising reading games.
- (v) Development of the writing skills, importance and characteristics of writing (good handwriting) Causes of bad hand-writing and remedial measures. Teaching the mechanics of writing.
- (vi) Teaching of poetry.
- (vii) Characteristics of a good English Text-book.
- (viii) Teaching composition-guided to free composition.

Unit-IV Instructional Aids for Teaching English.

- (i) Importance of instructional aids and their effective use.
- (ii) Uses of the following aids: chalk-board, flannel boards, pictures, picture cuts-outs, charts, tape recorder, record player (Linguaphones), radio, Television, films and film strip, language laboratory.
- (iii) To develop skills for developing appropriate teaching aids with available resources.

Unit-V Evaluation of language skills

- (i) Importance and characteristics of a good text.

- (ii) Construction of test items for evaluating students' acquisitions of (a) listening and reading comprehension (b) Speaking ability and pronunciation, (c) vocabulary (d) structures.

Books Recommended

1. Thomson and Wyatta Teaching of English in India, Bombay : Oxford University Press.
2. R.L. Mehta Teaching of English in India (Bombay Orient Longmans).
3. T.K.N. Memon and M.S. Patel Teaching of English as a Foreign Language (Baroda : Acharya Books).
4. W.M. Ryburn Teaching of English in India (Bombay: Oxford University Press).
5. Gaiind and Sharma Talks to Teachers of English in India (Agra Ram Prasad).
6. D.S. Anand Aims and Methods of Teaching English in India, Sahitya Sangam.
7. V.K. Gokak English in India-its present and future (Bombay: Asia Publishing House, 1965).
8. Bhandari and others Read and learn, Teaching English for Teachers (Bombay: Orient Longmans, 61
9. E.V. Gatenby A Direct Method English Course (London Longmans, 1953).
10. Cole and Bhandari A Hand Book of English Pronunciation.
11. A.S. Hornby A Guide of Pattern and usages of English.
12. A.W. Frisby Teaching English (London Longmans, 1964).
13. F.G. French Teaching of English Abroad, Part-I,II,III.
14. P. Gurrey Teaching of English as a Foreign Language (London: Longmans, 1955).
15. M. West. Teaching English under Different circumstances.
16. Somaratane, V.R.P. Aids and Tests in the Teaching of English as a second language.